

CITIZENSHIP

Teacher Resource

WHAT IS CITIZENSHIP?

Helping my neighbor, community and nation.

BENCHMARKS

- ✓ **HE.K.R.3.2** Identify characteristics of a good citizen in school and the community. Clarification: Following rules, listening and being a good friend.
- ✓ **HE.1.R.3.2** Demonstrate the characteristics of a good citizen in school and the community.
- ✓ **HE.2.R.3.1** Identify ways to benefit the school and the community. Clarification: Conservation, recycling, being a classroom helper and volunteering.

PURPOSE

- These interactive activities will help your students learn the characteristic of **citizenship** and how to make good choices that help the community and nation. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **citizenship**.



Suggested Introduction:

"Today, we are going to learn about **citizenship**. **Citizenship** means making good choices that help our community and nation. It's like being a helpful and kind member of a big team! When we take care of each other, follow rules and help our community, we make our home, school and neighborhood a happy place for everyone. Being a good citizen means we all work together to make the world better!"



Activities to Build Citizenship:

1 Resiliency Reading Connection

Share the book *The Man in the Red Bandanna* by Honor Crowther Fagan from the Commissioner's Book of the Month List to learn about good **citizenship**, bravery, helping others and being kind. After reading, ask students to identify characteristics of **citizenship** shown in the story and add them to a chart to display in the classroom. Continue to add to the chart as students discover other ways to show **citizenship**. Visit **buildresiliency.org** to learn about other books listed on the Resiliency Reading List; each title has a corresponding Family Reading Guide.

CITIZENSHIP

Teacher Resource

GRADES
K-2



Activities to Build Citizenship (Continued):

2 Good Citizen Role-Play

Divide students into small groups and assign scenarios where they practice being good citizens.

Scenarios could include:

- Respecting others' property: You borrow a friend's favorite book but accidentally bend a page. Instead of ignoring it, you apologize and try to fix it before returning the book.
- Treating people the way you would like to be treated: You see a new student join the class and he or she looks nervous. You invite the student to play and introduce him or her to your friends.
- Treating animals with kindness: Your neighbor's dog is loose in your yard. Instead of yelling at or chasing the dog, you let your parents know so you can inform your neighbor and get the dog home safely.

After each role-play, allow students to discuss what actions made them good citizens.

3 "Helping Hands"

On cutouts of hand shapes, have students write or draw one way they can be a good citizen in their school and community. Display the "Helping Hands" on a classroom bulletin board to remind students and share with other classes what it means to have good **citizenship**. Challenge your class to find ways to lend a "helping hand" to the school and community by working to pick up litter or help another class. Each time a student successfully demonstrates responsibility and **citizenship**, consider adding a small token (e.g. eraser) to a jar or container that is visible in the classroom. Once the class has met the goal, celebrate with a favorite activity!

Possible ideas for students include:

- Picking up litter
- Showing kindness
- Following rules
- Helping a friend
- Sharing with others



Suggested Wrap-Up:

Guide student responses or provide sentence stems.

