SEL · MINDFULNESS AND CALMING · GRADES K–3

# Animal Breathing Cards

Four calming breaths to try: lion breath, bee breath, elephant breath and teddy bear belly breathing.



**Name:** _____ **Date:** _____



## Lion Breath

Breathe in through your nose. Open your mouth wide, stick out your tongue and breathe out with a big "haaa!"

☐ I tried it ☐ 3 times



## Bee Breath

Breathe in through your nose. Close your mouth and hum like a bee, "mmmm," as you breathe out slowly.

☐ I tried it ☐ 3 times



## Elephant Breath

Stand up. Breathe in and lift your arms high like a trunk. Breathe out and swing your arms down low.

☐ I tried it ☐ 3 times



## Teddy Bear Belly Breath

Lie down with a teddy bear on your belly. Breathe in and watch it rise. Breathe out and watch it fall.

☐ I tried it ☐ 3 times

**The breath that helped me feel the calmest:** _____



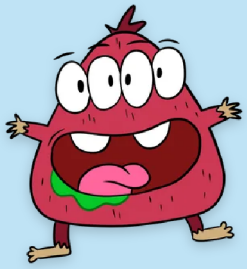
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# 5-4-3-2-1 Calm Down

Notice 5 things you see, 4 you hear, 3 you can touch, 2 you smell and 1 you taste to feel calm and present.

**Name:** _____ **Date:** _____



When you feel worried or upset, slow down and use your senses to notice what is around you right now. Take a slow breath between each step.

**5** **things I can see**

_____ _____ _____

_____ _____

**4** **things I can hear**

_____ _____ _____

_____

**3** **things I can touch**

_____ _____ _____

**2** **things I can smell**

_____ _____

**1** **thing I can taste**

_____

**After 5-4-3-2-1, my body feels:** _____

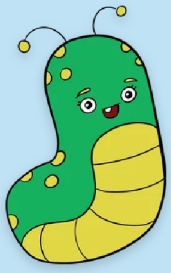


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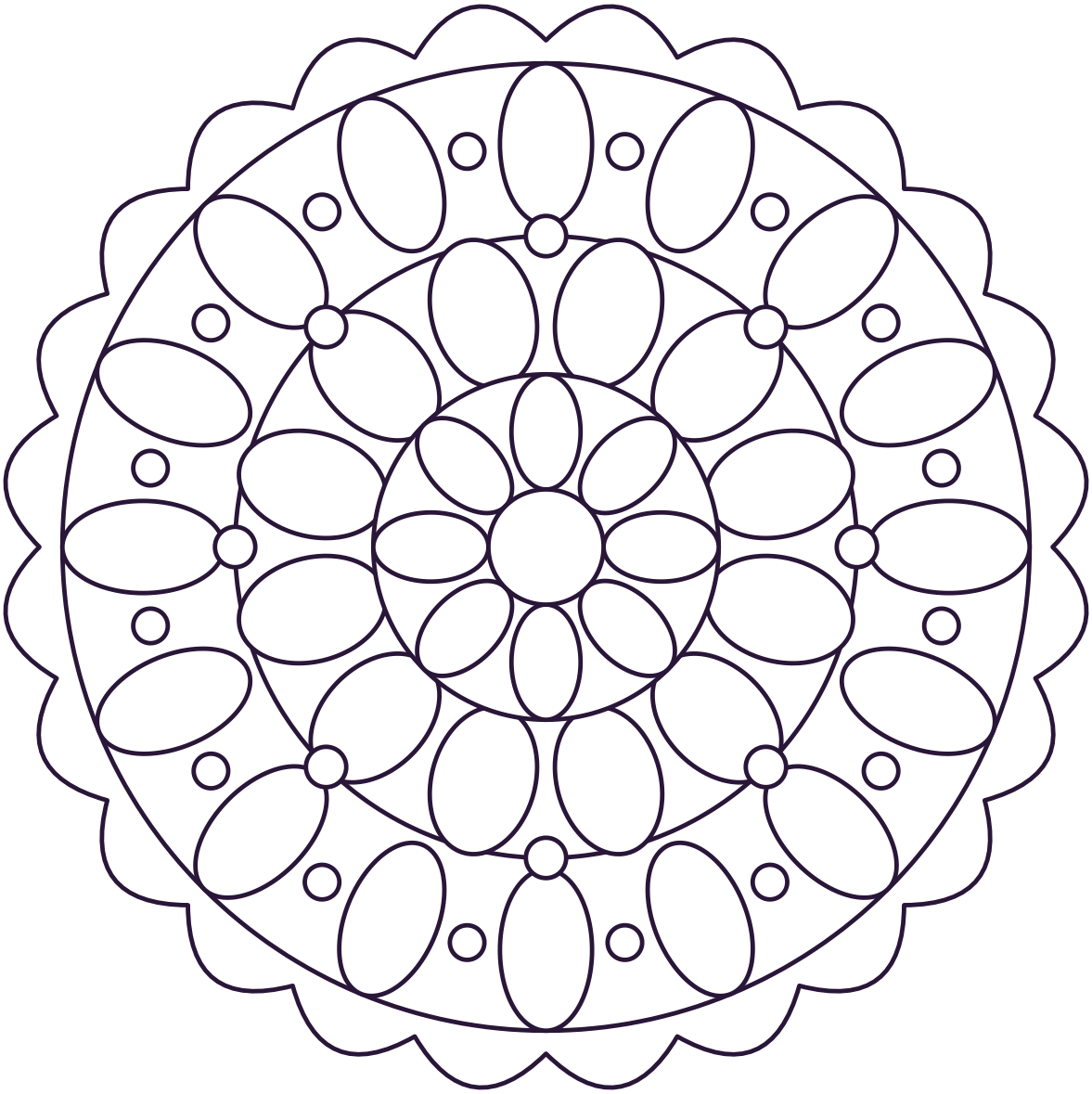
# Mindful Coloring Pattern

Color a round pattern slowly, one ring at a time, and notice your breathing as you go.



**Name:** _____ **Date:** _____

**Color slowly.** Start in the middle and color one ring at a time. Breathe in as you pick a color and breathe out as you color. If your mind wanders, notice it and come back to your breath.



**While I colored, I noticed:** _____



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# Calming Choices

Color the twelve choices that help your body calm down and cross out the ones that do not.



**Name:** _____ **Date:** _____

**Color the choices that help your body calm down. Put an X on the ones that don't.**

| | | |
|---|---|---|
| take 5 slow breaths | yell at a friend | count to 10 |
| squeeze a stress ball | throw a toy | get a drink of water |
| slam the door | hug a stuffed animal | stretch like a cat |
| kick the wall | draw a picture | talk to a grown-up |

**My top calming choice at school:** _____

**My top calming choice at home:** _____



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# Mindful Minute Log

Try a different mindful minute for five days and rate how you feel before and after each one.



**Name:** _____ **Date:** _____

Each day, set a timer for one minute and try the mindful minute. Before you start and after you finish, rate how calm you feel from 1 (not calm) to 5 (very calm).

| Day | Mindful minute | Before | After | What I noticed |
|---|---|---|---|---|
| **Monday** | **Breathing:** count each breath in and out, up to 10, then start again. | | | |
| **Tuesday** | **Listening:** close your eyes and count every sound you hear. | | | |
| **Wednesday** | **Body scan:** notice your toes, legs, belly, arms and face, one at a time. | | | |
| **Thursday** | **Eating:** eat one raisin or cracker very slowly. Notice the taste and feel. | | | |
| **Friday** | **Walking:** walk slowly and notice each foot touching the ground. | | | |

**The mindful minute I liked best, and why:**

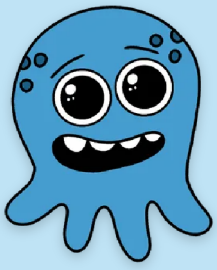


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# Five-Finger Breathing

Trace your hand, then slide a finger up each finger as you breathe in and down as you breathe out: five slow breaths.



**Name:** _____ **Date:** _____

**How to do it:** spread one hand out like a star. With a finger of your other hand, slide **up** your thumb as you **breathe in** and **down** the other side as you **breathe out**. Keep going over each finger to your pinky. That is five slow breaths.

**Trace your hand here. Then breathe around it: up = breathe in, down = breathe out.**

**How do I feel after?**

○ Still wiggly ○ A little calmer ○ Calm ○ Very calm



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# Mindful Listening Sound Hunt

Sit still for two minutes in three places and check off every sound you hear, from birds to your own breathing.



**Name:** _____ **Date:** _____

Sit very still, close your eyes and listen for **two minutes**. Then open your eyes and check every sound you heard. Try it in three different places.

**Place 1:** _____ **Place 2:** _____ **Place 3:** _____

| Sound I heard | Place 1 | Place 2 | Place 3 |
|---|---|---|---|
| **birds or animals** | | | |
| **footsteps** | | | |
| **wind or rain** | | | |
| **a car or bus** | | | |
| **voices or laughing** | | | |
| **my own breathing** | | | |
| **a clock, beep or hum** | | | |
| **a sound I did not expect** | | | |

**The quietest sound I noticed:** _____

**How I felt after listening:** _____

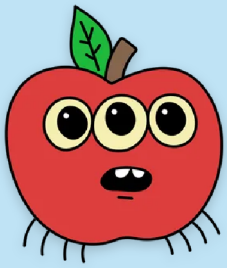


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# Mindful Snack Senses

Eat one small snack very slowly and write what you notice with each of your five senses.



**Name:** _____ **Date:** _____

Pick one small snack, like a raisin, a cracker or a slice of apple. Go slowly. Use each sense **before** you take a bite, then take the smallest bite you can and chew it slowly.

**My snack:** _____

| My sense | What I noticed |
|---|---|
| **See: color, shape, spots or lines** | |
| **Touch: smooth, bumpy, soft or hard?** | |
| **Smell: sweet, salty, fresh or nothing?** | |
| **Hear: is there a crunch or a squish?** | |
| **Taste: what changes as you chew slowly?** | |

**Eating slowly was…** ◯ Hard ◯ Okay ◯ Easy ◯ Fun

**Something I noticed that I usually miss:**

_____

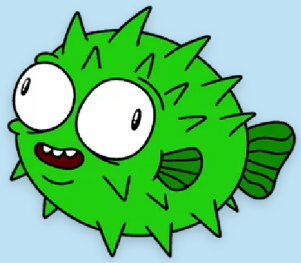


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# Mindful or Mind Full?

Circle mindful or mind full for ten moments, like noticing each bite or doing homework with the TV on.



**Name:** _____ **Date:** _____

Being **mindful** means paying attention to right now: what you see, hear and feel. When your mind is **full**, you are thinking about lots of other things and miss what is happening.

**Circle Mindful or Mind full for each moment.**

| | | |
|---|---|---|
| noticing the taste of each bite | Mindful | Mind full |
| eating chips while playing a video game | Mindful | Mind full |
| worrying about tomorrow during recess | Mindful | Mind full |
| feeling your feet touch the ground as you walk | Mindful | Mind full |
| listening to the rain on the window | Mindful | Mind full |
| doing homework with the TV on | Mindful | Mind full |
| taking three slow breaths before a test | Mindful | Mind full |
| looking at a tablet while a friend talks to you | Mindful | Mind full |
| thinking about lunch while the teacher reads | Mindful | Mind full |
| smelling a flower and looking at its petals | Mindful | Mind full |

**One thing I will do mindfully today:**

_____

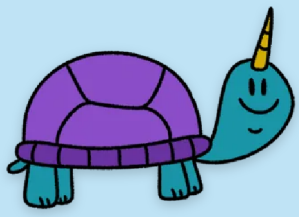


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# Mindfulness Words

Match six mindfulness words, like present, notice and patient, to their meanings, then finish four sentences.



**Name:** _____ **Date:** _____

**Draw a line from each mindfulness word to its meaning.**

| | |
|---|---|
| present ● | ● knowing what is happening inside and around you |
| notice ● | ● right here, right now |
| focus ● | ● able to wait without getting upset |
| aware ● | ● to pay attention with your senses |
| calm ● | ● to keep your attention on one thing |
| patient ● | ● quiet and peaceful in your body and mind |

**Word bank**

present · notice · focus · calm

**Write the best mindfulness word.**

1. Close your eyes and _____ the sounds around you.
2. When I _____ on my reading, I don't look around the room.
3. Slow breaths help my body feel _____.
4. Being mindful means being in the _____ moment.

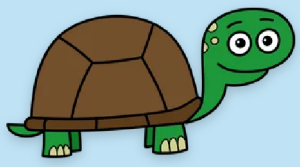


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# Body Scan from Head to Toe

Scan your body slowly from head to toe and check how each part feels, relaxed, tight, tingly or warm, then notice how you feel after.



**Name:** _____ **Date:** _____

**How to do it:** sit or lie down and close your eyes. Breathe slowly. Move your attention from your head down to your toes, one part at a time. Just notice each part, without changing it.

**Check how each part felt.**

| Body part | How did it feel? |
|---|---|
| **Head and face** | ☐ relaxed ☐ tight ☐ tingly ☐ warm |
| **Shoulders** | ☐ relaxed ☐ tight ☐ tingly ☐ warm |
| **Arms and hands** | ☐ relaxed ☐ tight ☐ tingly ☐ warm |
| **Chest and tummy** | ☐ relaxed ☐ tight ☐ tingly ☐ warm |
| **Legs** | ☐ relaxed ☐ tight ☐ tingly ☐ warm |
| **Feet and toes** | ☐ relaxed ☐ tight ☐ tingly ☐ warm |

**After my body scan, I feel:** _____

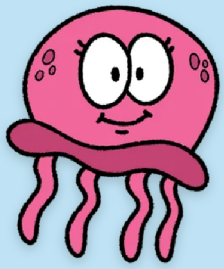


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# Mindfulness Word Scramble

Unscramble eight mindfulness words, like breathe, notice and present, with a clue for each, then use them to tell how you calm down.



**Name:** _____ **Date:** _____

**Unscramble each mindfulness word. Use the clue to help.**

e b r a h e t
Air in, air out.

_____

m c a l
Peaceful and still.

_____

o e n i t c
Pay attention to something.

_____

e q i t u
Hardly any noise at all.

_____

s u f c o
Keep your mind on one thing.

_____

a x r e l
Let your body go soft.

_____

r e e t n s p
Right here, right now.

_____

e n s s s e
Seeing, hearing, smelling, tasting and touching.

_____

**Use two of the words to tell how you calm down.**

_____

_____



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# Calm Body, Wiggly Body

A grown-up reads eight moves, like jumping like a frog or lying like a starfish, and kids sort them into calm body and wiggly body.



**Name:** _____ **Date:** _____

**Grown-ups:** read each move out loud and try it together. Does it make your body calm or wiggly? Kids write the number in the right box. Both are okay at the right time!

**Write each number in the right box.**

1. Take a slow breath.
2. Jump like a frog.
3. Hug a stuffed animal.
4. Shake your hands fast.
5. Stretch up slowly.
6. Run in place.
7. Lie down like a starfish.
8. Dance to fast music.

| Calm body | Wiggly body |
| --- | --- |
| | |

**Draw your body being calm.**

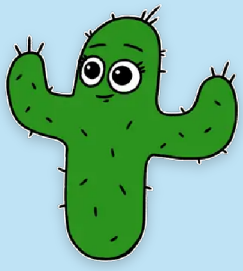


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# Mindful Walk Bingo

Take a slow, quiet walk and check off sixteen things to notice, like a cloud shape, a far-away sound or the breeze on your skin.



**Name:** _____ **Date:** _____

**Walk slowly and quietly. Check off each thing you notice. Can you get four in a row?**

| | | | |
|---|---|---|---|
| a leaf moving in the wind ☐ | your feet on the ground ☐ | a cloud shape ☐ | a bird singing ☐ |
| something soft ☐ | something rough ☐ | a smell of grass or flowers ☐ | the sun or a breeze on your skin ☐ |
| a bug ☐ | something red ☐ | your own breathing ☐ | a far-away sound ☐ |
| a shadow ☐ | something tiny ☐ | a tree trunk ☐ | a quiet moment ☐ |

**My favorite thing I noticed:** _____



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# Calm-Down Strategy Cards

Nine cut-apart cards with a calm-down strategy on each, like squeeze, push and hum, for a calm-down corner or a pocket.

**Name:** _____ **Date:** _____



✂ **Cut on the dashed lines. Keep the cards in your calm-down corner.**

## Squeeze

Squeeze your fists tight, then let go.

## Count

Count slowly to 10 and back down.

## Sip

Drink a cool glass of water.

## Push

Push your hands hard against a wall.

## Hug

Give yourself a big, tight hug.

## Shake

Shake out your arms and legs.

## Hum

Hum your favorite song softly.

## Draw

Draw how you feel, then color it.

## Ask

Ask a grown-up to help you.



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# Gratitude Alphabet



Find something you are thankful for for every letter from A to Z, from apples to zoos: a calm way to notice the good things.

