SEL · FEELINGS AND EMOTIONS · GRADES K–2

Name That Feeling

Match six feelings faces to their words, then draw your own face for how you feel today.

Name: _____ **Date:** _____



Draw a line from each face to its feeling word.



- scared
- happy
- surprised
- sad
- tired
- angry

Draw your face today.

Today I feel _____ because…

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Finish the Feelings Faces

Trace each feeling word and draw the eyes and mouth to show it, then finish "I feel happy when...".



Name: _____ **Date:** _____

Trace each word. Draw eyes and a mouth to show the feeling.

happy

sad

mad

scared

silly

calm

I feel happy when...

_____

_____

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Comfortable and Uncomfortable Feelings



Sort twelve feeling words into comfortable and uncomfortable feelings. All feelings are okay.

Name: _____ **Date:** _____

All feelings are okay. Comfortable feelings feel good in your body. Uncomfortable feelings can feel heavy, tight or jumpy. Everyone has both kinds.

Word bank

joyful · nervous · proud · lonely · calm · frustrated · excited · jealous · grateful · embarrassed · hopeful · disappointed

Write each feeling word in the right box.

Comfortable feelings	Uncomfortable feelings

One thing I can do when I have an uncomfortable feeling:

_____

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How Would You Feel?

Read eight everyday moments and circle the feeling that fits, then draw a time you felt proud.

Name: _____ **Date:** _____



Circle the feeling that fits best.

You get a puppy for your birthday.	happy · sad · angry
Your ice cream falls on the ground.	proud · sad · silly
Someone grabs your toy without asking.	calm · angry · happy
You hear a loud crash of thunder at night.	scared · proud · silly
You finally learn to ride your bike.	bored · scared · proud
Your friend moves to a new town.	excited · sad · silly
Your class throws you a surprise party.	surprised · tired · angry
You stayed up very late.	tired · proud · excited

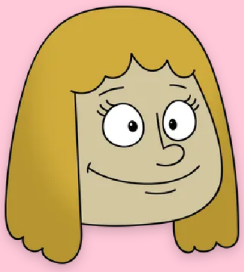
Draw a time you felt proud.

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Feeling Words: Small, Medium, Big

Put feeling words in order from a little to a lot, like annoyed, mad and furious, to name a feeling just right.



Name: _____ **Date:** _____

Feelings come in sizes. **Annoyed** is a small mad, **mad** is medium and **furious** is a big mad. Choosing the right size word helps people know how you feel.

Word bank

thrilled · down · nervous · tired · glad · heartbroken · terrified · sleepy · happy · worried · exhausted · sad

Write the words in order from small to big.

Feeling	Small	Medium	Big
Mad (example)	annoyed	mad	furious
Scared			
Happy			
Sad			
Tired			

A big feeling word I had this week: _____

What made it so big? _____

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Happy, Sad or Mad?

A grown-up reads nine little moments, like a hug from Grandma or a balloon floating away, and kids write each number under happy, sad or mad.



Name: _____ **Date:** _____

Grown-ups: read each moment out loud. Kids show the feeling with their face, then write the number in the box that fits.

Write each number under the feeling it gives you.

1. I get a hug from Grandma.
2. My balloon floats away.
3. My brother takes my toy.
4. We go to the park.
5. My fish is sick.
6. Someone knocks down my tower on purpose.
7. I get a new puppy.
8. My best friend moves away.
9. Someone cuts in front of me.

Happy	Sad	Mad

Draw something that makes you happy.

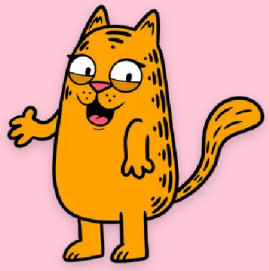
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Opposite Feelings

Match six feelings to their opposites, like calm and angry or brave and scared, then write about a time a feeling changed to its opposite.

Name: _____ **Date:** _____



Draw a line from each feeling to its opposite.

happy ●	● embarrassed
calm ●	● sad
brave ●	● worried
proud ●	● angry
excited ●	● scared
hopeful ●	● bored

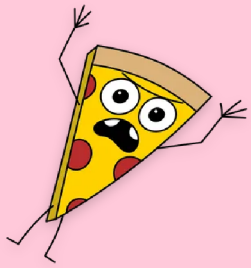
Write about a time one feeling changed into its opposite. What helped it change?

Art © Kevin Coulston

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Feelings Riddles

Solve eight "How do you feel?" riddles with the word bank, then write a feelings riddle for a friend to guess.



Name: _____ **Date:** _____

Word bank

nervous · proud · surprised · lonely · grateful · jealous · bored · embarrassed

Read each riddle. Write the feeling from the word bank.

1. Before you sing on stage, your tummy flutters. You feel _____.
2. You built the tallest tower in the class. You feel _____.
3. Friends jump out and yell "Happy birthday!" You feel _____.
4. Everyone is playing, but no one asked you. You feel _____.
5. A neighbor shoveled the snow off your steps. You feel _____.
6. You wish your friend's new bike were yours. You feel _____.
7. It is raining and there is nothing to do. You feel _____.
8. You trip in the lunch line and everyone looks. You feel _____.

Write your own feelings riddle. Can a friend guess it?

_____

_____

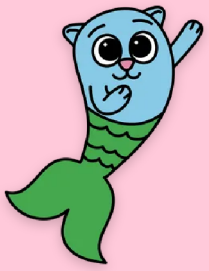
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Feelings Word Search

Find twelve feeling words hidden across, down and on a slant, then write about one you felt this week.

Name: _____ **Date:** _____



Find each feeling word. Words go across, down and on a slant. Check each one you find.

A	H	S	H	K	G	B	E	O	N	W
P	K	A	A	W	L	R	S	E	B	R
G	N	R	P	D	A	A	I	M	N	A
S	P	R	A	P	D	V	L	E	L	B
C	R	E	N	N	Y	E	L	U	O	N
A	O	L	X	R	G	E	Y	W	N	A
R	U	O	O	C	U	R	F	O	E	O
E	D	L	C	E	I	P	Y	K	L	H
D	F	R	M	A	R	T	S	C	Y	N
G	Y	T	U	C	L	U	E	E	L	E
O	Y	O	L	Y	L	M	T	D	T	I

- ☐ happy
- ☐ sad
- ☐ angry
- ☐ calm
- ☐ proud
- ☐ scared
- ☐ brave
- ☐ silly
- ☐ glad
- ☐ upset
- ☐ lonely
- ☐ excited

Pick one word you found. When did you feel it this week?

_____

_____

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Feelings Charades Cards

Cut apart twelve cards and act out each feeling with your face and body, with no words, while friends guess it.



Name: _____ **Date:** _____

How to play: cut the cards apart and put them face down. Take a card and act out the feeling with your face and body, with no words. The first friend to guess the feeling takes the next turn.

✂ Cut on the dashed lines.

happy Smile big and bounce.	**sad** Droop your shoulders and frown.	**angry** Cross your arms and stomp.
scared Hide behind your hands.	**surprised** Open your eyes and mouth wide.	**tired** Yawn and stretch.
proud Stand tall with hands on hips.	**silly** Make a funny face.	**nervous** Wiggle and look all around.
bored Sigh and rest your chin on your hand.	**excited** Clap and jump up and down.	**shy** Look down and hide a little smile.

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Feelings Word Scramble

Unscramble eight feeling words with a clue for each, like a word for how you feel before a test, then use one in a sentence.

Name: _____ **Date:** _____



Unscramble each feeling word. Use the clue to help.

p h y a p
You feel this at a birthday party.

_____

y a n r g
Your face gets hot and red.

_____

e r c d a s
A loud noise in the dark.

_____

r o p u d
You finished a hard puzzle.

_____

y e n o l l
No one to play with.

_____

m a l c
Quiet and peaceful inside.

_____

w r r e d i o
The night before a big test.

_____

y i l s l
Making funny faces.

_____

Use one of the words in a sentence about you.

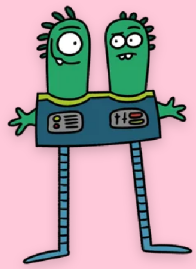
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Feelings Secret Code



Crack the number code to find three big ideas about feelings, like "Name it to tame it," then explain one in your own words.

Name: _____ **Date:** _____

In this code, **A = 1, B = 2, C = 3** and so on up to **Z = 26**. Write the letter that goes with each number.

Crack the code. Write a letter on each line.

A 1	B 2	C 3	D 4	E 5	F 6	G 7	H 8	I 9	J 10	K 11	L 12	M 13
N 14	**O 15**	**P 16**	**Q 17**	**R 18**	**S 19**	**T 20**	**U 21**	**V 22**	**W 23**	**X 24**	**Y 25**	**Z 26**

1.

1	12	12		6	5	5	12	9	14	7	19		1	18	5

15	11	1	25

2.

14	1	13	5		9	20		20	15		20	1	13	5		9	20

3.

6	5	5	12	9	14	7	19		3	15	13	5		1	14	4	

7	15

Pick one message. What does it mean to you?

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Roll and Tell a Feeling

Roll a die and tell a partner about a time you felt happy, sad, mad, scared, silly or proud. A game for circle time or small groups.



Name: _____ **Date:** _____

How to play: take turns rolling a die. Find your number and tell your partner about a time you felt that way. Listen when it is your partner's turn!

Roll, find your number and tell.



Tell about a time you felt happy.



Tell about a time you felt sad.



Tell about a time you felt mad.



Tell about a time you felt scared.



Tell about a time you felt silly.



Tell about a time you felt proud.

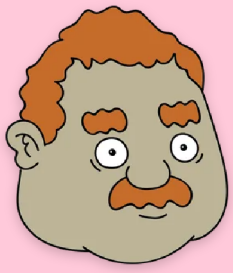
The feeling I rolled the most: _____

Something I learned about my partner: _____

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SEL · FEELINGS AND EMOTIONS · GRADES 2–3

Two Feelings at Once



You can feel two things at the same time. Match six moments, like a friend moving away, to the two feelings they can bring.

Name: _____ **Date:** _____

Sometimes we feel **two feelings at once**. On the first day of school you might feel **excited** and **nervous** together. That is called a mixed feeling, and it is normal.

Draw a line from each moment to the two feelings it could bring.

Your best friend moves away, but you will visit.	happy and sorry
You get to sing a solo in the school show.	sad and hopeful
Your big sister goes away to college.	glad and sad
You win a game, but your friend is upset.	excited and nervous
Your family brings home a new baby.	proud and lonely
It is the last day of school.	excited and left out

Write about a time you felt two feelings at once.

_____

_____

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SEL · FEELINGS AND EMOTIONS · GRADES 1–3

Feeling or Action?

A feeling is inside you and an action is what you do. Circle feeling or action for ten words, then plan safe actions for big feelings.

Name: _____ **Date:** _____



A **feeling** is what happens inside you, like mad or happy. An **action** is what you do with your body. All feelings are okay, and we get to choose our actions.

Circle Feeling or Action for each one.

angry	Feeling	Action
stomping your feet	Feeling	Action
excited	Feeling	Action
jumping up and down	Feeling	Action
nervous	Feeling	Action
hiding under a blanket	Feeling	Action
jealous	Feeling	Action
taking a deep breath	Feeling	Action
lonely	Feeling	Action
asking for a hug	Feeling	Action

When I feel angry, a safe action I can take is: _____

When I feel sad, an action that helps me is: _____

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Nervous and Excited: Same and Different



Nervous and excited can feel a lot alike in your body. Sort nine clues into a Venn diagram to see what is the same and what is different.

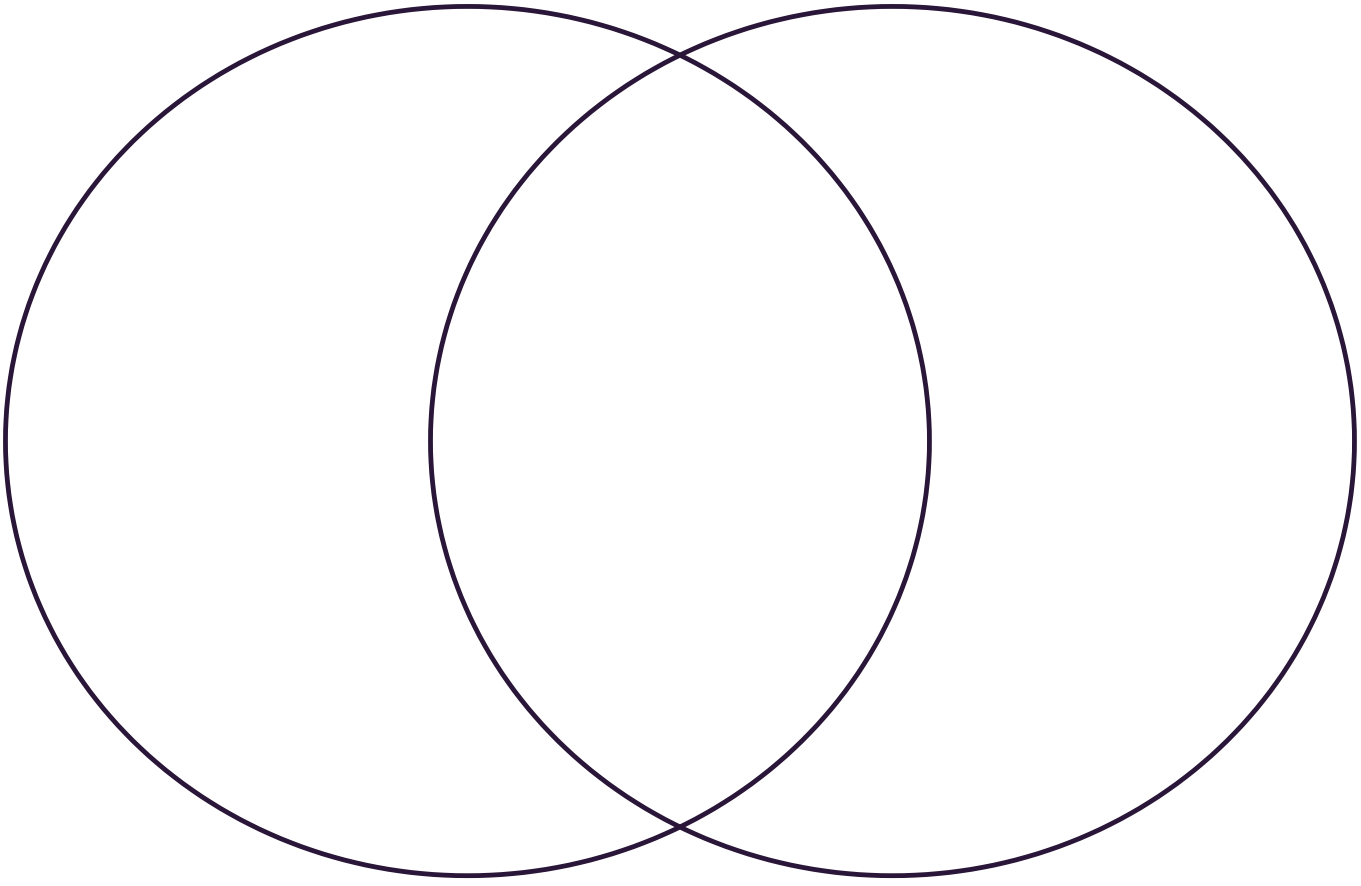
Name: _____ **Date:** _____

Word bank

butterflies in my tummy | heart beats fast | I want to hide | I can't wait! | worried thoughts | big smile | before something new | I want to jump up | sweaty hands

Write each clue in the right part of the Venn diagram.

Nervous | Both | Excited



Something that makes me nervous and excited at the same time:

_____

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What Could Help?

Read six kids' feelings and circle the choice that would help, like deep breaths for mad or asking to play for lonely.



Name: _____ **Date:** _____

Circle the letter of the choice that would help most.

1. **Mia feels mad because her block tower fell.**
   - (a) Kick the blocks.
   - (b) Take three deep breaths, then build again.
   - (c) Yell at her brother.

2. **Leo feels lonely at recess.**
   - (a) Ask someone, "Can I play too?"
   - (b) Sit alone all recess.
   - (c) Ask to go home.

3. **Ana feels worried after a bad dream.**
   - (a) Keep it a secret.
   - (b) Stay awake all night.
   - (c) Tell a grown-up and get a hug.

4. **Sam feels frustrated with his math.**
   - (a) Rip up the page.
   - (b) Take a short break and try again.
   - (c) Copy a friend.

5. **Zoe feels sad that her pet is sick.**
   - (a) Talk about it with someone she trusts.
   - (b) Pretend she is fine.
   - (c) Be mean to a friend.

6. **Max is so excited he can't sit still.**
   - (a) Run around the classroom.
   - (b) Shout over the teacher.
   - (c) Squeeze his hands and wiggle his toes.

What helps me when I have a big feeling?

_____

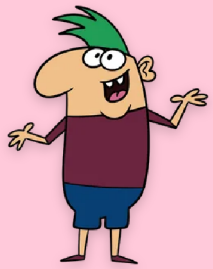
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Feelings Find a Friend Who

Walk around the room and find classmates who have felt proud, nervous, brave and more. Each friend signs a square. Fill a row to win.



Name: _____ **Date:** _____

Find a classmate who… Ask them to sign the square. Try to fill a row!

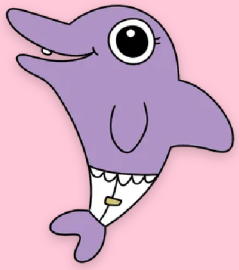
has felt proud of a drawing	feels calm when reading	felt nervous on the first day of school	laughs at silly jokes
felt brave at the doctor	feels happy at the park	felt surprised by a gift	feels sleepy in the morning
felt sad when a toy broke	feels excited about a holiday	felt shy meeting someone new	feels grateful for a pet
felt frustrated with a puzzle	feels cozy in a blanket	felt silly in a costume	feels proud helping at home

A feeling a classmate and I both had: _____

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SEL · FEELINGS AND EMOTIONS · GRADES K–2

My Little Feelings Book



Draw a picture for when you feel happy, sad, mad and scared, then share your little feelings book with a grown-up.

Name: _____ **Date:** _____

Draw a picture in each box. A grown-up can help you write the words on the line. Then share your feelings book!

I feel happy when...

I feel sad when...

I feel mad when...

I feel scared when...

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Feelings Fill-In Story

Read a short story about Nia's spelling bee and fill in six feeling words from the word bank, from nervous to relieved.

Name: _____ **Date:** _____



Word bank

nervous | proud | disappointed | surprised | relieved | grateful

Read the story. Write the feeling word that fits each sentence.

1. On the morning of the spelling bee, Nia felt _____ and her hands shook.

2. She spelled her first word right and felt _____ of herself.

3. Then she missed the word "rhythm" and felt _____.

4. Her friends cheered for her anyway, which she did not expect. Nia was _____.

5. When the spelling bee was over, Nia felt _____ that the hard part was done.

6. She thanked her dad for helping her practice. She felt _____.

How would you feel if you were Nia? Why?

_____

_____

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SEL · GROWTH MINDSET · GRADES 2–5

Fixed or Growth Mindset?

Read ten thoughts and sort each into fixed mindset or growth mindset.

Name: _____ **Date:** _____



A **fixed mindset** thinks "I can't get better at this." A **growth mindset** knows your brain gets stronger when you practice, try new ways and learn from mistakes.

Circle Fixed or Growth for each thought.

I'm just not a math person.	Fixed	Growth
Mistakes help me learn.	Fixed	Growth
I can't do it yet, but I will keep practicing.	Fixed	Growth
This is too hard, so I quit.	Fixed	Growth
She is smart. I will never be that smart.	Fixed	Growth
If I have to try hard, I must be bad at it.	Fixed	Growth
I will try a different way.	Fixed	Growth
Hard work makes my brain stronger.	Fixed	Growth
I can ask for help when I am stuck.	Fixed	Growth
I only like doing things I already know.	Fixed	Growth

Something I am working hard to get better at:

_____

_____

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SEL · GROWTH MINDSET · GRADES 1–4

Change Your Words

Rewrite six stuck thoughts like “I can’t do this” into growth mindset words like “I can’t do this yet.”



Name: _____ **Date:** _____

Change each stuck thought into growth mindset words.

Instead of...	I can say...
“I can’t do this.”	_____
“I made a mistake.”	_____
“This is too hard.”	_____
“I give up.”	_____
“I’m not good at this.”	_____
“It’s good enough.”	_____

My favorite growth mindset words: _____

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SEL · GROWTH MINDSET · GRADES K–2

Look How I Have Grown

Draw something you could not do as a baby, something you can do now and something you will learn next.

Name: _____ **Date:** _____



As a baby, I could not...

Now I can...

Next, I will learn...

Trace the sentence.

I keep growing!

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SEL · GROWTH MINDSET · GRADES 1–3

Growth Mindset Power Words

Fill in the six power words, yet, practice, mistakes, try, help and brain, then pick your favorite.

Name: _____ **Date:** _____



Word bank

yet | practice | mistakes | try | help | brain

Write the missing power word.

1. I can't ride a bike _____.
2. _____ helps me get better.
3. _____ help me learn.
4. If it doesn't work, I will _____ again.
5. When I am stuck, I can ask for _____.
6. My _____ grows when I learn something hard.

Draw yourself using your favorite power word.

My favorite power word is _____ because...