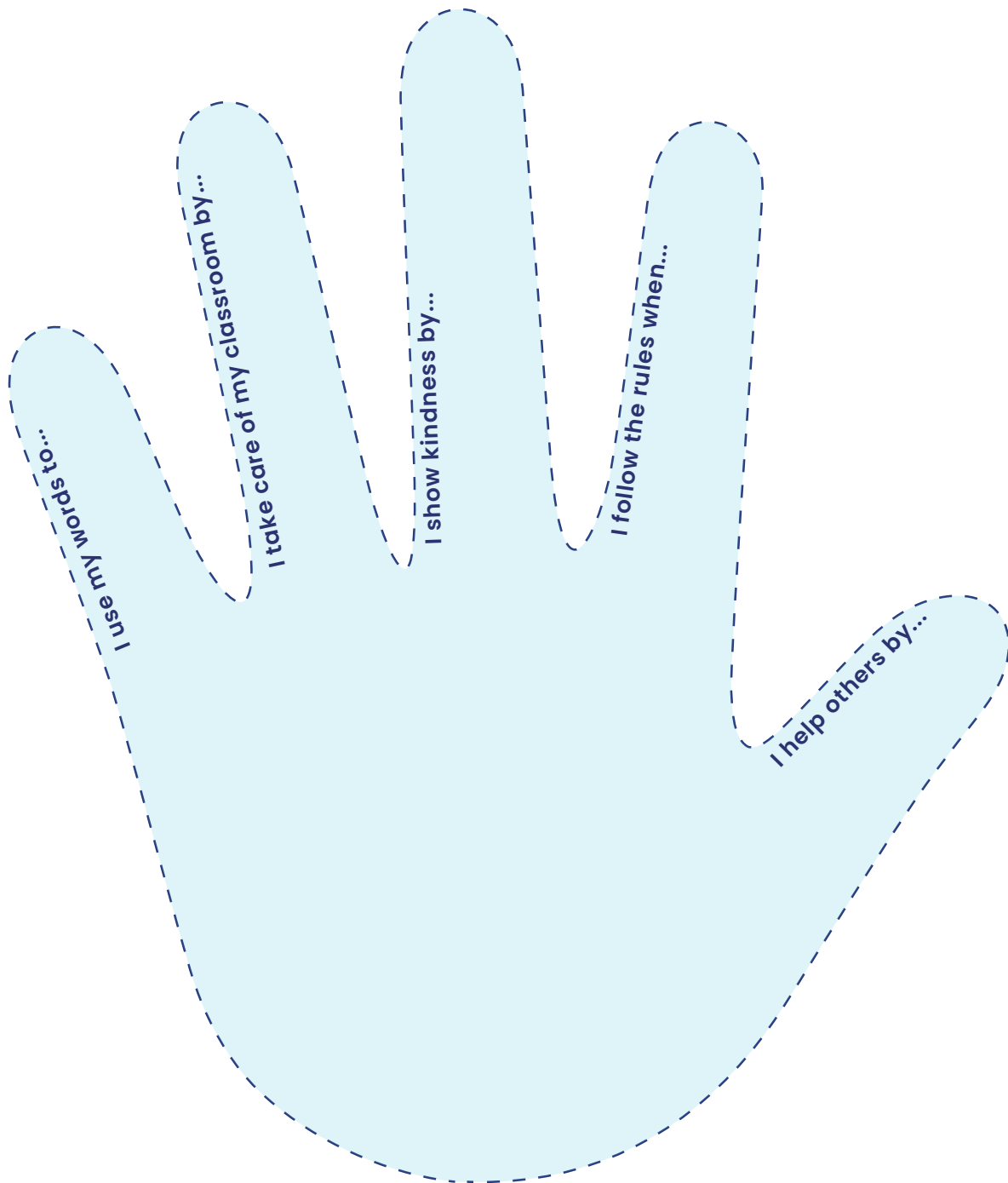
"Can someone tell me what **citizenship means? You all did a great job identifying the characteristics of a good citizen! When we take care of each other and our community, we make it a better place for everyone. Remember, even little things like picking up trash, saying 'thank you' or helping a friend can make a big difference. You're never too small to be a good citizen!"**

CITIZENSHIP

Helping Hands



On each finger of your "helping hand," write one way you can be a good citizen. On the palm of the hand, write your name and draw a picture of yourself being a good citizen. When you finish, cut out the "helping hand" and display it in the classroom to show how we can all be kind, responsible and helpful to others!



This is a supplemental document to support the K-2 Citizenship Teacher Resource.

This page has been left blank for printing purposes.



This page has been left blank for printing purposes.

CRITICAL THINKING & PROBLEM SOLVING

Teacher Resource

WHAT IS CRITICAL THINKING & PROBLEM SOLVING?

Gathering information to think through and determine the best solution.

BENCHMARKS

- ✓ **HE.1.R.4.2** Identify the importance of sharing thoughts and ideas as an individual and as part of a group.
- ✓ **HE.2.R.4.1** Identify strategies to work together to **solve problems**.

PURPOSE

- ▶ These interactive activities will help your students learn the characteristics of **critical thinking and problem solving** and how to gather information to think through and determine the best solution. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **critical thinking and problem solving**.



Suggested Introduction:

“Today, we are going to learn about **critical thinking and problem solving**. **Critical thinking and problem solving** means gathering information to think through and determine the best solution. **Critical thinking and problem solving** help you figure out how to answer challenging questions and make good choices. When you use **critical thinking**, you ask questions and look for clues to understand things better. **Problem solving** is about finding smart and creative ways to fix problems, like drawing a picture to help solve a math problem or folding the corner of a page if you lose your bookmark.”



Activities to Build Critical Thinking and Problem Solving:

1 Mystery Shape Challenge

Before class, build a simple structure using blocks or pattern pieces and keep it hidden from the students. Using spatial language, describe the shape to students without showing it (e.g., a triangle sits on top, there is a square on the right side). Students will listen and try to build what they think the shape looks like. Encourage students to **think critically** and be perseverant if it gets tricky. Have students show the class what their object looked like and then reveal the object. Discuss how they used their listening and **critical thinking** skills to build the structure.