**Name:** _____ **Date:** _____

Think of something you are thankful for that starts with each letter. X is tricky: try a word with an x in it, like box or six!

| | I am thankful for... |
|---|---|
| A | |
| B | |
| C | |
| D | |
| E | |
| F | |
| G | |
| H | |
| I | |
| J | |
| K | |
| L | |
| M | |

| | I am thankful for... |
|---|---|
| N | |
| O | |
| P | |
| Q | |
| R | |
| S | |
| T | |
| U | |
| V | |
| W | |
| X | |
| Y | |
| Z | |



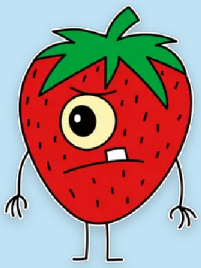
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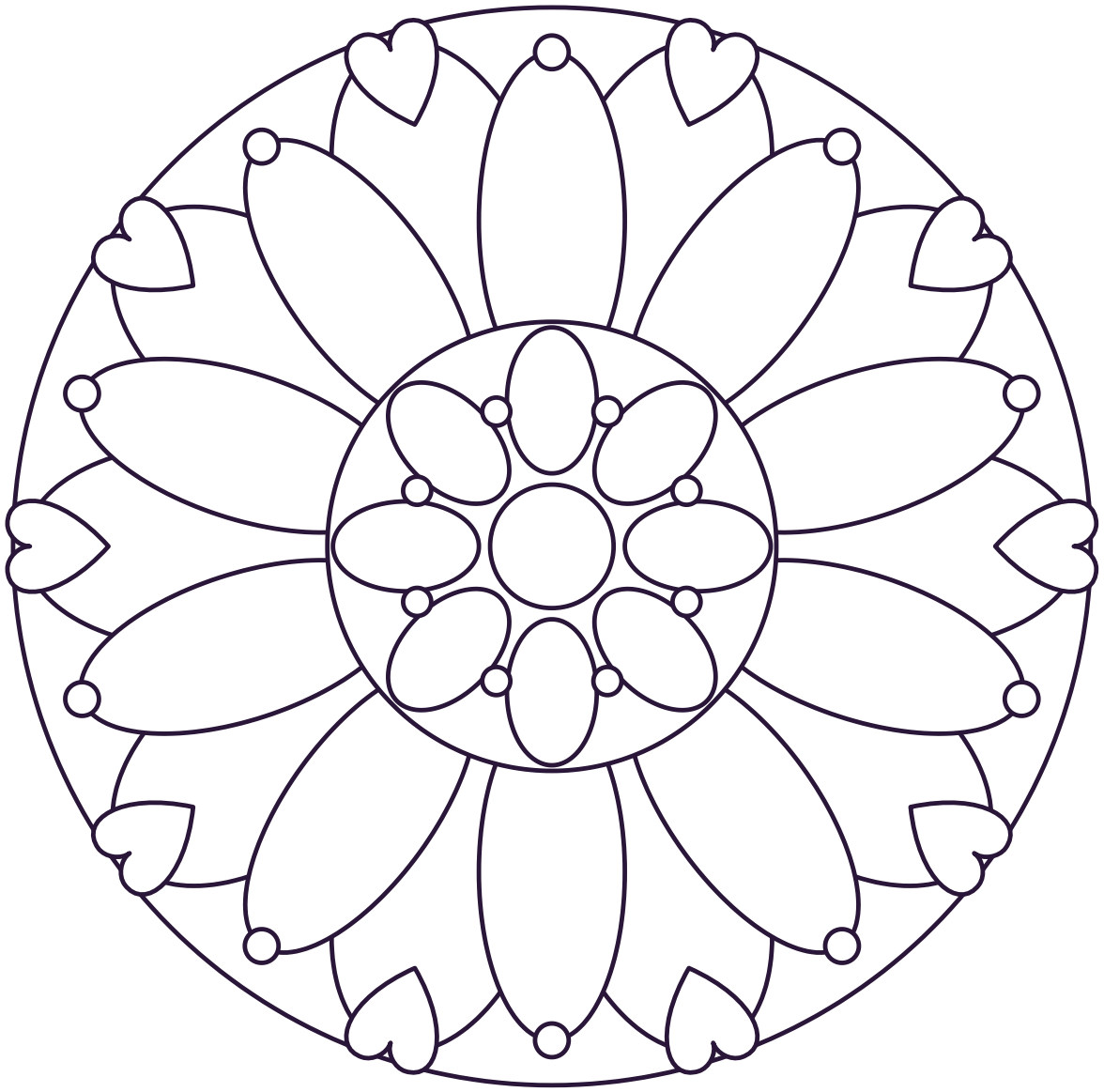
# Mindful Coloring Flower

Color a flower pattern of petals, hearts and dots slowly, one ring at a time, breathing in and out with each petal.

**Name:** _____ **Date:** _____



**Go slowly.** Color one ring at a time, from the outside in. Breathe in as you start a petal and breathe out as you finish it.



**How do I feel now?**

○ calm ○ okay ○ still wiggly



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# Worry Thought or Helpful Thought?

Circle worry or helpful for ten thoughts, then answer a worry thought of your own with a helpful one.

**Name:** _____ **Date:** _____



Our minds make lots of thoughts. **Worry thoughts** jump to the worst thing that could happen. **Helpful thoughts** notice what is really true and what we can do.

**Circle Worry or Helpful for each thought.**

| | | |
|---|---|---|
| Everyone will laugh at me if I get it wrong. | Worry | Helpful |
| I studied, and I can do my best. | Worry | Helpful |
| What if I never make any friends? | Worry | Helpful |
| It's okay to feel nervous. It will pass. | Worry | Helpful |
| Something bad is going to happen for sure. | Worry | Helpful |
| I can ask for help if I need it. | Worry | Helpful |
| I always mess everything up. | Worry | Helpful |
| One mistake does not ruin the whole day. | Worry | Helpful |
| My friend didn't wave, so she must be mad at me. | Worry | Helpful |
| Maybe my friend just didn't see me. | Worry | Helpful |

**A worry thought I sometimes have:** _____

**A helpful thought to answer it:** _____



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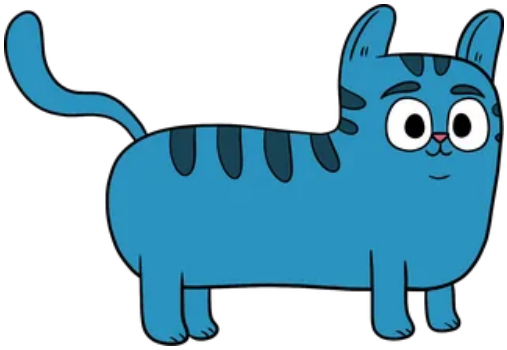
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# Animal Stretch Cards

Four animal stretch cards, cat, snake, frog and turtle, to calm and wake up your body slowly between lessons.



**Name:** _____ **Date:** _____



## Cat stretch

On your hands and knees, round your back up high like a cat, then let it sink down slowly.

☐ I tried it ☐ 3 times



## Snake stretch

Lie on your tummy, push up with your hands and look up. Hiss as you breathe out.

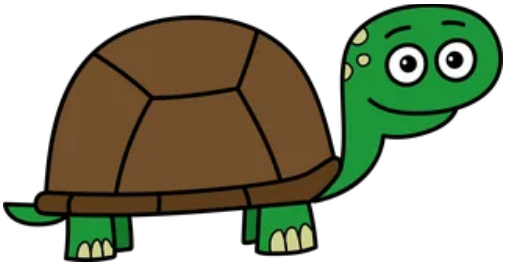
☐ I tried it ☐ 3 times



## Frog squat

Squat low with your hands on the floor, then rise up slowly and stretch tall.

☐ I tried it ☐ 3 times



## Turtle tuck

Kneel and tuck your head and arms in like a shell. Take three slow breaths.

☐ I tried it ☐ 3 times

**My favorite stretch, and how it made my body feel:** _____

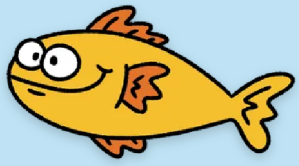


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# Make a Calm-Down Jar

Number the six steps for making a glitter calm-down jar, then think about how your busy thoughts settle like the glitter.



**Name:** _____ **Date:** _____

**Grown-ups help with this one.** A calm-down jar is a jar of water and glitter. When you shake it, the glitter swirls like busy thoughts. Watch it settle while you breathe.

**Number the steps from 1 to 6.**

- [ ] Put the lid on tight. A grown-up can glue it shut.
- [ ] Fill a plastic jar most of the way with warm water.
- [ ] Watch the glitter slowly settle as you breathe.
- [ ] Add a big squeeze of clear glue.
- [ ] Shake the jar.
- [ ] Add a spoonful of glitter and stir.

**How is your mind like the jar?**

_____

_____



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# Goal or Wish?

Sort ten sentences into goals (a plan you can act on) and wishes, then turn a wish into a goal.



**Name:** _____ **Date:** _____

A **wish** is something you hope for. A **goal** is something you plan to do: it says what you will do and when, so you can make it happen.

**Circle Goal or Wish.**

| | | |
|---|---|---|
| I will read for 20 minutes every night this month. | Goal | Wish |
| I want to be good at reading. | Goal | Wish |
| I hope I win the lottery. | Goal | Wish |
| I will practice my 7 times table for 10 minutes each day this week. | Goal | Wish |
| I will finish my science project by Friday. | Goal | Wish |
| I wish it would snow tomorrow. | Goal | Wish |
| I want to be famous. | Goal | Wish |
| I wish I had a dragon. | Goal | Wish |
| I will run one lap without stopping by the end of the month. | Goal | Wish |
| I will put my homework in my folder every night before bed. | Goal | Wish |

**A wish I have:** _____

**Turn it into a goal: I will** _____



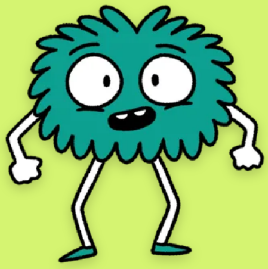
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SEL · GOAL SETTING · GRADES 3–5

# Make It a SMART Goal

Match the five letters of a SMART goal to their meanings, find the SMART goals and write your own.

**Name:** _____ **Date:** _____



**Draw a line from each letter to what it means.**

| | |
|---|---|
| S: Specific | It is hard but possible for you. |
| M: Measurable | It says exactly what you will do. |
| A: Achievable | It has a date to finish by. |
| R: Relevant | You can count or check it to see your progress. |
| T: Time-bound | It matters to you and your life. |

**Is it a SMART goal? Circle one.**

| | | |
|---|---|---|
| I will get better at soccer. | SMART | Not yet |
| I will practice 20 soccer kicks after school every day for two weeks. | SMART | Not yet |
| I will read 4 chapter books by the end of March. | SMART | Not yet |
| I will be the best at everything. | SMART | Not yet |

**My SMART goal: I will** _____

**How I will measure it:** _____

**I will finish by:** _____

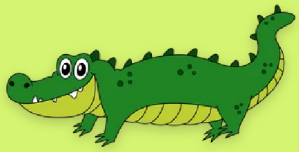


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# My Goal Staircase

Write your goal at the top of the stairs and four small steps to climb there, with a helper and a finish date.



**Name:** _____ **Date:** _____

**Write your goal at the top. Write a small step on each stair, starting at the bottom.**

**Step 1**

_____

_____

**Step 2**

_____

_____

**Step 3**

_____

_____

**Step 4**

_____

_____

**★ My goal**

_____

_____

_____

_____

**Someone who can help me:** _____ **I will reach my goal by:** _____

**How I will celebrate:**

_____



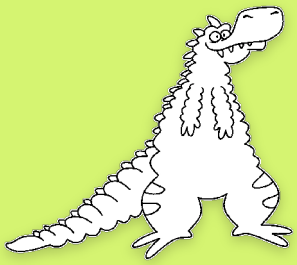
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# If–Then Plans

**Write an if-then plan for four things that could get in the way of a goal, then make two of your own.**

**Name:** _____ **Date:** _____



Things can get in the way of a goal. An **if–then plan** gets you ready: "**If** this happens, **then** I will do this."
**Goal:** I will read for 20 minutes every night.

**If I want to watch TV instead, then** _____

**If I forget my book at school, then** _____

**If I feel too tired at bedtime, then** _____

**If I get to a hard word, then** _____

**My goal:** _____

**If** _____ **then** _____

**If** _____ **then** _____



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# Weekly Goal Tracker

Pick one goal for the week, check off each day you work on it and look back on Friday.



**Name:** _____ **Date:** _____

**My goal this week:** _____

**Why it matters to me:** _____

| Day | I worked on it | What I did |
|---|---|---|
| **Monday** | ☐ yes<br>☐ not today | |
| **Tuesday** | ☐ yes<br>☐ not today | |
| **Wednesday** | ☐ yes<br>☐ not today | |
| **Thursday** | ☐ yes<br>☐ not today | |
| **Friday** | ☐ yes<br>☐ not today | |
| **Saturday** | ☐ yes<br>☐ not today | |
| **Sunday** | ☐ yes<br>☐ not today | |

**On Friday: how did I do?**

○ Not yet ○ A little ○ Good ○ Great ○ I did it!

**Next week I will…**

_____



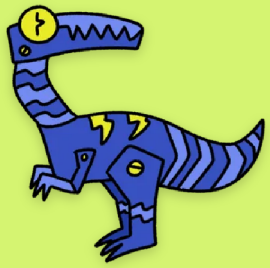
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# Short-Term or Long-Term Goal?

Circle short-term (days or weeks) or long-term (months or years) for ten goals, then write one of each.

**Name:** _____ **Date:** _____



A **short-term goal** can be done soon, in a day or a few weeks. A **long-term goal** takes months or even years, and many short-term goals help you get there.

**Circle Short-term or Long-term for each goal.**

| | | |
|---|---|---|
| finish my book report by Friday | Short-term | Long-term |
| become a doctor | Short-term | Long-term |
| learn all my times tables this school year | Short-term | Long-term |
| clean my room today | Short-term | Long-term |
| save up for a bike over the next year | Short-term | Long-term |
| read for 20 minutes tonight | Short-term | Long-term |
| learn to speak Spanish | Short-term | Long-term |
| score a goal at Saturday's game | Short-term | Long-term |
| write and illustrate my own book this year | Short-term | Long-term |
| get 10 out of 10 on this week's spelling test | Short-term | Long-term |

**My short-term goal:** _____

**My long-term goal:** _____



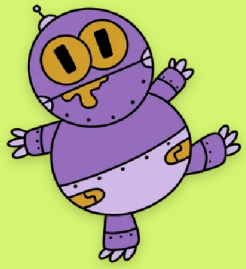
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# Big Goal, Little Steps

Put the little steps for two big goals, learning to swim and growing a sunflower, in order, then plan your own first step.

**Name:** _____ **Date:** _____



A big goal is easier when you break it into **little steps** and do them one at a time, in order.

**Big goal: learn to swim. Write 1 to 5 to put the steps in order.**

- ☐ Kick across the pool holding a board.
- ☐ Get used to splashing water on your face.
- ☐ Swim across the pool on your own.
- ☐ Blow bubbles in the water.
- ☐ Float on your back with a helper.

**Big goal: grow a sunflower. Write 1 to 5 to put the steps in order.**

- ☐ Put the pot in a sunny spot.
- ☐ Measure your tall sunflower!
- ☐ Fill a pot with soil.
- ☐ Water it every few days and watch it sprout.
- ☐ Plant the seed and water it.

**My big goal:** _____

**My first little step:** _____



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# Helps or Gets in the Way?

Kai wants to read 20 minutes every night. Sort twelve things into what helps his goal and what gets in the way.



**Name:** _____ **Date:** _____

**Kai's goal:** read for 20 minutes every night before bed.

**Word bank**

- a library card
- video games at bedtime
- a reading lamp
- staying up too late
- a timer
- a noisy room
- a reading log
- forgetting
- books he loves
- books that are too hard
- a quiet spot
- leaving his book at school

**Write each one in the right box.**

| Helps Kai's goal | Gets in the way |
|---|---|
| | |

**My goal:** _____

**Something that gets in the way, and my fix:** _____



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# Goal-Setting Words

Fill in six goal words, plan, progress, obstacle, deadline, motivation and celebrate, then describe a goal with them.



**Name:** _____ **Date:** _____

**Word bank**

plan | progress | obstacle | deadline | motivation | celebrate

**Write the goal word that fits.**

1. A _____ is the list of steps you will take to reach your goal.

2. When you get closer to your goal, you are making _____.

3. An _____ is something that gets in the way of your goal.

4. A _____ is the date when your goal should be done.

5. Your _____ is the reason you want to reach your goal.

6. When you reach your goal, take time to _____!

**Describe a goal of yours using three of the words.**



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# Goal Progress Thermometer

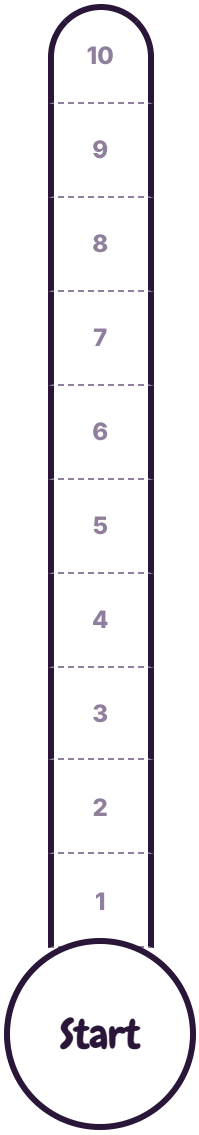
Write a goal and ten steps up the thermometer, then color it in as you get closer to the top.



**Name:** _____ **Date:** _____

**My goal:** _____ **Finish by:** _____

**Write a small step on each line, from 1 at the bottom to 10 at the top. Color the thermometer up to each step you finish.**




★ 10 _____

9 _____

8 _____

7 _____

6 _____

5 _____

4 _____

3 _____

2 _____

1 _____

Today I start!

**When I reach the top, I will celebrate by...**

_____



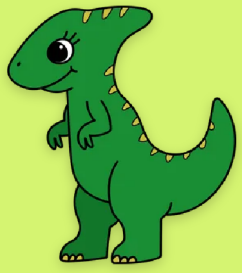
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# School, Health or Kindness Goal?

Sort twelve goals into school, health and kindness goals, then write one goal of your own for each kind.

**Name:** _____ **Date:** _____



**Word bank**

read two chapter books | eat a fruit at lunch | learn my 8s facts | say hi to a new kid | go to bed by 8:30 | help a classmate | spell all my words right | ride my bike every day | give three compliments | finish my homework on time | drink more water | share at recess

**Write each goal in the right box.**

| School goal | Health goal | Kindness goal |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

**My school goal:** _____

**My health goal:** _____

**My kindness goal:** _____

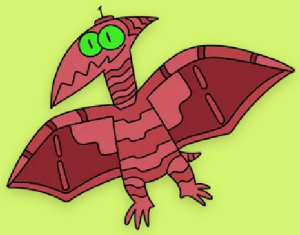


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# Wish, Outcome, Obstacle, Plan

Plan a goal four ways: your wish, the best outcome, the obstacle inside you that could get in the way and a plan to beat it.



**Name:** _____ **Date:** _____

Researchers found that goals work better when you picture the **obstacle**, the thing inside you that could get in the way, and make a plan for it. Try these four steps.

**W · Wish: What is something I really want to do?**

**O · Outcome: What is the best thing that will happen when I do it?**

**O · Obstacle: What inside me might get in the way? (Tired? Distracted? Nervous?)**

**P · Plan: If my obstacle shows up, then I will…**



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# Goal Check-In: How Am I Doing?

Rate how you are doing on your goal for six questions, from following your plan to asking for help, then plan next week.

**Name:** _____ **Date:** _____



**My goal:** _____

**How did this week go? Color one circle for each.**

| | Not yet | Sometimes | Most days | Every day |
|---|---|---|---|---|
| I worked on my goal. | ○ | ○ | ○ | ○ |
| I followed my plan. | ○ | ○ | ○ | ○ |
| I asked for help when I needed it. | ○ | ○ | ○ | ○ |
| I kept going when it was hard. | ○ | ○ | ○ | ○ |
| I can see my progress. | ○ | ○ | ○ | ○ |
| I am proud of my effort. | ○ | ○ | ○ | ○ |

**What went well:** _____

**Next week I will:** _____



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# Is This Goal Realistic?