_____

_____

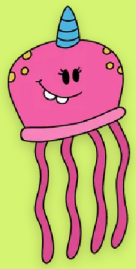
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SEL · GROWTH MINDSET · GRADES 3–5

Mistakes That Made Something Great

Match six real inventions, from Play-Doh to penicillin, to the mistake or surprise that led to them.



Name: _____ **Date:** _____

Draw a line from each invention to the mistake or surprise behind it.

Play-Doh ●	● A glue came out too weak to stick for good, so it was used on notes.
penicillin ●	● A spring fell off a shelf and kept “walking”.
sticky notes ●	● It started as a putty for cleaning wallpaper.
the Popsicle ●	● A candy bar melted in an engineer’s pocket near a radar machine.
the Slinky ●	● Mold grew on a dish of germs that was left out, and the germs near it died.
the microwave oven ●	● A boy left a cup of soda with a stick in it outside on a cold night.

A mistake I made that taught me something:

_____

_____

_____

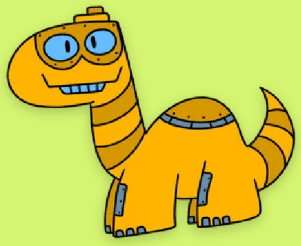
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SEL · GROWTH MINDSET · GRADES 2–5

My Amazing Brain: True or False

Circle true or false for ten facts about how your brain grows when you learn, then fix two of the false ones.

Name: _____ **Date:** _____



Your brain is made of billions of nerve cells called **neurons**. Each time you practice, they make stronger connections, like a path that gets clearer the more you walk on it.

Circle True or False for each sentence.

Your brain can grow new connections when you learn something new.	True	False
Only some people can make their brains stronger.	True	False
Practicing a skill again and again makes the brain path for it stronger.	True	False
Mistakes mean your brain is not working.	True	False
Sleep helps your brain save what you learned that day.	True	False
Grown-ups can never learn anything new.	True	False
Trying hard things gives your brain a workout.	True	False
If something is hard at first, you will never be good at it.	True	False
Your brain has billions of nerve cells called neurons.	True	False
Water and healthy food help your brain work well.	True	False

Fix a false one: _____

Fix another one: _____

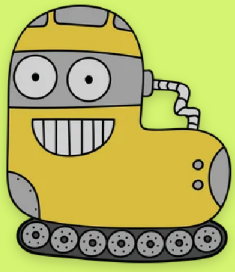
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SEL · GROWTH MINDSET · GRADES 1–4

Stuck? Try a Strategy

Read six stuck moments and circle the learning strategy that helps most, like rereading or breaking a job into parts.

Name: _____ **Date:** _____



Circle the letter of the strategy that would help most.

1. **You read a word problem and have no idea what it is asking.**
   - (a) Reread it slowly and underline the question.
   - (b) Guess any number.
   - (c) Put your head down.

2. **Your big project feels like way too much to do.**
   - (a) Give up on it.
   - (b) Wait until the night before.
   - (c) Break it into small parts and do one at a time.

3. **You tried the same way three times and it still does not work.**
   - (a) Try a different way.
   - (b) Keep doing the exact same thing.
   - (c) Say "I'm just bad at this."

4. **You forgot how to do a kind of math problem.**
   - (a) Copy a friend's answers.
   - (b) Look back at an example in your notes.
   - (c) Skip the whole page.

5. **You feel so frustrated you want to rip up your paper.**
   - (a) Rip it up.
   - (b) Take a short break and three deep breaths, then go back.
   - (c) Yell at the paper.

6. **You still do not get it, even after trying a few strategies.**
   - (a) Pretend you understand.
   - (b) Hide your work.
   - (c) Ask a teacher or a friend to explain it a new way.

A strategy that helps me when I am stuck:

_____

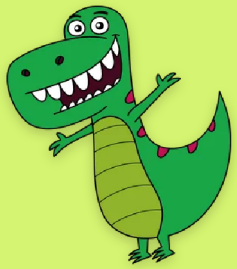
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SEL · GROWTH MINDSET · GRADES 3–5

They Never Gave Up

Match six famous people, from Dr. Seuss to Wilma Rudolph, to the setback they kept going through.



Name: _____ **Date:** _____

Draw a line from each person to the setback they kept going through.

Dr. Seuss	Their gliders crashed again and again before their first airplane flight in 1903.
J.K. Rowling	He tested thousands of materials to make a light bulb that would glow for a long time.
Thomas Edison	He did not make his high school's top basketball team when he tried out at 15.
Wilma Rudolph	His first children's book was turned down by more than 20 publishers.
the Wright brothers	She had polio as a child and wore a leg brace, then won three Olympic gold medals in running.
Michael Jordan	Twelve publishers said no to her first Harry Potter book.

Pick one person. What can you learn from them about not giving up?

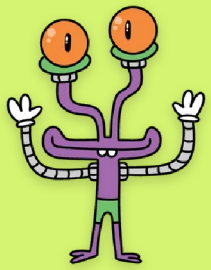
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SEL · GROWTH MINDSET · GRADES 3–5

Mistake Acronyms

Match FAIL, END and NO to the growth mindset words they stand for, then make your own acronyms for TRY, YET and GROW.

Name: _____ **Date:** _____



An **acronym** is a word made from the first letters of other words. Some people use acronyms to remember that mistakes and "no" are part of learning.

Draw a line from each acronym to what it stands for.

FAIL ●	● Next Opportunity
END ●	● First Attempt In Learning
NO ●	● Effort Never Dies

Make your own growth mindset acronyms. Write a word for each letter.

Word	My acronym
TRY	
YET	
GROW	

Which acronym will help you most, and why?

_____

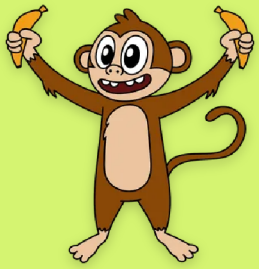
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Talk Back to a Fixed Thought

Four comic panels where a character says a fixed mindset thought. Write a growth mindset talk-back in each empty bubble.



Name: _____ **Date:** _____

Each character has a fixed mindset thought. Write a growth mindset talk-back in the empty bubble.

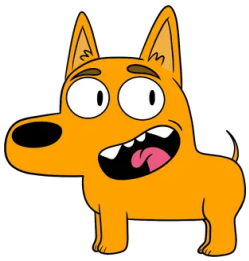


"I'm not good at drawing."

My talk-back:

_____

_____



"Everyone gets it but me."

My talk-back:

_____

_____

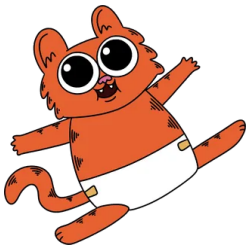


"I made a mistake, so I quit."

My talk-back:

_____

_____



"This is too hard for me."

My talk-back:

_____

_____

A fixed thought I sometimes have: _____

My talk-back: _____

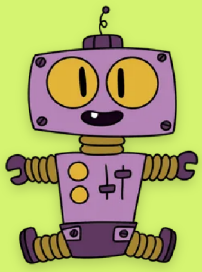
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SEL · GROWTH MINDSET · GRADES K–1

Trace Growth Mindset Sentences

Trace four short growth mindset sentences, like I can learn and Mistakes are okay, then draw something you are learning.

Name: _____ **Date:** _____



Trace each sentence. Say it out loud.

I can learn.

I will try.

Mistakes are okay.

I keep going.

Draw something you are learning to do.

Art © Kevin Coulston

SEL · GROWTH MINDSET · GRADES 2–5

Growth Mindset Secret Code

Use the number code to uncover three growth mindset messages, then write a secret code message of your own for a friend.

Name: _____ **Date:** _____



In this code, **A = 1, B = 2, C = 3** and so on up to **Z = 26**. Write the letter that goes with each number.

Crack the code. Write a letter on each line.

A 1	B 2	C 3	D 4	E 5	F 6	G 7	H 8	I 9	J 10	K 11	L 12	M 13
N 14	O 15	P 16	Q 17	R 18	S 19	T 20	U 21	V 22	W 23	X 24	Y 25	Z 26

1.

13	9	19	20	1	11	5	19		8	5	12	16		13	5

7	18	15	23

2.

11	5	5	16		20	18	25	9	14	7

3.

13	25		2	18	1	9	14		7	5	20	19

19	20	18	15	14	7	5	18

Write your own growth mindset message in the number code for a friend to crack.

_____

_____

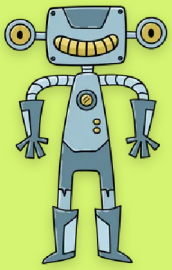
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Practice Makes Progress

Pick one skill, practice it for five days and log what you did, then rate how much you improved. Practice makes progress.

Name: _____ **Date:** _____



A skill I want to get better at: _____

Practice for five days. Fill in a row each day.

Day	What I practiced	Minutes	How it went
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			

How much better am I now?

◯ the same ◯ a little ◯ a lot ◯ so much!

What helped me get better?

_____

_____

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SEL · GROWTH MINDSET · GRADES 3–5

Effort Praise or Talent Praise?

Circle effort or talent for ten compliments, then turn a talent compliment into one that praises effort and strategies.

Name: _____ **Date:** _____



Praise for **effort** notices how hard you worked, the strategies you used and how you kept going. Praise for **talent** says you were just born good at something. Effort praise helps a growth mindset grow.

Circle Effort or Talent for each compliment.

You worked so hard on that story!	Effort	Talent
You're a natural at soccer.	Effort	Talent
I can tell you practiced your spelling words.	Effort	Talent
You're so smart, you didn't even have to try.	Effort	Talent
You tried a new strategy when you got stuck.	Effort	Talent
Some people are just good at math, like you.	Effort	Talent
You kept going even when it got tough.	Effort	Talent
You were born to be an artist.	Effort	Talent
Your drawing shows how carefully you added details.	Effort	Talent
Wow, that's so easy for you!	Effort	Talent

Turn "You're a natural at soccer" into effort praise: _____

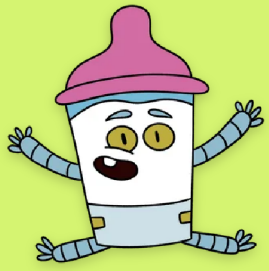
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SEL · GROWTH MINDSET · GRADES 1–3

Steps to Learn Something New

Number six steps of Jayden learning to ride a bike, from the first wobble to riding down the street, then write about a skill you learned.

Name: _____ **Date:** _____



Jayden is learning to ride a bike. Every new skill takes steps, and mistakes are one of the steps!

Number the steps from 1 to 6.

- ☐ He falls off and feels frustrated.
- ☐ He rides all the way down the street!
- ☐ Jayden wants to learn to ride a bike.
- ☐ He practices every day after school.
- ☐ He tries it for the first time and wobbles.
- ☐ He asks his mom for tips.

Something I learned step by step:

_____

_____

_____

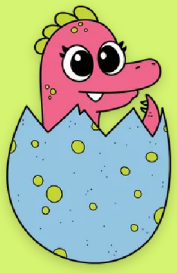
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SEL · GROWTH MINDSET · GRADES 1–5

My "Yet" Web

Fill an idea web with six things you can't do yet, at school, at home, in play and more, then pick one to practice first.

Name: _____ **Date:** _____



At school, I am learning...

At home, I am learning...

In sports or play, I am learning...

I can't do it... YET!

In art or music, I am learning...

With friends, I am learning...

Someday I want to learn...

The one I will practice first: _____

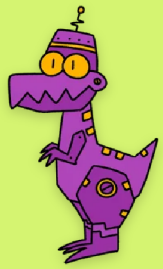
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SEL · GROWTH MINDSET · GRADES 3–5

Meet Your Brain

Match five brain parts, like the amygdala and the hippocampus, to what they do, and see how your brain learns and handles big feelings.

Name: _____ **Date:** _____



When you learn and feel, messages zip between the parts of your brain. Here are five parts that help you learn, remember and handle big feelings.

Draw a line from each brain part to what it does.

amygdala ●	● helps save new memories, like a library
prefrontal cortex ●	● runs your breathing and heartbeat without you thinking about it
hippocampus ●	● the alarm that reacts to danger and big feelings
neurons ●	● the “thinking boss” behind your forehead that plans and makes choices
brain stem ●	● nerve cells that send messages to each other

When you take a deep breath, your thinking boss can calm your alarm. When could that help you?

_____

_____

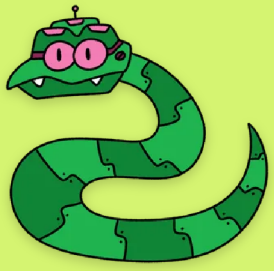
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SEL · GROWTH MINDSET · GRADES 1–4

Growth Mindset Word Search

Find twelve growth mindset words, like yet, effort and practice, hidden across, down and on a slant, then use one in a sentence.

Name: _____ **Date:** _____



Find each growth mindset word. Words go across, down and on a slant. Check each one you find.

T	R	G	L	T	F	C	G	B	I	R
G	O	A	L	G	P	W	R	R	N	W
T	S	O	M	I	R	I	R	A	F	M
E	L	E	C	T	A	M	F	I	O	I
F	L	I	G	O	C	P	L	N	C	S
F	Y	T	E	N	T	R	O	G	U	T
O	E	T	L	S	I	O	T	R	S	A
R	Y	M	N	N	C	V	I	O	A	K
T	E	T	R	Y	E	E	F	W	I	E
G	T	U	S	T	R	E	T	C	H	B
O	L	F	L	E	A	R	N	T	O	K

- ☐ yet
- ☐ try
- ☐ learn
- ☐ grow
- ☐ effort
- ☐ brain
- ☐ mistake
- ☐ practice
- ☐ goal
- ☐ improve
- ☐ focus
- ☐ stretch

Which word helps you most when learning is hard? Use it in a sentence.

_____

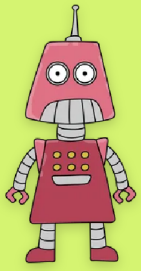
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SEL · GROWTH MINDSET · GRADES 2–5

Mistake Detectives

Be a mistake detective: read four short stories and write what went wrong, what each kid can learn and what to try next time.



Name: _____ **Date:** _____

Read each story. Write what went wrong, what the kid can learn and what to try next time.

1. Priya rushed through her math test and added when she should have subtracted.

What went wrong: _____

What they can learn: _____

Next time they could: _____

2. Eli's paper airplane nosedived every time he threw it.

What went wrong: _____

What they can learn: _____

Next time they could: _____

3. Rosa forgot her lines in the class play.

What went wrong: _____

What they can learn: _____

Next time they could: _____

4. Theo's tomato plant dried up on the windowsill.

What went wrong: _____

What they can learn: _____

Next time they could: _____

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SEL · GROWTH MINDSET · GRADES 1–5

Growth Mindset Challenge Board

Sixteen growth mindset challenges, from trying a new food to asking for feedback. Check them off and try for four in a row.



Name: _____ **Date:** _____

Check off each challenge when you do it. Can you get four in a row?

Try a new food ☐	Ask a question in class ☐	Practice something for 10 minutes ☐	Read a harder book ☐
Fix a mistake ☐	Learn a new word ☐	Help a friend learn ☐	Try a new game ☐
Say "I can't do it yet" ☐	Draw something hard ☐	Keep going when you are stuck ☐	Ask for feedback ☐
Teach someone a skill ☐	Try a different strategy ☐	Write a goal ☐	Share a mistake you learned from ☐

The hardest challenge was: _____

What I learned: _____

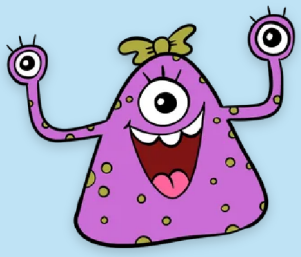
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SEL · KINDNESS AND EMPATHY · GRADES K–2

Kind or Unkind?

Color the twelve kind acts and cross out the unkind ones, then draw yourself being kind.

Name: _____ **Date:** _____



Color the kind acts. Put an X on the unkind ones.

share your crayons	laugh at a mistake	hold the door
say thank you	push in line	help pick up spills
leave someone out	give a hug	call names
take turns	grab a toy	ask "Are you okay?"

Draw yourself doing something kind.

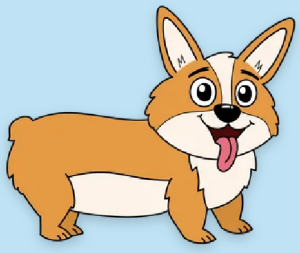
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SEL · KINDNESS AND EMPATHY · GRADES K–2

The Right Kind Words

Match each moment, like a friend falling down or a new kid at recess, to the kind words that fit.

Name: _____ **Date:** _____



Draw a line from each moment to the kind words that fit.

A friend falls down. ●	● Do you want to play with us?
Someone shares with you. ●	● Do you want to talk?
A new kid is alone. ●	● Are you okay?
Someone bumps you by accident. ●	● Thank you!
Your friend wins a race. ●	● That's okay.
Your friend looks sad. ●	● Great job!

Trace the sentence.

Kind words help.

Art © Kevin Coulston

SEL · KINDNESS AND EMPATHY · GRADES 1–4

Kindness at Home, School and in My Community



Sort twelve kind acts by where they happen, then pick three to do this week.

Name: _____ **Date:** _____

Word bank

set the table | help a classmate read | pick up litter at the park | make my bed | clean up the classroom | donate a toy | feed the pet | include someone at recess | wave to a neighbor | hug my family | share my markers | thank a librarian

Write each kind act in the place where it happens.

At home	At school	In my community

Three kind acts I will do this week: 1. _____

2. _____

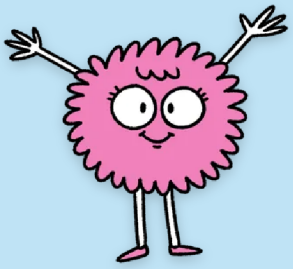
3. _____

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SEL · KINDNESS AND EMPATHY · GRADES 2–5

Spot the Clues, Show You Care

Read four short stories, find the clues that show how someone feels and write what you could say or do.



Name: _____ **Date:** _____

Read each story. Write the clues, how the person might feel, and what you could say or do.

1. Ava's eyes are wet. She is sitting alone on the bench and hugging her knees.

Clues: _____

They might feel: _____

I could say or do: _____

2. Leo crosses his arms and stomps away from the game. His face is red.

Clues: _____

They might feel: _____

I could say or do: _____

3. It is Sam's first day. He is looking all around and holding his backpack tight.

Clues: _____

They might feel: _____

I could say or do: _____

4. Maya jumps up and down and waves her spelling test with a big smile.

Clues: _____

They might feel: _____

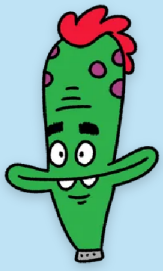
I could say or do: _____

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SEL · KINDNESS AND EMPATHY · GRADES 3–5

Which Reply Shows Empathy?

Read six things friends say and circle the reply that shows you understand how they feel.



Name: _____ **Date:** _____

Empathy means trying to understand how someone else feels. An empathy reply listens, names the feeling and shows you care.

Circle the letter of the reply that shows empathy.

1. **"My dog is really sick."**

   (a) That's nothing, my cat was sicker.

   (b) That sounds scary. I hope your dog feels better.

   (c) Want to play tag?

2. **"I didn't make the soccer team."**

   (a) You must feel disappointed. You practiced a lot.

   (b) Soccer is boring anyway.

   (c) I made the team!

3. **"Nobody sat with me at lunch."**

   (a) So what?

   (b) You should get new friends.

   (c) That sounds lonely. Want to sit with me tomorrow?

4. **"I'm nervous about the spelling test."**

   (a) Lots of people feel nervous. Want to practice together?

   (b) It's easy, just don't worry.

   (c) I'm going to get 100.

5. **"My grandma is moving far away."**

   (a) At least you have other grandmas.

   (b) You will miss her a lot. You could video chat.

   (c) My grandma lives close.

6. **"I spilled paint on my art project."**

   (a) Ha! It looks funny now.

   (b) You should be more careful.

   (c) Oh no, that's frustrating. Can I help you fix it?

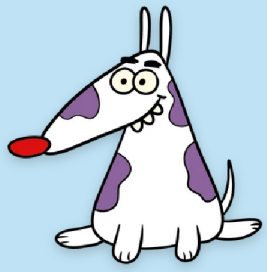
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SEL · KINDNESS AND EMPATHY · GRADES 2–5

Make It a Specific Compliment

For six moments, circle the compliment that says exactly what was great, then write two specific compliments of your own.

Name: _____ **Date:** _____



A **specific compliment** says exactly what someone did well, like "Your story had a great surprise ending!" It shows you really noticed.

Circle the letter of the most specific compliment.

1. **Your friend shows you a drawing.**
   - (a) Nice.
   - (b) I love how you used bright colors to make the sunset glow.
   - (c) Mine is better.
2. **A classmate reads her poem out loud.**
   - (a) The rhyme about the sleepy cat made me laugh!
   - (b) Good job.
   - (c) Okay.
3. **Your teammate passes you the ball so you can score.**
   - (a) Cool.
   - (b) Whatever.
   - (c) That was a smart pass. You saw I was open!
4. **Your brother helps you clean your room.**
   - (a) Thanks for folding my shirts. We finished so fast!
   - (b) Thanks.
   - (c) Finally.
5. **A new student builds a tall block tower.**
   - (a) It's fine.
   - (b) You made the bottom wide so it would not fall. Clever!
   - (c) Mine was taller.
6. **Your friend helps you study spelling words.**
   - (a) Okay, bye.
   - (b) You're nice.
   - (c) Your silly sentences helped me remember the hard words!