CRITICAL THINKING & PROBLEM SOLVING

Teacher Resource

GRADES
K-2



Activities to Build Critical Thinking and Problem Solving (Continued):

2 Storytelling Circle

As a class, create a story with a problem and a solution. Have each student contribute one line or idea to the story, building upon what the previous student said. Encourage students to think about how their part of the story can help **solve a problem** the characters might face (e.g., finding their way home, helping a friend in need). After the story is complete, reflect on how working together as a group created a more interesting and creative story. Highlight how each student's individual idea helped the group reach a solution.

3 "Classroom Problem Solvers"

Designate a day of the week where students become "Classroom Problem Solvers." Present them with a challenge related to classroom logistics (e.g., "How can we clean up faster after art time?" or "How can we prepare for dismissal faster each day?"). Students brainstorm solutions individually, then discuss and poll the students on the best solution. Create a tally chart to display the results of the poll for the class. After implementing the solution, reflect on how sharing individual ideas and working together helped **solve the problem**. Adjust the solution as necessary based on group feedback.



Suggested Wrap-Up:

Guide student responses or provide sentence stems.

"Can someone tell me what **critical thinking and problem solving** means? You all did a great job identifying the characteristics of **critical thinking and problem solving**! These help you use your brain to learn and do amazing things! Remember, it's okay to make mistakes because they help you learn. Keep practicing, and you'll get better and better at **solving problems** and thinking like a superhero!"

EMPATHY

Teacher Resource

WHAT IS EMPATHY?

Understanding others' thoughts, feelings and actions.

BENCHMARKS

- ✓ **HE.K.R.2.4** Identify and recognize basic feelings. Clarification: Sad, mad, happy, excited and worried.
- ✓ **HE.1.R.2.4** Describe how individual actions can affect others. Clarification: Sad, mad, happy, excited and worried.
- ✓ **HE.2.R.1.1** Identify the benefits of showing kindness and treating others with respect.

PURPOSE

- ▶ These interactive activities will help your students learn the characteristic of **empathy** and understanding others' thoughts, feelings and actions. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **empathy**.



Suggested Introduction:

"Today, we are going to learn about **empathy**. **Empathy** means caring about other people's feelings. It's like putting yourself in another person's shoes and understanding how he or she thinks, feels and acts. For example, if you see a friend fall on the ground and start crying, and you ask yourself, 'How would I feel if that happened to me?' you are using **empathy** to better understand how your friend feels. **Empathy** helps us take care of each other and makes the world a nicer place!"



Activities to Build Empathy:

1 Resiliency Reading Connection

Share the story *The Koala Who Could* by Rachel Bright from the Resiliency Reading List. This story is about Kevin, the Koala, who liked to stay safe high up in his tree even though his friends wanted him to come and play. This story highlights the importance of understanding how and why others think, feel and act, and why it is important to show **empathy** toward others. Visit **buildresiliency.org** to learn about other books listed on the Resiliency Reading List; each title has a corresponding Family Reading Guide.

EMPATHY

Teacher Resource

GRADES
K-2



Activities to Build Empathy (Continued):

2 The Kindness Jar

Have a discussion about basic feelings and the individual actions that could impact others. Set up a classroom kindness jar where students add a small pom-pom each time they witness an act of kindness or **empathy** toward others. Once the jar is filled, highlight the kindness your students have shown to others as a group.

3 Empathy in Citizenship

Display a variety of pictures that show examples of being a good citizen (e.g., helping someone in need, picking up litter, raising your hand to speak, sharing toys). Then, have students take turns describing how each example affects others. Identify the benefits of showing kindness and treating others with respect.



Suggested Wrap-Up:

Guide student responses or provide sentence stems.

"Can someone tell me what it means to show **empathy? You all did a great job identifying the characteristic of **empathy**! When we practice **empathy**, we help our friends feel better, solve problems together, and make our classroom and world a happier place. Let's keep using **empathy** every day to help and take care of each other!"**

GRATITUDE

Teacher Resource

WHAT IS GRATITUDE?

Being thankful and sharing appreciation with others.

BENCHMARKS

- ✓ **HE.K.R.1.1** Define and give examples of kindness and caring.
- ✓ **HE.1.R.1.3** Identify the benefits of sharing and cooperation.
- ✓ **HE.2.R.1.1** Identify the benefits of showing kindness and treating others with respect.

PURPOSE

- These interactive activities will help your students learn the characteristic of **gratitude** by being thankful and sharing appreciation with others. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **gratitude**.