Circle realistic or not realistic for ten goals, from reading every night to becoming famous by Friday, then fix one.

**Name:** _____ **Date:** _____



A **realistic** goal is a stretch, but you can really do it in the time you have. A goal that is **not realistic** is too big for the time, or it is out of your control.

**Circle Realistic or Not realistic for each goal.**

| | | |
|---|---|---|
| Read for 20 minutes every night this month. | Realistic | Not realistic |
| Become a famous singer by Friday. | Realistic | Not realistic |
| Learn to swim one length of the pool by summer. | Realistic | Not realistic |
| Grow three inches taller this week. | Realistic | Not realistic |
| Get my spelling words right on Friday by practicing every night. | Realistic | Not realistic |
| Read every book in the library this weekend. | Realistic | Not realistic |
| Save $10 from my allowance in two months. | Realistic | Not realistic |
| Make it never rain on game days. | Realistic | Not realistic |
| Learn ten new Spanish words this month. | Realistic | Not realistic |
| Finish a 1,000-piece puzzle in five minutes. | Realistic | Not realistic |

**Make "Read every book in the library this weekend" realistic:** _____

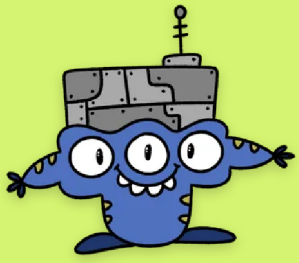


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# Goal-Getter Secret Code

Crack the number code to find three goal-getter mottos, like "Small steps add up," and pick the one that will help you most.



**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.** _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

19 13 1 12 12 19 20 5 16 19 1 4 4

_____ _____

21 16

**2.** _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

16 12 1 14 9 20 20 8 5 14 4 15 9 20

**3.** _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

16 18 15 7 18 5 19 19 14 15 20

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

16 5 18 6 5 3 20 9 15 14

**Which motto will help you most with a goal? Why?**

_____

_____

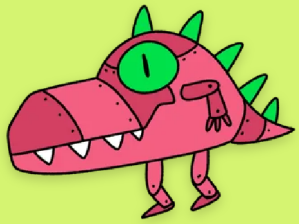


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# Five-Week Habit Tracker

Pick one healthy habit, like reading or stretching, and check off each day for five weeks to see your streak grow.



**Name:** _____ **Date:** _____

**The habit I want to build:** _____

**When and where I will do it:** _____

**Check a box each day you do your habit.**

| Week | Mon | Tue | Wed | Thu | Fri | Sat | Sun |
|---|---|---|---|---|---|---|---|
| Week 1 | | | | | | | |
| Week 2 | | | | | | | |
| Week 3 | | | | | | | |
| Week 4 | | | | | | | |
| Week 5 | | | | | | | |

**My longest streak:** _____ **How I will celebrate:** _____



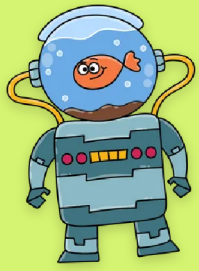
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# My Goal Vision Board

**Draw and label six goals, at school, at home, with friends and someday, on a vision board to hang where you will see it every day.**

**Name:** _____ **Date:** _____



Draw a picture of a goal in each box, then write the goal on the line. Hang your vision board where you will see it every day.

**At school**

**At home**

**With friends**

**For my body**

**Something new**

**When I grow up**



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# Interview a Goal Getter

Interview a grown-up about a big goal they reached: the steps they took, what got in the way, who helped and their advice for you.



**Name:** _____ **Date:** _____

Interview a grown-up about a big goal they reached, like learning a skill, finishing school, running a race or saving for something special.

**Who I interviewed:** _____

**What goal did you reach?** _____

**Why did it matter to you?** _____

**What steps did you take?** _____

**What got in the way?** _____

**Who helped you?** _____

**How did you feel when you reached it?** _____

**What advice would you give me?** _____

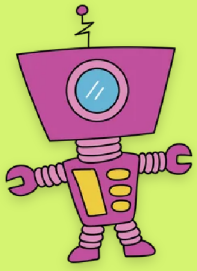


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# Make Time for My Goal

Map out your after-school week hour by hour, then find the best time for your goal and color it in.



**Name:** _____ **Date:** _____

**My goal:** _____ **Minutes I need each day:** _____

**Write what you already do after school. Then find a time for your goal and color it in.**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 3:00 | | | | | |
| 4:00 | | | | | |
| 5:00 | | | | | |
| 6:00 | | | | | |
| 7:00 | | | | | |
| 8:00 | | | | | |

**The best time for my goal is:** _____



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# My Goal Web

Write a goal in the middle of an idea web and plan it six ways: why it matters, the first step, helpers, obstacles, tracking and a celebration.

**Name:** _____ **Date:** _____



**Why it matters to me**

**My first step**

**Who can help me**

**My goal**

_____

**What might get in the way**

**How I will track it**

**How I will celebrate**

**I will start on (date):** _____



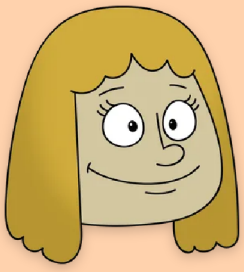
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# Five Steps to Solve a Problem

Number the five problem-solving steps in order, then use them on a forgotten-homework problem.

**Name:** _____ **Date:** _____



**Write 1 to 5 to put the problem-solving steps in order.**

- ☐ Pick the best solution.
- ☐ Name the problem.
- ☐ Try it, then check: did it work?
- ☐ Think about what could happen with each one.
- ☐ Think of different solutions.

**The problem:** It is 8:00 at night and Eli just remembered his math homework is at school. It is due tomorrow.

**1. The problem is:** _____

**2. Solutions:** _____

**3. What could happen:** _____

**4. The best solution:** _____

**5. How he can check it worked:** _____



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# Many Ways to Solve It

Brainstorm three solutions for three everyday problems and star the best one for each.



**Name:** _____ **Date:** _____

**Problem 1:** You forgot your lunch at home.

☆ **Solution 1:** _____

☆ **Solution 2:** _____

☆ **Solution 3:** _____

**Problem 2:** Two friends want to use the same computer.

☆ **Solution 1:** _____

☆ **Solution 2:** _____

☆ **Solution 3:** _____

**Problem 3:** It rained, and your class can't go outside for recess.

☆ **Solution 1:** _____

☆ **Solution 2:** _____

☆ **Solution 3:** _____



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# Stop, Think, Choose

Use the red, yellow and green light to stop, think of choices and pick one for two problems.

**Name:** _____ **Date:** _____



**Color the lights red, yellow and green.**

**You are building a block tower and a little kid knocks it over.**

red

yellow

green

### Stop.

What is the problem? How do I feel?

_____

### Think.

What could I do? Write two choices.

_____

_____

### Choose.

My best choice, and why:

_____

**Write a problem of your own:** _____

red

yellow

green

### Stop.

What is the problem? How do I feel?

_____

### Think.

What could I do? Write two choices.

_____

_____

### Choose.

My best choice, and why:

_____



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# Choices and Consequences

Match eight choices to what will probably happen next, then write about a choice you made.



**Name:** _____ **Date:** _____

A **consequence** is what happens because of a choice. Good choices often lead to good consequences, and some choices lead to problems.

**Draw a line from each choice to what will probably happen.**

| | |
|---|---|
| study for the test | it gets wet and rusty |
| stay up very late | you get better at playing songs |
| leave your bike out in the rain | you feel ready and calm |
| share your snack | you can buy something you really want |
| skip brushing your teeth | your friend feels happy and thankful |
| practice piano every day | you feel tired and grumpy the next day |
| run in the hallway | you might get a cavity |
| save your allowance | you could slip and get hurt |

**A choice I made this week and what happened:**



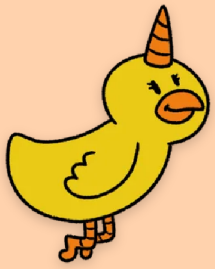
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# What Is the Best Choice?

Read six problem scenarios and circle the best choice for each one.

**Name:** _____ **Date:** _____



**Circle the letter of the best choice.**

1. **You find a wallet on the playground.**
   - (a) Keep the money.
   - (b) Give it to a teacher.
   - (c) Leave it there.

2. **You don't understand the directions.**
   - (a) Raise your hand and ask.
   - (b) Guess and hope.
   - (c) Copy your neighbor.

3. **Your friend wants you to skip your chores to play.**
   - (a) Skip your chores.
   - (b) Tell a fib to your parents.
   - (c) Finish your chores first, then play.

4. **You broke your sister's toy by accident.**
   - (a) Tell her and say sorry.
   - (b) Hide it.
   - (c) Blame the dog.

5. **Someone online asks for your address.**
   - (a) Tell them.
   - (b) Don't answer, and tell a grown-up.
   - (c) Ask for their address first.

6. **You have a test tomorrow and want to play video games.**
   - (a) Play all night.
   - (b) Skip the test.
   - (c) Study first, then play a little.

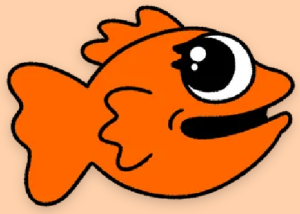


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# Is It in My Control?

Sort twelve things into what I can control, like my effort and my words, and what I cannot, like the weather.



**Name:** _____ **Date:** _____

When a problem worries you, look for the part **you can control** and put your energy there. Let the rest go.

**Word bank**

my effort · the weather · my words · what others think · how I treat others · other people's choices · my choices · the lunch menu · asking for help · if the bus is late · my attitude · what happened yesterday

**Write each one in the right box.**

| I can control | I cannot control |
|---|---|
| | |

**Something I worry about, and the part I can control:**

_____

_____



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# Needs or Wants?

Cut out twelve cards and glue each one under needs or wants, then explain one that was hard to decide.



**Name:** _____ **Date:** _____

A **need** is something you must have to live and be healthy. A **want** is something nice to have that you can live without.

**Cut out the cards at the bottom. Glue each one in the right box.**

| Needs | Wants |
|---|---|
| | |

**✂ Cut on the dashed lines.**

| | | | | | |
|---|---|---|---|---|---|
| a home | sleep | a doctor when sick | a tablet | a video game | light-up sneakers |
| a toy robot | water | warm clothes | a pool party | candy | healthy food |

**One that was hard to sort, and why:**

_____



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# Ways to Say No

When kids push you to make a bad choice, how can you say no? Circle the strongest way for six moments.



**Name:** _____ **Date:** _____

**Strong ways to say no:** say "no" clearly, give a reason, suggest something else to do, or walk away and tell a grown-up.

**Circle the letter of the strongest way to say no.**

1. **Friends dare you to ring a neighbor's doorbell and run.**
   - (a) "No thanks. Let's go shoot hoops instead."
   - (b) "Okay, just this once."
   - (c) Say nothing and do it.
2. **A friend wants to copy your test answers.**
   - (a) Let them copy.
   - (b) Give them half the answers.
   - (c) "No, that's cheating. I can help you study next time."
3. **Kids say, "Let's sneak out of class while the teacher is busy. Come on!"**
   - (a) Go so you fit in.
   - (b) "No, I don't want to get in trouble. I'm staying."
   - (c) Go, but only for a minute.
4. **An older kid offers you a pill and says it is candy.**
   - (a) Say "No!", walk away and tell a grown-up right away.
   - (b) Take it to be polite.
   - (c) Put it in your pocket for later.
5. **Friends want you to say mean things about a classmate.**
   - (a) Laugh along.
   - (b) Say one mean thing so they like you.
   - (c) "No, that's not kind. Let's talk about something else."
6. **A friend wants you to play a game you are not allowed to play.**
   - (a) Play for a few minutes.
   - (b) "No, I'm not allowed. Want to build with blocks?"
   - (c) Play it and hide it.

**My go-to words for saying no:** _____



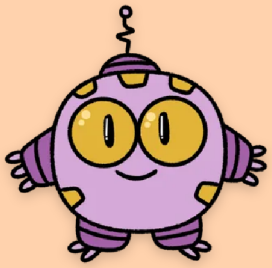
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# Smart Choices Online

Circle smart or not smart for ten things kids do on tablets, games and the internet, then write a family online rule.

**Name:** _____ **Date:** _____



**Circle Smart or Not smart for each choice.**

| | | |
|---|---|---|
| Ask a grown-up before downloading a new app. | Smart | Not smart |
| Tell a game friend your home address. | Smart | Not smart |
| Keep your password secret, even from friends. | Smart | Not smart |
| Click a pop-up that says you won a prize. | Smart | Not smart |
| Post a mean comment because no one knows it's you. | Smart | Not smart |
| Tell a grown-up if something online makes you feel bad. | Smart | Not smart |
| Take a break when your eyes feel tired. | Smart | Not smart |
| Send a photo to someone you don't know. | Smart | Not smart |
| Meet an online friend without telling a grown-up. | Smart | Not smart |
| Only use websites your grown-up said are okay. | Smart | Not smart |

**An online rule for my family:**

_____

_____

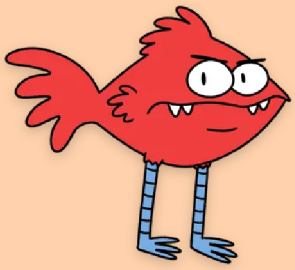


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# Safe, Kind, Fair, Honest Check

Test four choices and one of your own with four questions: is it safe, kind, fair and honest?



**Name:** _____ **Date:** _____

Before you decide, test your choice with four questions. **Is it safe? Is it kind? Is it fair? Is it honest?** If any answer is no, stop and think of a better choice.

**Check yes or no for each question.**

| The choice | Safe? | Kind? | Fair? | Honest? |
|---|---|---|---|---|
| **Riding my bike without a helmet because it's a short ride** | ☐ yes ☐ no | ☐ yes ☐ no | ☐ yes ☐ no | ☐ yes ☐ no |
| **Letting the new kid join our team** | ☐ yes ☐ no | ☐ yes ☐ no | ☐ yes ☐ no | ☐ yes ☐ no |
| **Telling my teacher I finished my reading when I didn't** | ☐ yes ☐ no | ☐ yes ☐ no | ☐ yes ☐ no | ☐ yes ☐ no |
| **Taking the biggest piece of cake for myself** | ☐ yes ☐ no | ☐ yes ☐ no | ☐ yes ☐ no | ☐ yes ☐ no |
| **My own choice:** | ☐ yes ☐ no | ☐ yes ☐ no | ☐ yes ☐ no | ☐ yes ☐ no |

**Pick a choice that got a no. What could you do instead?**

_____

_____

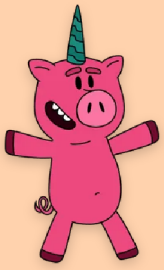


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# Two Choices, Two Paths

Compare two choices side by side: what could happen, how you and others would feel and whether each one is safe and fair.



**Name:** _____ **Date:** _____

**Before you decide, follow each path.** Write what could happen with each choice and how people might feel.

**My problem:** _____

| | Choice A | Choice B |
|---|---|---|
| **The choice** | | |
| **What could happen next** | | |
| **How I would feel** | | |
| **How others would feel** | | |
| **Is it safe and fair?** | | |

**My best choice, and why:** _____



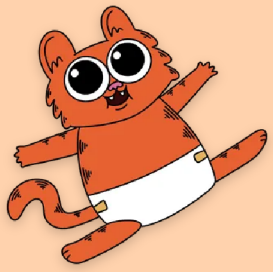
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# Safe or Unsafe?

Circle safe or unsafe for ten everyday choices, from bike helmets to online friends, then write a family safety rule.

**Name:** _____ **Date:** _____



**Circle Safe or Unsafe for each choice.**

| | | |
|---|---|---|
| Wearing a helmet when you ride a bike. | Safe | Unsafe |
| Telling an online friend where you live. | Safe | Unsafe |
| Crossing the street at the crosswalk with a grown-up. | Safe | Unsafe |
| Playing with matches or a lighter. | Safe | Unsafe |
| Buckling your seat belt on every ride. | Safe | Unsafe |
| Swimming without a grown-up watching. | Safe | Unsafe |
| Telling a grown-up if someone makes you feel uncomfortable. | Safe | Unsafe |
| Taking medicine you find without asking. | Safe | Unsafe |
| Washing your hands before you eat. | Safe | Unsafe |
| Running with scissors. | Safe | Unsafe |

**One rule my family has to keep me safe:** _____



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# Find the Right Helper

Match six problems, like feeling sick at school or seeing smoke, to the right helper, from the school nurse to 911.



**Name:** _____ **Date:** _____

**Draw a line from each problem to the helper who can help most.**

| | |
|---|---|
| You feel sick at school. | the crossing guard |
| You can't find a book about sharks. | the coach |
| You see smoke and fire at home. | the librarian |
| You keep worrying about a problem with friends. | the school nurse |
| You need to cross a busy street by school. | the school counselor |
| You get hurt at soccer practice. | get out and call 911 |

**A trusted grown-up I can go to with any problem:**

_____

_____



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# Emergency or Not?

Circle emergency or not an emergency for ten problems, from smoke in the kitchen to a frozen video game, then practice your address.



**Name:** _____ **Date:** _____

An **emergency** is when someone is badly hurt or in danger, or there is a fire. Get a grown-up or call **911** right away. For other problems, ask a grown-up for help.

**Circle Emergency or Not an emergency for each one.**

| | | |
|---|---|---|
| There is smoke coming from the kitchen. | Emergency | Not an emergency |
| You can't find your other shoe. | Emergency | Not an emergency |
| Someone fell and won't wake up. | Emergency | Not an emergency |
| Your ice cream fell on the floor. | Emergency | Not an emergency |
| Someone is choking and can't breathe. | Emergency | Not an emergency |
| You lost a tooth. | Emergency | Not an emergency |
| A car crashed and people are hurt. | Emergency | Not an emergency |
| Your video game froze. | Emergency | Not an emergency |
| A grown-up at home is very sick and can't get up. | Emergency | Not an emergency |
| Your sister took your crayons. | Emergency | Not an emergency |

**My home address:** _____

**A grown-up's phone number I know by heart:** _____



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# Screen Time, Green Time or Quiet Time?



Sort twelve activities into screen time, green time and quiet time, then plan a balanced Saturday with some of each.

**Name:** _____ **Date:** _____

A balanced day has some of each: **screen time** on a device, **green time** moving or playing outside, and **quiet time** to rest, read or make something.

**Word bank**

play a video game · ride a bike · read a book · watch a show · dig in the garden · draw a picture · video chat with Grandma · play tag · do a puzzle · use a tablet app · walk the dog · build with blocks

**Write each one in the right box.**

| Screen time | Green time | Quiet time |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

**A balanced plan for my Saturday:** _____



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# What Would You Do? Cards

Nine cut-apart problem cards, like finding $5 or being dared to climb the fence. Pick one and talk through what you would do.