A specific compliment for a classmate: _____

A specific compliment for someone at home: _____

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SEL · KINDNESS AND EMPATHY · GRADES K–2

Kind to Animals and the Earth

Color the twelve ways to be kind to animals and our planet, cross out the ones that are not, then draw one you will do.



Name: _____ **Date:** _____

Color the kind choices. Put an X on the ones that are not kind.

fill a bird feeder	pull a dog's tail	turn off the water while brushing
pick up litter	chase the ducks	give a pet fresh water
leave the lights on all day	plant a flower	drop trash on the ground
recycle a can	pick all the park flowers	ask before petting a dog

Draw one way you will help animals or the Earth.

Art © Kevin Coulston

SEL · KINDNESS AND EMPATHY · GRADES 1–3

The Kindness Ripple

Number six parts of a story to see how one kind act spreads from person to person, then plan a ripple of your own.



Name: _____ **Date:** _____

When you drop a pebble in a pond, ripples spread out in rings. **Kindness spreads the same way:** one kind act can lead to another, and another.

Write 1 to 6 to put the kindness ripple in order.

☐ At home, Theo helps his little sister finish her puzzle.

☐ Mia sees Theo drop his books and helps him pick them up.

☐ The friend's mom holds the gate open for an older man.

☐ Theo smiles and thanks Mia.

☐ The man smiles and waves at everyone he passes.

☐ Theo's sister shares her snack with a friend at the park.

A kind act that could start my ripple: _____

Who might pass it on next? _____

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SEL · KINDNESS AND EMPATHY · GRADES 3–5

Kindness Vocabulary

Match seven kindness words, like compassion, generous and inclusive, to their meanings, then use two in a sentence.

Name: _____ **Date:** _____



Draw a line from each kindness word to its meaning.

compassion ●	● thinking about how your actions make others feel
generous ●	● soft and careful, not rough
considerate ●	● caring about someone's trouble and wanting to help
grateful ●	● polite and caring toward people and things
inclusive ●	● thankful for what you have and what others do
gentle ●	● happy to give or share
respectful ●	● making sure everyone is welcome

Use two of the kindness words in a sentence about you or someone you know.

_____

_____

_____

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SEL · KINDNESS AND EMPATHY · GRADES K–5

20-Day Kindness Challenge

A four-week calendar with one small kind act for each school day.
Check off each one you do.



Name: _____ **Date:** _____

Do one kind act each school day. Check the box when you do it.

Mon	Tue	Wed	Thu	Fri
DAY 1 Smile at someone new ☐	DAY 2 Hold the door for someone ☐	DAY 3 Thank a teacher ☐	DAY 4 Help clean up without being asked ☐	DAY 5 Give a compliment ☐
DAY 6 Share a supply ☐	DAY 7 Invite someone to play ☐	DAY 8 Write a kind note ☐	DAY 9 Help at home ☐	DAY 10 Pick up litter ☐
DAY 11 Say good morning to the office staff ☐	DAY 12 Let someone go first ☐	DAY 13 Draw a picture for someone ☐	DAY 14 Ask a friend how they feel ☐	DAY 15 Read to a younger kid ☐
DAY 16 Thank a lunch worker ☐	DAY 17 Cheer for a classmate ☐	DAY 18 Tell your family you love them ☐	DAY 19 Help a friend with work ☐	DAY 20 Do a kind act you choose ☐

My favorite kind act was: _____

How it made someone feel: _____

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SEL · KINDNESS AND EMPATHY · GRADES 1–3

Kind Words Scramble

Unscramble eight kind words, like please, share and welcome, using the clues, then write a kind sentence with two of them.



Name: _____ **Date:** _____

Unscramble each kind word. Use the clue to help.

p e a s l e
The magic word when you ask.

_____

n a h k t s
Say it when someone helps you.

_____

y o r r s
Say it when you make a mistake.

_____

r h s a e
Let a friend use it too.

_____

h p l e
Lend a hand.

_____

e e l t g n
Soft and careful.

_____

n g r c i a
Showing you care about others.

_____

o e l e c w m
Say it to someone new.

_____

Write a kind sentence with two of the words.

_____

_____

Art © Kevin Coulston

SEL · KINDNESS AND EMPATHY · GRADES K–1

Kind Hands, Kind Words

A grown-up reads eight kind acts out loud, and kids sort them into kind hands, like a high five, and kind words, like "good job!"



Name: _____ **Date:** _____

Grown-ups: read each one out loud. Is it something kind we **do with our hands**, or something kind we **say**? Kids write the number in the right box.

Write each number in the right box.

1. Give a high five.
2. Say "thank you."
3. Help pick up toys.
4. Say "You can play with us."
5. Share a crayon.
6. Say "Good job!"
7. Give a gentle hug.
8. Say "Are you okay?"

Kind hands	Kind words

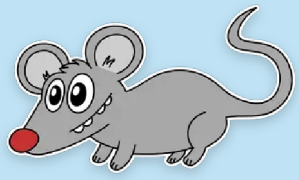
Draw your kind hands helping someone.

Art © Kevin Coulston

SEL · KINDNESS AND EMPATHY · GRADES 1–4

Write a Thank-You Note

Write a real thank-you note to someone who helped you: who they are, what they did and how it made you feel, plus a picture.



Name: _____ **Date:** _____

A great thank-you note says **who** you are thanking, **what** they did and **how** it made you feel.

Dear _____

Thank you for...

_____

_____

_____

_____

It made me feel _____ **From,** _____

Draw a picture to go with your note.

Art © Kevin Coulston

SEL · KINDNESS AND EMPATHY · GRADES 2–5

Four Steps to Empathy

Number the four steps to empathy, notice, imagine, ask and show you care, then use them when a classmate drops a lunch tray.



Name: _____ **Date:** _____

Number the four steps to empathy from 1 to 4.

- ☐ Imagine how you would feel if it happened to you.
- ☐ Show you care with kind words or a helpful action.
- ☐ Notice the person's face, body and voice.
- ☐ Ask how they feel, then really listen.

Try it: Jonah drops his lunch tray in the cafeteria and some kids laugh.

1. I notice: _____

2. I imagine: _____

3. I ask: _____

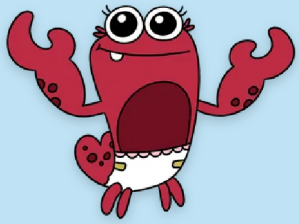
4. I show I care: _____

Art © Kevin Coulston

SEL · KINDNESS AND EMPATHY · GRADES K–3

Roll a Kind Act

Roll a die to get a kind act for the day, like asking someone new to play, then write who you were kind to and how they felt.



Name: _____ **Date:** _____

Roll a die. Do the kind act for your number today.



Give someone a compliment.



Help someone clean up.



Draw a picture for someone.



Say thank you to a school helper.



Ask someone new to play.



Share something with a friend.

My kind acts

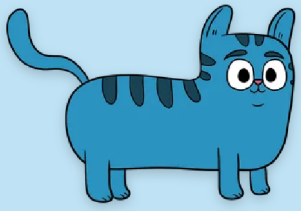
Roll	Who I was kind to	How they felt
1st roll		
2nd roll		
3rd roll		

Art © Kevin Coulston

SEL · KINDNESS AND EMPATHY · GRADES 2–5

Include or Leave Out?

Circle includes or leaves out for ten things kids do at lunch, at recess and in class, then plan one way to include someone this week.



Name: _____ **Date:** _____

Including means making sure everyone has a way to join in. Leaving someone out on purpose can hurt as much as unkind words.

Circle Includes or Leaves out for each one.

"Come sit with us!"	Includes	Leaves out
Saving every seat at the lunch table for "your" friends.	Includes	Leaves out
Explaining the rules of a game to a new kid.	Includes	Leaves out
Whispering about someone while looking at them.	Includes	Leaves out
Picking a teammate who is often picked last.	Includes	Leaves out
Saying "You can't play, there are too many."	Includes	Leaves out
Making the game bigger so more kids fit.	Includes	Leaves out
Talking about a party in front of someone who isn't invited.	Includes	Leaves out
Asking a quiet classmate what they think.	Includes	Leaves out
Using a secret code so others can't understand.	Includes	Leaves out

One way I can include someone this week: _____

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SEL · KINDNESS AND EMPATHY · GRADES 4–5

What Does It Mean? Kindness Quotes

Match five sayings about kindness, like "Walk a mile in someone else's shoes," to what they mean, then write about living one.

Name: _____ **Date:** _____



Draw a line from each saying to what it means.

"No act of kindness, no matter how small, is ever wasted."	Try to make someone's day a little happier.
"Treat others the way you want to be treated."	Even a tiny kind act makes a difference.
"Kind words cost nothing."	Try to understand what another person is going through.
"Be the reason someone smiles today."	Think about how you would want to be treated, and do that.
"Walk a mile in someone else's shoes."	Anyone can be kind with words, and it is free.

Pick one saying. Write about a time you or someone you know lived it.

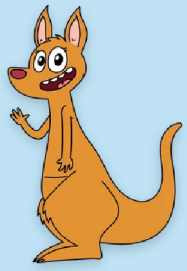
Art © Kevin Coulston

SEL · KINDNESS AND EMPATHY · GRADES 1–5

My Kindness Web

Fill a kindness web with one way to be kind to your family, a friend, someone new, an animal, your teacher and the Earth.

Name: _____ **Date:** _____



To my family

_____

_____

To a friend

_____

_____

To someone new

_____

_____

Ways I can be kind

To an animal

_____

_____

To my teacher

_____

_____

To the Earth

_____

_____

The one I will do first: _____

Art © Kevin Coulston

SEL · KINDNESS AND EMPATHY · GRADES 2–5

Kindness in Action

Read six moments, from dropped books to a kid being teased, and circle the kind thing to do, then write about a kind act you saw.

Name: _____ **Date:** _____



Circle the letter of the kind thing to do.

1. **A classmate drops a stack of books in the hall.**
   - (a) Step over them and keep walking.
   - (b) Stop and help pick them up.
   - (c) Laugh and point.

2. **A new student doesn't know where the lunchroom is.**
   - (a) Offer to show them the way.
   - (b) Tell them to figure it out.
   - (c) Pretend you didn't notice.

3. **Your friend forgot a snack and looks hungry.**
   - (a) Eat yours slowly in front of them.
   - (b) Tell everyone they forgot.
   - (c) Share part of your snack.

4. **Someone in your group has an idea that no one is listening to.**
   - (a) Talk over them.
   - (b) Say, "Wait, let's hear their idea."
   - (c) Roll your eyes.

5. **Your little brother is scared of the dark.**
   - (a) Lend him your flashlight and sit with him.
   - (b) Tease him about it.
   - (c) Turn off all the lights.

6. **A kid in your class is being teased about their glasses.**
   - (a) Join in the teasing.
   - (b) Walk away and say nothing.
   - (c) Stand next to them and tell a grown-up.

A kind act I saw someone else do this week:

_____

_____

Art © Kevin Coulston

SEL · KINDNESS AND EMPATHY · GRADES 1–5

Secret Kindness Mission

Become a secret kindness agent: do five kind acts this week without being asked, then log each mission and who it helped.



Name: _____ **Date:** _____

Your mission: do five kind acts this week without being asked, and try not to get caught! Write each one down as you finish it.

Mission log

Mission	What I did	Who it helped	Done
Mission 1			
Mission 2			
Mission 3			
Mission 4			
Mission 5			

How did it feel to be a secret kindness agent?

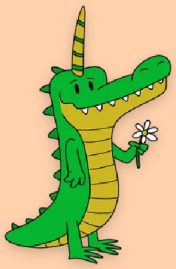
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SEL · CONFLICT RESOLUTION · GRADES 2–4

How Big Is the Problem?

Sort twelve problems into small (I can fix it), medium (I try a tool or ask a friend) and big (I need a grown-up now).

Name: _____ **Date:** _____



Small problem: I can fix it by myself. **Medium problem:** I try a tool, like talking it out, or ask a friend for help. **Big problem:** someone could get hurt, so I tell a grown-up right away.

Read each problem. Write its number in the right box.

1. my pencil broke
2. someone cut in line
3. I smell smoke
4. I lost my eraser
5. a stranger asks me to go with them
6. a friend won't share the ball
7. I spilled my water
8. someone is bullied every day
9. we both want the same swing
10. I lost a board game
11. my friend said something unkind
12. someone is hurt and bleeding

Small	Medium	Big

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SEL · CONFLICT RESOLUTION · GRADES 2–5

Use an I-Message

Learn the I-message: I feel... when... because... I need... Then write one for three real problems.



Name: _____ **Date:** _____

An **I-message** tells someone how you feel without blaming them. **I feel** (the feeling) **when** (what happened) **because** (why it matters). **I need** (what would help). Example: "I feel upset when you take my markers without asking because I need them for my project. I need you to ask first."

1. Your brother keeps changing the TV channel while you are watching.

I feel _____

when _____

because _____

I need _____

2. A friend tells your secret to the class.

I feel _____

when _____

because _____

I need _____

3. Your group does not let you share your idea.

I feel _____

when _____

because _____

I need _____

Art © Kevin Coulston

SEL · CONFLICT RESOLUTION · GRADES 2–4

Conflict Tools Match

Match seven conflict tools, like compromise, take turns and cool off, to what each one means.

Name: _____ **Date:** _____



Draw a line from each conflict tool to what it means.

take turns	say sorry and mean it
share	one person goes first, then the other
compromise	ask for help when it is big or not safe
talk it out	each person gives up a little so both are okay
apologize	walk away and calm down first
cool off	both people use it together
get a grown-up	use calm words and listen to each other

The tool I use most: _____

A tool I want to try next time: _____

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SEL · CONFLICT RESOLUTION · GRADES 2–5

Walk the Peace Path

Number the six steps of the peace path in order, then use them to plan how to solve a playground problem.

Name: _____ **Date:** _____



Write 1 to 6 to put the peace path steps in order.

- ☐ Think of solutions together.
- ☐ Stop and calm down. Take three deep breaths.
- ☐ Say how you feel with an I-message.
- ☐ Pick a solution you both agree on, then shake hands.
- ☐ Listen while the other person talks. Don't interrupt.
- ☐ Say back what you heard the other person say.

The problem: Jayden and Nora both grab the last jump rope at recess. Jayden says he saw it first. Nora says she asked for it yesterday.

Jayden could say: "I feel _____

Nora could say back: "You feel _____

Two solutions they could try: _____

The solution I would pick, and why: _____

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SEL · CONFLICT RESOLUTION · GRADES 3–5

Pick a Fair Solution

Read six conflict scenarios and circle the solution that is fair to everyone.



Name: _____ **Date:** _____

Circle the letter of the solution that is fair to everyone.

1. **Two friends both want to use the one red marker.**

   (a) The bigger kid gets it.

   (b) They take turns, five minutes each.

   (c) They throw it away.

2. **Your group can't agree on a name for the project.**

   (a) Everyone shares one idea, then the group votes.

   (b) The loudest person picks.

   (c) Nobody gets a name.

3. **You and your sister both want the last cookie.**

   (a) You eat it fast before she sees.

   (b) You hide it.

   (c) You split it in half.

4. **One friend wants to play tag and one wants to play ball.**

   (a) Play tag first, then ball.

   (b) Play alone.

   (c) Whoever cries gets to pick.

5. **Two kids keep arguing about who was first in line.**

   (a) They push to the front.

   (b) They ask the teacher, or play rock paper scissors.

   (c) They keep yelling.

6. **Your team blames one player for losing the game.**

   (a) Kick the player off the team.

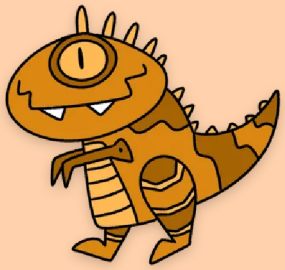
   (b) Blame the other team.

   (c) Remember everyone plays as a team, and practice together.

Art © Kevin Coulston

SEL · CONFLICT RESOLUTION · GRADES 2–4

Makes It Bigger or Makes It Smaller?



Sort twelve things people do in an argument into what makes a problem bigger and what makes it smaller.

Name: _____ **Date:** _____

Word bank

yelling | taking deep breaths | calling names | listening | pushing | using an I-message | blaming | saying sorry | rolling your eyes | taking turns | telling everyone else | asking a grown-up for help

Write each one in the right box.

Makes the problem bigger	Makes the problem smaller

The next time I have a problem with a friend, I will make it smaller by...

_____

_____

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SEL · CONFLICT RESOLUTION · GRADES 2–4

Tattling or Telling?

Telling keeps someone safe; tattling only gets someone in trouble. Circle tattling or telling for ten moments.



Name: _____ **Date:** _____

Telling is when someone is hurt, in danger or being treated unfairly again and again, so you get a grown-up to help. **Tattling** is trying to get someone in trouble for something small that you could ignore or fix yourself.

Circle Tattling or Telling for each moment.

Jon is standing on top of the slide railing.	Tattling	Telling
Ava is humming quietly while she works.	Tattling	Telling
A big kid keeps taking Leo's snack every day.	Tattling	Telling
Sam took two crayons instead of one.	Tattling	Telling
Someone fell off the swing and is bleeding.	Tattling	Telling
Maya is using the purple marker I wanted.	Tattling	Telling
A stranger asked a kid to come to his car.	Tattling	Telling
Ben did not push in his chair.	Tattling	Telling
A kid is teased and left out every day at recess.	Tattling	Telling
Noah said "yuck" about his lunch.	Tattling	Telling

Ask yourself: is someone hurt or in danger? Something I would always tell a grown-up:

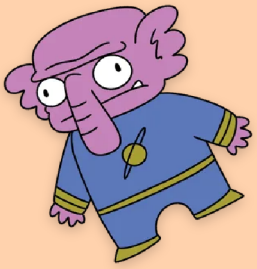
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SEL · CONFLICT RESOLUTION · GRADES 3–5

Two Sides of the Story

Read three conflicts and write what each kid thinks, feels and wants, so you can see both sides before you solve it.



Name: _____ **Date:** _____

1. Ella and Max grab the last red marker at the same time. Ella needs it for her apple. Max needs it for his fire truck.

Kid	Thinks	Feels	Wants
Ella			
Max			

2. Zoe says it is her turn on the swing because she was waiting. Liam says he was there first and only went to get a drink.

Kid	Thinks	Feels	Wants
Zoe			
Liam			

3. Ava's group wants to build a castle for the project. Omar wants to build a rocket and says nobody listens to his ideas.

Kid	Thinks	Feels	Wants
Ava			
Omar			

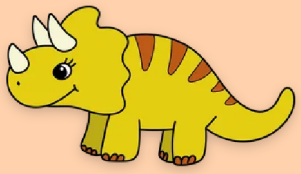
A fair way to solve one of these: _____

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SEL · CONFLICT RESOLUTION · GRADES 3–5

Win–Win, Win–Lose or Lose–Lose?

Read eight ways kids ended a conflict and decide if both kids win, one wins or nobody does.



Name: _____ **Date:** _____

Win-win: both kids get something they want. **Win-lose:** one kid gets their way and the other does not. **Lose-lose:** nobody gets what they want.

Circle the kind of solution.

Two kids want the same book, so they read it together.	Win-win	Win-lose	Lose-lose
Two kids fight over a ball, so the teacher puts it away.	Win-win	Win-lose	Lose-lose
Jack wants tag and Ana wants catch. They play tag because Jack yells the loudest.	Win-win	Win-lose	Lose-lose
The group plays one kid's game first and the other kid's game next.	Win-win	Win-lose	Lose-lose
Two friends pull on the last cookie and it falls on the floor.	Win-win	Win-lose	Lose-lose
Mia takes the whole bench and Leo has to sit on the ground.	Win-win	Win-lose	Lose-lose
Both want to go first, so they flip a coin, and the other goes first next time.	Win-win	Win-lose	Lose-lose
Ben and Sara argue over the computer, so nobody finishes.	Win-win	Win-lose	Lose-lose

Turn one of the lose-lose endings into a win-win:

_____

_____

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SEL · CONFLICT RESOLUTION · GRADES 4–5

Peacemaker Vocabulary

Fill in six peacemaker words: mediator, perspective, negotiate, apology, misunderstanding and respectful.



Name: _____ **Date:** _____

Word bank

mediator | perspective | negotiate | apology | misunderstanding | respectful

Write the peacemaker word that fits.

1. A _____ is a person who helps two people solve a problem fairly.
2. Your _____ is how you see things from where you stand.
3. When we _____, we talk and trade ideas until we both agree.
4. An _____ says “I’m sorry” and tries to make things right.
5. A _____ happens when someone gets the wrong idea about what you meant.
6. Being _____ means using kind words and a calm voice, even when you disagree.

How could you be a peacemaker at recess? Use two of the words.

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SEL · CONFLICT RESOLUTION · GRADES 2–5

Real Apology or Fake Apology?

Learn what makes an apology real, then circle real or fake for eight apologies and write a real one of your own.

Name: _____ **Date:** _____



A **real apology** names what you did, shows you understand how it hurt and says how you will make it right. A **fake apology** blames, makes excuses or doesn't mean it.

Circle Real or Fake for each apology.