Suggested Introduction:

"Today, we are going to learn about **gratitude**. **Gratitude** means being thankful and sharing appreciation with others. Have you ever received a gift? Do you remember if you said 'thank you' to the person who gave you the gift? Expressing **gratitude** is a way to show kindness to others, and it is also nice to receive **gratitude** from those we help. **Gratitude** is an important part of developing good relationships with others."



Activities to Build Gratitude:

1 Kindness Tree

Create a tree using paper to display in your classroom. Provide students with leaf cutouts, each time your students do something kind or show **gratitude** toward someone else, have them write the kind act on a leaf and place it on the tree. Help students make daily connections to the kindness tree by discussing the importance of kindness, the benefits of sharing and cooperation with others, and how being kind and treating others with respect is important.

GRATITUDE

Teacher Resource



Activities to Build Gratitude (Continued):

2 Thank-You Card Station

Set up a station where students can make thank-you cards for people who are heroes in the community such as first responders, teachers and veterans. Encourage students to reflect on why they appreciate these individuals and how a thank-you gesture can make a big impact.

3 Bingo Challenge

Create a bingo card with acts of **gratitude** and kindness on the board (e.g., listened to a friend, shared a toy, said thank you, helped clean up a shared space without being asked, gave a compliment). Throughout the week, challenge students to try to complete the bingo board by showing **gratitude** and demonstrating kindness. Encourage students to look for **gratitude** and kindness in each other throughout the week. At the end of the week, highlight the benefits of showing kindness, treating others with respect and demonstrating **gratitude**.



Suggested Wrap-Up:

Guide student responses or provide sentence stems.

“Can someone tell me what it means to show **gratitude? You all did a great job identifying the characteristic of **gratitude**! When we practice **gratitude**, we learn how to show kindness and treat others with respect.”**

GRIT

Teacher Resource

WHAT IS GRIT?

Working consistently toward long-term goals.

BENCHMARKS

- ✓ **HE.K.R.2.5** Identify personal strengths and actions individuals can do independently. Clarification: Listening, sharing, adapting, empathy, showing courage and leadership.
- ✓ **HE.1.R.2.5** Identify strategies to discover and demonstrate personal strengths. Clarification: Sense of pride, working toward intrinsic motivation and experiencing a sense of accomplishment.
- ✓ **HE.2.R.2.2** Identify personal goals and strategies to achieve those goals.

PURPOSE

- ▶ These interactive activities will help your students learn the characteristic of **grit** and how to work consistently toward goals. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **grit**.



Suggested Introduction:

"Today, we are going to learn about **grit**. Can you think of someone who is the best at his or her job? How did he or she become the best? Perhaps this individual set goals, practiced consistently and never gave up. People grow and get better by courageously working toward long-term goals, even in the face of challenges. This is called **grit**."



Activities to Build Grit:

1 Grit "Superpowers"

Help students identify their personal strengths and actions they can do independently by introducing the idea that everyone has "superpowers" or personal strengths that make them unique. Ask students to think about something they are good at (e.g., helping a friend, drawing, playing a sport, playing a musical instrument). Have each student draw his or her "superpower" and share with the class how he or she works hard to strengthen this skill. Encourage students to think about ways to use these skills independently and how using their strengths can make them feel proud of their abilities.



Activities to Build Grit (Continued):

2 Resiliency Reading Connection

Share the story *The Little Butterfly That Could* by Ross Burach from the Resiliency Reading List. In this story, the little butterfly was looking for his butterfly friends. He learned that his friends were 200 miles away and he would have to fly to catch up with them. The little butterfly was not feeling confident and was overwhelmed by the length of his journey. He needed encouragement and learned that if at first you don't succeed, you must try, try again! After sharing this story with your students, have them identify a personal goal and the strategies it will take to reach that goal. Post your students' goals in the classroom and revisit them often to check in on everyone's progress toward achieving their goals. Visit buildresiliency.org to learn about other books listed on the Resiliency Reading List; each title has a corresponding Family Reading Guide.

3 Adapt to Overcome Obstacles Challenge

Teach students how to adapt to challenges and demonstrate **grit** by setting up a simple obstacle course (e.g., cones to weave through, balance beams to walk across, egg on a spoon run) or posing an academic challenge the class can solve together. As students go through the course or challenge, introduce small changes (e.g., move a cone, add a new obstacle, add another element to the challenge). Encourage students to adapt to the changes and keep going even if it is difficult. After completing the course, talk with students about how they had to adapt and keep trying. Reinforce that showing **grit** means not giving up when things change or get harder.