**Name:** _____ **Date:** _____

**How to play:** cut the cards apart and put them face down. Take turns picking a card, reading it out loud and telling what you would do. Stop, think, then choose!

**✂ Cut on the dashed lines.**

| | | |
|---|---|---|
| **Lost!**<br>You can't find your group on a field trip. | **Spill!**<br>You knock paint onto a friend's picture. | **Found!**<br>You find $5 on the playground. |
| **Dare!**<br>A friend dares you to climb the school fence. | **Oops!**<br>You break a dish when no one is looking. | **Left out!**<br>Your friends start a game without you. |
| **Stuck!**<br>You don't understand the homework. | **Copy?**<br>A friend asks to copy your test answers. | **Teasing!**<br>Kids are making fun of a classmate. |

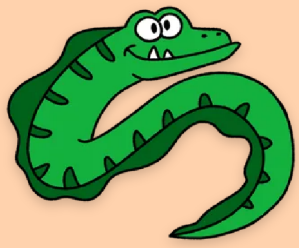


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# SODAS Decision Maker

Use SODAS for a big decision: name the situation, list three options with their advantages and disadvantages, then choose a solution.



**Name:** _____ **Date:** _____

**SODAS** helps you make a big decision: **S**ituation, **O**ptions, **D**isadvantages, **A**dvantages and **S**olution.

## S · Situation: What is the problem or decision?

_____

_____

## O, D, A · List three options and the good and bad things about each.

| Option | Advantages (good things) | Disadvantages (bad things) |
|---|---|---|
| **Option 1** | | |
| **Option 2** | | |
| **Option 3** | | |

## S · Solution: I choose… because…

_____

_____

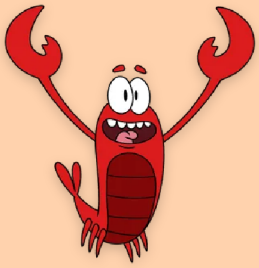


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# Plan B: Flexible Thinking

When Plan A falls through, think flexibly: write a Plan B for six letdowns, from a rainy picnic to a lost game.



**Name:** _____ **Date:** _____

**Flexible thinking** means finding a new plan when Plan A doesn't work out. Plan B can still be fun!

**Write a Plan B for each letdown.**

| Plan A doesn't work… | My Plan B… |
|---|---|
| "It rains on picnic day." | |
| "All the swings are taken." | |
| "My friend is sick and can't come over." | |
| "The store is out of my favorite cereal." | |
| "I forgot my book for reading time." | |
| "My team lost the game." | |

**A time I needed a Plan B:**

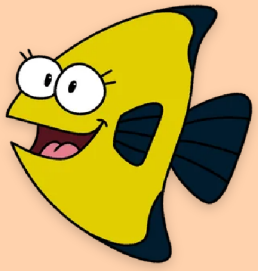


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# Ask the Advice Column

Be the advice columnist: read three letters from kids with problems and write what they could do and your best advice.



**Name:** _____ **Date:** _____

**You are the advice writer! Read each letter and write your best advice.**

**1.** "My best friend wants to stay inside and play video games every recess, but I like playing outside. What should I do?" — Torn in Two

**The problem is:** _____

**Two things they could do:** _____

**My advice:** _____

**2.** "I forgot to study for my test tomorrow, and I'm starting to panic. Help!" — Last Minute

**The problem is:** _____

**Two things they could do:** _____

**My advice:** _____

**3.** "My little sister keeps going into my room and taking my stuff. I'm so mad!" — Bugged Big Brother

**The problem is:** _____

**Two things they could do:** _____

**My advice:** _____



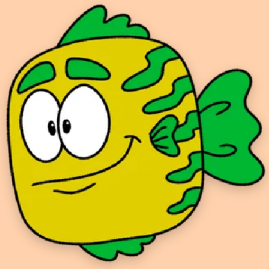
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# Problem-Solving Word Search

Find twelve problem-solving words, like option, calm and fair, hidden across, down and on a slant, then use one in a tip.

**Name:** _____ **Date:** _____



**Find each problem-solving word. Words go across, down and on a slant. Check each one you find.**

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

- ☐ problem
- ☐ solve
- ☐ choice
- ☐ think
- ☐ plan
- ☐ idea
- ☐ calm
- ☐ option
- ☐ safe
- ☐ help
- ☐ fair
- ☐ try

**Use one word to write a problem-solving tip for a friend.**

_____

_____



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# Good Choice or Not So Good?

Color the twelve good choices and cross out the not-so-good ones, then draw a good choice you made.

**Name:** _____ **Date:** _____



**Color the good choices. Put an X on the not-so-good ones.**

| | | |
|---|---|---|
| wash my hands | run with scissors | clean up my toys |
| draw on the wall | tell the truth | wait my turn |
| eat a healthy snack | listen to my teacher | hit when I am mad |
| take a toy that isn't mine | wear a bike helmet | say please |

**Draw a good choice you made today.**



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# My Responsibility Chart

Check off six jobs at home and school each day of the week, and add one of your own.



**Name:** _____ **Date:** _____

**Color a box each day you do the job.**

| My job | Mon | Tue | Wed | Thu | Fri | Sat | Sun |
|---|---|---|---|---|---|---|---|
| Make my bed | | | | | | | |
| Brush my teeth | | | | | | | |
| Pack my backpack | | | | | | | |
| Put my toys away | | | | | | | |
| Feed the pet or water a plant | | | | | | | |
| Help clean up at school | | | | | | | |
| My own job: | | | | | | | |

**The job I am proudest of:** _____

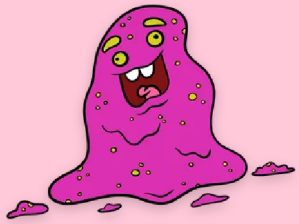


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# Who Is Being Responsible?

Read ten short sentences and circle responsible or not yet for each kid.



**Name:** _____ **Date:** _____

**Circle Responsible or Not yet.**

| | | |
|---|---|---|
| Mia feeds her fish every morning. | Responsible | Not yet |
| Ben leaves his coat on the bus again. | Responsible | Not yet |
| Zoe says “It wasn’t me” when she spills the paint. | Responsible | Not yet |
| Kai puts his homework in his folder each night. | Responsible | Not yet |
| Omar returns his library book on time. | Responsible | Not yet |
| Sam cleans up the blocks he played with. | Responsible | Not yet |
| Lily forgets to tell her mom about the field trip form. | Responsible | Not yet |
| Nia keeps a borrowed pencil and never gives it back. | Responsible | Not yet |
| Leo tells the teacher he broke the pencil sharpener. | Responsible | Not yet |
| Ella says she will help, then goes to play instead. | Responsible | Not yet |

**Pick one “Not yet” kid. What could they do to be responsible?**

_____

_____

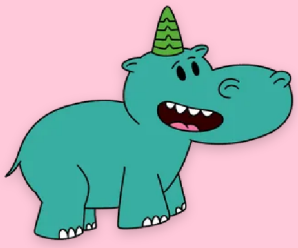


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# Own It, Fix It

Match six oops moments to a way to fix them, then write what you would say to own a mistake.



**Name:** _____ **Date:** _____

Everyone makes mistakes. Being responsible means you **own it** (tell the truth about what happened) and **fix it** (do something to make it better).

**Draw a line from each oops to a way to fix it.**

| | |
|---|---|
| You knocked over a friend's tower. | Tell the owner and look for it, or replace it. |
| You forgot to feed the class fish. | Say sorry and help build it again. |
| You spilled juice on the floor. | Say sorry and give them one of yours. |
| You lost a book you borrowed. | Get paper towels and wipe it up. |
| You said something unkind. | Tell the teacher and feed it right away. |
| You broke a friend's crayon. | Say sorry and say something kind. |

**What I can say to own a mistake: "I'm sorry I… Next time I will…"**

_____

_____

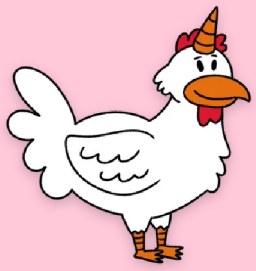


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# Responsibility Words

Fill in six words that describe a responsible person: reliable, honest, prepared, organized, punctual and accountable.



**Name:** _____ **Date:** _____

**Word bank**

reliable · honest · prepared · organized · punctual · accountable

**Write the word that fits each sentence.**

1. Ana always does what she says she will do. She is _____.
2. Jack told the truth about the broken window. He is _____.
3. Rosa brings her pencil, book and water bottle every day. She is _____.
4. Theo keeps his desk and folders neat so he can find things. He is _____.
5. Priya gets to soccer practice on time every week. She is _____.
6. Max said, “That was my fault, and I will fix it.” He is _____.

**The word that describes me best:** _____

**A time I showed it:** _____

**A word I want to work on:** _____



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# Pack Your Backpack

Color the twelve things a ready student packs for school, cross out what should stay home and draw your packed backpack.



**Name:** _____ **Date:** _____

**Color what goes in your backpack for school. Put an X on what stays home.**

| | | |
|---|---|---|
| homework folder | your pet hamster | library book |
| water bottle | a whole cake | pencil box |
| your bed pillow | lunch or snack | a video game |
| a note for your teacher | jacket on a cold day | the TV remote |

**Draw your backpack, packed and ready!**



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# Honest or Not Honest?

Circle honest or not honest for ten things kids say and do, then write about a time telling the truth was hard.

**Name:** _____ **Date:** _____



**Circle Honest or Not honest for each one.**

| | | |
|---|---|---|
| Lily finds a wallet and gives it to the office. | Honest | Not honest |
| Max says he brushed his teeth, but he didn't. | Honest | Not honest |
| Eli copies a friend's work and says it is his. | Honest | Not honest |
| Zoe tells her mom she broke the vase. | Honest | Not honest |
| Ana gets too much change at the store and gives it back. | Honest | Not honest |
| Ben blames his sister for the mess he made. | Honest | Not honest |
| Kim says, "I don't know the answer yet." | Honest | Not honest |
| Ty says he read for 20 minutes when he read for 5. | Honest | Not honest |
| Mia tells her coach she missed practice because she forgot. | Honest | Not honest |
| Leo eats a cookie and says the dog ate it. | Honest | Not honest |

**A time telling the truth was hard, and what happened:**



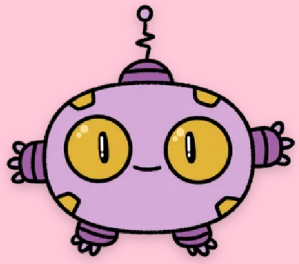
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# Classroom Jobs

Use the word bank to name six classroom jobs, like line leader and plant waterer, then draw the job you want.

**Name:** _____ **Date:** _____



**Word bank**

line leader | plant waterer | door holder | paper passer | librarian | fish feeder

**Write the name of each classroom job.**

1. The _____ walks at the front of the line.
2. The _____ gives the plants a drink.
3. The _____ keeps the door open for the class.
4. The _____ hands out papers to everyone.
5. The _____ keeps the class books neat.
6. The _____ gives the class fish its food.

**Draw yourself doing the job you want.**

**I would be a good _____ because...**

_____

_____

_____

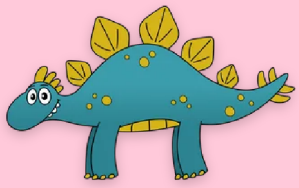


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# Rules and Their Reasons

Match six school rules, like walk in the hall, to the reason we have them, then write a rule from home and why.



**Name:** _____ **Date:** _____

**Draw a line from each rule to the reason we have it.**

| | |
|---|---|
| Walk in the hall. | so we can find them next time |
| Raise your hand to talk. | so germs don't make us sick |
| Wash your hands before lunch. | so no one trips or gets hurt |
| Keep your hands to yourself. | so we can learn from each other |
| Put supplies back. | so everyone gets a turn to talk |
| Listen when others talk. | so everyone feels safe |

**A rule at my home:** _____

**The reason for it:** _____



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# Turn an Excuse into a Plan

Rewrite six excuses, like "The dog ate my homework," into words that own it and say what you will do next.

**Name:** _____ **Date:** _____



An **excuse** says why something is not your fault. **Owning it** says what really happened and what you will do next time.

**Rewrite each excuse so it owns the mistake and makes a plan.**

| The excuse… | Own it and make a plan… |
|---|---|
| "The dog ate my homework." | |
| "It's not my fault we lost." | |
| "She made me do it." | |
| "I didn't have time." | |
| "Nobody told me." | |
| "The test was too hard." | |

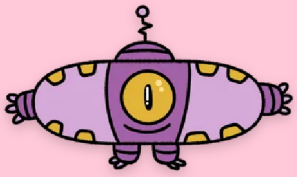


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# Morning Routine in Order

Number six morning jobs in order, from waking up to getting on the bus, then draw your favorite part of the morning.



**Name:** _____ **Date:** _____

**Number the morning jobs from 1 to 6.**

- [ ] Brush my teeth after I eat.
- [ ] Wake up when the alarm rings.
- [ ] Get on the bus or in the car.
- [ ] Get out of bed and get dressed.
- [ ] Put on my shoes and backpack.
- [ ] Eat breakfast.

**Draw the part of your morning you like best.**

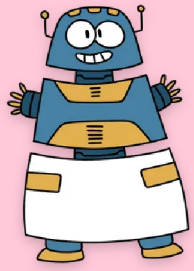


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# Tidy Up: What Goes Where?

A grown-up reads nine things left on the floor, and kids decide where each goes: the toy bin, the bookshelf or the laundry basket.



**Name:** _____ **Date:** _____

**Grown-ups:** read each thing out loud. Kids write its number in the place where it belongs.

**Write each number where it goes.**

1. blocks
2. a picture book
3. dirty socks
4. a toy car
5. a library book
6. a wet towel
7. a teddy bear
8. a comic book
9. muddy pants

| Toy bin | Bookshelf | Laundry basket |
|---|---|---|
| | | |

**Draw your room all tidy.**



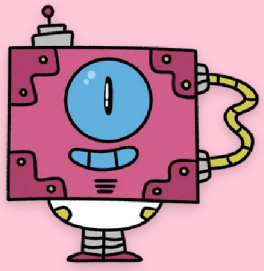
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# Must Do or Can Wait?

Sort twelve after-school jobs and fun things into must do first and can wait, then write your own after-school must-do list.

**Name:** _____ **Date:** _____



It is 4 o'clock after school. Being responsible means doing the **must-do** jobs first, then the fun things that **can wait**.

**Word bank**

homework due tomorrow | watch a show | feed the dog | play a video game | study for tomorrow's test | call a friend | take my medicine | build a fort | pack my bag for tomorrow | read a comic | practice for tonight's piano lesson | ride my scooter

**Write each one in the right box.**

| Must do first | Can wait |
| --- | --- |
| | |

**My after-school must-do list:** _____

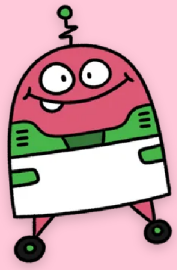


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# Who Counts on Me?

Fill an idea web with the people who count on you, family, friends, teacher, team, a pet and yourself, and what each counts on you to do.



**Name:** _____ **Date:** _____

**My family counts on me to…**

_____

_____

**My friends count on me to…**

_____

_____

**My teacher counts on me to…**

_____

_____

**Me!**

**My pet or plant counts on me to…**

_____

_____

**My team or club counts on me to…**

_____

_____

**I count on myself to…**

_____

_____

**The job I am proudest of:** _____

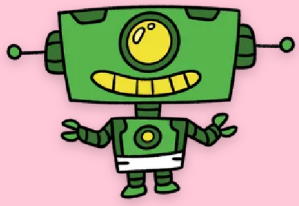


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# Kid Job or Grown-Up Job?

Circle kid job or grown-up job for ten jobs, from making your bed to driving the car, then draw a job you do at home.



**Name:** _____ **Date:** _____

**Grown-ups:** read each job out loud. Kids circle who should do it.

**Circle Kid job or Grown-up job.**

| | | |
|---|---|---|
| Make my bed. | Kid job | Grown-up job |
| Drive the car. | Kid job | Grown-up job |
| Put away my toys. | Kid job | Grown-up job |
| Cook on the stove. | Kid job | Grown-up job |
| Feed the fish. | Kid job | Grown-up job |
| Use a sharp knife. | Kid job | Grown-up job |
| Set the table. | Kid job | Grown-up job |
| Fix the roof. | Kid job | Grown-up job |
| Water the plants. | Kid job | Grown-up job |
| Pay for the groceries. | Kid job | Grown-up job |

**Draw a job you do at home.**

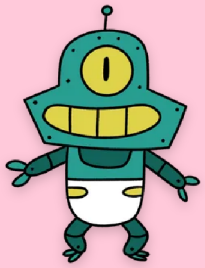


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# Keep Your Word

Read six promise problems, from a forgotten snack to a surprise party secret, and circle how to keep your word.



**Name:** _____ **Date:** _____

**Circle the letter of the way to keep your word.**

1. **You promised to help a friend practice spelling, then you get invited to a party at the same time.**

   (a) Skip it without telling your friend.

   (b) Keep your promise, or ask your friend to pick a new time.

   (c) Say you were sick.

2. **You told your mom you would walk the dog after your show.**

   (a) Walk the dog when the show ends.

   (b) Watch two more shows.

   (c) Ask your little brother to do it.

3. **You said you would bring snacks for the team, but you forgot.**

   (a) Hide from the team.

   (b) Blame your dad.

   (c) Say sorry and bring them next time.

4. **You told your teacher your project would be done by Friday.**

   (a) Work on a bit each day.

   (b) Wait until Thursday night.

   (c) Hope she forgets.

5. **You promised to keep a friend's surprise party a secret.**

   (a) Tell just one person.

   (b) Keep the secret.

   (c) Drop hints to the birthday kid.

6. **You promised to give back a book you borrowed by Monday.**

   (a) Keep it until you finish it.

   (b) Leave it at home.

   (c) Give it back on Monday, or ask for more time.

**A promise I kept, even though it was hard:**



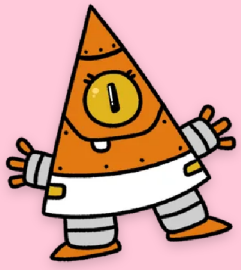
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# Responsibility Story Fill-In

Fill in six words from the word bank to finish a story about Marco, who forgets to feed the cat and makes a plan to fix it.