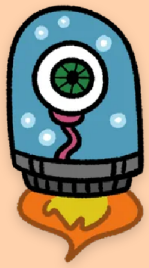
"I'm sorry I took your pencil without asking. Here it is, and I'll ask next time."	Real Fake
"Sorry, but you started it."	Real Fake
"I'm sorry you feel that way."	Real Fake
"I'm sorry I called you that name. It was mean, and I won't say it again."	Real Fake
"SORRY!" (yelled while rolling your eyes)	Real Fake
"I'm sorry I knocked over your tower. Can I help you build it again?"	Real Fake
"Fine, sorry. Can I go now?"	Real Fake
"I'm sorry I left you out at recess. Do you want to play tomorrow?"	Real Fake

Write a real apology for bumping into someone and not stopping: _____

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SEL · CONFLICT RESOLUTION · GRADES 2–5

Peacemaker Secret Code



Use the number code to uncover three peacemaker tips, like “Cool down first,” then explain how one could help in a real disagreement.

Name: _____ **Date:** _____

In this code, **A = 1, B = 2, C = 3** and so on up to **Z = 26**. Write the letter that goes with each number.

Crack the code. Write a letter on each line.

A 1	B 2	C 3	D 4	E 5	F 6	G 7	H 8	I 9	J 10	K 11	L 12	M 13
N 14	O 15	P 16	Q 17	R 18	S 19	T 20	U 21	V 22	W 23	X 24	Y 25	Z 26

1.

20	1	12	11		9	20		15	21	20

2.

3	15	15	12		4	15	23	14		6	9	18	19	20

3.

12	9	19	20	5	14		20	15		2	15	20	8

19	9	4	5	19

Which tip would have helped in a disagreement you had? Why?

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SEL · CONFLICT RESOLUTION · GRADES 3–5

Spread It or Stop It?

Learn what a rumor is, then circle spreads it or stops it for ten things kids do, and write what to say to stop one.



Name: _____ **Date:** _____

A **rumor** is a story about someone that gets passed around. It is often untrue or unkind, and rumors can start big conflicts. Each of us can choose to stop one.

Circle Spreads it or Stops it for each one.

Telling one friend, "Don't tell anyone, but..."	Spreads it	Stops it
Saying, "That's not nice. Let's not talk about them."	Spreads it	Stops it
Posting what you heard in a group chat.	Spreads it	Stops it
Changing the subject.	Spreads it	Stops it
Laughing and adding more to the story.	Spreads it	Stops it
Asking the person kindly if it is true.	Spreads it	Stops it
Whispering it at recess.	Spreads it	Stops it
Telling a grown-up when a rumor is hurting someone.	Spreads it	Stops it
Sending a mean picture to friends.	Spreads it	Stops it
Not repeating it to anyone.	Spreads it	Stops it

What could you say if a friend starts a rumor? _____

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SEL · CONFLICT RESOLUTION · GRADES 2–4

Calm Body or Tense Body?

Sort twelve body clues, like tight fists and slow breaths, into calm body and tense body, to know when you are ready to talk it out.



Name: _____ **Date:** _____

Before you talk out a conflict, check your body. A **tense body** means you may need to cool down first. A **calm body** is ready to listen and solve the problem.

Word bank

relaxed shoulders · arms crossed · tight fists · soft voice · eye rolling · nodding · yelling · open hands · stomping · slow breaths · pointing a finger · looking at the person

Write each body clue in the right box.

Calm body	Tense body

One way I can calm my body before I talk:

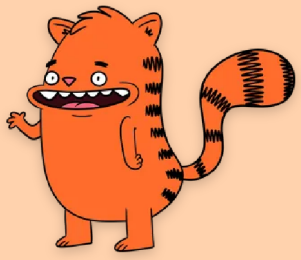
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SEL · CONFLICT RESOLUTION · GRADES 3–5

Find What You Both Want

Jada wants soccer and Omar wants to build. Sort their wishes into a Venn diagram, find what they both want and plan a win-win.



Name: _____ **Date:** _____

Jada wants to play soccer at recess. **Omar** wants to build a fort with the blocks inside. When you look closely, they want some of the same things!

Word bank

run and kick a ball | be outside | build something | stay warm inside | play together | have fun | finish before the bell | use their own ideas

Write each wish in the right part of the Venn diagram.

Jada | Both | Omar

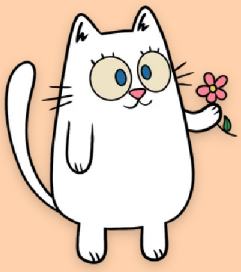
A win-win plan for Jada and Omar: _____

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SEL · CONFLICT RESOLUTION · GRADES 3–5

Say It Back

Practice listening like a peacemaker: for five upset friends, say back what you heard with "It sounds like you feel... because...".



Name: _____ **Date:** _____

Good peacemakers **listen first**. When you say back what someone said, they know you heard them, and the conflict often gets smaller. Try: **"It sounds like you feel... because..."**

Say back what each friend said.

My friend says...	I say it back...
"You never pass me the ball!"	
"You told everyone my secret."	
"You always pick the game."	
"You laughed when I fell."	
"You took my seat."	

Why does saying it back help?

_____

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SEL · CONFLICT RESOLUTION · GRADES 2–5

Roll a Role-Play

Roll a die to get a conflict, like both wanting the last swing, and act it out with a partner using a peacemaker tool.



Name: _____ **Date:** _____

With a partner: roll a die and act out the problem for your number. One person shares the problem, and the other uses a peacemaker tool, like an I-message, taking turns or a compromise. Then switch.

Roll and act it out.



You both want the last swing.



Your partner bumped your desk and your work got messy.



You both want to be line leader.



Your partner keeps humming while you read.



You can't agree on a game at recess.



Your partner used your markers without asking.

The peacemaker tool that worked best: _____

Why it worked: _____

Art © Kevin Coulston

SEL · CONFLICT RESOLUTION · GRADES 2–4

Draw the Solution



Lily and Ben both want the class computer. Draw a three-panel comic of the problem, the talk and the fair solution.

Name: _____ **Date:** _____

The problem: Lily and Ben both want to use the class computer at free time. Draw what happens in each box and write a sentence under it.

1. The problem

_____

_____

2. They talk it out

_____

_____

3. The fair solution

_____

_____

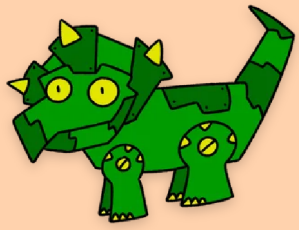
The peacemaker tool they used: _____

Art © Kevin Coulston

SEL · CONFLICT RESOLUTION · GRADES 3–5

Conflict: True or False

Circle true or false for ten sentences about conflicts and disagreements, then fix two of the false ones.



Name: _____ **Date:** _____

Circle True or False for each sentence.

Everyone has conflicts sometimes.	True False
A conflict means someone is a bad person.	True False
It is okay to disagree with a friend.	True False
The loudest person should always win.	True False
Cooling down first can help you solve a problem.	True False
Ignoring a big problem always makes it go away.	True False
Both people can win in a conflict.	True False
You should never say sorry if you think you were right.	True False
Listening is part of solving a conflict.	True False
Asking a grown-up for help means you failed.	True False

Fix a false one: _____

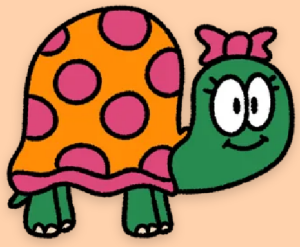
Fix another one: _____

Art © Kevin Coulston

SEL · CONFLICT RESOLUTION · GRADES 3–5

Write a Peace Agreement

Solve a conflict, then write a peace agreement together: what you disagreed about, how each person felt and what you both agree to do.



Name: _____ **Date:** _____

A **peace agreement** is a promise two people make after they solve a conflict. Fill it in together with the person you had a problem with.

We disagreed about: _____

Person 1 felt: _____

Person 2 felt: _____

What we both need: _____

We agree to: _____

If it happens again, we will: _____

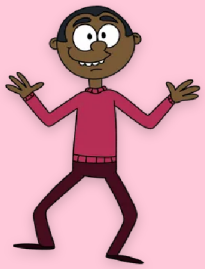
Signed: _____ **Signed:** _____

Art © Kevin Coulston

SEL · FRIENDSHIP AND TEAMWORK · GRADES K–2

What Do Good Friends Do?

Color the twelve things good friends do and cross out the rest, then draw you and a friend.



Name: _____ **Date:** _____

Color what good friends do. Put an X on what they don't do.

listen	share	tease
take turns	keep secrets that are safe	boss around
say sorry	leave you out	cheer you on
play fair	tell lies	help

Draw you and a friend doing something fun together.

Art © Kevin Coulston

SEL · FRIENDSHIP AND TEAMWORK · GRADES K–3

How to Make a New Friend

Number the five steps for joining in and making a new friend, then practice what you would say.



Name: _____ **Date:** _____

Write 1 to 5 to put the steps in order.

- ☐ Ask a question, like “What do you like to play?”
- ☐ Walk over and smile.
- ☐ Invite them to play with you.
- ☐ Say hi and tell them your name.
- ☐ Listen to their name and say it back.

How I would say hi: _____

A question I could ask: _____

A game I could invite them to play: _____

Draw a new friend you would like to meet.

Art © Kevin Coulston

SEL · FRIENDSHIP AND TEAMWORK · GRADES 1–5

Classmate Interview



Interview a classmate with eight questions, then write how you are alike and how you are different.

Name: _____ **Date:** _____

My name: _____ **My partner's name:** _____

Ask your partner each question. Write their answer.

Question	My partner's answer
What is your favorite food?	
What is your favorite color?	
Do you have a pet? What kind?	
What do you like to do after school?	
What is something you are good at?	
What makes you laugh?	
Where would you love to visit?	
What do you want to be when you grow up?	

We are alike because...

_____

_____

_____

We are different because...

_____

_____

_____

Art © Kevin Coulston

SEL · FRIENDSHIP AND TEAMWORK · GRADES 2–5

Teamwork Words

Match six teamwork words, like cooperate and encourage, to their meanings, then use them in sentences.

Name: _____ **Date:** _____



Draw a line from each teamwork word to its meaning.

cooperate	add your ideas and your work
compromise	work together toward the same goal
encourage	treat others the way they want to be treated
contribute	each person gives a little to agree
respect	share ideas by talking and listening
communicate	cheer someone on and help them keep going

Word bank

cooperate · encourage · contribute · communicate

Write the best teamwork word.

1. When Mia said "You can do it!", she helped _____ her teammate.
2. Every person should _____ one idea to the project.
3. We used walkie-talkies to _____ during the game.
4. To build the tower, the whole team had to _____.

Art © Kevin Coulston

SEL · FRIENDSHIP AND TEAMWORK · GRADES 1–4

Friendship and Teamwork True or False



Circle true or false for ten sentences about friends and teams, then fix two false ones.

Name: _____ **Date:** _____

Circle True or False.

Friends can like different things.	True	False
It's okay to have more than one friend.	True	False
A good friend asks you to do things that feel wrong.	True	False
Real friends never disagree.	True	False
Saying sorry can help fix a friendship.	True	False
On a team, only the best player matters.	True	False
Good teammates listen to everyone's ideas.	True	False
Friends take turns choosing the game.	True	False
If your team loses, you should blame someone.	True	False
You can make a new friend at any age.	True	False

Pick two false sentences and fix them so they are true.

_____

_____

_____

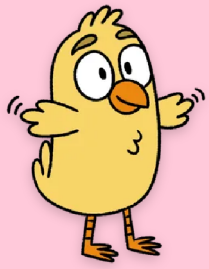
Art © Kevin Coulston

SEL · FRIENDSHIP AND TEAMWORK · GRADES K–1

Friendly Words to Trace

Trace four friendly things to say, like “Can I play?” and “Your turn,” then draw you and a friend playing.

Name: _____ **Date:** _____



Trace each sentence. Say it out loud.

Can I play?

Your turn.

Thank you, friend.

Want to play with me?

Draw you and a friend playing together.

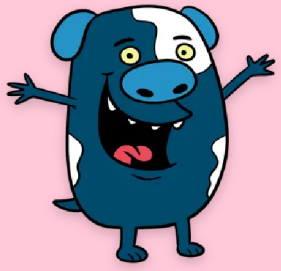
Art © Kevin Coulston

SEL · FRIENDSHIP AND TEAMWORK · GRADES 1–3

Team Player or Bossy?

Circle team player or bossy for ten things kids do in a group, then write one way to be a great team player.

Name: _____ **Date:** _____



Circle Team player or Bossy for each one.

Asks, “What do you think?”	Team player	Bossy
Says, “We have to do it my way.”	Team player	Bossy
Grabs the supplies and does it all alone.	Team player	Bossy
Lets everyone have a turn.	Team player	Bossy
Cheers when a teammate does well.	Team player	Bossy
Tells everyone what to do and does not listen.	Team player	Bossy
Shares the jobs so everyone helps.	Team player	Bossy
Gets mad when the group picks another idea.	Team player	Bossy
Changes the rules so they always win.	Team player	Bossy
Says, “Good idea! Let’s try it.”	Team player	Bossy

One way I can be a great team player:

_____

_____

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SEL · FRIENDSHIP AND TEAMWORK · GRADES 2–5

Keep the Conversation Going

For six things a friend says, circle the reply that keeps the conversation going with a question or a connection.



Name: _____ **Date:** _____

To keep a conversation going, **ask a question** about what your friend said or **share a connection**, something you have in common. Then listen to the answer!

Circle the letter of the reply that keeps the conversation going.

1. **"I went camping this weekend."**
   - (a) Cool. Bye.
   - (b) Fun! Where did you go camping?
   - (c) I don't like bugs.

2. **"I got a new kitten."**
   - (a) I like dogs better.
   - (b) Oh.
   - (c) What did you name her? I have a kitten too!

3. **"I'm reading a book about sharks."**
   - (a) Sharks are my favorite! What is the coolest fact so far?
   - (b) Books are boring.
   - (c) Okay.

4. **"My team won our soccer game."**
   - (a) I don't play soccer.
   - (b) Congrats! Did you score a goal?
   - (c) Who cares?

5. **"I'm learning to play the piano."**
   - (a) That sounds hard.
   - (b) Piano is too loud.
   - (c) Neat! What song are you learning?

6. **"We made pancakes for breakfast."**
   - (a) Yum! Do you like syrup or fruit on yours?
   - (b) I had cereal.
   - (c) Pancakes are gross.

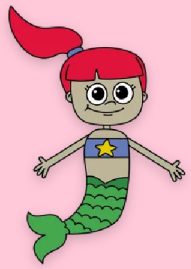
A question I could ask a new friend: _____

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SEL · FRIENDSHIP AND TEAMWORK · GRADES 3–5

Green Flag or Red Flag Friend?

Color the green flags of a healthy friendship, cross out the red flags and plan what to do about a red flag.



Name: _____ **Date:** _____

A **green flag** is a sign of a healthy friendship: you feel safe and like yourself. A **red flag** is a warning sign that a friend is not treating you well.

Color the green flags green. Put an X on the red flags.

is happy for you when you win	asks you to keep secrets that feel bad	listens when you talk
teases you in front of others	says sorry when they are wrong	tells you who you can't play with
keeps their promises	only plays their way	sticks up for you
makes fun of your other friends	respects your "no"	is nice only when they want something

If a friend shows a red flag, I can: _____

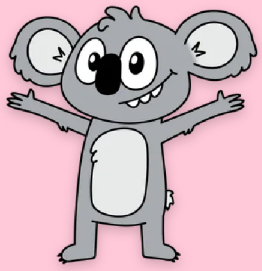
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SEL · FRIENDSHIP AND TEAMWORK · GRADES 1–3

Friendship Word Search

Find twelve friendship and teamwork words hidden in the puzzle, then write a sentence with your favorite.

Name: _____ **Date:** _____



Find each friendship word. Words go across, down and on a slant. Check each one you find.

E	R	L	F	H	Y	A	N	A	A	I
C	H	F	R	O	P	L	A	Y	R	S
D	G	P	I	H	O	N	E	S	T	H
L	U	R	E	H	I	I	E	E	A	E
O	E	S	N	K	B	B	D	P	T	L
L	R	H	D	L	T	T	R	M	E	P
L	C	A	R	E	I	T	R	D	A	T
A	H	R	I	C	O	S	U	U	M	E
U	R	E	K	I	N	D	T	R	S	T
G	K	N	G	A	R	T	W	E	N	T
H	H	E	R	I	D	R	A	E	N	S

- ☐ friend
- ☐ share
- ☐ kind
- ☐ help
- ☐ team
- ☐ listen
- ☐ care
- ☐ play
- ☐ trust
- ☐ laugh
- ☐ turns
- ☐ honest

Write a sentence with your favorite friendship word.

_____

_____

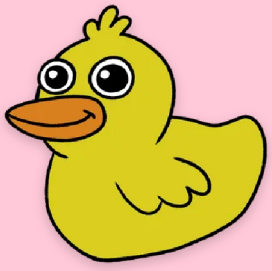
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SEL · FRIENDSHIP AND TEAMWORK · GRADES 1–3

Friendship Word Scramble

Unscramble eight friendship words, like loyal, trust and listen, with a clue for each, then write about a friend.

Name: _____ **Date:** _____



Unscramble each friendship word. Use the clue to help.

d r e i n f
Someone you like to be with.

_____

e h a s r
Let others use it too.

_____

t e o h n s
Always telling the truth.

_____

o l l a y
Sticks by you.

_____

u s t t r
Believe a friend will keep a promise.

_____

a t e m
A group that works together.

_____

g u h a l
What you do at a funny joke.

_____

s t l n i e
Use your ears and your heart.

_____

Use two of the words to tell about a friend.

_____

_____

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SEL · FRIENDSHIP AND TEAMWORK · GRADES 1–5

Find a Classmate Who



An icebreaker for making new friends: find classmates who have a pet, play an instrument or love pizza, and get them to sign a square.

Name: _____ **Date:** _____

Find a classmate who… Ask them to sign the square. Use each name only once!

has a pet	was born in the same month as you	likes the same color as you	can whistle
has been to a beach	plays an instrument	likes to draw	has a little brother or sister
loves pizza	can say hello in another language	likes to read	has as many letters in their name as you
plays soccer	is wearing blue	likes the same movie as you	lost a tooth this year

Someone I learned something new about: _____

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SEL · FRIENDSHIP AND TEAMWORK · GRADES 1–4

Me and My Friend: Same and Different

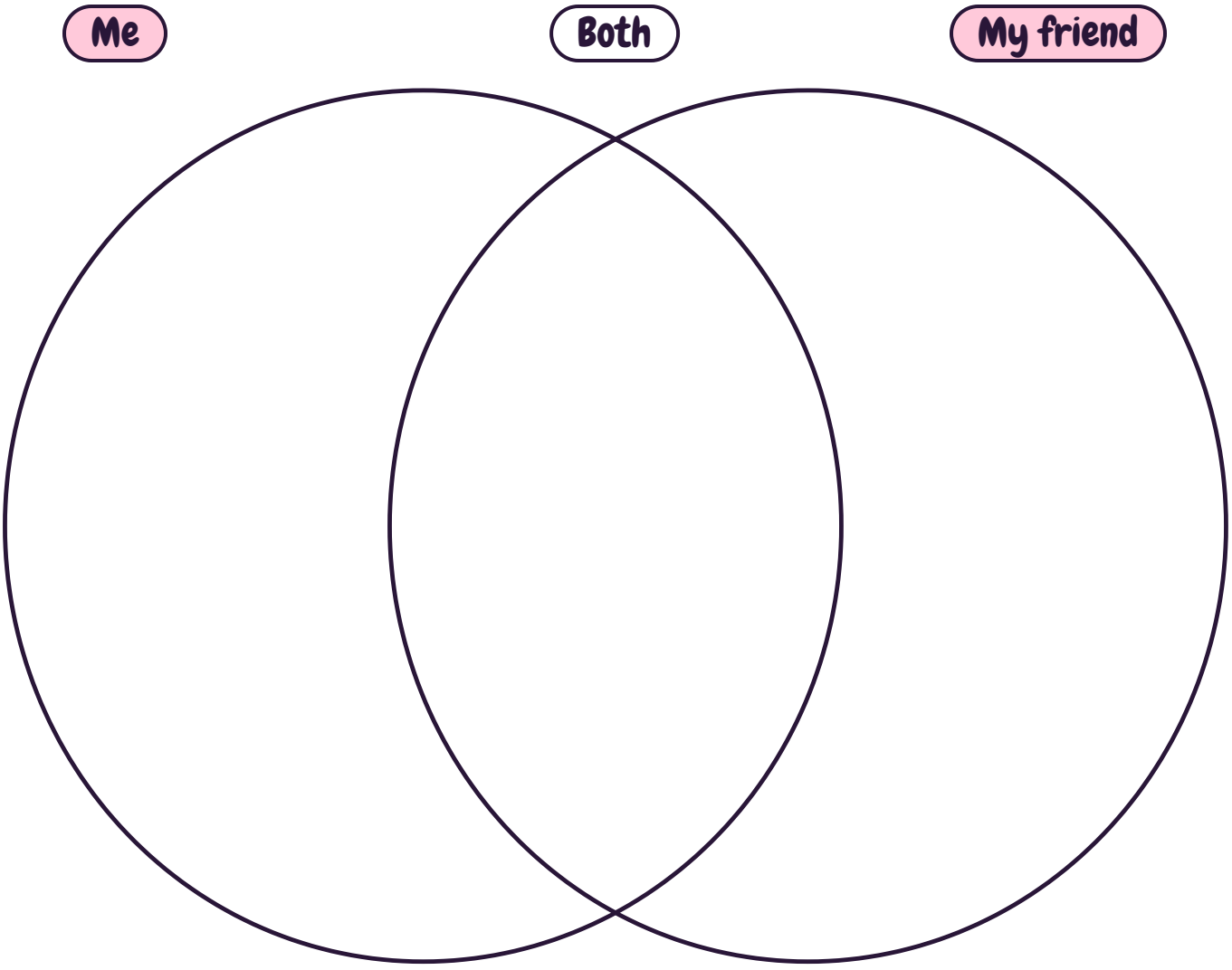


Interview a friend and fill a Venn diagram with what is true for you, for them and for both of you.