Suggested Wrap-Up:

Guide student responses or provide sentence stems.

"Can someone tell me what it means to show **grit? You all did a great job identifying your personal strengths, adapting to overcome difficulties and learning how to work consistently toward your goals! Talk to someone at home about the goals you would like to achieve and the steps you can do to reach those goals."**

HONESTY

Teacher Resource

WHAT IS HONESTY?

Telling the truth.

BENCHMARKS

- ✓ **HE.K.R.1.4** Identify the difference between the truth and a lie.
- ✓ **HE.1.R.1.4** Define and give examples of honesty.
- ✓ **HE.2.R.1.3** Explain the importance of being truthful.

PURPOSE

- ▶ These interactive activities will help your students learn the characteristic of honesty and the importance of being truthful. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing honesty.



Suggested Introduction:

"Today, we are going to learn about honesty. Honesty is an important part of being respectful, responsible and showing good character. There may be times where honesty may be difficult, but telling the truth shows good character and respect to everyone around us."



Activities to Build Honesty:

1 Honesty Sorting

Create two baskets and label one as "Honest" and the other as "Dishonest." Create scenario cards that either display honesty or dishonesty. Read each card to the class and have students identify which card goes in which basket. Allow students to take turns placing scenario cards in the basket. Afterward, discuss with students how we know the difference between truths and lies, and reinforce that telling the truth is the right thing to do even when it is difficult.

Scenarios could include:

- You accidentally broke a toy at home. You tell your parents right away and offer to help fix it.
- You accidentally knocked over a friend's block tower and you say, "I didn't do that!"
- You accidentally spill juice on the floor and the teacher asks who did it. You raise your hand and say, "I spilled the juice."
- You were supposed to only eat one cookie but took one more when no one was looking. You later admitted that you took an extra cookie.

HONESTY

Teacher Resource



Activities to Build Honesty (Continued):

2 Classroom “Honesty Book”

Get a blank journal or paper to create a book and have each student write or draw a page in the classroom “**Honesty** Book,” describing what **honesty** means to him or her and giving an example of when he or she told the truth. Keep the book in the classroom library for students to read and revisit often. This activity helps students contribute their definition of **honesty** in a lasting way.

3 The “Honest Helper” Reward

Encourage **honest** behavior by selecting an object to represent the “**Honest** Helper” (e.g., stuffed animal, badge). At the end of each day or week, recognize a student who has been especially **honest** and place the reward on the student’s desk for the next day or week. Be sure to take a few minutes to highlight what he or she has done to earn the reward, and have the class discuss and explain the importance of being **honest** using the examples from the student. This is a great way to celebrate **honesty** in your classroom each day!



Suggested Wrap-Up:

Guide student responses or provide sentence stems.

“Can someone tell me what it means to be **honest? You all did a great job identifying the difference between the truth and a lie! Even when you don’t want to be **honest**, **honesty** is important because it shows others you are trustworthy and have good character. **Honesty** is always the best policy.”**



HONEST HELPER REWARD

STUDENT

has demonstrated the Resiliency
Characteristic of **Honesty!**

TEACHER

DATE

This page has been left blank for printing purposes.



This page has been left blank for printing purposes.

MENTORSHIP

Teacher Resource

WHAT IS MENTORSHIP?

Giving or asking for support, guidance, training or expertise.

BENCHMARKS

- ✓ **HE.K.R.3.1** Identify the roles and responsibilities of trusted adults. Clarification: Parents, teachers, police officers, school counselors and grandparents.
- ✓ **HE.1.R.3.1** Identify characteristics of a leader in the school community.
- ✓ **HE.2.R.3.1** Identify ways to benefit the school and community. Clarification: Conversation, recycling, being a classroom helper and volunteering.

PURPOSE

- These interactive activities will help your students learn the characteristic of **mentorship** and how to ask for support and guidance. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **mentorship**.



Suggested Introduction:

"Today, we are going to learn about **mentorship**. **Mentors** help you to learn and grow. Imagine if you were trying to build a tall tower with blocks, and someone who had built towers before showed you the best way to do it. That's what **mentors** do; they share their ideas, help when things are challenging and cheer you on as you learn new skills."



Activities to Build Mentorship:

1 Learning From Others

Discuss with students the importance of learning from others. Have each student share an example of a skill he or she learned from someone else and the benefits of asking for help from a trusted individual. Next, write down examples on the board or chart paper and ask students how they can help someone in the future.