**Name:** _____ **Date:** _____



**Word bank**

chores | forgot | sorry | plan | on time | proud

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

1. Every Saturday, Marco does his _____, like sweeping and feeding the cat.

2. One Saturday he _____ to feed the cat, and she meowed all morning.

3. Marco told his dad, "I'm _____. I will feed her right now."

4. Then he made a _____ and stuck a note on the fridge.

5. The next Saturday, Marco fed the cat _____.

6. His dad said, "You fixed your mistake. I'm _____ of you!"

**What did Marco do to be responsible?**

_____

_____

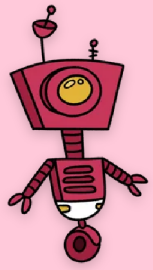


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# Home Jobs and School Jobs

Sort ten jobs into a Venn diagram: jobs at home, jobs at school and the ones that happen in both places.



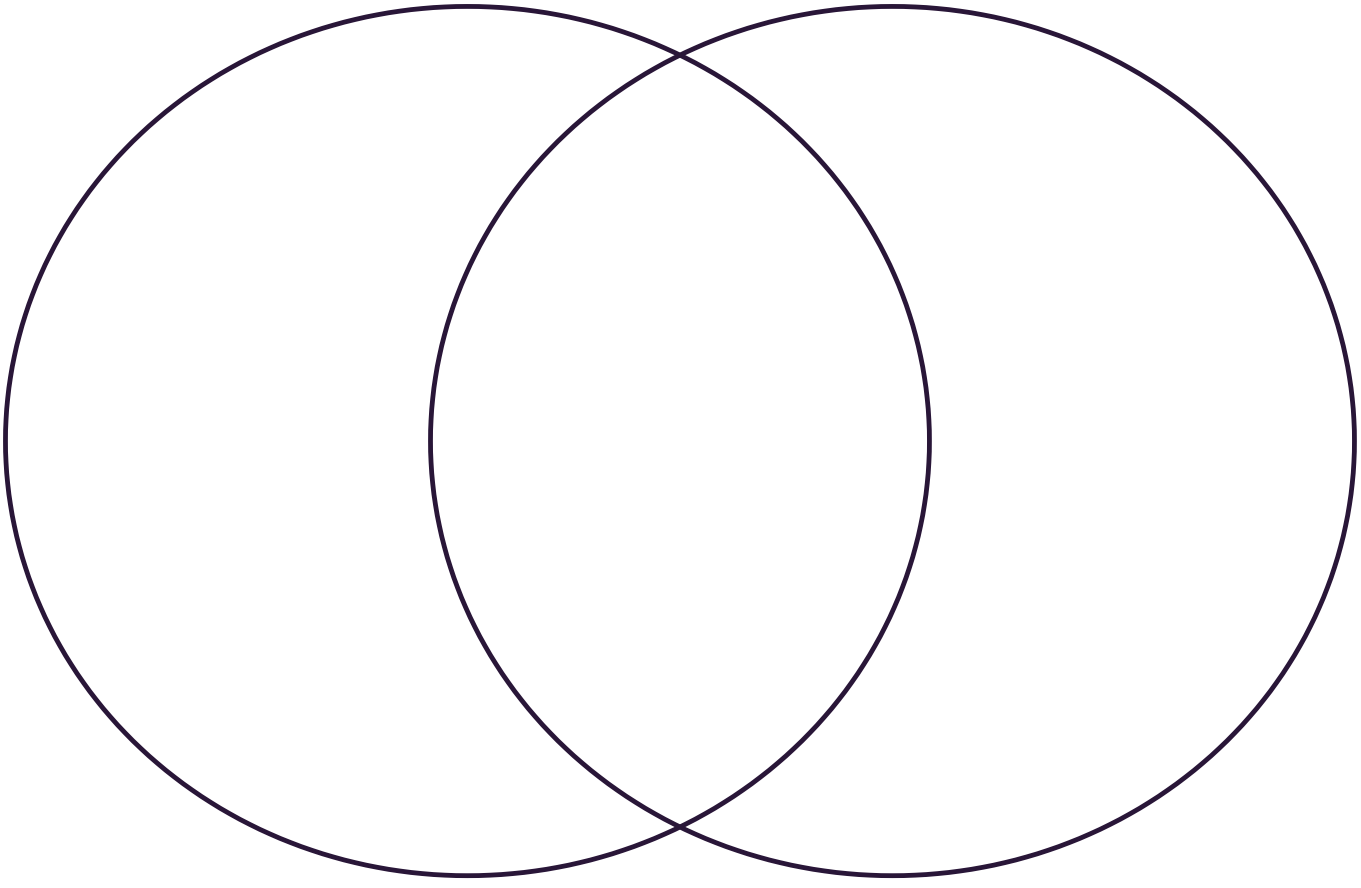
**Name:** _____ **Date:** _____

**Word bank**

make my bed | feed my pet | set the table | push in my chair | turn in my homework | be line leader | clean up after myself | put my things away | follow directions | be on time

**Write each job in the right part of the Venn diagram.**

At home | Both | At school



**A new job I could do at home:**

_____



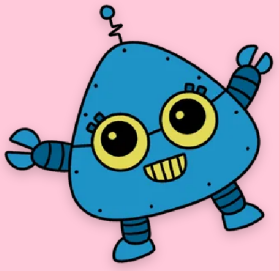
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# Taking Care of My Body

Taking care of your body is a big responsibility. Color the healthy habits, cross out the rest, then draw one you do.

**Name:** _____ **Date:** _____



**Color the ways to take care of your body. Put an X on the others.**

| | | |
|---|---|---|
| brush my teeth | stay up all night | wash my hands |
| drink water | eat only candy | get enough sleep |
| wear a helmet | never take a bath | play outside |
| skip breakfast | eat fruits and veggies | sit still all day |

**Draw yourself doing one healthy thing.**



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# Responsibility Word Search

Find twelve responsibility words, like honest, promise and careful, hidden across, down and on a slant.



**Name:** _____ **Date:** _____

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

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

- ☐ honest
- ☐ chores
- ☐ ready
- ☐ helper
- ☐ tidy
- ☐ promise
- ☐ careful
- ☐ trust
- ☐ duty
- ☐ plan
- ☐ job
- ☐ own

**Which word describes you best? Why?**



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# "I Am" Sentences to Trace

Trace five short affirmations, like I am kind and I can try, then draw yourself.

**Name:** _____ **Date:** _____



**Trace each sentence. Say it out loud.**

I am kind.

I am brave.

I can try.

I am a good friend.

I am loved.

**Draw yourself being brave.**



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# Affirmation Cards to Color

Six cut-apart cards with big outline words to color, like I can do hard things and I keep trying.

**Name:** _____ **Date:** _____



✂ **Color the cards. Cut them out on the dashed lines. Keep one in your desk or pocket.**

I can do hard things

I keep trying

I am a good friend

Mistakes help me grow

I believe in me

I am one of a kind



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# All About Me Star

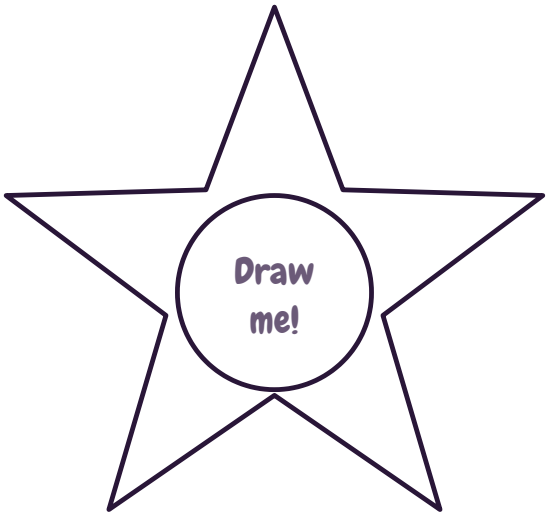
Fill each point of the star: my name, I like, I am good at, I am proud of and I want to learn.

**Name:** _____ **Date:** _____



## My name is

## I like




## I am good at

## I am proud of

## I want to learn



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# Kind or Unkind Self-Talk?

Sort ten things kids say to themselves into kind self-talk and unkind self-talk, then rewrite two.

**Name:** _____ **Date:** _____




**Self-talk** is what you say to yourself in your head. Kind self-talk sounds like a good friend cheering you on.

**Circle Kind or Unkind.**

| | | |
|---|---|---|
| I can do hard things. | Kind | Unkind |
| I'm so dumb. | Kind | Unkind |
| Nobody likes me. | Kind | Unkind |
| I made a mistake, and that's okay. | Kind | Unkind |
| I am proud of how hard I worked. | Kind | Unkind |
| I always mess up. | Kind | Unkind |
| I am learning a little more every day. | Kind | Unkind |
| I'll never be good at this. | Kind | Unkind |
| I should not even try. | Kind | Unkind |
| I am a good friend. | Kind | Unkind |

| Unkind self-talk | Kind self-talk |
|---|---|
| "I'm so dumb." | _____ |
| "Nobody likes me." | _____ |



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# Affirmation of the Day

Say a new affirmation each day for a week and write one way you showed it.

**Name:** _____ **Date:** _____



| Day | Today's affirmation | Said it 3 times | One way I showed it today |
|---|---|---|---|
| **Monday** | I am a good listener. | ☐ 1 ☐ 2 ☐ 3 | |
| **Tuesday** | I can solve problems. | ☐ 1 ☐ 2 ☐ 3 | |
| **Wednesday** | I am kind to myself and others. | ☐ 1 ☐ 2 ☐ 3 | |
| **Thursday** | I am getting stronger every day. | ☐ 1 ☐ 2 ☐ 3 | |
| **Friday** | I am proud of who I am. | ☐ 1 ☐ 2 ☐ 3 | |

**My own affirmation for next week: I am** _____



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# Mirror Affirmations

Draw yourself smiling in the mirror, then trace and say three kind things about you.



**Name:** _____ **Date:** _____

**Draw yourself in the mirror with a big smile.**

**Trace each sentence. Say it out loud.**

I am special.

I am a good friend.

I can learn new things.



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# Color My Strengths

Color every strength word that describes you, then write about a time you used your top strength.



**Name:** _____ **Date:** _____

**Color every strength word that describes you. Circle your top strength.**

| | | | |
|---|---|---|---|
| kind | funny | brave | creative |
| honest | helpful | curious | patient |
| hard-working | a good listener | caring | fair |
| strong | calm | a leader | artistic |

**My top strength, and a time I used it:**

_____

_____

_____

**A strength I want to grow:** _____



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# Put-Up or Put-Down?

Put-ups build people up and put-downs knock them down. Circle put-up or put-down for ten things kids say.

**Name:** _____ **Date:** _____



A **put-up** is a kind word that builds someone up. A **put-down** is a mean word that knocks someone down, even when it is said as a joke.

**Circle Put-up or Put-down for each one.**

| | | |
|---|---|---|
| "You're a really fast runner!" | Put-up | Put-down |
| "That's a baby book." | Put-up | Put-down |
| "Your drawing looks weird." | Put-up | Put-down |
| "Thanks for helping me." | Put-up | Put-down |
| "I like how you shared your snack." | Put-up | Put-down |
| "You can't play. You're too slow." | Put-up | Put-down |
| "Great idea!" | Put-up | Put-down |
| "Why are you wearing that?" | Put-up | Put-down |
| "Everybody knows that, duh." | Put-up | Put-down |
| "You were so brave to try." | Put-up | Put-down |

**A put-up I can give someone today:** _____

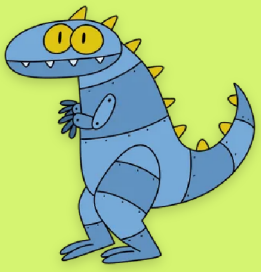


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# Confidence Boosters

Match six times you might feel unsure, like a big test or a new team, to the affirmation that helps.



**Name:** _____ **Date:** _____

**Draw a line from each moment to the affirmation that would help.**

| | |
|---|---|
| before a big test | I am brave, and my ideas matter. |
| on the first day with a new team | Everyone starts as a beginner. |
| after I make a mistake | I studied, and I will do my best. |
| before I talk in front of the class | Their words do not decide who I am. |
| when someone is unkind to me | I can make new friends. |
| when I try something new | Mistakes help me learn. |

**My own confidence booster, and when I will use it:**

_____

_____

_____



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# My Name Acrostic

**Write your name down the side and a positive word or phrase about you for each letter.**



**Name:** _____ **Date:** _____

Write one letter of your name in each box, from top to bottom. Next to each letter, write a **positive word or phrase about you** that starts with that letter. Example for SAM: **S**mart, **A**rtistic, **M**akes people laugh. Use your first and last name if you need more lines.



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# Roll an Affirmation

Roll a die, then say an affirmation out loud with an action, like "I am brave!" with a superhero pose. Great for morning meeting.



**Name:** _____ **Date:** _____

**How to play:** roll a die and find your number. Say the affirmation out loud and do the action. Say it like you mean it!

**Roll, say it and do it.**



**I am brave! Stand tall like a superhero.**



**I am kind! Give yourself a hug.**



**I can do hard things! Make strong arms.**



**I am a good friend! Wave to a friend.**



**I keep trying! Do three jumping jacks.**



**I am proud of me! Pat yourself on the back.**

**The affirmation I like best:** _____



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# All the Ways I Shine

Fill an idea web with the ways you shine, at school, at home, with friends and at play, plus something you made and something you are learning.

**Name:** _____ **Date:** _____



**At school, I shine when...**

_____

_____

**At home, I shine when...**

_____

_____

**With friends, I shine when...**

_____

_____

**I shine!**

**When I play, I shine when...**

_____

_____

**Something I made that I love:**

_____

_____

**Something I am getting better at:**

_____

_____

**One word that describes me:** _____



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# High Five for Me

**Trace your hand and write or draw something you are good at on each finger, then give yourself a high five.**



**Name:** _____ **Date:** _____

Put your hand flat in the box and trace around it. On each finger, write or draw one thing you are good at. Then give yourself a high five!

**Trace your hand here.**

**Trace the sentence.**

I am awesome!



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# How Confident Do I Feel?

Rate how confident you feel about eight things, from reading out loud to trying a new food, then plan one small step to grow.

**Name:** _____ **Date:** _____



Confidence grows when we try. Nobody feels sure about everything! Color one circle to show how confident you feel about each one.

**How confident do I feel?**

| | Not yet | A little | Pretty | Very |
|---|---|---|---|---|
| Reading out loud in class | ○ | ○ | ○ | ○ |
| Making a new friend | ○ | ○ | ○ | ○ |
| Trying a new sport | ○ | ○ | ○ | ○ |
| Asking a question | ○ | ○ | ○ | ○ |
| Showing my art | ○ | ○ | ○ | ○ |
| Solving a problem at the board | ○ | ○ | ○ | ○ |
| Saying “no” to a friend | ○ | ○ | ○ | ○ |
| Trying a new food | ○ | ○ | ○ | ○ |

**One thing I want to feel more confident about:** _____

**One small step I can take:** _____

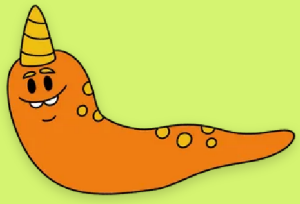


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# I Can Do It Board

Color all the things you can already do, like tie your shoes or make a friend laugh, and star the ones you are still learning.



**Name:** _____ **Date:** _____

**Color each square you can do. Draw a star on the ones you are still learning!**

| | | | |
|---|---|---|---|
| write my name ☐ | tie my shoes ☐ | count to 100 ☐ | zip my coat ☐ |
| make a friend laugh ☐ | ride a bike ☐ | read a book ☐ | help at home ☐ |
| draw a person ☐ | do a cartwheel ☐ | whistle ☐ | pour a drink ☐ |
| say the ABCs ☐ | swim ☐ | pack my bag ☐ | say sorry ☐ |

**Something new I want to learn to do:** _____



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# My Proud Moments Timeline

Make a timeline of proud moments, from when you were little to this year, and add one you want to be proud of next year.



**Name:** _____ **Date:** _____

**Write a proud moment for each time.**

| When | What I did | How I felt |
|---|---|---|
| When I was little | | |
| Last year | | |
| This year | | |
| Next year (my goal!) | | |

**Draw your proudest moment.**



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# Affirmation Secret Code

Crack the number code to find three affirmations, like “I believe in me,” then write and code one of your own.

**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.** ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

9 1 13 5 14 15 21 7 8

**2.** ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

9 2 5 12 9 5 22 5 9 14 13 5

**3.** ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

9 1 13 15 14 5 15 6 1 11 9 14 4

**Write your own affirmation. Then write it in the number code for a friend to crack.**

_____

_____



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# Affirmation Bookmarks to Color

Eight cut-apart bookmarks with an affirmation on each, like Brave and Unique, to color and keep in your reading book.



**Name:** _____ **Date:** _____

✂ **Cut out the bookmarks and color them in.**

| | | | |
|---|---|---|---|
| **Brave**<br>I try new things. | **Kind**<br>I help others. | **Strong**<br>I keep going. | **Smart**<br>My brain is growing. |
| **Loved**<br>I am cared for. | **Unique**<br>There is only one me. | **Calm**<br>I can breathe and slow down. | **Proud**<br>I am proud of my effort. |



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# Thank You, Body!

Your body does amazing things! Match six body parts, from legs to brain, to what they help you do, then trace "Thank you, body!"

**Name:** _____ **Date:** _____



**Draw a line from each body part to what it helps you do.**

| | |
|---|---|
| legs | see colors and friends |
| hands | think, learn and dream |
| eyes | run and jump |
| ears | draw and give hugs |
| heart | hear music and stories |
| brain | pump blood all day long |

**Trace the sentence.**

Thank you, body!



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SEL · AFFIRMATIONS AND SELF-ESTEEM · GRADES 1–4

# Affirmation Word Search

Find twelve positive words, like brave, unique and capable, hidden across, down and on a slant, then use three to describe you.

**Name:** _____ **Date:** _____



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

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

- ☐ brave
- ☐ kind
- ☐ smart
- ☐ strong
- ☐ proud
- ☐ loved
- ☐ special
- ☐ unique
- ☐ capable
- ☐ happy
- ☐ calm
- ☐ caring

**Pick three words that describe you. Write them in a sentence.**

_____

_____



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ANSWER KEY · MINDFULNESS AND CALMING · GRADES K–3

# Answer Key: Calming Choices

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



**Color the choices that help your body calm down. Put an X on the ones that don't.**

| | | |
|---|---|---|
| take 5 slow breaths | ~~yell at a friend~~ | count to 10 |
| squeeze a stress ball | ~~throw a toy~~ | get a drink of water |
| ~~slam the door~~ | hug a stuffed animal | stretch like a cat |
| ~~kick the wall~~ | draw a picture | talk to a grown-up |

**My top calming choice at school:** _____

**My top calming choice at home:** _____

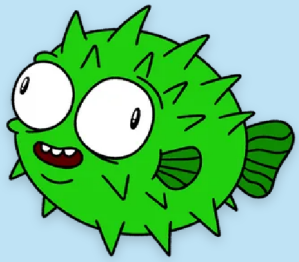


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ANSWER KEY · MINDFULNESS AND CALMING · GRADES 2–5

# Answer Key: Mindful or Mind Full?

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



Being **mindful** means paying attention to right now: what you see, hear and feel. When your mind is **full**, you are thinking about lots of other things and miss what is happening.