Name: _____ **Date:** _____

Talk with a friend. Write what is true just for you, just for your friend, and for both of you: favorite foods, games, colors, pets, places and more.

Write at least three things in each part.



Something surprising we have in common:

_____

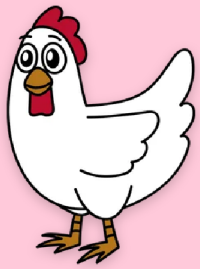
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SEL · FRIENDSHIP AND TEAMWORK · GRADES K–2

How to Share

Number the four steps of sharing, ask, wait, use it gently and give it back, then draw yourself sharing with a friend.

Name: _____ **Date:** _____



Number the steps from 1 to 4.

- [ ] Use it gently and carefully.
- [ ] Ask, “Can I have a turn, please?”
- [ ] Give it back and say, “Thank you!”
- [ ] Wait for a yes.

Trace the sentence.

Can I have a turn?

Draw you sharing something with a friend.

Art © Kevin Coulston

SEL · FRIENDSHIP AND TEAMWORK · GRADES 1–5

Roll a Conversation Starter

Roll a die to get a question, ask a partner, then ask a follow-up question about the answer. Great for getting to know someone.



Name: _____ **Date:** _____

With a partner: roll a die and ask the question for your number. Listen to the answer, then ask one more question about it. Switch.

Roll and ask.

⚀ What is your favorite animal, and why?	⚁ If you could have any superpower, what would it be?
⚂ What is the best thing you did last weekend?	⚃ What food could you eat every day?
⚄ Where would you go if you could go anywhere?	⚅ What always makes you laugh?

My partner's most interesting answer: _____

The follow-up question I asked: _____

Art © Kevin Coulston

SEL · FRIENDSHIP AND TEAMWORK · GRADES 2–5

Friendship Fix-It



Read six everyday friendship problems, from a broken promise to copying, and circle the best way to fix each one.

Name: _____ **Date:** _____

Circle the letter of the best way to fix the problem.

1. **Your friend broke a promise to save you a seat.**
   - (a) Never talk to them again.
   - (b) Calmly tell them how you felt and listen to why.
   - (c) Take their seat tomorrow.

2. **Two friends are whispering, and you think it is about you.**
   - (a) Ask them kindly what's going on.
   - (b) Start whispering about them.
   - (c) Cry and run away.

3. **Your friend wants to play the same game every day.**
   - (a) Play alone instead.
   - (b) Tell everyone they are boring.
   - (c) Suggest taking turns picking the game.

4. **Your friend is upset that you played with someone else.**
   - (a) Say, "You can play with us too!"
   - (b) Say, "Too bad."
   - (c) Stop playing with the new kid.

5. **Your friend keeps copying your drawings.**
   - (a) Rip up your drawing.
   - (b) Say, "I feel bugged when you copy. Let's each make our own."
   - (c) Copy theirs back.

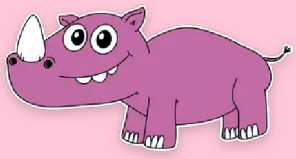
6. **You and your friend both want to sit next to the same person.**
   - (a) Push to get there first.
   - (b) Complain to the teacher.
   - (c) Sit on each side of them.

A friendship problem I solved, and how:

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SEL · FRIENDSHIP AND TEAMWORK · GRADES 3–5

What Matters Most in a Friend?



Rank eight friend qualities, from kind and honest to funny and loyal, explain your top picks and think about the friend you are.

Name: _____ **Date:** _____

There are no wrong answers! Rank these friend qualities from **1** (matters most to me) to **8** (matters least), then tell why.

Friend quality	My rank	Why it matters to me
Kind		
Honest		
Funny		
Loyal		
A good listener		
Likes the same things		
Keeps secrets		
Fair when we play		

Which quality do YOU show best as a friend?

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SEL · FRIENDSHIP AND TEAMWORK · GRADES 1–5

Teammate Shout-Out Cards

Nine cut-apart cards, like Great idea! and Never quit!, to give a teammate who helps, listens or keeps trying.



Name: _____ **Date:** _____

Cut out the cards. When a teammate does something great, write their name on a card and give it to them!

✂ Cut on the dashed lines.

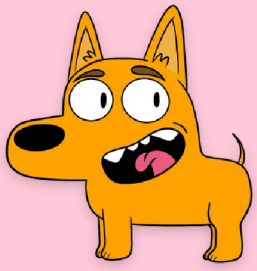
Great idea! To _____ for sharing a smart idea	**Thanks!** To _____ for helping me	**Teamwork!** To _____ for working with everyone
Super listener! To _____ for hearing every idea	**Never quit!** To _____ for not giving up	**So kind!** To _____ for being kind to the team
You rock! To _____ for doing your part	**Brave try!** To _____ for trying something hard	**Super fair!** To _____ for taking turns

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SEL · FRIENDSHIP AND TEAMWORK · GRADES 2–5

Friendship Builders and Breakers

Sort twelve things friends do, like keeping a promise or bossing around, into friendship builders and friendship breakers.



Name: _____ **Date:** _____

Word bank

keeping a promise | telling a secret | sharing | bossing around | saying sorry | teasing | cheering them on | ignoring them | listening | lying | taking turns | leaving them out

Write each one in the right box.

Builds a friendship	Breaks a friendship

One friendship builder I want to do more often:

_____

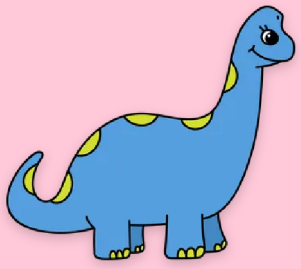
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SEL · FRIENDSHIP AND TEAMWORK · GRADES 2–4

How to Work in a Group

Number the six steps of good group work, from listening to the job to checking the work together, then think about your own group.



Name: _____ **Date:** _____

Number the steps of good group work from 1 to 6.

- [ ] Choose a plan together.
- [ ] Listen to what the job is.
- [ ] Check the work together at the end.
- [ ] Share ideas, one person at a time.
- [ ] Give everyone a part to do.
- [ ] Work on your part and help others.

The hardest step for my group: _____

How we can make it better next time: _____

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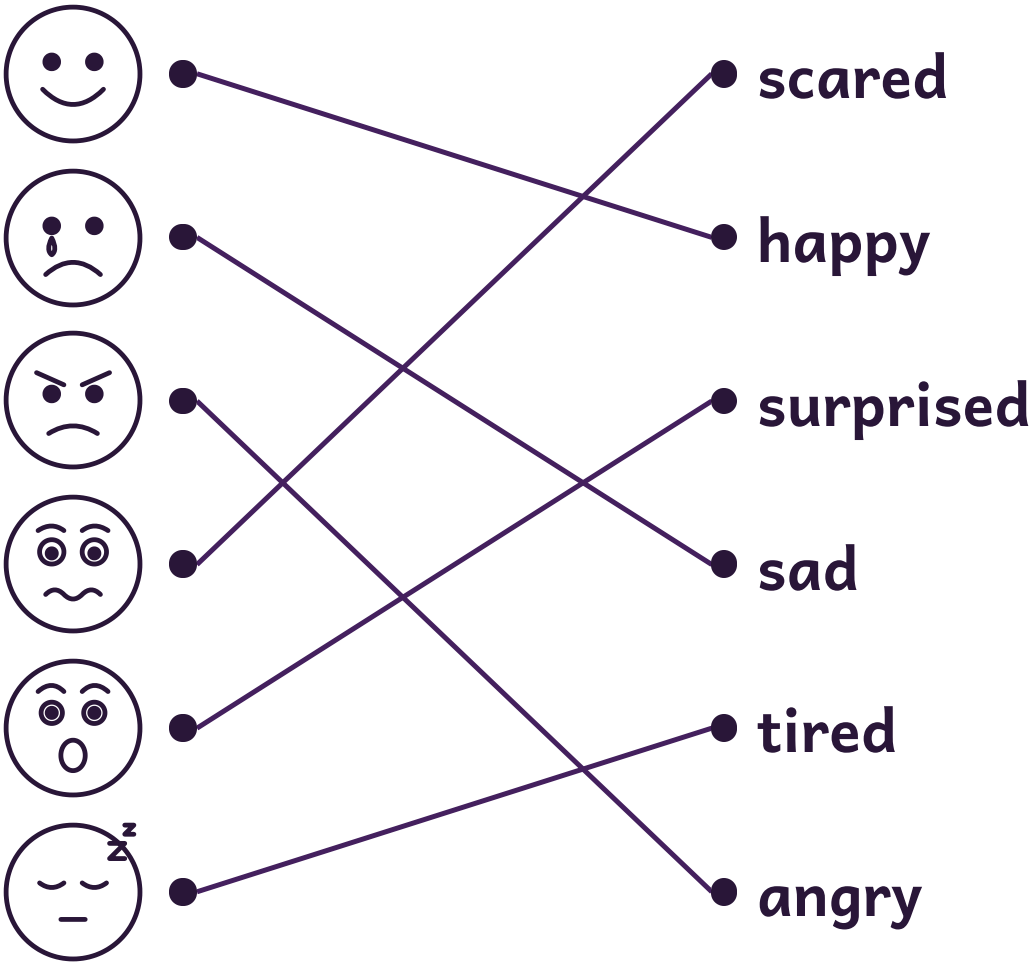
ANSWER KEY · FEELINGS AND EMOTIONS · GRADES K–2

Answer Key: Name That Feeling

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Draw a line from each face to its feeling word.



Draw your face today.

Today I feel _____ because…

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ANSWER KEY · FEELINGS AND EMOTIONS · GRADES 1–3

Answer Key: Comfortable and Uncomfortable Feelings

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



All feelings are okay. Comfortable feelings feel good in your body. Uncomfortable feelings can feel heavy, tight or jumpy. Everyone has both kinds.

Word bank

joyful · nervous · proud · lonely · calm · frustrated · excited · jealous · grateful · embarrassed · hopeful · disappointed

Write each feeling word in the right box.

Comfortable feelings	Uncomfortable feelings
joyful	nervous
proud	lonely
calm	frustrated
excited	jealous
grateful	embarrassed
hopeful	disappointed

One thing I can do when I have an uncomfortable feeling:

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ANSWER KEY · FEELINGS AND EMOTIONS · GRADES K–2

Answer Key: How Would You Feel?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Circle the feeling that fits best.

You get a puppy for your birthday.	**happy**	sad	angry
Your ice cream falls on the ground.	proud	**sad**	silly
Someone grabs your toy without asking.	calm	**angry**	happy
You hear a loud crash of thunder at night.	**scared**	proud	silly
You finally learn to ride your bike.	bored	scared	**proud**
Your friend moves to a new town.	excited	**sad**	silly
Your class throws you a surprise party.	**surprised**	tired	angry
You stayed up very late.	**tired**	proud	excited

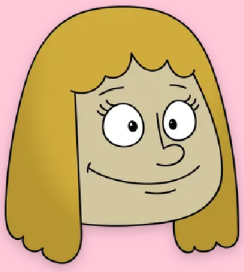
Draw a time you felt proud.

Art © Kevin Coulston

ANSWER KEY · FEELINGS AND EMOTIONS · GRADES 2–3

Answer Key: Feeling Words: Small, Medium, Big

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Feelings come in sizes. **Annoyed** is a small mad, **mad** is medium and **furious** is a big mad. Choosing the right size word helps people know how you feel.

Word bank

thrilled · down · nervous · tired · glad · heartbroken · terrified · sleepy · happy · worried · exhausted · sad

Write the words in order from small to big.

Feeling	Small	Medium	Big
Mad (example)	annoyed	mad	furious
Scared	nervous	worried	terrified
Happy	glad	happy	thrilled
Sad	down	sad	heartbroken
Tired	sleepy	tired	exhausted

A big feeling word I had this week: _____

What made it so big? _____

Art © Kevin Coulston

ANSWER KEY · FEELINGS AND EMOTIONS · GRADES K–1

Answer Key: Happy, Sad or Mad?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Grown-ups: read each moment out loud. Kids show the feeling with their face, then write the number in the box that fits.

Write each number under the feeling it gives you.

1. I get a hug from Grandma.
2. My balloon floats away.
3. My brother takes my toy.
4. We go to the park.
5. My fish is sick.
6. Someone knocks down my tower on purpose.
7. I get a new puppy.
8. My best friend moves away.
9. Someone cuts in front of me.

Happy	Sad	Mad
1. I get a hug from Grandma.	2. My balloon floats away.	3. My brother takes my toy.
4. We go to the park.	5. My fish is sick.	6. Someone knocks down my tower on purpose.
7. I get a new puppy.	8. My best friend moves away.	9. Someone cuts in front of me.

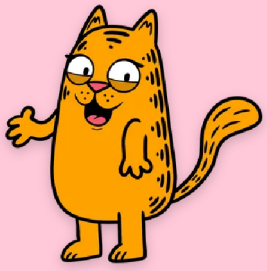
Draw something that makes you happy.

Art © Kevin Coulston

ANSWER KEY · FEELINGS AND EMOTIONS · GRADES 1–3

Answer Key: Opposite Feelings

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Draw a line from each feeling to its opposite.



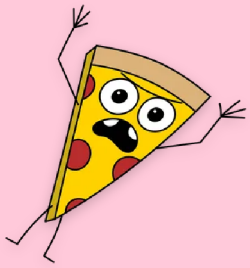
Write about a time one feeling changed into its opposite. What helped it change?

Art © Kevin Coulston

ANSWER KEY · FEELINGS AND EMOTIONS · GRADES 1–3

Answer Key: Feelings Riddles

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Word bank

nervous · proud · surprised · lonely · grateful · jealous · bored · embarrassed

Read each riddle. Write the feeling from the word bank.

1. Before you sing on stage, your tummy flutters. You feel **nervous**.
2. You built the tallest tower in the class. You feel **proud**.
3. Friends jump out and yell "Happy birthday!" You feel **surprised**.
4. Everyone is playing, but no one asked you. You feel **lonely**.
5. A neighbor shoveled the snow off your steps. You feel **grateful**.
6. You wish your friend's new bike were yours. You feel **jealous**.
7. It is raining and there is nothing to do. You feel **bored**.
8. You trip in the lunch line and everyone looks. You feel **embarrassed**.

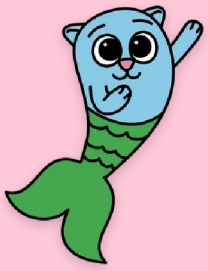
Write your own feelings riddle. Can a friend guess it?

Art © Kevin Coulston

ANSWER KEY · FEELINGS AND EMOTIONS · GRADES 1–3

Answer Key: Feelings Word Search

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Find each feeling word. Words go across, down and on a slant. Check each one you find.

A	H	S	H	K	G	B	E	O	N	W
P	K	A	A	W	L	R	S	E	B	R
G	N	R	P	D	A	A	I	M	N	A
S	P	R	A	P	D	V	L	E	L	B
C	R	E	N	N	Y	E	L	U	O	N
A	O	L	X	R	G	E	Y	W	N	A
R	U	O	O	C	U	R	F	O	E	O
E	D	L	C	E	I	P	Y	K	L	H
D	F	R	M	A	R	T	S	C	Y	N
G	Y	T	U	C	L	U	E	E	L	E
O	Y	O	L	Y	L	M	T	D	T	I

- ☐ happy
- ☐ sad
- ☐ angry
- ☐ calm
- ☐ proud
- ☐ scared
- ☐ brave
- ☐ silly
- ☐ glad
- ☐ upset
- ☐ lonely
- ☐ excited

Pick one word you found. When did you feel it this week?

Art © Kevin Coulston

ANSWER KEY · FEELINGS AND EMOTIONS · GRADES 1–3

Answer Key: Feelings Word Scramble

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Unscramble each feeling word. Use the clue to help.

p h y a p

You feel this at a birthday party.

happy

y a n r g

Your face gets hot and red.

angry

e r c d a s

A loud noise in the dark.

scared

r o p u d

You finished a hard puzzle.

proud

y e n o l l

No one to play with.

lonely

m a l c

Quiet and peaceful inside.

calm

w r r e d i o

The night before a big test.

worried

y i l s l

Making funny faces.

silly

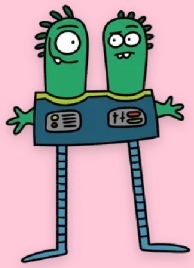
Use one of the words in a sentence about you.

Art © Kevin Coulston

ANSWER KEY · FEELINGS AND EMOTIONS · GRADES 2–3

Answer Key: Feelings Secret Code

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



In this code, **A = 1, B = 2, C = 3** and so on up to **Z = 26**. Write the letter that goes with each number.

Crack the code. Write a letter on each line.

A 1	B 2	C 3	D 4	E 5	F 6	G 7	H 8	I 9	J 10	K 11	L 12	M 13
N 14	O 15	P 16	Q 17	R 18	S 19	T 20	U 21	V 22	W 23	X 24	Y 25	Z 26

1. A L L F E E L I N G S A R E

1 12 12 6 5 5 12 9 14 7 19 1 18 5

O K A Y

15 11 1 25

2. N A M E I T T O T A M E I T

14 1 13 5 9 20 20 15 20 1 13 5 9 20

3. F E E L I N G S C O M E A N D

6 5 5 12 9 14 7 19 3 15 13 5 1 14 4

G O

7 15

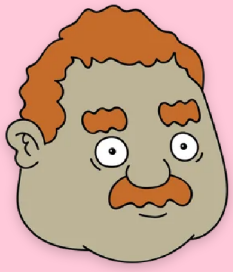
Pick one message. What does it mean to you?

Art © Kevin Coulston

ANSWER KEY · FEELINGS AND EMOTIONS · GRADES 2–3

Answer Key: Two Feelings at Once

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Sometimes we feel **two feelings at once**. On the first day of school you might feel **excited** and **nervous** together. That is called a mixed feeling, and it is normal.

Draw a line from each moment to the two feelings it could bring.

Your best friend moves away, but you will visit.	sad and hopeful
You get to sing a solo in the school show.	excited and nervous
Your big sister goes away to college.	proud and lonely
You win a game, but your friend is upset.	happy and sorry
Your family brings home a new baby.	excited and left out
It is the last day of school.	glad and sad

Write about a time you felt two feelings at once.

Art © Kevin Coulston

ANSWER KEY · FEELINGS AND EMOTIONS · GRADES 1–3

Answer Key: Feeling or Action?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



A **feeling** is what happens inside you, like mad or happy. An **action** is what you do with your body. All feelings are okay, and we get to choose our actions.