MENTORSHIP

Teacher Resource



Activities to Build Mentorship (Continued):

2 Leaders in Our School Tour

Take students on a tour around the school to meet leaders like the principal, librarian, custodian, cafeteria worker, office staff member and clinic professional. Ask each person to explain what he or she does to help the school and support students. Discuss how each role is vital in making the school a good place for everyone. Once students return to the classroom, have them draw or write about one leader they met and how that person helps the school and can help students.

3 School Safety Officer Meet and Greet

Invite the School Safety Officer to share with the class examples of **mentors** in his or her life. These could include a parent, favorite athletics coach, club sponsor or anyone who exemplifies the definition of **mentorship**. Prepare students to ask questions during the meet and greet to engage in conversation around this Resiliency Characteristic.



Suggested Wrap-Up:

Guide student responses or provide sentence stems.

“Can someone tell me what **mentorship means? You all did a great job identifying the characteristic of **mentorship**! **Mentorship** reminds us that learning is even more wonderful when we do it together.”**

PERSEVERANCE

Teacher Resource

WHAT IS PERSEVERANCE?

Continuing to try even when things are hard.

BENCHMARKS

- ✓ **HE.K.R.2.5** Identify personal strengths and actions individuals can do independently. Clarification: Listening, sharing, adapting, empathy, showing courage and leadership.
- ✓ **HE.1.R.1.5** Identify strategies to overcome a challenge.
- ✓ **HE.2.R.2.4** Identify personal strengths and areas for improvement.

PURPOSE

- ▶ These interactive activities will help your students learn the characteristic of **perseverance** and how to overcome challenges. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **perseverance**.



Suggested Introduction:

"Today, we are going to learn about **perseverance**. Have you ever tried to do something that was hard and you wanted to give up, but you kept on going? Perhaps you were trying to draw a picture, and it did not look how you expected. **Perseverance** is when you keep trying and refuse to give up. There will be many times in our lives when things will be hard to do. When we **persevere**, we develop skills to overcome challenges."



Activities to Build Perseverance:

1 Goal Setting: Charting the Path

Have each student identify a goal he or she would like to reach. Walk through the steps needed for each student to reach his or her unique goal. Encourage your students to create visuals to illustrate their goals and outline the steps and supports needed to reach their goals. This will help students identify their personal strengths!

PERSEVERANCE

Teacher Resource



Activities to Build Perseverance (Continued):

2 Perseverance Olympics

Set up stations in your classroom and have students take turns at each station. Choose tasks that students will not be able to accomplish on their first try. This will help students identify actions they can do independently!

Example stations could include:

- Ball or egg on a spoon relay
- Frog hop game
- Ring toss
- Basketball shots
- Ping pong bounce
- Water bottle flipping

After each student has rotated through all the stations, discuss his or her experience. Focus on **perseverance** and what it took to get through each task.

3 Resiliency Reading Connection

Share stories that highlight characters who demonstrate **perseverance**, such as *The Little Engine That Could* by Watty Piper from the Resiliency Reading List. Next, ask the students how the characters in the book overcame their obstacles. These stories will show students how **perseverance** can lead to success. Visit buildresiliency.org to learn about other books listed on the Resiliency Reading List; each title has a corresponding Family Reading Guide.



Suggested Wrap-Up:

Guide student responses or provide sentence stems.

"Can someone tell me what it means to **persevere? You all did a great job finding ways to **persevere** through challenges and overcome things that may affect our progress! Even in our personal strengths, there will be areas for improvement. We must focus on getting better and asking for help if we need it."**

RESPONSIBLE DECISION-MAKING

Teacher Resource

WHAT IS RESPONSIBLE DECISION-MAKING?

Thinking about all options and outcomes to make the best choice.

BENCHMARKS

- ✓ **HE.K.R.2.2** Demonstrate the ability to follow rules and directions.
- ✓ **HE.1.R.2.3** Identify the characteristics of a **responsible decision maker**.
- ✓ **HE.2.R.2.3** Demonstrate healthy ways to express needs, wants and listening skills. Clarification: Paying attention, making eye contact and asking for help.

PURPOSE

- These interactive activities will help your students learn the characteristic of **responsible decision-making** and how to think about all options and outcomes to make the best choice. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **responsible decision-making**.



Suggested Introduction:

“Today, we are going to learn about **responsible decision-making**. **Responsible decision-making** means thinking about all options and outcomes to make the best choice. For example, if you see a friend is hurt on the playground, you can use your **responsible decision-making** skills to ask your friend if he or she is alright, help him or her walk to your teacher, or go to your teacher for assistance. When we use our **responsible decision-making** skills, we are making good choices and building good character!”