**Circle Mindful or Mind full for each moment.**

| | | |
|---|---|---|
| noticing the taste of each bite | **Mindful** | Mind full |
| eating chips while playing a video game | Mindful | **Mind full** |
| worrying about tomorrow during recess | Mindful | **Mind full** |
| feeling your feet touch the ground as you walk | **Mindful** | Mind full |
| listening to the rain on the window | **Mindful** | Mind full |
| doing homework with the TV on | Mindful | **Mind full** |
| taking three slow breaths before a test | **Mindful** | Mind full |
| looking at a tablet while a friend talks to you | Mindful | **Mind full** |
| thinking about lunch while the teacher reads | Mindful | **Mind full** |
| smelling a flower and looking at its petals | **Mindful** | Mind full |

**One thing I will do mindfully today:**

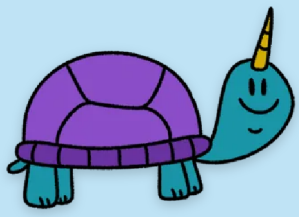


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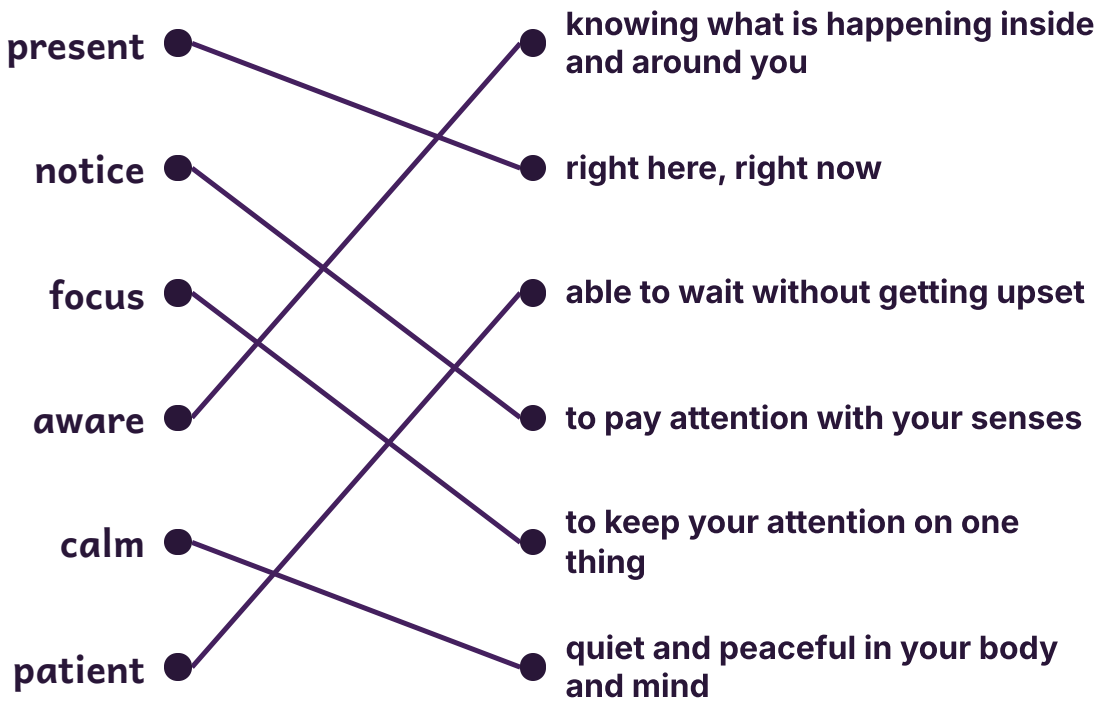
ANSWER KEY · MINDFULNESS AND CALMING · GRADES 2–5

# Answer Key: Mindfulness Words

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



**Draw a line from each mindfulness word to its meaning.**




**Word bank**

present · notice · focus · calm

**Write the best mindfulness word.**

1. Close your eyes and **notice** the sounds around you.
2. When I **focus** on my reading, I don't look around the room.
3. Slow breaths help my body feel **calm**.
4. Being mindful means being in the **present** moment.

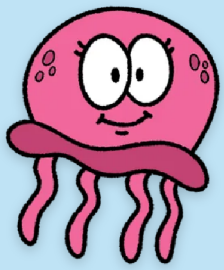


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ANSWER KEY · MINDFULNESS AND CALMING · GRADES 2–5

# Answer Key: Mindfulness Word Scramble

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



**Unscramble each mindfulness word. Use the clue to help.**

e b r a h e t

Air in, air out.

breathe

m c a l

Peaceful and still.

calm

o e n i t c

Pay attention to something.

notice

e q i t u

Hardly any noise at all.

quiet

s u f c o

Keep your mind on one thing.

focus

a x r e l

Let your body go soft.

relax

r e e t n s p

Right here, right now.

present

e n s s s e

Seeing, hearing, smelling, tasting and touching.

senses

**Use two of the words to tell how you calm down.**



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ANSWER KEY · MINDFULNESS AND CALMING · GRADES K–2

# Answer Key: Calm Body, Wiggly Body

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



**Grown-ups:** read each move out loud and try it together. Does it make your body calm or wiggly? Kids write the number in the right box. Both are okay at the right time!

**Write each number in the right box.**

1. Take a slow breath.
2. Jump like a frog.
3. Hug a stuffed animal.
4. Shake your hands fast.
5. Stretch up slowly.
6. Run in place.
7. Lie down like a starfish.
8. Dance to fast music.

| Calm body | Wiggly body |
|---|---|
| 1. Take a slow breath. | 2. Jump like a frog. |
| 3. Hug a stuffed animal. | 4. Shake your hands fast. |
| 5. Stretch up slowly. | 6. Run in place. |
| 7. Lie down like a starfish. | 8. Dance to fast music. |

**Draw your body being calm.**



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ANSWER KEY · MINDFULNESS AND CALMING · GRADES 3–5

# Answer Key: Worry Thought or Helpful Thought?

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



Our minds make lots of thoughts. **Worry thoughts** jump to the worst thing that could happen. **Helpful thoughts** notice what is really true and what we can do.

**Circle Worry or Helpful for each thought.**

| | | |
|---|---|---|
| Everyone will laugh at me if I get it wrong. | **Worry** | Helpful |
| I studied, and I can do my best. | Worry | **Helpful** |
| What if I never make any friends? | **Worry** | Helpful |
| It's okay to feel nervous. It will pass. | Worry | **Helpful** |
| Something bad is going to happen for sure. | **Worry** | Helpful |
| I can ask for help if I need it. | Worry | **Helpful** |
| I always mess everything up. | **Worry** | Helpful |
| One mistake does not ruin the whole day. | Worry | **Helpful** |
| My friend didn't wave, so she must be mad at me. | **Worry** | Helpful |
| Maybe my friend just didn't see me. | Worry | **Helpful** |

**A worry thought I sometimes have:** _____

**A helpful thought to answer it:** _____

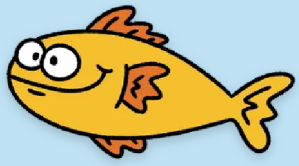


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ANSWER KEY · MINDFULNESS AND CALMING · GRADES 1–4

# Answer Key: Make a Calm-Down Jar

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



**Grown-ups help with this one.** A calm-down jar is a jar of water and glitter. When you shake it, the glitter swirls like busy thoughts. Watch it settle while you breathe.

**Number the steps from 1 to 6.**

4 Put the lid on tight. A grown-up can glue it shut.

1 Fill a plastic jar most of the way with warm water.

6 Watch the glitter slowly settle as you breathe.

2 Add a big squeeze of clear glue.

5 Shake the jar.

3 Add a spoonful of glitter and stir.

**How is your mind like the jar?**



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ANSWER KEY · GOAL SETTING · GRADES 2–4

# Answer Key: Goal or Wish?

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



A **wish** is something you hope for. A **goal** is something you plan to do: it says what you will do and when, so you can make it happen.

**Circle Goal or Wish.**

| | | |
|---|---|---|
| I will read for 20 minutes every night this month. | **Goal** | Wish |
| I want to be good at reading. | Goal | **Wish** |
| I hope I win the lottery. | Goal | **Wish** |
| I will practice my 7 times table for 10 minutes each day this week. | **Goal** | Wish |
| I will finish my science project by Friday. | **Goal** | Wish |
| I wish it would snow tomorrow. | Goal | **Wish** |
| I want to be famous. | Goal | **Wish** |
| I wish I had a dragon. | Goal | **Wish** |
| I will run one lap without stopping by the end of the month. | **Goal** | Wish |
| I will put my homework in my folder every night before bed. | **Goal** | Wish |

**A wish I have:** _____

**Turn it into a goal: I will** Answers will vary: what you will do and by when.

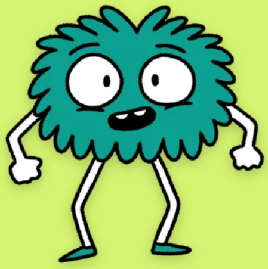


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ANSWER KEY · GOAL SETTING · GRADES 3–5

# Answer Key: Make It a SMART Goal

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



**Draw a line from each letter to what it means.**

| | |
|---|---|
| S: Specific | It says exactly what you will do. |
| M: Measurable | You can count or check it to see your progress. |
| A: Achievable | It is hard but possible for you. |
| R: Relevant | It matters to you and your life. |
| T: Time-bound | It has a date to finish by. |

**Is it a SMART goal? Circle one.**

| | | |
|---|---|---|
| I will get better at soccer. | SMART | **Not yet** |
| I will practice 20 soccer kicks after school every day for two weeks. | **SMART** | Not yet |
| I will read 4 chapter books by the end of March. | **SMART** | Not yet |
| I will be the best at everything. | SMART | **Not yet** |

**My SMART goal: I will** _____

**How I will measure it:** _____

**I will finish by:** _____

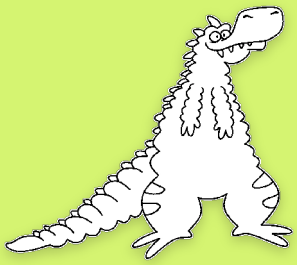


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ANSWER KEY · GOAL SETTING · GRADES 3–5

# Answer Key: If–Then Plans

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



Things can get in the way of a goal. An **if–then plan** gets you ready: "**If** this happens, **then** I will do this."
**Goal:** I will read for 20 minutes every night.

**If I want to watch TV instead, then** I will read first and watch TV after.

**If I forget my book at school, then** I will read a library book or a magazine at home.

**If I feel too tired at bedtime, then** I will read right after dinner.

**If I get to a hard word, then** I will sound it out or ask someone.

**My goal:** _____

**If** _____ **then** _____

**If** _____ **then** _____

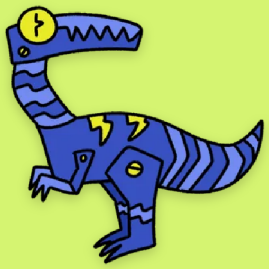


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ANSWER KEY · GOAL SETTING · GRADES 2–5

# Answer Key: Short-Term or Long-Term Goal?

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



A **short-term goal** can be done soon, in a day or a few weeks. A **long-term goal** takes months or even years, and many short-term goals help you get there.

**Circle Short-term or Long-term for each goal.**

| | | |
|---|---|---|
| finish my book report by Friday | **Short-term** | Long-term |
| become a doctor | Short-term | **Long-term** |
| learn all my times tables this school year | Short-term | **Long-term** |
| clean my room today | **Short-term** | Long-term |
| save up for a bike over the next year | Short-term | **Long-term** |
| read for 20 minutes tonight | **Short-term** | Long-term |
| learn to speak Spanish | Short-term | **Long-term** |
| score a goal at Saturday's game | **Short-term** | Long-term |
| write and illustrate my own book this year | Short-term | **Long-term** |
| get 10 out of 10 on this week's spelling test | **Short-term** | Long-term |

**My short-term goal:** _____

**My long-term goal:** _____

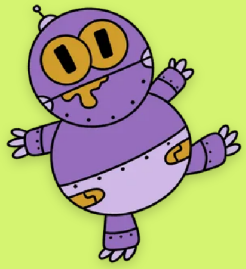


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ANSWER KEY · GOAL SETTING · GRADES 2–4

# Answer Key: Big Goal, Little Steps

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



A big goal is easier when you break it into **little steps** and do them one at a time, in order.

**Big goal: learn to swim. Write 1 to 5 to put the steps in order.**

- 4 Kick across the pool holding a board.
- 1 Get used to splashing water on your face.
- 5 Swim across the pool on your own.
- 2 Blow bubbles in the water.
- 3 Float on your back with a helper.

**Big goal: grow a sunflower. Write 1 to 5 to put the steps in order.**

- 3 Put the pot in a sunny spot.
- 5 Measure your tall sunflower!
- 1 Fill a pot with soil.
- 4 Water it every few days and watch it sprout.
- 2 Plant the seed and water it.

**My big goal:** _____

**My first little step:** _____



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ANSWER KEY · GOAL SETTING · GRADES 3–5

# Answer Key: Helps or Gets in the Way?

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



**Kai's goal:** read for 20 minutes every night before bed.

**Word bank**

a library card · video games at bedtime · a reading lamp · staying up too late · a timer · a noisy room · a reading log · forgetting · books he loves · books that are too hard · a quiet spot · leaving his book at school

**Write each one in the right box.**

| Helps Kai's goal | Gets in the way |
|---|---|
| a library card | video games at bedtime |
| a reading lamp | staying up too late |
| a timer | a noisy room |
| a reading log | forgetting |
| books he loves | books that are too hard |
| a quiet spot | leaving his book at school |

**My goal:** _____

**Something that gets in the way, and my fix:** _____



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ANSWER KEY · GOAL SETTING · GRADES 3–5

# Answer Key: Goal-Setting Words

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



**Word bank**

plan · progress · obstacle · deadline · motivation · celebrate

**Write the goal word that fits.**

1. A **plan** is the list of steps you will take to reach your goal.

2. When you get closer to your goal, you are making **progress**.

3. An **obstacle** is something that gets in the way of your goal.

4. A **deadline** is the date when your goal should be done.

5. Your **motivation** is the reason you want to reach your goal.

6. When you reach your goal, take time to **celebrate**!

**Describe a goal of yours using three of the words.**

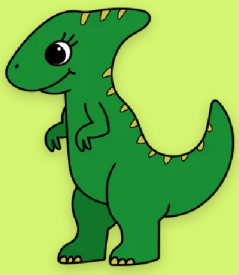


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ANSWER KEY · GOAL SETTING · GRADES 2–4

# Answer Key: School, Health or Kindness Goal?

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



**Word bank**

read two chapter books · eat a fruit at lunch · learn my 8s facts · say hi to a new kid · go to bed by 8:30 · help a classmate · spell all my words right · ride my bike every day · give three compliments · finish my homework on time · drink more water · share at recess

**Write each goal in the right box.**

| School goal | Health goal | Kindness goal |
|---|---|---|
| read two chapter books | eat a fruit at lunch | say hi to a new kid |
| learn my 8s facts | go to bed by 8:30 | help a classmate |
| spell all my words right | ride my bike every day | give three compliments |
| finish my homework on time | drink more water | share at recess |

**My school goal:** _____

**My health goal:** _____

**My kindness goal:** _____

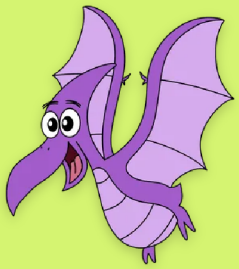


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ANSWER KEY · GOAL SETTING · GRADES 3–5

# Answer Key: Is This Goal Realistic?

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



A **realistic** goal is a stretch, but you can really do it in the time you have. A goal that is **not realistic** is too big for the time, or it is out of your control.

**Circle Realistic or Not realistic for each goal.**

| | | |
|---|---|---|
| Read for 20 minutes every night this month. | **Realistic** | Not realistic |
| Become a famous singer by Friday. | Realistic | **Not realistic** |
| Learn to swim one length of the pool by summer. | **Realistic** | Not realistic |
| Grow three inches taller this week. | Realistic | **Not realistic** |
| Get my spelling words right on Friday by practicing every night. | **Realistic** | Not realistic |
| Read every book in the library this weekend. | Realistic | **Not realistic** |
| Save $10 from my allowance in two months. | **Realistic** | Not realistic |
| Make it never rain on game days. | Realistic | **Not realistic** |
| Learn ten new Spanish words this month. | **Realistic** | Not realistic |
| Finish a 1,000-piece puzzle in five minutes. | Realistic | **Not realistic** |

**Make "Read every book in the library this weekend" realistic:** Read one new library book every week this year.

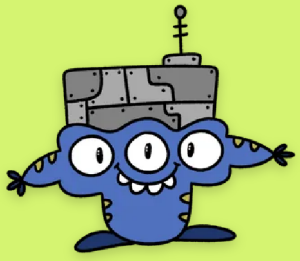


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ANSWER KEY · GOAL SETTING · GRADES 2–5

# Answer Key: Goal-Getter 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. S M A L L  S T E P S  A D D

   19 13 1 12 12  19 20 5 16 19  1 4 4

   U P

   21 16

2. P L A N  I T  T H E N  D O  I T

   16 12 1 14  9 20  20 8 5 14  4 15  9 20

3. P R O G R E S S  N O T

   16 18 15 7 18 5 19 19  14 15 20

   P E R F E C T I O N

   16 5 18 6 5 3 20 9 15 14

**Which motto will help you most with a goal? Why?**

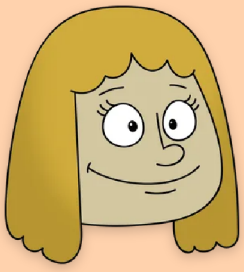


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ANSWER KEY · PROBLEM SOLVING AND DECISIONS · GRADES 2–5

# Answer Key: Five Steps to Solve a Problem

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 problem-solving steps in order.**

4 Pick the best solution.

1 Name the problem.

5 Try it, then check: did it work?

3 Think about what could happen with each one.

2 Think of different solutions.

**The problem:** It is 8:00 at night and Eli just remembered his math homework is at school. It is due tomorrow.

**1. The problem is:** Eli's homework is at school and it is due tomorrow.

**2. Solutions:** call a classmate for the page, tell the teacher in the morning, go to school early

**3. What could happen:** a classmate might help; the teacher might let him finish at school

**4. The best solution:** tell the teacher first thing and offer to do it at lunch

**5. How he can check it worked:** the homework gets done and handed in



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ANSWER KEY · PROBLEM SOLVING AND DECISIONS · GRADES 3–5

# Answer Key: Choices and Consequences

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



A **consequence** is what happens because of a choice. Good choices often lead to good consequences, and some choices lead to problems.