Circle Feeling or Action for each one.

angry	**Feeling**	Action
stomping your feet	Feeling	**Action**
excited	**Feeling**	Action
jumping up and down	Feeling	**Action**
nervous	**Feeling**	Action
hiding under a blanket	Feeling	**Action**
jealous	**Feeling**	Action
taking a deep breath	Feeling	**Action**
lonely	**Feeling**	Action
asking for a hug	Feeling	**Action**

When I feel angry, a safe action I can take is: _____

When I feel sad, an action that helps me is: _____

Art © Kevin Coulston

ANSWER KEY · FEELINGS AND EMOTIONS · GRADES 2–3

Answer Key: Nervous and Excited: Same and Different

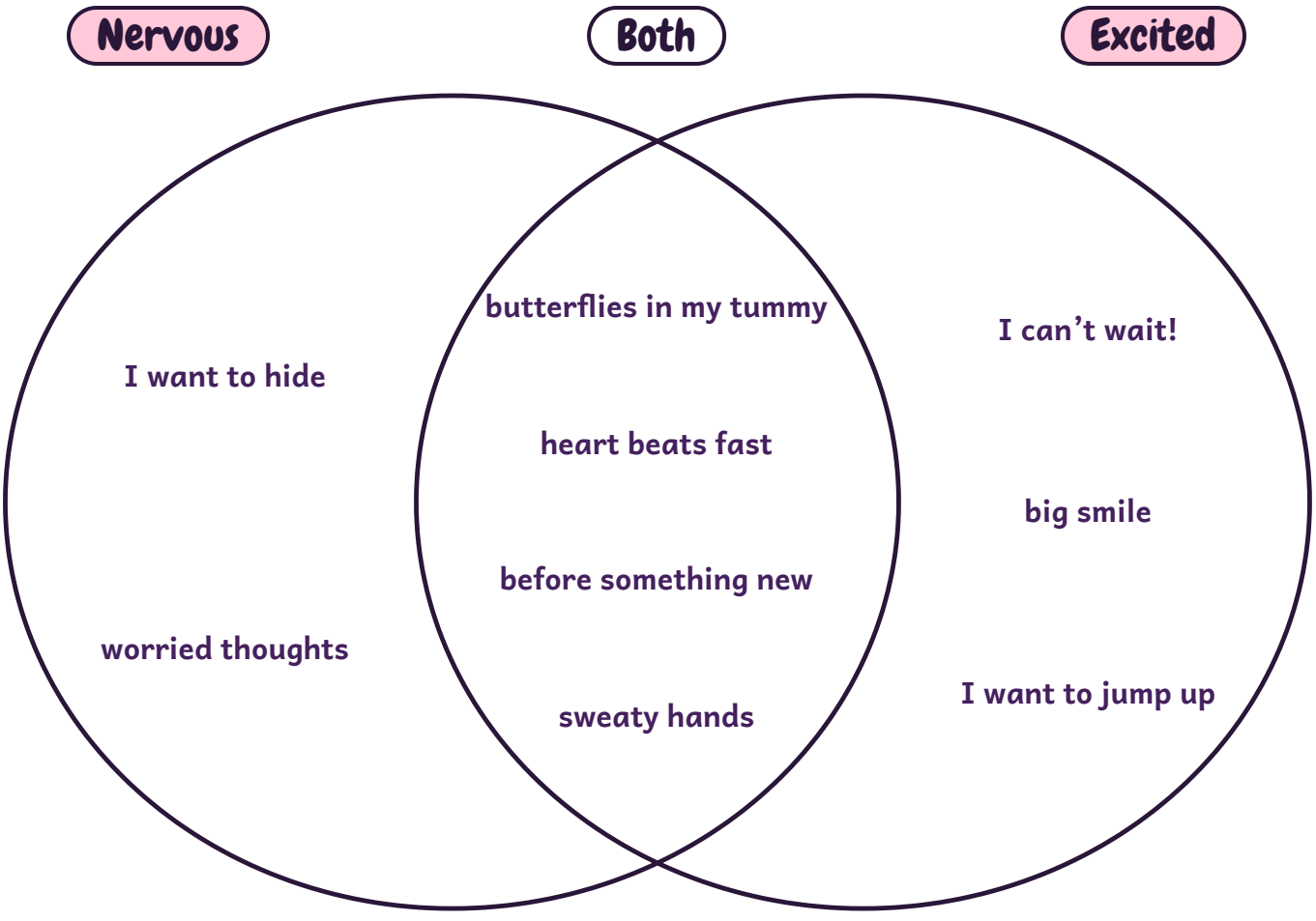
Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Word bank

butterflies in my tummy · heart beats fast · I want to hide · I can't wait! · worried thoughts · big smile · before something new · I want to jump up · sweaty hands

Write each clue in the right part of the Venn diagram.



Something that makes me nervous and excited at the same time:

Art © Kevin Coulston

ANSWER KEY · FEELINGS AND EMOTIONS · GRADES 1–3

Answer Key: What Could Help?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Circle the letter of the choice that would help most.

1. **Mia feels mad because her block tower fell.**
   - (a) Kick the blocks.
   - **(b) Take three deep breaths, then build again.**
   - (c) Yell at her brother.

2. **Leo feels lonely at recess.**
   - **(a) Ask someone, "Can I play too?"**
   - (b) Sit alone all recess.
   - (c) Ask to go home.

3. **Ana feels worried after a bad dream.**
   - (a) Keep it a secret.
   - (b) Stay awake all night.
   - **(c) Tell a grown-up and get a hug.**

4. **Sam feels frustrated with his math.**
   - (a) Rip up the page.
   - **(b) Take a short break and try again.**
   - (c) Copy a friend.

5. **Zoe feels sad that her pet is sick.**
   - **(a) Talk about it with someone she trusts.**
   - (b) Pretend she is fine.
   - (c) Be mean to a friend.

6. **Max is so excited he can't sit still.**
   - (a) Run around the classroom.
   - (b) Shout over the teacher.
   - **(c) Squeeze his hands and wiggle his toes.**

What helps me when I have a big feeling?

Art © Kevin Coulston

ANSWER KEY · FEELINGS AND EMOTIONS · GRADES 2–3

Answer Key: Feelings Fill-In Story

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Word bank

nervous · proud · disappointed · surprised · relieved · grateful

Read the story. Write the feeling word that fits each sentence.

1. On the morning of the spelling bee, Nia felt **nervous** and her hands shook.
2. She spelled her first word right and felt **proud** of herself.
3. Then she missed the word "rhythm" and felt **disappointed**.
4. Her friends cheered for her anyway, which she did not expect. Nia was **surprised**.
5. When the spelling bee was over, Nia felt **relieved** that the hard part was done.
6. She thanked her dad for helping her practice. She felt **grateful**.

How would you feel if you were Nia? Why?

Art © Kevin Coulston

ANSWER KEY · GROWTH MINDSET · GRADES 2–5

Answer Key: Fixed or Growth Mindset?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



A **fixed mindset** thinks "I can't get better at this." A **growth mindset** knows your brain gets stronger when you practice, try new ways and learn from mistakes.

Circle Fixed or Growth for each thought.

I'm just not a math person.	**Fixed**	Growth
Mistakes help me learn.	Fixed	**Growth**
I can't do it yet, but I will keep practicing.	Fixed	**Growth**
This is too hard, so I quit.	**Fixed**	Growth
She is smart. I will never be that smart.	**Fixed**	Growth
If I have to try hard, I must be bad at it.	**Fixed**	Growth
I will try a different way.	Fixed	**Growth**
Hard work makes my brain stronger.	Fixed	**Growth**
I can ask for help when I am stuck.	Fixed	**Growth**
I only like doing things I already know.	**Fixed**	Growth

Something I am working hard to get better at:

Art © Kevin Coulston

ANSWER KEY · GROWTH MINDSET · GRADES 1–4

Answer Key: Change Your Words

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Change each stuck thought into growth mindset words.

Instead of...	I can say...
"I can't do this."	"I can't do this yet."
"I made a mistake."	"Mistakes help me learn."
"This is too hard."	"This will take time and effort."
"I give up."	"I will try a different way."
"I'm not good at this."	"I am getting better at this."
"It's good enough."	"Is this really my best work?"

My favorite growth mindset words: _____

Art © Kevin Coulston

ANSWER KEY · GROWTH MINDSET · GRADES 1–3

Answer Key: Growth Mindset Power Words

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Word bank

yet · practice · mistakes · try · help · brain

Write the missing power word.

1. I can't ride a bike **yet**.
2. **Practice** helps me get better.
3. **Mistakes** help me learn.
4. If it doesn't work, I will **try** again.
5. When I am stuck, I can ask for **help**.
6. My **brain** grows when I learn something hard.

Draw yourself using your favorite power word.

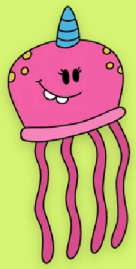
My favorite power word is _____ because…

Art © Kevin Coulston

ANSWER KEY · GROWTH MINDSET · GRADES 3–5

Answer Key: Mistakes That Made Something Great

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Draw a line from each invention to the mistake or surprise behind it.

Play-Doh	It started as a putty for cleaning wallpaper.
penicillin	Mold grew on a dish of germs that was left out, and the germs near it died.
sticky notes	A glue came out too weak to stick for good, so it was used on notes.
the Popsicle	A boy left a cup of soda with a stick in it outside on a cold night.
the Slinky	A spring fell off a shelf and kept "walking".
the microwave oven	A candy bar melted in an engineer's pocket near a radar machine.

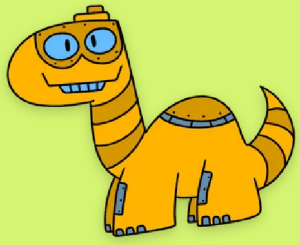
A mistake I made that taught me something:

Art © Kevin Coulston

ANSWER KEY · GROWTH MINDSET · GRADES 2–5

Answer Key: My Amazing Brain: True or False

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Your brain is made of billions of nerve cells called **neurons**. Each time you practice, they make stronger connections, like a path that gets clearer the more you walk on it.

Circle True or False for each sentence.

Your brain can grow new connections when you learn something new.	**True**	False
Only some people can make their brains stronger.	True	**False**
Practicing a skill again and again makes the brain path for it stronger.	**True**	False
Mistakes mean your brain is not working.	True	**False**
Sleep helps your brain save what you learned that day.	**True**	False
Grown-ups can never learn anything new.	True	**False**
Trying hard things gives your brain a workout.	**True**	False
If something is hard at first, you will never be good at it.	True	**False**
Your brain has billions of nerve cells called neurons.	**True**	False
Water and healthy food help your brain work well.	**True**	False

Fix a false one: Anyone can make their brain stronger by practicing.

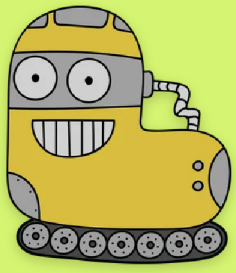
Fix another one: Grown-ups can keep learning their whole lives.

Art © Kevin Coulston

ANSWER KEY · GROWTH MINDSET · GRADES 1–4

Answer Key: Stuck? Try a Strategy

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Circle the letter of the strategy that would help most.

1. **You read a word problem and have no idea what it is asking.**
   - **(a) Reread it slowly and underline the question.**
   - (b) Guess any number.
   - (c) Put your head down.

2. **Your big project feels like way too much to do.**
   - (a) Give up on it.
   - (b) Wait until the night before.
   - **(c) Break it into small parts and do one at a time.**

3. **You tried the same way three times and it still does not work.**
   - **(a) Try a different way.**
   - (b) Keep doing the exact same thing.
   - (c) Say "I'm just bad at this."

4. **You forgot how to do a kind of math problem.**
   - (a) Copy a friend's answers.
   - **(b) Look back at an example in your notes.**
   - (c) Skip the whole page.

5. **You feel so frustrated you want to rip up your paper.**
   - (a) Rip it up.
   - **(b) Take a short break and three deep breaths, then go back.**
   - (c) Yell at the paper.

6. **You still do not get it, even after trying a few strategies.**
   - (a) Pretend you understand.
   - (b) Hide your work.
   - **(c) Ask a teacher or a friend to explain it a new way.**

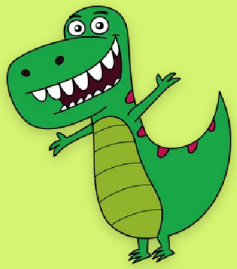
A strategy that helps me when I am stuck:

Art © Kevin Coulston

ANSWER KEY · GROWTH MINDSET · GRADES 3–5

Answer Key: They Never Gave Up

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Draw a line from each person to the setback they kept going through.

Dr. Seuss	Twelve publishers said no to her first Harry Potter book.
J.K. Rowling	His first children's book was turned down by more than 20 publishers.
Thomas Edison	He tested thousands of materials to make a light bulb that would glow for a long time.
Wilma Rudolph	She had polio as a child and wore a leg brace, then won three Olympic gold medals in running.
the Wright brothers	Their gliders crashed again and again before their first airplane flight in 1903.
Michael Jordan	He did not make his high school's top basketball team when he tried out at 15.

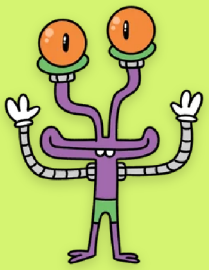
Pick one person. What can you learn from them about not giving up?

Art © Kevin Coulston

ANSWER KEY · GROWTH MINDSET · GRADES 3–5

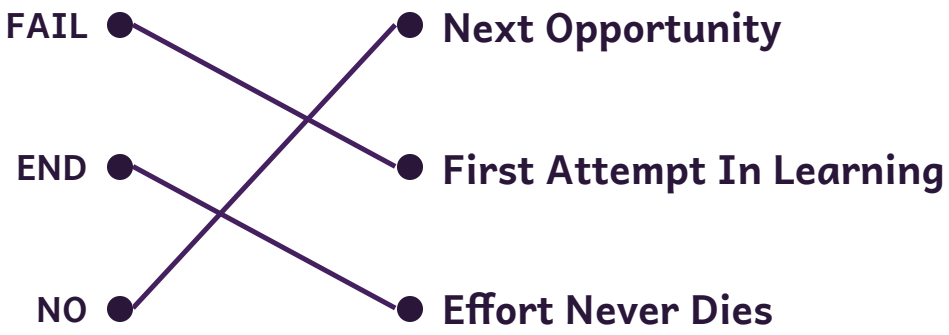
Answer Key: Mistake Acronyms

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



An **acronym** is a word made from the first letters of other words. Some people use acronyms to remember that mistakes and "no" are part of learning.

Draw a line from each acronym to what it stands for.



Make your own growth mindset acronyms. Write a word for each letter.

Word	My acronym
TRY	
YET	
GROW	

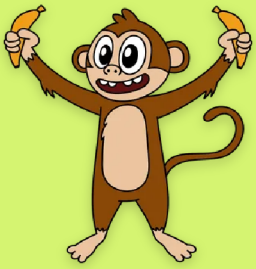
Which acronym will help you most, and why?

Art © Kevin Coulston

ANSWER KEY · GROWTH MINDSET · GRADES 1–4

Answer Key: Talk Back to a Fixed Thought

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



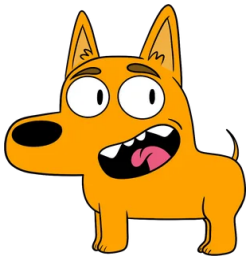
Each character has a fixed mindset thought. Write a growth mindset talk-back in the empty bubble.



"I'm not good at drawing."

My talk-back:

I can get better with practice.



"Everyone gets it but me."

My talk-back:

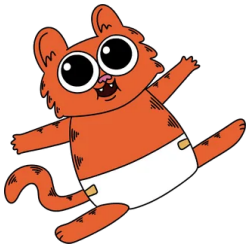
I learn at my own speed. I can ask for help.



"I made a mistake, so I quit."

My talk-back:

Mistakes help my brain grow. I will try again.



"This is too hard for me."

My talk-back:

This is hard right now, but I can do hard things.

A fixed thought I sometimes have: _____

My talk-back: _____

Art © Kevin Coulston

ANSWER KEY · GROWTH MINDSET · GRADES 2–5

Answer Key: Growth Mindset Secret Code

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



In this code, **A = 1, B = 2, C = 3** and so on up to **Z = 26**. Write the letter that goes with each number.

Crack the code. Write a letter on each line.

A 1	B 2	C 3	D 4	E 5	F 6	G 7	H 8	I 9	J 10	K 11	L 12	M 13
N 14	O 15	P 16	Q 17	R 18	S 19	T 20	U 21	V 22	W 23	X 24	Y 25	Z 26

1. M I S T A K E S H E L P M E

13 9 19 20 1 11 5 19 8 5 12 16 13 5

G R O W

7 18 15 23

2. K E E P T R Y I N G

11 5 5 16 20 18 25 9 14 7

3. M Y B R A I N G E T S

13 25 2 18 1 9 14 7 5 20 19

S T R O N G E R

19 20 18 15 14 7 5 18

Write your own growth mindset message in the number code for a friend to crack.

Art © Kevin Coulston

ANSWER KEY · GROWTH MINDSET · GRADES 3–5

Answer Key: Effort Praise or Talent Praise?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Praise for **effort** notices how hard you worked, the strategies you used and how you kept going. Praise for **talent** says you were just born good at something. Effort praise helps a growth mindset grow.

Circle Effort or Talent for each compliment.

You worked so hard on that story!	**Effort**	Talent
You're a natural at soccer.	Effort	**Talent**
I can tell you practiced your spelling words.	**Effort**	Talent
You're so smart, you didn't even have to try.	Effort	**Talent**
You tried a new strategy when you got stuck.	**Effort**	Talent
Some people are just good at math, like you.	Effort	**Talent**
You kept going even when it got tough.	**Effort**	Talent
You were born to be an artist.	Effort	**Talent**
Your drawing shows how carefully you added details.	**Effort**	Talent
Wow, that's so easy for you!	Effort	**Talent**

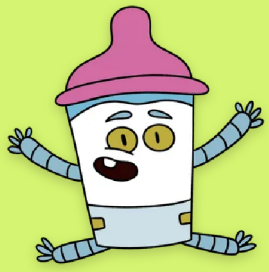
Turn "You're a natural at soccer" into effort praise: You practiced a lot to get that good at soccer!

Art © Kevin Coulston

ANSWER KEY · GROWTH MINDSET · GRADES 1–3

Answer Key: Steps to Learn Something New

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Jayden is learning to ride a bike. Every new skill takes steps, and mistakes are one of the steps!

Number the steps from 1 to 6.

3 He falls off and feels frustrated.

6 He rides all the way down the street!

1 Jayden wants to learn to ride a bike.

5 He practices every day after school.

2 He tries it for the first time and wobbles.

4 He asks his mom for tips.

Something I learned step by step:

Art © Kevin Coulston

ANSWER KEY · GROWTH MINDSET · GRADES 3–5

Answer Key: Meet Your Brain

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



When you learn and feel, messages zip between the parts of your brain. Here are five parts that help you learn, remember and handle big feelings.

Draw a line from each brain part to what it does.

amygdala	the alarm that reacts to danger and big feelings
prefrontal cortex	the “thinking boss” behind your forehead that plans and makes choices
hippocampus	helps save new memories, like a library
neurons	nerve cells that send messages to each other
brain stem	runs your breathing and heartbeat without you thinking about it

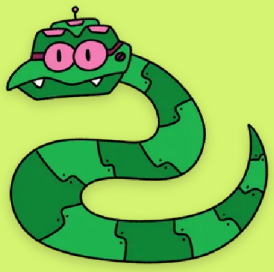
When you take a deep breath, your thinking boss can calm your alarm. When could that help you?

Art © Kevin Coulston

ANSWER KEY · GROWTH MINDSET · GRADES 1–4

Answer Key: Growth Mindset Word Search

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Find each growth mindset word. Words go across, down and on a slant. Check each one you find.

T	R	G	L	T	F	C	G	B	I	R
G	O	A	L	G	P	W	R	R	N	W
T	S	O	M	I	R	I	R	A	F	M
E	L	E	C	T	A	M	F	I	O	I
F	L	I	G	O	C	P	L	N	C	S
F	Y	T	E	N	T	R	O	G	U	T
O	E	T	L	S	I	O	T	R	S	A
R	Y	M	N	N	C	V	I	O	A	K
T	E	T	R	Y	E	E	F	W	I	E
G	T	U	S	T	R	E	T	C	H	B
O	L	F	L	E	A	R	N	T	O	K

- ☐ yet
- ☐ try
- ☐ learn
- ☐ grow
- ☐ effort
- ☐ brain
- ☐ mistake
- ☐ practice
- ☐ goal
- ☐ improve
- ☐ focus
- ☐ stretch

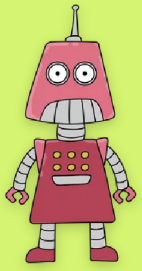
Which word helps you most when learning is hard? Use it in a sentence.

Art © Kevin Coulston

ANSWER KEY · GROWTH MINDSET · GRADES 2–5

Answer Key: Mistake Detectives

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Read each story. Write what went wrong, what the kid can learn and what to try next time.

1. Priya rushed through her math test and added when she should have subtracted.

What went wrong: She rushed and did not read the signs.

What they can learn: Slowing down helps her catch mistakes.

Next time they could: Circle the sign in each problem first.

2. Eli's paper airplane nosedived every time he threw it.

What went wrong: The wings were uneven.

What they can learn: Testing shows what to change.

Next time they could: Fold the wings evenly and change one thing at a time.

3. Rosa forgot her lines in the class play.

What went wrong: She only practiced once.

What they can learn: Practice makes lines stick.

Next time they could: Practice a little each day with a friend.

4. Theo's tomato plant dried up on the windowsill.

What went wrong: He forgot to water it.

What they can learn: Plants need care every day.

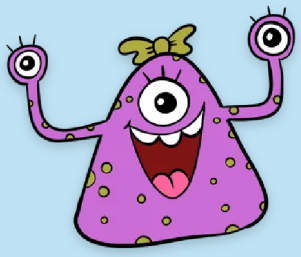
Next time they could: Make a watering chart and check it each morning.

Art © Kevin Coulston

ANSWER KEY · KINDNESS AND EMPATHY · GRADES K–2

Answer Key: Kind or Unkind?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Color the kind acts. Put an X on the unkind ones.

share your crayons	~~laugh at a mistake~~	hold the door
say thank you	~~push in line~~	help pick up spills
~~leave someone out~~	give a hug	~~call names~~
take turns	~~grab a toy~~	ask “Are you okay?”

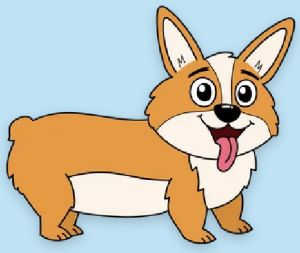
Draw yourself doing something kind.

Art © Kevin Coulston

ANSWER KEY · KINDNESS AND EMPATHY · GRADES K–2

Answer Key: The Right Kind Words

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Draw a line from each moment to the kind words that fit.



Trace the sentence.

Kind words help.

Art © Kevin Coulston

ANSWER KEY · KINDNESS AND EMPATHY · GRADES 1–4

Answer Key: Kindness at Home, School and in My Community

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Word bank

set the table · help a classmate read · pick up litter at the park · make my bed · clean up the classroom · donate a toy · feed the pet · include someone at recess · wave to a neighbor · hug my family · share my markers · thank a librarian

Write each kind act in the place where it happens.