Activities to Build Responsible Decision-Making:

1 “Red Light, Green Light” Decision-Making Game

Play a game of “Red Light, Green Light,” but with a twist! Teach students how to distinguish between **responsible** (green light) and irresponsible (red light) decisions by having them move forward for every green light or stop at every red light based on the different scenarios presented to them. Add variations where students can only move when certain directions are given correctly. After the game, discuss why it is important to listen and follow directions carefully and follow rules. Help students recognize how these skills are part of **responsible decision-making**.

Example green lights can include:

- Sharing your markers with a classmate
- Helping your parents clean up after dinner
- Following class directions

Example red lights can include:

- Using your outside voice in the classroom
- Pushing a friend to be first in line
- Ignoring a classmate that needs help

RESPONSIBLE DECISION-MAKING

Teacher Resource



Activities to Build Responsible Decision-Making (Continued):

2 Resiliency Reading Connection

Share the story *Swimmy* by Leo Lionni from the B.E.S.T. English Language Arts Booklist. *Swimmy* was the only fish left after a predator attack. After exploring the ocean, he found more fish his size. To protect himself and the other fish around him, he instructed the fish to group together to look like a larger fish to scare the other predators away. Discuss with students how *Swimmy* was able to understand he was in a difficult situation (e.g., being the only fish after a predator attack), consider multiple solutions (e.g., exploring the ocean, learning from his surroundings) and ultimately come up with the best choice (e.g., grouping together to look like a larger fish to protect the group). Discuss with students how this story emphasizes critical thinking, acting wisely for the greater good and showing how **responsible decision-making** can positively impact others. Visit buildresiliency.org to learn about other books listed on the Resiliency Reading List; each title has a corresponding Family Reading Guide.

3 Responsible Citizen vs. Irresponsible Citizen

Create a large chart with two columns labeled “**Responsible** Citizen” and “Irresponsible Citizen.” Ask the class what it means to be a **responsible** citizen at school (e.g., helping others, following rules, taking care of the school) and an irresponsible citizen (e.g., making choices that can hurt people or their surroundings). Present a picture or read a scenario to the class (e.g., “A student picks up trash on the playground.”). Ask students if the example is a **responsible** citizen or irresponsible citizen, and have them point to or place the picture on the correct poster. Discuss why each action is **responsible** or irresponsible, and how important it is to make **responsible decisions**.



Suggested Wrap-Up:

Guide student responses or provide sentence stems.

“Can someone tell me what it means to use **responsible decision-making** skills? You all did a great job practicing your **responsible decision-making** skills today! Remember, if you are ever unsure of how to respond in a situation, it’s okay to ask for help from a parent, teacher or friend.”

RESPONSIBILITY

Teacher Resource

WHAT IS RESPONSIBILITY?

Owning my actions, using good judgment and practicing self-control.

BENCHMARKS

- ✓ **HE.K.R.2.2** Demonstrate the ability to follow rules and directions.
- ✓ **HE.1.R.2.1** Identify my role and responsibilities in the school, community and family. Clarification: Following directions, rules and procedures.
- ✓ **HE.2.R.2.3** Demonstrate healthy ways to express needs, wants and listening skills. Clarification: Paying attention, making eye contact and asking for help.

PURPOSE

- These interactive activities will help your students learn the characteristic of responsibility and how to use good judgment, self-control and owning their actions. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing responsibility.



Suggested Introduction:

"Today, we are going to learn about responsibility. Responsibility means making good choices, demonstrating self-control and owning our actions. We demonstrate responsibility every time we think before we act. If a teacher says to raise your hand to be called on in class, and you listen to this rule and raise your hand before being called on, you are practicing responsibility. If a friend is speaking and you wait your turn before speaking, you are practicing responsibility by controlling your actions. Every time we use good judgment before making a decision, we are being responsible."



Activities to Build Responsibility:

1 "Simon Says" With a Twist

Help students practice following directions and paying attention in a fun way. Play "Simon Says" with a twist by including school-related commands (e.g., raise your hand to speak, stand quietly in line, push in your chair). Following each round, ask students to explain why these school rules are important to maintain a safe classroom and school environment. Emphasize the importance of listening carefully, making eye contact and following rules.

RESPONSIBILITY

Teacher Resource



Activities to Build Responsibility (Continued):

2 The Pencil Challenge

Have students practice **responsibility** by keeping track of two pencils throughout the week. Start by writing the students' names on the pencils and introduce ownership and **responsibility**. The goal of the pencil challenge is to keep track of the pencils, use them appropriately, and avoid losing or damaging them. Each day, take a quick moment to check in with students to see if they still have their pencils. Students who manage to keep their pencils all week earn a small reward or recognition (e.g., sticker, praise, privilege), reinforcing positive habits and personal **responsibility**.