**Draw a line from each choice to what will probably happen.**

| | |
|---|---|
| study for the test | you feel ready and calm |
| stay up very late | you feel tired and grumpy the next day |
| leave your bike out in the rain | it gets wet and rusty |
| share your snack | your friend feels happy and thankful |
| skip brushing your teeth | you might get a cavity |
| practice piano every day | you get better at playing songs |
| run in the hallway | you could slip and get hurt |
| save your allowance | you can buy something you really want |

**A choice I made this week and what happened:**

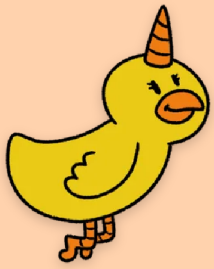


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ANSWER KEY · PROBLEM SOLVING AND DECISIONS · GRADES 2–4

# Answer Key: What Is the Best Choice?

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



**Circle the letter of the best choice.**

1. **You find a wallet on the playground.**
   - (a) Keep the money.
   - **(b) Give it to a teacher.**
   - (c) Leave it there.

2. **You don't understand the directions.**
   - **(a) Raise your hand and ask.**
   - (b) Guess and hope.
   - (c) Copy your neighbor.

3. **Your friend wants you to skip your chores to play.**
   - (a) Skip your chores.
   - (b) Tell a fib to your parents.
   - **(c) Finish your chores first, then play.**

4. **You broke your sister's toy by accident.**
   - **(a) Tell her and say sorry.**
   - (b) Hide it.
   - (c) Blame the dog.

5. **Someone online asks for your address.**
   - (a) Tell them.
   - **(b) Don't answer, and tell a grown-up.**
   - (c) Ask for their address first.

6. **You have a test tomorrow and want to play video games.**
   - (a) Play all night.
   - (b) Skip the test.
   - **(c) Study first, then play a little.**

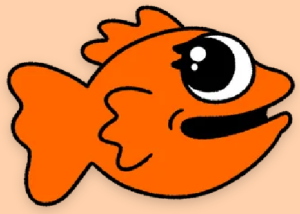


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ANSWER KEY · PROBLEM SOLVING AND DECISIONS · GRADES 2–5

# Answer Key: Is It in My Control?

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



When a problem worries you, look for the part **you can control** and put your energy there. Let the rest go.

**Word bank**

my effort · the weather · my words · what others think · how I treat others · other people's choices · my choices · the lunch menu · asking for help · if the bus is late · my attitude · what happened yesterday

**Write each one in the right box.**

| I can control | I cannot control |
|---|---|
| my effort | the weather |
| my words | what others think |
| how I treat others | other people's choices |
| my choices | the lunch menu |
| asking for help | if the bus is late |
| my attitude | what happened yesterday |

**Something I worry about, and the part I can control:**



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ANSWER KEY · PROBLEM SOLVING AND DECISIONS · GRADES 2–4

# Answer Key: Needs or Wants?

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



A **need** is something you must have to live and be healthy. A **want** is something nice to have that you can live without.

**Cut out the cards at the bottom. Glue each one in the right box.**

| Needs | Wants |
|---|---|
| water | a video game |
| healthy food | candy |
| a home | a pool party |
| warm clothes | light-up sneakers |
| a doctor when sick | a tablet |
| sleep | a toy robot |

**✂ Cut on the dashed lines.**

| | | | | | |
|---|---|---|---|---|---|
| a home | sleep | a doctor when sick | a tablet | a video game | light-up sneakers |
| a toy robot | water | warm clothes | a pool party | candy | healthy food |

**One that was hard to sort, and why:**



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ANSWER KEY · PROBLEM SOLVING AND DECISIONS · GRADES 3–5

# Answer Key: Ways to Say No

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



**Strong ways to say no:** say "no" clearly, give a reason, suggest something else to do, or walk away and tell a grown-up.

**Circle the letter of the strongest way to say no.**

1. **Friends dare you to ring a neighbor's doorbell and run.**
   - **(a) "No thanks. Let's go shoot hoops instead."**
   - (b) "Okay, just this once."
   - (c) Say nothing and do it.

2. **A friend wants to copy your test answers.**
   - (a) Let them copy.
   - (b) Give them half the answers.
   - **(c) "No, that's cheating. I can help you study next time."**

3. **Kids say, "Let's sneak out of class while the teacher is busy. Come on!"**
   - (a) Go so you fit in.
   - **(b) "No, I don't want to get in trouble. I'm staying."**
   - (c) Go, but only for a minute.

4. **An older kid offers you a pill and says it is candy.**
   - **(a) Say "No!", walk away and tell a grown-up right away.**
   - (b) Take it to be polite.
   - (c) Put it in your pocket for later.

5. **Friends want you to say mean things about a classmate.**
   - (a) Laugh along.
   - (b) Say one mean thing so they like you.
   - **(c) "No, that's not kind. Let's talk about something else."**

6. **A friend wants you to play a game you are not allowed to play.**
   - (a) Play for a few minutes.
   - **(b) "No, I'm not allowed. Want to build with blocks?"**
   - (c) Play it and hide it.

**My go-to words for saying no:** _____

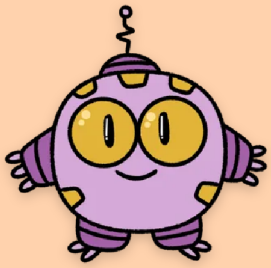


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ANSWER KEY · PROBLEM SOLVING AND DECISIONS · GRADES 2–5

# Answer Key: Smart Choices Online

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



**Circle Smart or Not smart for each choice.**

| | | |
|---|---|---|
| Ask a grown-up before downloading a new app. | **Smart** | Not smart |
| Tell a game friend your home address. | Smart | **Not smart** |
| Keep your password secret, even from friends. | **Smart** | Not smart |
| Click a pop-up that says you won a prize. | Smart | **Not smart** |
| Post a mean comment because no one knows it's you. | Smart | **Not smart** |
| Tell a grown-up if something online makes you feel bad. | **Smart** | Not smart |
| Take a break when your eyes feel tired. | **Smart** | Not smart |
| Send a photo to someone you don't know. | Smart | **Not smart** |
| Meet an online friend without telling a grown-up. | Smart | **Not smart** |
| Only use websites your grown-up said are okay. | **Smart** | Not smart |

**An online rule for my family:**

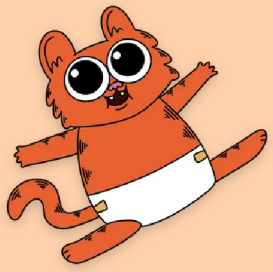


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ANSWER KEY · PROBLEM SOLVING AND DECISIONS · GRADES 2–4

# Answer Key: Safe or Unsafe?

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



**Circle Safe or Unsafe for each choice.**

| | |
|---|---|
| Wearing a helmet when you ride a bike. | **Safe** / Unsafe |
| Telling an online friend where you live. | Safe / **Unsafe** |
| Crossing the street at the crosswalk with a grown-up. | **Safe** / Unsafe |
| Playing with matches or a lighter. | Safe / **Unsafe** |
| Buckling your seat belt on every ride. | **Safe** / Unsafe |
| Swimming without a grown-up watching. | Safe / **Unsafe** |
| Telling a grown-up if someone makes you feel uncomfortable. | **Safe** / Unsafe |
| Taking medicine you find without asking. | Safe / **Unsafe** |
| Washing your hands before you eat. | **Safe** / Unsafe |
| Running with scissors. | Safe / **Unsafe** |

**One rule my family has to keep me safe:** _____



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ANSWER KEY · PROBLEM SOLVING AND DECISIONS · GRADES 2–4

# Answer Key: Find the Right Helper

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



**Draw a line from each problem to the helper who can help most.**

| | |
|---|---|
| You feel sick at school. | the school nurse |
| You can't find a book about sharks. | the librarian |
| You see smoke and fire at home. | get out and call 911 |
| You keep worrying about a problem with friends. | the school counselor |
| You need to cross a busy street by school. | the crossing guard |
| You get hurt at soccer practice. | the coach |

**A trusted grown-up I can go to with any problem:**



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ANSWER KEY · PROBLEM SOLVING AND DECISIONS · GRADES 2–5

# Answer Key: Emergency or Not?

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



An **emergency** is when someone is badly hurt or in danger, or there is a fire. Get a grown-up or call **911** right away. For other problems, ask a grown-up for help.

**Circle Emergency or Not an emergency for each one.**

| | | |
|---|---|---|
| There is smoke coming from the kitchen. | **Emergency** | Not an emergency |
| You can't find your other shoe. | Emergency | **Not an emergency** |
| Someone fell and won't wake up. | **Emergency** | Not an emergency |
| Your ice cream fell on the floor. | Emergency | **Not an emergency** |
| Someone is choking and can't breathe. | **Emergency** | Not an emergency |
| You lost a tooth. | Emergency | **Not an emergency** |
| A car crashed and people are hurt. | **Emergency** | Not an emergency |
| Your video game froze. | Emergency | **Not an emergency** |
| A grown-up at home is very sick and can't get up. | **Emergency** | Not an emergency |
| Your sister took your crayons. | Emergency | **Not an emergency** |

**My home address:** _____

**A grown-up's phone number I know by heart:** _____



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ANSWER KEY · PROBLEM SOLVING AND DECISIONS · GRADES 2–5

# Answer Key: Screen Time, Green Time or Quiet Time?



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

A balanced day has some of each: **screen time** on a device, **green time** moving or playing outside, and **quiet time** to rest, read or make something.

**Word bank**

play a video game · ride a bike · read a book · watch a show · dig in the garden · draw a picture · video chat with Grandma · play tag · do a puzzle · use a tablet app · walk the dog · build with blocks

**Write each one in the right box.**

| Screen time | Green time | Quiet time |
|---|---|---|
| play a video game | ride a bike | read a book |
| watch a show | dig in the garden | draw a picture |
| video chat with Grandma | play tag | do a puzzle |
| use a tablet app | walk the dog | build with blocks |

**A balanced plan for my Saturday:** _____

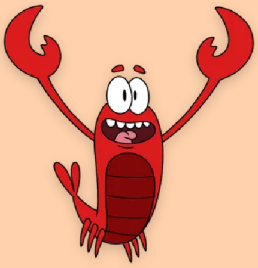


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ANSWER KEY · PROBLEM SOLVING AND DECISIONS · GRADES 2–5

# Answer Key: Plan B: Flexible Thinking

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



**Flexible thinking** means finding a new plan when Plan A doesn't work out. Plan B can still be fun!

**Write a Plan B for each letdown.**

| Plan A doesn't work… | My Plan B… |
|---|---|
| "It rains on picnic day." | "Have a picnic on the living room floor." |
| "All the swings are taken." | "Play on the slide until a swing is free." |
| "My friend is sick and can't come over." | "Video chat, or draw them a get-well card." |
| "The store is out of my favorite cereal." | "Try a new cereal, or have toast." |
| "I forgot my book for reading time." | "Borrow one from the class library." |
| "My team lost the game." | "Practice the hard parts for next time." |

**A time I needed a Plan B:**

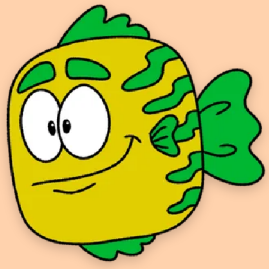


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ANSWER KEY · PROBLEM SOLVING AND DECISIONS · GRADES 2–4

# Answer Key: Problem-Solving Word Search

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



**Find each problem-solving word. Words go across, down and on a slant. Check each one you find.**

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

- ☐ problem
- ☐ solve
- ☐ choice
- ☐ think
- ☐ plan
- ☐ idea
- ☐ calm
- ☐ option
- ☐ safe
- ☐ help
- ☐ fair
- ☐ try

**Use one word to write a problem-solving tip for a friend.**



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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES K–2

# Answer Key: Good Choice or Not So Good?

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



**Color the good choices. Put an X on the not-so-good ones.**

| | | |
|---|---|---|
| wash my hands | ~~run with scissors~~ | clean up my toys |
| ~~draw on the wall~~ | tell the truth | wait my turn |
| eat a healthy snack | listen to my teacher | ~~hit when I am mad~~ |
| ~~take a toy that isn't mine~~ | wear a bike helmet | say please |

**Draw a good choice you made today.**

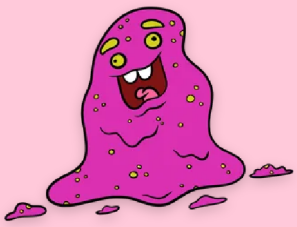


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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES 1–4

# Answer Key: Who Is Being Responsible?

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



**Circle Responsible or Not yet.**

| | | |
|---|---|---|
| Mia feeds her fish every morning. | **Responsible** | Not yet |
| Ben leaves his coat on the bus again. | Responsible | **Not yet** |
| Zoe says “It wasn’t me” when she spills the paint. | Responsible | **Not yet** |
| Kai puts his homework in his folder each night. | **Responsible** | Not yet |
| Omar returns his library book on time. | **Responsible** | Not yet |
| Sam cleans up the blocks he played with. | **Responsible** | Not yet |
| Lily forgets to tell her mom about the field trip form. | Responsible | **Not yet** |
| Nia keeps a borrowed pencil and never gives it back. | Responsible | **Not yet** |
| Leo tells the teacher he broke the pencil sharpener. | **Responsible** | Not yet |
| Ella says she will help, then goes to play instead. | Responsible | **Not yet** |

**Pick one “Not yet” kid. What could they do to be responsible?**

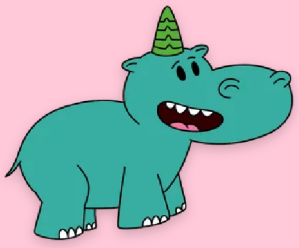


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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES 2–5

# Answer Key: Own It, Fix It

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



Everyone makes mistakes. Being responsible means you **own it** (tell the truth about what happened) and **fix it** (do something to make it better).

**Draw a line from each oops to a way to fix it.**

| | |
|---|---|
| You knocked over a friend's tower. | Say sorry and help build it again. |
| You forgot to feed the class fish. | Tell the teacher and feed it right away. |
| You spilled juice on the floor. | Get paper towels and wipe it up. |
| You lost a book you borrowed. | Tell the owner and look for it, or replace it. |
| You said something unkind. | Say sorry and say something kind. |
| You broke a friend's crayon. | Say sorry and give them one of yours. |

**What I can say to own a mistake: "I'm sorry I… Next time I will…"**

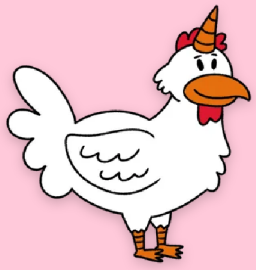


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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES 3–5

# Answer Key: Responsibility Words

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



**Word bank**

reliable · honest · prepared · organized · punctual · accountable

**Write the word that fits each sentence.**

1. Ana always does what she says she will do. She is **reliable**.
2. Jack told the truth about the broken window. He is **honest**.
3. Rosa brings her pencil, book and water bottle every day. She is **prepared**.
4. Theo keeps his desk and folders neat so he can find things. He is **organized**.
5. Priya gets to soccer practice on time every week. She is **punctual**.
6. Max said, “That was my fault, and I will fix it.” He is **accountable**.

**The word that describes me best:** _____

**A time I showed it:** _____

**A word I want to work on:** _____



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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES K–2

# Answer Key: Pack Your Backpack

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



**Color what goes in your backpack for school. Put an X on what stays home.**

| | | |
|---|---|---|
| homework folder | ~~your pet hamster~~ | library book |
| water bottle | ~~a whole cake~~ | pencil box |
| ~~your bed pillow~~ | lunch or snack | ~~a video game~~ |
| a note for your teacher | jacket on a cold day | ~~the TV remote~~ |

**Draw your backpack, packed and ready!**



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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES 1–3

# Answer Key: Honest or Not Honest?

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



**Circle Honest or Not honest for each one.**

| | | |
|---|---|---|
| Lily finds a wallet and gives it to the office. | **Honest** | Not honest |
| Max says he brushed his teeth, but he didn't. | Honest | **Not honest** |
| Eli copies a friend's work and says it is his. | Honest | **Not honest** |
| Zoe tells her mom she broke the vase. | **Honest** | Not honest |
| Ana gets too much change at the store and gives it back. | **Honest** | Not honest |
| Ben blames his sister for the mess he made. | Honest | **Not honest** |
| Kim says, "I don't know the answer yet." | **Honest** | Not honest |
| Ty says he read for 20 minutes when he read for 5. | Honest | **Not honest** |
| Mia tells her coach she missed practice because she forgot. | **Honest** | Not honest |
| Leo eats a cookie and says the dog ate it. | Honest | **Not honest** |

**A time telling the truth was hard, and what happened:**

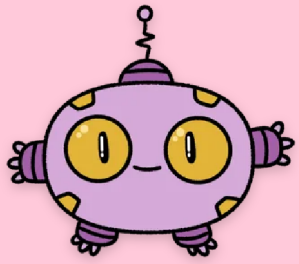


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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES 1–2

# Answer Key: Classroom Jobs

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



**Word bank**

line leader · plant waterer · door holder · paper passer · librarian · fish feeder

**Write the name of each classroom job.**

1. The line leader walks at the front of the line.
2. The plant waterer gives the plants a drink.
3. The door holder keeps the door open for the class.
4. The paper passer hands out papers to everyone.
5. The librarian keeps the class books neat.
6. The fish feeder gives the class fish its food.

**Draw yourself doing the job you want.**

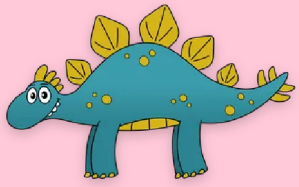
**I would be a good _____ because...**



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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES 1–3

# Answer Key: Rules and Their Reasons



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

**Draw a line from each rule to the reason we have it.**




**A rule at my home:** _____

**The reason for it:** _____



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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES 3–5

# Answer Key: Turn an Excuse into a Plan

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



An **excuse** says why something is not your fault. **Owning it** says what really happened and what you will do next time.