At home	At school	In my community
set the table	help a classmate read	pick up litter at the park
make my bed	clean up the classroom	donate a toy
feed the pet	include someone at recess	wave to a neighbor
hug my family	share my markers	thank a librarian

Three kind acts I will do this week: 1. _____

2. _____

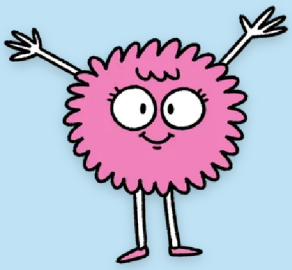
3. _____

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ANSWER KEY · KINDNESS AND EMPATHY · GRADES 2–5

Answer Key: Spot the Clues, Show You Care

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Read each story. Write the clues, how the person might feel, and what you could say or do.

1. Ava's eyes are wet. She is sitting alone on the bench and hugging her knees.

Clues: wet eyes, alone, hugging knees

They might feel: sad or lonely

I could say or do: Sit with her and ask if she wants to talk.

2. Leo crosses his arms and stomps away from the game. His face is red.

Clues: crossed arms, stomping, red face

They might feel: angry or frustrated

I could say or do: Give him space, then ask what happened.

3. It is Sam's first day. He is looking all around and holding his backpack tight.

Clues: first day, looking around, holding tight

They might feel: nervous

I could say or do: Say hi, tell him your name and show him around.

4. Maya jumps up and down and waves her spelling test with a big smile.

Clues: jumping, waving the test, big smile

They might feel: proud or excited

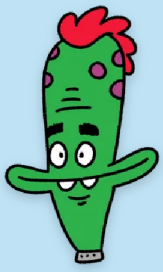
I could say or do: Say "Great job! You worked hard."

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ANSWER KEY · KINDNESS AND EMPATHY · GRADES 3–5

Answer Key: Which Reply Shows Empathy?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Empathy means trying to understand how someone else feels. An empathy reply listens, names the feeling and shows you care.

Circle the letter of the reply that shows empathy.

1. **"My dog is really sick."**
   - (a) That's nothing, my cat was sicker.
   - **(b) That sounds scary. I hope your dog feels better.**
   - (c) Want to play tag?

2. **"I didn't make the soccer team."**
   - **(a) You must feel disappointed. You practiced a lot.**
   - (b) Soccer is boring anyway.
   - (c) I made the team!

3. **"Nobody sat with me at lunch."**
   - (a) So what?
   - (b) You should get new friends.
   - **(c) That sounds lonely. Want to sit with me tomorrow?**

4. **"I'm nervous about the spelling test."**
   - **(a) Lots of people feel nervous. Want to practice together?**
   - (b) It's easy, just don't worry.
   - (c) I'm going to get 100.

5. **"My grandma is moving far away."**
   - (a) At least you have other grandmas.
   - **(b) You will miss her a lot. You could video chat.**
   - (c) My grandma lives close.

6. **"I spilled paint on my art project."**
   - (a) Ha! It looks funny now.
   - (b) You should be more careful.
   - **(c) Oh no, that's frustrating. Can I help you fix it?**

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ANSWER KEY · KINDNESS AND EMPATHY · GRADES 2–5

Answer Key: Make It a Specific Compliment

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



A **specific compliment** says exactly what someone did well, like “Your story had a great surprise ending!” It shows you really noticed.

Circle the letter of the most specific compliment.

1. **Your friend shows you a drawing.**
   - (a) Nice.
   - **(b) I love how you used bright colors to make the sunset glow.**
   - (c) Mine is better.
2. **A classmate reads her poem out loud.**
   - **(a) The rhyme about the sleepy cat made me laugh!**
   - (b) Good job.
   - (c) Okay.
3. **Your teammate passes you the ball so you can score.**
   - (a) Cool.
   - (b) Whatever.
   - **(c) That was a smart pass. You saw I was open!**
4. **Your brother helps you clean your room.**
   - **(a) Thanks for folding my shirts. We finished so fast!**
   - (b) Thanks.
   - (c) Finally.
5. **A new student builds a tall block tower.**
   - (a) It’s fine.
   - **(b) You made the bottom wide so it would not fall. Clever!**
   - (c) Mine was taller.
6. **Your friend helps you study spelling words.**
   - (a) Okay, bye.
   - (b) You’re nice.
   - **(c) Your silly sentences helped me remember the hard words!**

A specific compliment for a classmate: _____

A specific compliment for someone at home: _____

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ANSWER KEY · KINDNESS AND EMPATHY · GRADES K–2

Answer Key: Kind to Animals and the Earth

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Color the kind choices. Put an X on the ones that are not kind.

fill a bird feeder	~~pull a dog's tail~~	turn off the water while brushing
pick up litter	~~chase the ducks~~	give a pet fresh water
~~leave the lights on all day~~	plant a flower	~~drop trash on the ground~~
recycle a can	~~pick all the park flowers~~	ask before petting a dog

Draw one way you will help animals or the Earth.

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ANSWER KEY · KINDNESS AND EMPATHY · GRADES 1–3

Answer Key: The Kindness Ripple

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



When you drop a pebble in a pond, ripples spread out in rings. **Kindness spreads the same way:** one kind act can lead to another, and another.

Write 1 to 6 to put the kindness ripple in order.

3 At home, Theo helps his little sister finish her puzzle.

1 Mia sees Theo drop his books and helps him pick them up.

5 The friend's mom holds the gate open for an older man.

2 Theo smiles and thanks Mia.

6 The man smiles and waves at everyone he passes.

4 Theo's sister shares her snack with a friend at the park.

A kind act that could start my ripple: _____

Who might pass it on next? _____

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ANSWER KEY · KINDNESS AND EMPATHY · GRADES 3–5

Answer Key: Kindness Vocabulary

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Draw a line from each kindness word to its meaning.

compassion	caring about someone's trouble and wanting to help
generous	happy to give or share
considerate	thinking about how your actions make others feel
grateful	thankful for what you have and what others do
inclusive	making sure everyone is welcome
gentle	soft and careful, not rough
respectful	polite and caring toward people and things

Use two of the kindness words in a sentence about you or someone you know.

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ANSWER KEY · KINDNESS AND EMPATHY · GRADES 1–3

Answer Key: Kind Words Scramble

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Unscramble each kind word. Use the clue to help.

p e a s l e

The magic word when you ask.

please

n a h k t s

Say it when someone helps you.

thanks

y o r r s

Say it when you make a mistake.

sorry

r h s a e

Let a friend use it too.

share

h p l e

Lend a hand.

help

e e l t g n

Soft and careful.

gentle

n g r c i a

Showing you care about others.

caring

o e l e c w m

Say it to someone new.

welcome

Write a kind sentence with two of the words.

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ANSWER KEY · KINDNESS AND EMPATHY · GRADES K–1

Answer Key: Kind Hands, Kind Words

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Grown-ups: read each one out loud. Is it something kind we **do with our hands**, or something kind we **say**? Kids write the number in the right box.

Write each number in the right box.

1. Give a high five.
2. Say “thank you.”
3. Help pick up toys.
4. Say “You can play with us.”
5. Share a crayon.
6. Say “Good job!”
7. Give a gentle hug.
8. Say “Are you okay?”

Kind hands	Kind words
1. Give a high five.	2. Say “thank you.”
3. Help pick up toys.	4. Say “You can play with us.”
5. Share a crayon.	6. Say “Good job!”
7. Give a gentle hug.	8. Say “Are you okay?”

Draw your kind hands helping someone.

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ANSWER KEY · KINDNESS AND EMPATHY · GRADES 2–5

Answer Key: Four Steps to Empathy

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Number the four steps to empathy from 1 to 4.

2 Imagine how you would feel if it happened to you.

4 Show you care with kind words or a helpful action.

1 Notice the person's face, body and voice.

3 Ask how they feel, then really listen.

Try it: Jonah drops his lunch tray in the cafeteria and some kids laugh.

1. I notice: His face is red and he is looking down.

2. I imagine: I would feel embarrassed.

3. I ask: Are you okay? Do you want help?

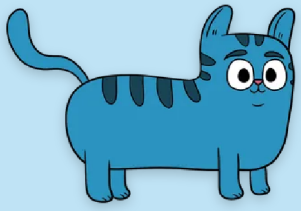
4. I show I care: I help him pick up and share my snack.

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ANSWER KEY · KINDNESS AND EMPATHY · GRADES 2–5

Answer Key: Include or Leave Out?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Including means making sure everyone has a way to join in. Leaving someone out on purpose can hurt as much as unkind words.

Circle Includes or Leaves out for each one.

"Come sit with us!"	**Includes**	Leaves out
Saving every seat at the lunch table for "your" friends.	Includes	**Leaves out**
Explaining the rules of a game to a new kid.	**Includes**	Leaves out
Whispering about someone while looking at them.	Includes	**Leaves out**
Picking a teammate who is often picked last.	**Includes**	Leaves out
Saying "You can't play, there are too many."	Includes	**Leaves out**
Making the game bigger so more kids fit.	**Includes**	Leaves out
Talking about a party in front of someone who isn't invited.	Includes	**Leaves out**
Asking a quiet classmate what they think.	**Includes**	Leaves out
Using a secret code so others can't understand.	Includes	**Leaves out**

One way I can include someone this week: _____

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ANSWER KEY · KINDNESS AND EMPATHY · GRADES 4–5

Answer Key: What Does It Mean? Kindness Quotes

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Draw a line from each saying to what it means.

"No act of kindness, no matter how small, is ever wasted."	Even a tiny kind act makes a difference.
"Treat others the way you want to be treated."	Think about how you would want to be treated, and do that.
"Kind words cost nothing."	Anyone can be kind with words, and it is free.
"Be the reason someone smiles today."	Try to make someone's day a little happier.
"Walk a mile in someone else's shoes."	Try to understand what another person is going through.

Pick one saying. Write about a time you or someone you know lived it.

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ANSWER KEY · KINDNESS AND EMPATHY · GRADES 2–5

Answer Key: Kindness in Action

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Circle the letter of the kind thing to do.

1. **A classmate drops a stack of books in the hall.**
   - (a) Step over them and keep walking.
   - **(b) Stop and help pick them up.**
   - (c) Laugh and point.

2. **A new student doesn't know where the lunchroom is.**
   - **(a) Offer to show them the way.**
   - (b) Tell them to figure it out.
   - (c) Pretend you didn't notice.

3. **Your friend forgot a snack and looks hungry.**
   - (a) Eat yours slowly in front of them.
   - (b) Tell everyone they forgot.
   - **(c) Share part of your snack.**

4. **Someone in your group has an idea that no one is listening to.**
   - (a) Talk over them.
   - **(b) Say, "Wait, let's hear their idea."**
   - (c) Roll your eyes.

5. **Your little brother is scared of the dark.**
   - **(a) Lend him your flashlight and sit with him.**
   - (b) Tease him about it.
   - (c) Turn off all the lights.

6. **A kid in your class is being teased about their glasses.**
   - (a) Join in the teasing.
   - (b) Walk away and say nothing.
   - **(c) Stand next to them and tell a grown-up.**

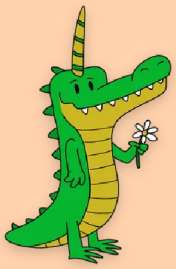
A kind act I saw someone else do this week:

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ANSWER KEY · CONFLICT RESOLUTION · GRADES 2–4

Answer Key: How Big Is the Problem?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Small problem: I can fix it by myself. **Medium problem:** I try a tool, like talking it out, or ask a friend for help. **Big problem:** someone could get hurt, so I tell a grown-up right away.

Read each problem. Write its number in the right box.

1. my pencil broke
2. someone cut in line
3. I smell smoke
4. I lost my eraser
5. a stranger asks me to go with them
6. a friend won't share the ball
7. I spilled my water
8. someone is bullied every day
9. we both want the same swing
10. I lost a board game
11. my friend said something unkind
12. someone is hurt and bleeding

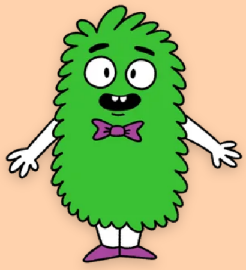
Small	Medium	Big
1. my pencil broke	2. someone cut in line	3. I smell smoke
4. I lost my eraser	6. a friend won't share the ball	5. a stranger asks me to go with them
7. I spilled my water	9. we both want the same swing	8. someone is bullied every day
10. I lost a board game	11. my friend said something unkind	12. someone is hurt and bleeding

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ANSWER KEY · CONFLICT RESOLUTION · GRADES 2–5

Answer Key: Use an I-Message

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



An **I-message** tells someone how you feel without blaming them. **I feel** (the feeling) **when** (what happened) **because** (why it matters). **I need** (what would help). Example: "I feel upset when you take my markers without asking because I need them for my project. I need you to ask first."

1. Your brother keeps changing the TV channel while you are watching.

I feel frustrated

when you change the channel

because I was in the middle of my show

I need to finish my show, then you can pick

2. A friend tells your secret to the class.

I feel hurt

when you told my secret

because I trusted you

I need you to keep my secrets private

3. Your group does not let you share your idea.

I feel left out

when nobody listens to my idea

because I want to help the group

I need a turn to talk

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ANSWER KEY · CONFLICT RESOLUTION · GRADES 2–4

Answer Key: Conflict Tools Match

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Draw a line from each conflict tool to what it means.

take turns	one person goes first, then the other
share	both people use it together
compromise	each person gives up a little so both are okay
talk it out	use calm words and listen to each other
apologize	say sorry and mean it
cool off	walk away and calm down first
get a grown-up	ask for help when it is big or not safe

The tool I use most: _____

A tool I want to try next time: _____

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ANSWER KEY · CONFLICT RESOLUTION · GRADES 2–5

Answer Key: Walk the Peace Path

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Write 1 to 6 to put the peace path steps in order.

5 Think of solutions together.

1 Stop and calm down. Take three deep breaths.

2 Say how you feel with an I-message.

6 Pick a solution you both agree on, then shake hands.

3 Listen while the other person talks. Don't interrupt.

4 Say back what you heard the other person say.

The problem: Jayden and Nora both grab the last jump rope at recess. Jayden says he saw it first. Nora says she asked for it yesterday.

Jayden could say: "I feel upset when you grab the rope because I want to play too."

Nora could say back: "You feel upset because you want the rope too."

Two solutions they could try: take turns every 5 minutes, or play jump rope together

The solution I would pick, and why: taking turns, because both get to jump

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ANSWER KEY · CONFLICT RESOLUTION · GRADES 3–5

Answer Key: Pick a Fair Solution

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Circle the letter of the solution that is fair to everyone.

1. **Two friends both want to use the one red marker.**

   (a) The bigger kid gets it.
   (b) They take turns, five minutes each.
   (c) They throw it away.

2. **Your group can't agree on a name for the project.**

   (a) Everyone shares one idea, then the group votes.
   (b) The loudest person picks.
   (c) Nobody gets a name.

3. **You and your sister both want the last cookie.**

   (a) You eat it fast before she sees.
   (b) You hide it.
   (c) You split it in half.

4. **One friend wants to play tag and one wants to play ball.**

   (a) Play tag first, then ball.
   (b) Play alone.
   (c) Whoever cries gets to pick.

5. **Two kids keep arguing about who was first in line.**

   (a) They push to the front.
   (b) They ask the teacher, or play rock paper scissors.
   (c) They keep yelling.

6. **Your team blames one player for losing the game.**

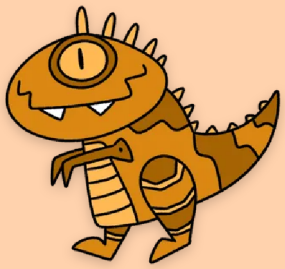
   (a) Kick the player off the team.
   (b) Blame the other team.
   (c) Remember everyone plays as a team, and practice together.

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ANSWER KEY · CONFLICT RESOLUTION · GRADES 2–4

Answer Key: Makes It Bigger or Makes It Smaller?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Word bank

yelling · taking deep breaths · calling names · listening · pushing · using an I-message · blaming · saying sorry · rolling your eyes · taking turns · telling everyone else · asking a grown-up for help

Write each one in the right box.

Makes the problem bigger	Makes the problem smaller
yelling	taking deep breaths
calling names	listening
pushing	using an I-message
blaming	saying sorry
rolling your eyes	taking turns
telling everyone else	asking a grown-up for help

The next time I have a problem with a friend, I will make it smaller by…

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ANSWER KEY · CONFLICT RESOLUTION · GRADES 2–4

Answer Key: Tattling or Telling?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Telling is when someone is hurt, in danger or being treated unfairly again and again, so you get a grown-up to help. **Tattling** is trying to get someone in trouble for something small that you could ignore or fix yourself.

Circle Tattling or Telling for each moment.

Jon is standing on top of the slide railing.	Tattling	**Telling**
Ava is humming quietly while she works.	**Tattling**	Telling
A big kid keeps taking Leo's snack every day.	Tattling	**Telling**
Sam took two crayons instead of one.	**Tattling**	Telling
Someone fell off the swing and is bleeding.	Tattling	**Telling**
Maya is using the purple marker I wanted.	**Tattling**	Telling
A stranger asked a kid to come to his car.	Tattling	**Telling**
Ben did not push in his chair.	**Tattling**	Telling
A kid is teased and left out every day at recess.	Tattling	**Telling**
Noah said "yuck" about his lunch.	**Tattling**	Telling

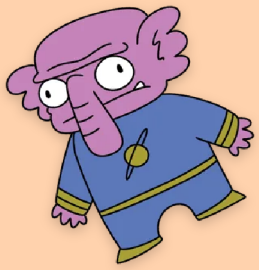
Ask yourself: is someone hurt or in danger? Something I would always tell a grown-up:

Art © Kevin Coulston

ANSWER KEY · CONFLICT RESOLUTION · GRADES 3–5

Answer Key: Two Sides of the Story

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



1. Ella and Max grab the last red marker at the same time. Ella needs it for her apple. Max needs it for his fire truck.

Kid	Thinks	Feels	Wants
Ella	I need red for my apple.	frustrated	to finish her apple
Max	I need red for my truck.	annoyed	to color his truck

2. Zoe says it is her turn on the swing because she was waiting. Liam says he was there first and only went to get a drink.

Kid	Thinks	Feels	Wants
Zoe	Liam left, so it is my turn.	impatient	a turn on the swing
Liam	I was only gone a minute.	upset	his turn back

3. Ava's group wants to build a castle for the project. Omar wants to build a rocket and says nobody listens to his ideas.

Kid	Thinks	Feels	Wants
Ava	Most of us voted for a castle.	stuck	the group to agree
Omar	My ideas never get picked.	left out	his idea to be heard

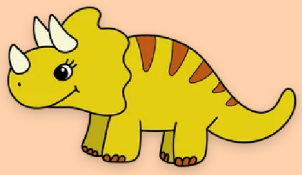
A fair way to solve one of these: Story 1: Ella uses the red marker first for 5 minutes, then Max gets it.

Art © Kevin Coulston

ANSWER KEY · CONFLICT RESOLUTION · GRADES 3–5

Answer Key: Win-Win, Win-Lose or Lose-Lose?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Win-win: both kids get something they want. **Win-lose:** one kid gets their way and the other does not. **Lose-lose:** nobody gets what they want.

Circle the kind of solution.

Two kids want the same book, so they read it together.	**Win-win**	Win-lose	Lose-lose
Two kids fight over a ball, so the teacher puts it away.	Win-win	Win-lose	**Lose-lose**
Jack wants tag and Ana wants catch. They play tag because Jack yells the loudest.	Win-win	**Win-lose**	Lose-lose
The group plays one kid's game first and the other kid's game next.	**Win-win**	Win-lose	Lose-lose
Two friends pull on the last cookie and it falls on the floor.	Win-win	Win-lose	**Lose-lose**
Mia takes the whole bench and Leo has to sit on the ground.	Win-win	**Win-lose**	Lose-lose
Both want to go first, so they flip a coin, and the other goes first next time.	**Win-win**	Win-lose	Lose-lose
Ben and Sara argue over the computer, so nobody finishes.	Win-win	Win-lose	**Lose-lose**

Turn one of the lose-lose endings into a win-win:

Art © Kevin Coulston

ANSWER KEY · CONFLICT RESOLUTION · GRADES 4–5

Answer Key: Peacemaker Vocabulary

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Word bank

mediator · perspective · negotiate · apology · misunderstanding · respectful

Write the peacemaker word that fits.

1. A ___mediator___ is a person who helps two people solve a problem fairly.

2. Your ___perspective___ is how you see things from where you stand.

3. When we ___negotiate___, we talk and trade ideas until we both agree.

4. An ___apology___ says "I'm sorry" and tries to make things right.

5. A ___misunderstanding___ happens when someone gets the wrong idea about what you meant.

6. Being ___respectful___ means using kind words and a calm voice, even when you disagree.

How could you be a peacemaker at recess? Use two of the words.

Art © Kevin Coulston

ANSWER KEY · CONFLICT RESOLUTION · GRADES 2–5

Answer Key: Real Apology or Fake Apology?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



A **real apology** names what you did, shows you understand how it hurt and says how you will make it right. A **fake apology** blames, makes excuses or doesn't mean it.

Circle Real or Fake for each apology.