3 My Responsibilities and Roles

Discuss with students what **responsibility** looks like in the classroom. Have students draw or write about themselves doing one or more of these **responsibilities**. Help students recognize that being **responsible** and following rules helps the class run smoothly, builds trust and shows they care about their classroom community.

Example classroom jobs include:

- Watering class plants
- Turning off lights when leaving the room
- Passing out or collecting materials
- Cleaning up supplies or classroom areas
- Being a line leader



Suggested Wrap-Up:

Guide student responses or provide sentence stems.

"Can someone tell me what it means to show **responsibility? You all did a great job finding ways to be **responsible** by following rules and expressing your needs in a healthy, honest way! Remember, if you are ever unsure of how to follow a rule or express what you need, it's okay to ask for help from a parent, teacher or friend."**

SELF-AWARENESS & SELF-MANAGEMENT

Teacher Resource

WHAT IS SELF-AWARENESS & SELF-MANAGEMENT?

Understanding and governing our thoughts, actions and impact on others.

BENCHMARKS

- ✓ **HE.K.R.2.4** Identify and recognize basic feelings. Clarification: Sad, mad, happy, excited and worried.
- ✓ **HE.1.R.2.4** Describe how individual actions can affect others. Clarification: Sad, mad, happy, excited and worried.
- ✓ **HE.1.R.2.6** Identify healthy ways to express needs and wants. Clarification: Asking for assistance from a trusted adult.
- ✓ **HE.2.R.2.3** Demonstrate healthy ways to express needs, wants and listening skills. Clarification: Paying attention, making eye contact and asking for help.

PURPOSE

- ▶ These interactive activities will help your students learn the characteristics of **self-awareness and self-management**, and how to understand their thoughts, actions and impact on others. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **self-awareness and self-management**.



Suggested Introduction:

"Today, we are going to learn about **self-awareness and self-management**. When we notice how we feel, such as being happy, sad, excited or worried, we are using our **self-awareness** skills. By knowing how we feel, we can express those needs to our parents, teachers or friends. **Self-management** is expressing our needs in a healthy way. **Self-awareness and self-management** help us understand our feelings, stay calm and solve problems."



Activities to Build Self-Awareness and Self-Management:

1 Resiliency Reading Connection

Share the story *I Am Ruby Bridges* by Ruby Bridges from the Resiliency Reading List to help students learn **self-awareness and self-management** skills and discuss healthy ways they can express how they are feeling. Throughout the story, students can discuss how they would feel if they were the characters. This develops students' **self-awareness** of how feelings can change. Visit **buildresiliency.org** to learn about other books listed on the Resiliency Reading List; each title has a corresponding Family Reading Guide.

SELF-AWARENESS & SELF-MANAGEMENT

Teacher Resource

GRADES
K-2



Activities to Build Self-Awareness and Self-Management (Continued):

2 Sorting Game

Create a sorting game where students match feelings (e.g., happy, mad, sad) with scenarios. This helps students make the connection between feelings, actions, and the impact feelings and actions can have on others. After sorting, differentiate between positive and negative **self-management and self-awareness** responses, and discuss how different actions affect others' feelings (e.g., "If we yell when we're mad, it can make others feel worried.").

Example scenarios and feelings could include:

- You forgot to bring your homework to school. → *Feeling: Sad*
- Your teacher gave you a gold star. → *Feeling: Happy*
- You are having trouble organizing your materials. → *Feeling: Frustrated*
- You got an "A" on your assignment. → *Feeling: Excited*
- It is your first day at a new school. → *Feeling: Nervous*
- Someone took your place in line. → *Feeling: Mad*

3 Self-Awareness Detectives

Help students learn to recognize feelings in others and themselves. Play a game where students become **self-awareness** detectives. Show students pictures of people or animals with different expressions and ask them to "investigate" by figuring out how the person or animal is feeling based on facial expressions and body language. Next, ask students to explain a time when they had these feelings as well. Reinforce empathy and good citizenship by asking students what they could say or do to help each person or animal feel better.



Suggested Wrap-Up:

Guide student responses or provide sentence stems.

"Can someone tell me what **self-awareness** means? Can someone tell me what **self-management** means? You all did a great job identifying your feelings and understanding how to cope with different feelings! Remember, every time you understand your feelings and make a good choice, you are becoming even better at taking care of yourself!"