**Rewrite each excuse so it owns the mistake and makes a plan.**

| The excuse… | Own it and make a plan… |
|---|---|
| "The dog ate my homework." | "I forgot it. I will pack it the night before." |
| "It's not my fault we lost." | "I missed passes. I will practice passing." |
| "She made me do it." | "I chose to do it. Next time I will say no." |
| "I didn't have time." | "I played first. Tomorrow, work first." |
| "Nobody told me." | "I didn't check. I will look every day." |
| "The test was too hard." | "I didn't study. I will study each night." |

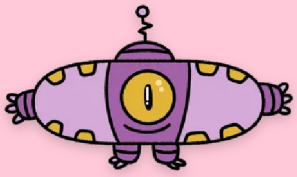


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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES K–2

# Answer Key: Morning Routine in Order

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



**Number the morning jobs from 1 to 6.**

4 Brush my teeth after I eat.

1 Wake up when the alarm rings.

6 Get on the bus or in the car.

2 Get out of bed and get dressed.

5 Put on my shoes and backpack.

3 Eat breakfast.

**Draw the part of your morning you like best.**

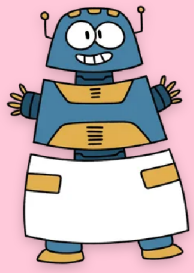


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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES K–2

# Answer Key: Tidy Up: What Goes Where?

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



**Grown-ups:** read each thing out loud. Kids write its number in the place where it belongs.

**Write each number where it goes.**

1. blocks
2. a picture book
3. dirty socks
4. a toy car
5. a library book
6. a wet towel
7. a teddy bear
8. a comic book
9. muddy pants

| Toy bin | Bookshelf | Laundry basket |
|---|---|---|
| 1. blocks | 2. a picture book | 3. dirty socks |
| 4. a toy car | 5. a library book | 6. a wet towel |
| 7. a teddy bear | 8. a comic book | 9. muddy pants |

**Draw your room all tidy.**

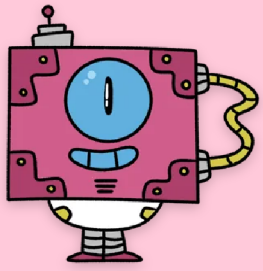


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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES 2–5

# Answer Key: Must Do or Can Wait?

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



It is 4 o'clock after school. Being responsible means doing the **must-do** jobs first, then the fun things that **can wait**.

**Word bank**

homework due tomorrow · watch a show · feed the dog · play a video game · study for tomorrow's test · call a friend · take my medicine · build a fort · pack my bag for tomorrow · read a comic · practice for tonight's piano lesson · ride my scooter

**Write each one in the right box.**

| Must do first | Can wait |
|---|---|
| homework due tomorrow | watch a show |
| feed the dog | play a video game |
| study for tomorrow's test | call a friend |
| take my medicine | build a fort |
| pack my bag for tomorrow | read a comic |
| practice for tonight's piano lesson | ride my scooter |

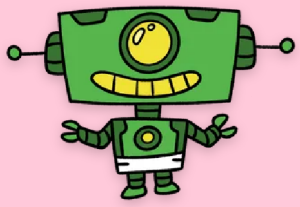
**My after-school must-do list:** _____



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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES K–2

# Answer Key: Kid Job or Grown-Up Job?



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

**Grown-ups:** read each job out loud. Kids circle who should do it.

**Circle Kid job or Grown-up job.**

| | | |
|---|---|---|
| Make my bed. | **Kid job** | Grown-up job |
| Drive the car. | Kid job | **Grown-up job** |
| Put away my toys. | **Kid job** | Grown-up job |
| Cook on the stove. | Kid job | **Grown-up job** |
| Feed the fish. | **Kid job** | Grown-up job |
| Use a sharp knife. | Kid job | **Grown-up job** |
| Set the table. | **Kid job** | Grown-up job |
| Fix the roof. | Kid job | **Grown-up job** |
| Water the plants. | **Kid job** | Grown-up job |
| Pay for the groceries. | Kid job | **Grown-up job** |

**Draw a job you do at home.**

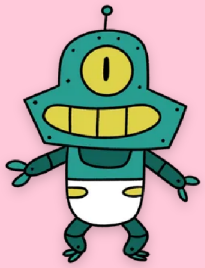


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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES 2–5

# Answer Key: Keep Your Word

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



**Circle the letter of the way to keep your word.**

1. **You promised to help a friend practice spelling, then you get invited to a party at the same time.**

   (a) Skip it without telling your friend.
   **(b) Keep your promise, or ask your friend to pick a new time.**
   (c) Say you were sick.

2. **You told your mom you would walk the dog after your show.**

   **(a) Walk the dog when the show ends.**
   (b) Watch two more shows.
   (c) Ask your little brother to do it.

3. **You said you would bring snacks for the team, but you forgot.**

   (a) Hide from the team.
   (b) Blame your dad.
   **(c) Say sorry and bring them next time.**

4. **You told your teacher your project would be done by Friday.**

   **(a) Work on a bit each day.**
   (b) Wait until Thursday night.
   (c) Hope she forgets.

5. **You promised to keep a friend's surprise party a secret.**

   (a) Tell just one person.
   **(b) Keep the secret.**
   (c) Drop hints to the birthday kid.

6. **You promised to give back a book you borrowed by Monday.**

   (a) Keep it until you finish it.
   (b) Leave it at home.
   **(c) Give it back on Monday, or ask for more time.**

**A promise I kept, even though it was hard:**

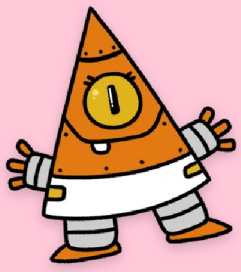


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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES 2–4

# Answer Key: Responsibility Story Fill-In

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



**Word bank**

chores · forgot · sorry · plan · on time · proud

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

1. Every Saturday, Marco does his **chores**, like sweeping and feeding the cat.
2. One Saturday he **forgot** to feed the cat, and she meowed all morning.
3. Marco told his dad, "I'm **sorry**. I will feed her right now."
4. Then he made a **plan** and stuck a note on the fridge.
5. The next Saturday, Marco fed the cat **on time**.
6. His dad said, "You fixed your mistake. I'm **proud** of you!"

**What did Marco do to be responsible?**

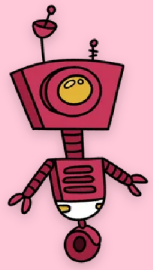


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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES 1–3

# Answer Key: Home Jobs and School Jobs

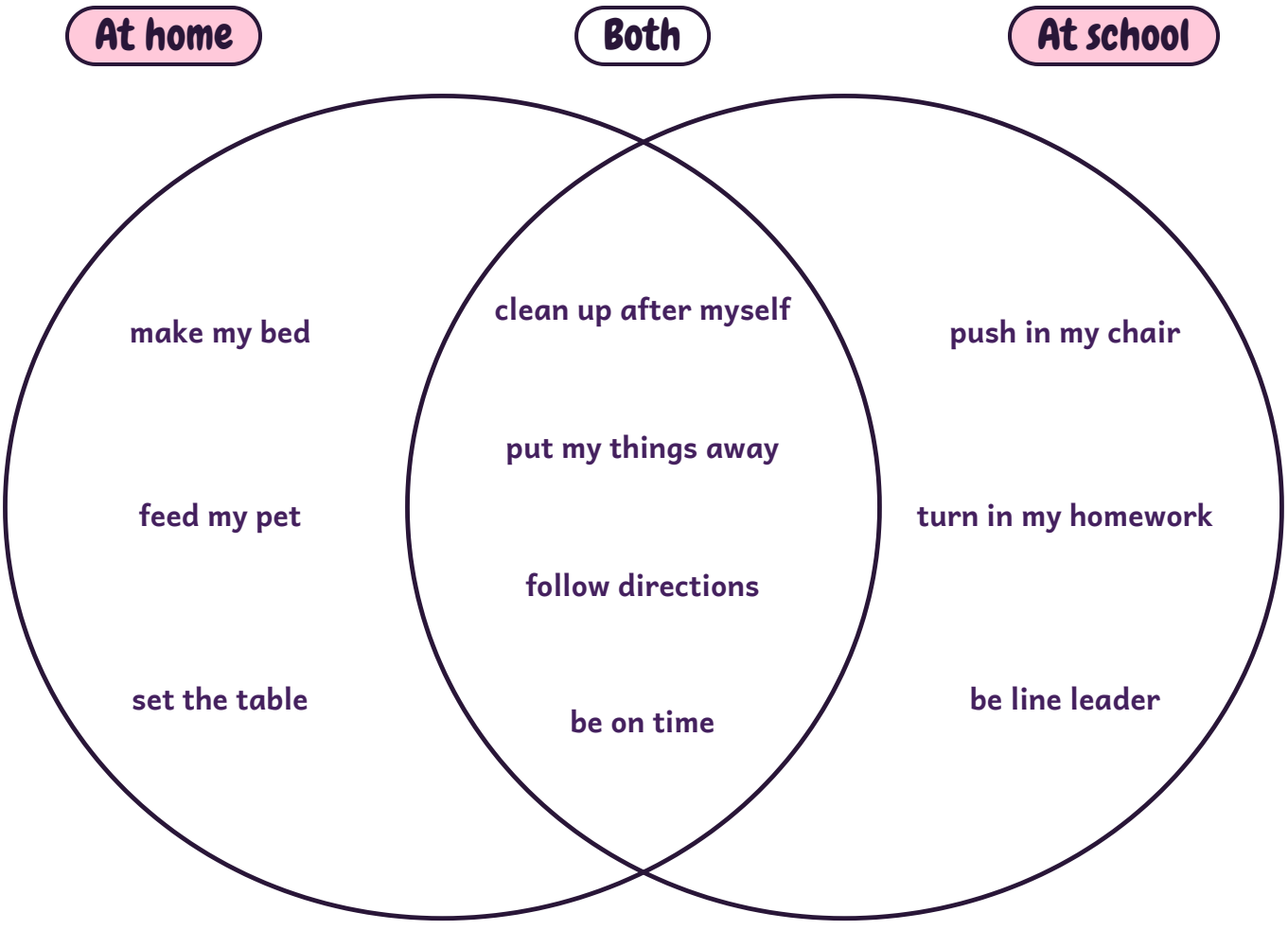
Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



**Word bank**

make my bed · feed my pet · set the table · push in my chair · turn in my homework · be line leader · clean up after myself · put my things away · follow directions · be on time

**Write each job in the right part of the Venn diagram.**




**A new job I could do at home:**

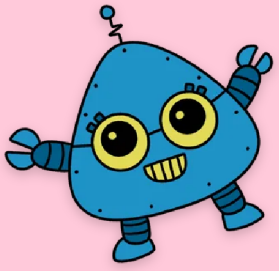


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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES K–3

# Answer Key: Taking Care of My Body

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



**Color the ways to take care of your body. Put an X on the others.**

| | | |
|---|---|---|
| brush my teeth | ~~stay up all night~~ | wash my hands |
| drink water | ~~eat only candy~~ | get enough sleep |
| wear a helmet | ~~never take a bath~~ | play outside |
| ~~skip breakfast~~ | eat fruits and veggies | ~~sit still all day~~ |

**Draw yourself doing one healthy thing.**



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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES 1–4

# Answer Key: Responsibility Word Search

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



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

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

- ☐ honest
- ☐ chores
- ☐ ready
- ☐ helper
- ☐ tidy
- ☐ promise
- ☐ careful
- ☐ trust
- ☐ duty
- ☐ plan
- ☐ job
- ☐ own

**Which word describes you best? Why?**



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ANSWER KEY · AFFIRMATIONS AND SELF-ESTEEM · GRADES 2–5

# Answer Key: Kind or Unkind Self-Talk?

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




**Self-talk** is what you say to yourself in your head. Kind self-talk sounds like a good friend cheering you on.

**Circle Kind or Unkind.**

| | | |
|---|---|---|
| I can do hard things. | **Kind** | Unkind |
| I'm so dumb. | Kind | **Unkind** |
| Nobody likes me. | Kind | **Unkind** |
| I made a mistake, and that's okay. | **Kind** | Unkind |
| I am proud of how hard I worked. | **Kind** | Unkind |
| I always mess up. | Kind | **Unkind** |
| I am learning a little more every day. | **Kind** | Unkind |
| I'll never be good at this. | Kind | **Unkind** |
| I should not even try. | Kind | **Unkind** |
| I am a good friend. | **Kind** | Unkind |

| Unkind self-talk | Kind self-talk |
|---|---|
| "I'm so dumb." | "I am still learning." |
| "Nobody likes me." | "People care about me." |



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ANSWER KEY · AFFIRMATIONS AND SELF-ESTEEM · GRADES 1–4

# Answer Key: Put-Up or Put-Down?

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



A **put-up** is a kind word that builds someone up. A **put-down** is a mean word that knocks someone down, even when it is said as a joke.

**Circle Put-up or Put-down for each one.**

| | | |
|---|---|---|
| "You're a really fast runner!" | **Put-up** | Put-down |
| "That's a baby book." | Put-up | **Put-down** |
| "Your drawing looks weird." | Put-up | **Put-down** |
| "Thanks for helping me." | **Put-up** | Put-down |
| "I like how you shared your snack." | **Put-up** | Put-down |
| "You can't play. You're too slow." | Put-up | **Put-down** |
| "Great idea!" | **Put-up** | Put-down |
| "Why are you wearing that?" | Put-up | **Put-down** |
| "Everybody knows that, duh." | Put-up | **Put-down** |
| "You were so brave to try." | **Put-up** | Put-down |

**A put-up I can give someone today:** _____

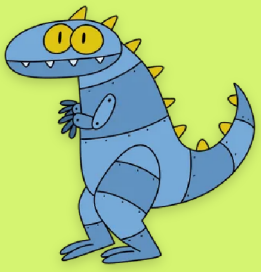


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ANSWER KEY · AFFIRMATIONS AND SELF-ESTEEM · GRADES 2–5

# Answer Key: Confidence Boosters

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 affirmation that would help.**

| | |
|---|---|
| before a big test | I studied, and I will do my best. |
| on the first day with a new team | Everyone starts as a beginner. |
| after I make a mistake | Mistakes help me learn. |
| before I talk in front of the class | I am brave, and my ideas matter. |
| when someone is unkind to me | Their words do not decide who I am. |
| when I try something new | I can make new friends. |

**My own confidence booster, and when I will use it:**



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ANSWER KEY · AFFIRMATIONS AND SELF-ESTEEM · GRADES 2–5

# Answer Key: Affirmation 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. I (9) A (1) M (13) E (5) N (14) O (15) U (21) G (7) H (8)

2. I (9) B (2) E (5) L (12) I (9) E (5) V (22) E (5) I (9) N (14) M (13) E (5)

3. I (9) A (1) M (13) O (15) N (14) E (5) O (15) F (6) A (1) K (11) I (9) N (14) D (4)

**Write your own affirmation. Then write it in the number code for a friend to crack.**



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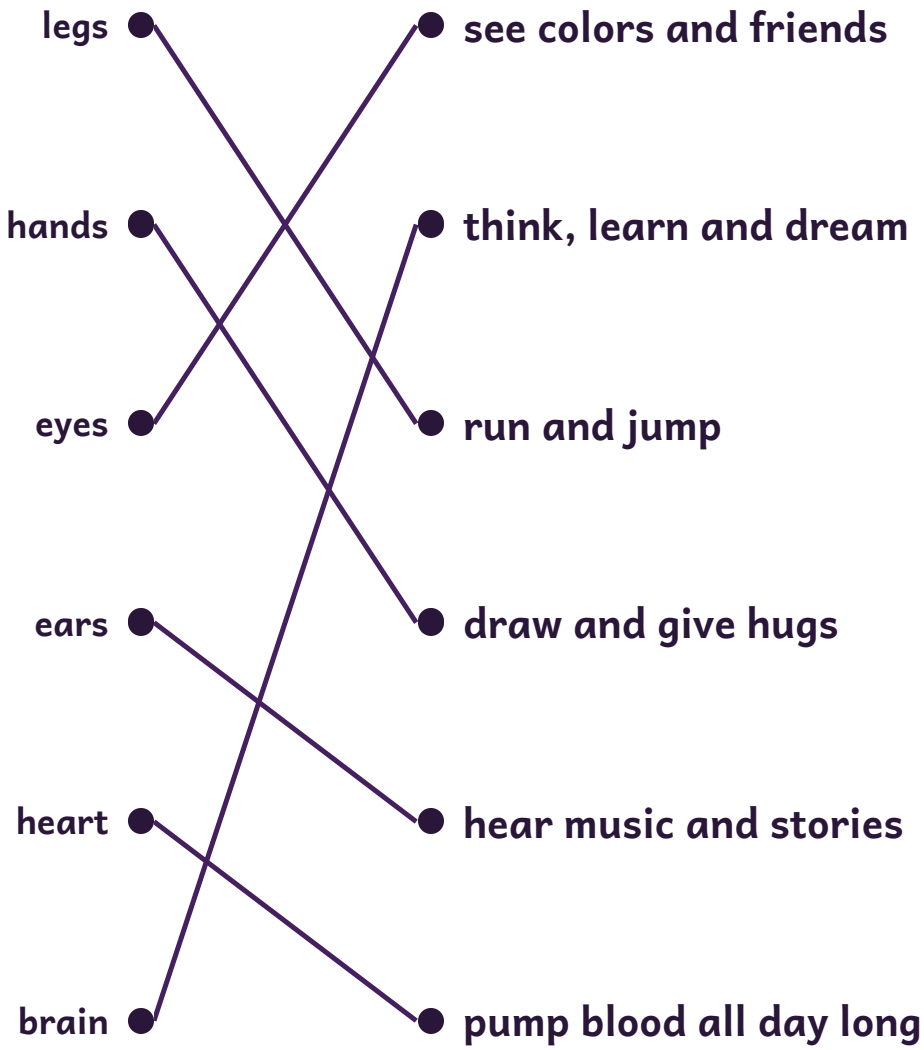
ANSWER KEY · AFFIRMATIONS AND SELF-ESTEEM · GRADES K–3

# Answer Key: Thank You, Body!

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



**Draw a line from each body part to what it helps you do.**




**Trace the sentence.**

Thank you, body!



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ANSWER KEY · AFFIRMATIONS AND SELF-ESTEEM · GRADES 1–4

# Answer Key: Affirmation Word Search

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



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

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

- ☐ brave
- ☐ kind
- ☐ smart
- ☐ strong
- ☐ proud
- ☐ loved
- ☐ special
- ☐ unique
- ☐ capable
- ☐ happy
- ☐ calm
- ☐ caring

**Pick three words that describe you. Write them in a sentence.**



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