"I'm sorry I took your pencil without asking. Here it is, and I'll ask next time."	**Real** / Fake
"Sorry, but you started it."	Real / **Fake**
"I'm sorry you feel that way."	Real / **Fake**
"I'm sorry I called you that name. It was mean, and I won't say it again."	**Real** / Fake
"SORRY!" (yelled while rolling your eyes)	Real / **Fake**
"I'm sorry I knocked over your tower. Can I help you build it again?"	**Real** / Fake
"Fine, sorry. Can I go now?"	Real / **Fake**
"I'm sorry I left you out at recess. Do you want to play tomorrow?"	**Real** / Fake

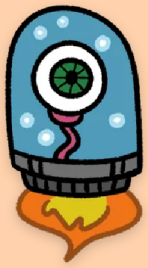
Write a real apology for bumping into someone and not stopping: I'm sorry I bumped you. Are you okay? I'll slow down.

Art © Kevin Coulston

ANSWER KEY · CONFLICT RESOLUTION · GRADES 2–5

Answer Key: Peacemaker Secret Code

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



In this code, **A = 1, B = 2, C = 3** and so on up to **Z = 26**. Write the letter that goes with each number.

Crack the code. Write a letter on each line.

A 1	B 2	C 3	D 4	E 5	F 6	G 7	H 8	I 9	J 10	K 11	L 12	M 13
N 14	O 15	P 16	Q 17	R 18	S 19	T 20	U 21	V 22	W 23	X 24	Y 25	Z 26

1. T A L K I T O U T
   20 1 12 11 9 20 15 21 20

2. C O O L D O W N F I R S T
   3 15 15 12 4 15 23 14 6 9 18 19 20

3. L I S T E N T O B O T H
   12 9 19 20 5 14 20 15 2 15 20 8

   S I D E S
   19 9 4 5 19

Which tip would have helped in a disagreement you had? Why?

Art © Kevin Coulston

ANSWER KEY · CONFLICT RESOLUTION · GRADES 3–5

Answer Key: Spread It or Stop It?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



A **rumor** is a story about someone that gets passed around. It is often untrue or unkind, and rumors can start big conflicts. Each of us can choose to stop one.

Circle Spreads it or Stops it for each one.

Telling one friend, "Don't tell anyone, but..."	**Spreads it**	Stops it
Saying, "That's not nice. Let's not talk about them."	Spreads it	**Stops it**
Posting what you heard in a group chat.	**Spreads it**	Stops it
Changing the subject.	Spreads it	**Stops it**
Laughing and adding more to the story.	**Spreads it**	Stops it
Asking the person kindly if it is true.	Spreads it	**Stops it**
Whispering it at recess.	**Spreads it**	Stops it
Telling a grown-up when a rumor is hurting someone.	Spreads it	**Stops it**
Sending a mean picture to friends.	**Spreads it**	Stops it
Not repeating it to anyone.	Spreads it	**Stops it**

What could you say if a friend starts a rumor? That might not be true, and it could hurt them. Let's not spread it.

Art © Kevin Coulston

ANSWER KEY · CONFLICT RESOLUTION · GRADES 2–4

Answer Key: Calm Body or Tense Body?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Before you talk out a conflict, check your body. A **tense body** means you may need to cool down first. A **calm body** is ready to listen and solve the problem.

Word bank

relaxed shoulders · arms crossed · tight fists · soft voice · eye rolling · nodding · yelling · open hands · stomping · slow breaths · pointing a finger · looking at the person

Write each body clue in the right box.

Calm body	Tense body
relaxed shoulders	arms crossed
soft voice	tight fists
nodding	eye rolling
open hands	yelling
slow breaths	stomping
looking at the person	pointing a finger

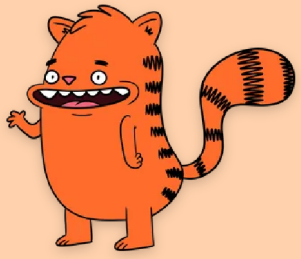
One way I can calm my body before I talk:

Art © Kevin Coulston

ANSWER KEY · CONFLICT RESOLUTION · GRADES 3–5

Answer Key: Find What You Both Want

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.

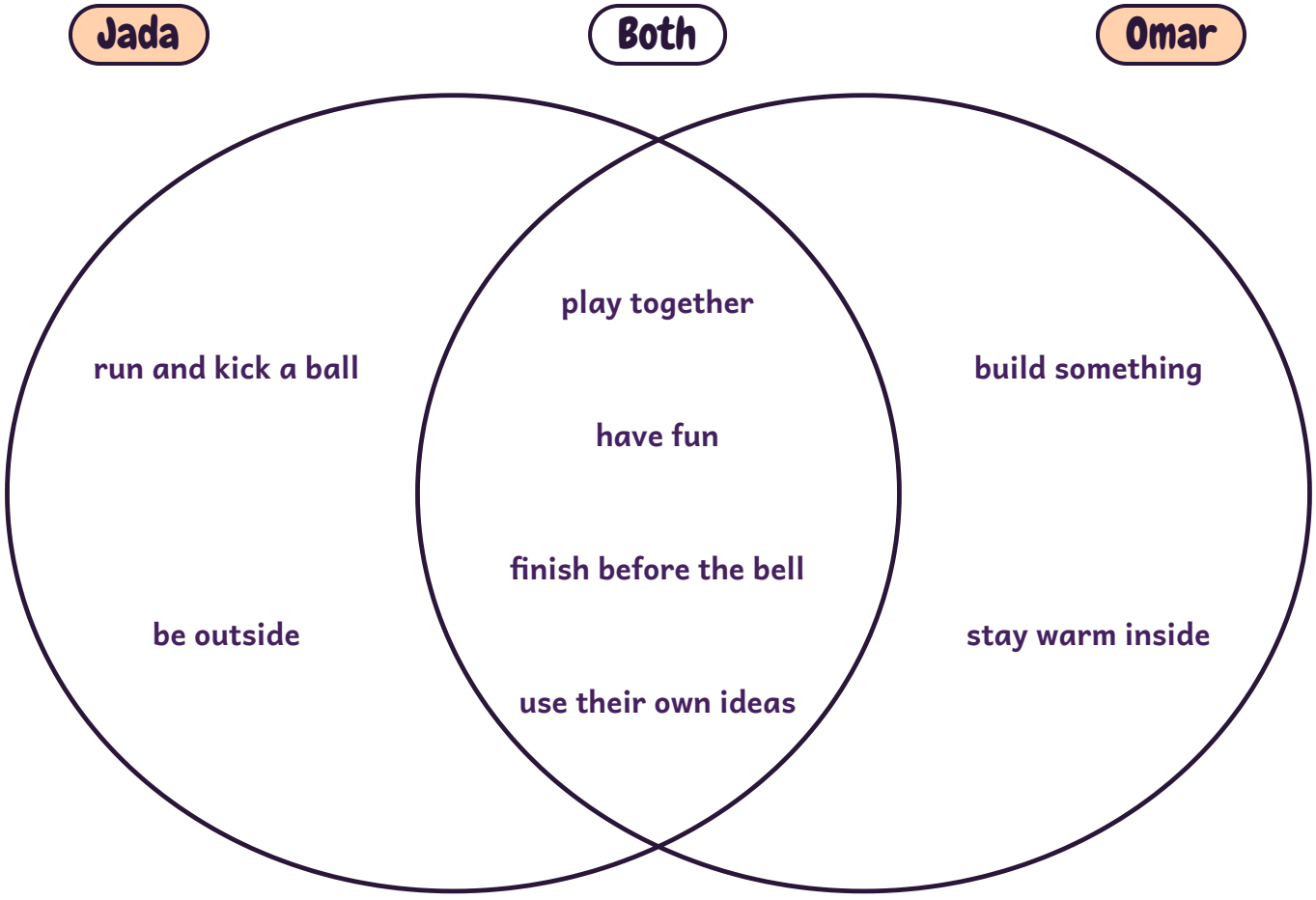


Jada wants to play soccer at recess. **Omar** wants to build a fort with the blocks inside. When you look closely, they want some of the same things!

Word bank

run and kick a ball · be outside · build something · stay warm inside · play together · have fun · finish before the bell · use their own ideas

Write each wish in the right part of the Venn diagram.



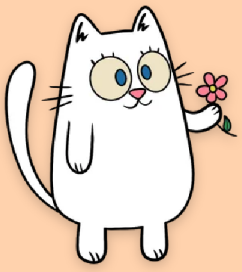
A win-win plan for Jada and Omar: Soccer for the first half of recess, then build a fort.

Art © Kevin Coulston

ANSWER KEY · CONFLICT RESOLUTION · GRADES 3–5

Answer Key: Say It Back

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Good peacemakers **listen first**. When you say back what someone said, they know you heard them, and the conflict often gets smaller. Try: **"It sounds like you feel… because…"**

Say back what each friend said.

My friend says…	I say it back…
"You never pass me the ball!"	"It sounds like you feel left out because you want a turn."
"You told everyone my secret."	"It sounds like you feel hurt because you trusted me."
"You always pick the game."	"It sounds like you feel frustrated because you want a say too."
"You laughed when I fell."	"It sounds like you feel embarrassed because I laughed."
"You took my seat."	"It sounds like you feel upset because you were sitting there first."

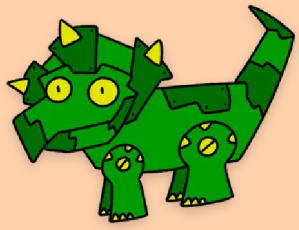
Why does saying it back help?

Art © Kevin Coulston

ANSWER KEY · CONFLICT RESOLUTION · GRADES 3–5

Answer Key: Conflict: True or False

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Circle True or False for each sentence.

Everyone has conflicts sometimes.	**True** / False
A conflict means someone is a bad person.	True / **False**
It is okay to disagree with a friend.	**True** / False
The loudest person should always win.	True / **False**
Cooling down first can help you solve a problem.	**True** / False
Ignoring a big problem always makes it go away.	True / **False**
Both people can win in a conflict.	**True** / False
You should never say sorry if you think you were right.	True / **False**
Listening is part of solving a conflict.	**True** / False
Asking a grown-up for help means you failed.	True / **False**

Fix a false one: The loudest person doesn't always win. A fair solution works for both.

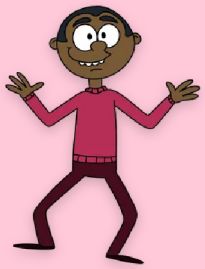
Fix another one: Asking a grown-up for help is a smart choice.

Art © Kevin Coulston

ANSWER KEY · FRIENDSHIP AND TEAMWORK · GRADES K–2

Answer Key: What Do Good Friends Do?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Color what good friends do. Put an X on what they don't do.

listen	share	~~tease~~
take turns	keep secrets that are safe	~~boss around~~
say sorry	~~leave you out~~	cheer you on
play fair	~~tell lies~~	help

Draw you and a friend doing something fun together.

Art © Kevin Coulston

ANSWER KEY · FRIENDSHIP AND TEAMWORK · GRADES K–3

Answer Key: How to Make a New Friend

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Write 1 to 5 to put the steps in order.

4 Ask a question, like “What do you like to play?”

1 Walk over and smile.

5 Invite them to play with you.

2 Say hi and tell them your name.

3 Listen to their name and say it back.

How I would say hi: _____

A question I could ask: _____

A game I could invite them to play: _____

Draw a new friend you would like to meet.

Art © Kevin Coulston

ANSWER KEY · FRIENDSHIP AND TEAMWORK · GRADES 2–5

Answer Key: Teamwork Words

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Draw a line from each teamwork word to its meaning.

cooperate	work together toward the same goal
compromise	each person gives a little to agree
encourage	cheer someone on and help them keep going
contribute	add your ideas and your work
respect	treat others the way they want to be treated
communicate	share ideas by talking and listening

Word bank

cooperate · encourage · contribute · communicate

Write the best teamwork word.

1. When Mia said "You can do it!", she helped **encourage** her teammate.
2. Every person should **contribute** one idea to the project.
3. We used walkie-talkies to **communicate** during the game.
4. To build the tower, the whole team had to **cooperate**.

Art © Kevin Coulston

ANSWER KEY · FRIENDSHIP AND TEAMWORK · GRADES 1–4

Answer Key: Friendship and Teamwork True or False

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Circle True or False.

Friends can like different things.	**True**	False
It's okay to have more than one friend.	**True**	False
A good friend asks you to do things that feel wrong.	True	**False**
Real friends never disagree.	True	**False**
Saying sorry can help fix a friendship.	**True**	False
On a team, only the best player matters.	True	**False**
Good teammates listen to everyone's ideas.	**True**	False
Friends take turns choosing the game.	**True**	False
If your team loses, you should blame someone.	True	**False**
You can make a new friend at any age.	**True**	False

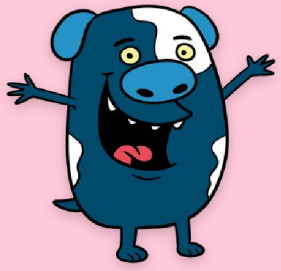
Pick two false sentences and fix them so they are true.

Art © Kevin Coulston

ANSWER KEY · FRIENDSHIP AND TEAMWORK · GRADES 1–3

Answer Key: Team Player or Bossy?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Circle Team player or Bossy for each one.

Asks, “What do you think?”	**Team player**	Bossy
Says, “We have to do it my way.”	Team player	**Bossy**
Grabs the supplies and does it all alone.	Team player	**Bossy**
Lets everyone have a turn.	**Team player**	Bossy
Cheers when a teammate does well.	**Team player**	Bossy
Tells everyone what to do and does not listen.	Team player	**Bossy**
Shares the jobs so everyone helps.	**Team player**	Bossy
Gets mad when the group picks another idea.	Team player	**Bossy**
Changes the rules so they always win.	Team player	**Bossy**
Says, “Good idea! Let’s try it.”	**Team player**	Bossy

One way I can be a great team player:

Art © Kevin Coulston

ANSWER KEY · FRIENDSHIP AND TEAMWORK · GRADES 2–5

Answer Key: Keep the Conversation Going

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



To keep a conversation going, **ask a question** about what your friend said or **share a connection**, something you have in common. Then listen to the answer!

Circle the letter of the reply that keeps the conversation going.

1. **"I went camping this weekend."**
   - (a) Cool. Bye.
   - **(b) Fun! Where did you go camping?**
   - (c) I don't like bugs.

2. **"I got a new kitten."**
   - (a) I like dogs better.
   - (b) Oh.
   - **(c) What did you name her? I have a kitten too!**

3. **"I'm reading a book about sharks."**
   - **(a) Sharks are my favorite! What is the coolest fact so far?**
   - (b) Books are boring.
   - (c) Okay.

4. **"My team won our soccer game."**
   - (a) I don't play soccer.
   - **(b) Congrats! Did you score a goal?**
   - (c) Who cares?

5. **"I'm learning to play the piano."**
   - (a) That sounds hard.
   - (b) Piano is too loud.
   - **(c) Neat! What song are you learning?**

6. **"We made pancakes for breakfast."**
   - **(a) Yum! Do you like syrup or fruit on yours?**
   - (b) I had cereal.
   - (c) Pancakes are gross.

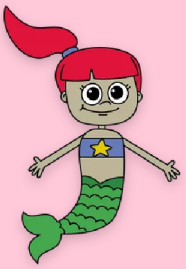
A question I could ask a new friend: _____

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ANSWER KEY · FRIENDSHIP AND TEAMWORK · GRADES 3–5

Answer Key: Green Flag or Red Flag Friend?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



A **green flag** is a sign of a healthy friendship: you feel safe and like yourself. A **red flag** is a warning sign that a friend is not treating you well.

Color the green flags green. Put an X on the red flags.

is happy for you when you win	~~asks you to keep secrets that feel bad~~	listens when you talk
~~teases you in front of others~~	says sorry when they are wrong	~~tells you who you can't play with~~
keeps their promises	~~only plays their way~~	sticks up for you
~~makes fun of your other friends~~	respects your "no"	~~is nice only when they want something~~

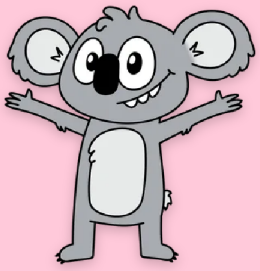
If a friend shows a red flag, I can: tell them how I feel, play with other friends, or talk to a grown-up I trust

Art © Kevin Coulston

ANSWER KEY · FRIENDSHIP AND TEAMWORK · GRADES 1–3

Answer Key: Friendship Word Search

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Find each friendship word. Words go across, down and on a slant. Check each one you find.

E	R	L	F	H	Y	A	N	A	A	I
C	H	F	R	O	P	L	A	Y	R	S
D	G	P	I	H	O	N	E	S	T	H
L	U	R	E	H	I	I	E	E	A	E
O	E	S	N	K	B	B	D	P	T	L
L	R	H	D	L	T	T	R	M	E	P
L	C	A	R	E	I	T	R	D	A	T
A	H	R	I	C	O	S	U	U	M	E
U	R	E	K	I	N	D	T	R	S	T
G	K	N	G	A	R	T	W	E	N	T
H	H	E	R	I	D	R	A	E	N	S

- ☐ friend
- ☐ share
- ☐ kind
- ☐ help
- ☐ team
- ☐ listen
- ☐ care
- ☐ play
- ☐ trust
- ☐ laugh
- ☐ turns
- ☐ honest

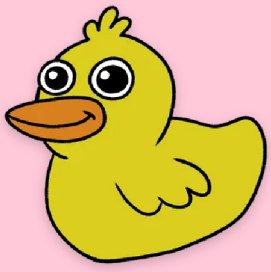
Write a sentence with your favorite friendship word.

Art © Kevin Coulston

ANSWER KEY · FRIENDSHIP AND TEAMWORK · GRADES 1–3

Answer Key: Friendship Word Scramble

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Unscramble each friendship word. Use the clue to help.

d r e i n f

Someone you like to be with.

friend

e h a s r

Let others use it too.

share

t e o h n s

Always telling the truth.

honest

o l l a y

Sticks by you.

loyal

u s t t r

Believe a friend will keep a promise.

trust

a t e m

A group that works together.

team

g u h a l

What you do at a funny joke.

laugh

s t l n i e

Use your ears and your heart.

listen

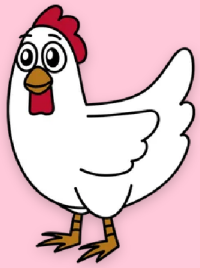
Use two of the words to tell about a friend.

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ANSWER KEY · FRIENDSHIP AND TEAMWORK · GRADES K–2

Answer Key: How to Share

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Number the steps from 1 to 4.

3 Use it gently and carefully.

1 Ask, “Can I have a turn, please?”

4 Give it back and say, “Thank you!”

2 Wait for a yes.

Trace the sentence.

Can I have a turn?

Draw you sharing something with a friend.

Art © Kevin Coulston

ANSWER KEY · FRIENDSHIP AND TEAMWORK · GRADES 2–5

Answer Key: Friendship Fix-It

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Circle the letter of the best way to fix the problem.

1. **Your friend broke a promise to save you a seat.**
   - (a) Never talk to them again.
   - **(b) Calmly tell them how you felt and listen to why.**
   - (c) Take their seat tomorrow.

2. **Two friends are whispering, and you think it is about you.**
   - **(a) Ask them kindly what's going on.**
   - (b) Start whispering about them.
   - (c) Cry and run away.

3. **Your friend wants to play the same game every day.**
   - (a) Play alone instead.
   - (b) Tell everyone they are boring.
   - **(c) Suggest taking turns picking the game.**

4. **Your friend is upset that you played with someone else.**
   - **(a) Say, "You can play with us too!"**
   - (b) Say, "Too bad."
   - (c) Stop playing with the new kid.

5. **Your friend keeps copying your drawings.**
   - (a) Rip up your drawing.
   - **(b) Say, "I feel bugged when you copy. Let's each make our own."**
   - (c) Copy theirs back.

6. **You and your friend both want to sit next to the same person.**
   - (a) Push to get there first.
   - (b) Complain to the teacher.
   - **(c) Sit on each side of them.**

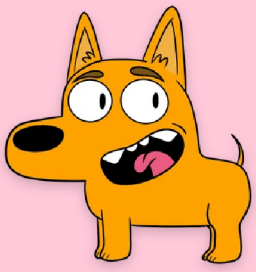
A friendship problem I solved, and how:

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ANSWER KEY · FRIENDSHIP AND TEAMWORK · GRADES 2–5

Answer Key: Friendship Builders and Breakers

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Word bank

keeping a promise · telling a secret · sharing · bossing around · saying sorry · teasing · cheering them on · ignoring them · listening · lying · taking turns · leaving them out

Write each one in the right box.

Builds a friendship	Breaks a friendship
keeping a promise	telling a secret
sharing	bossing around
saying sorry	teasing
cheering them on	ignoring them
listening	lying
taking turns	leaving them out

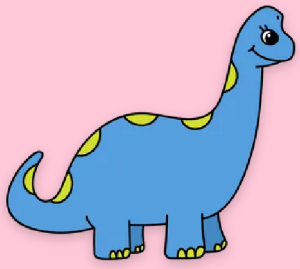
One friendship builder I want to do more often:

Art © Kevin Coulston

ANSWER KEY · FRIENDSHIP AND TEAMWORK · GRADES 2–4

Answer Key: How to Work in a Group

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Number the steps of good group work from 1 to 6.

3 Choose a plan together.

1 Listen to what the job is.

6 Check the work together at the end.

2 Share ideas, one person at a time.

4 Give everyone a part to do.

5 Work on your part and help others.

The hardest step for my group: _____

How we can make it better next time: _____

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