

# CITIZENSHIP

## Teacher Resource

### WHAT IS CITIZENSHIP?

Helping my neighbor, community and nation.

### BENCHMARKS

- ✓ **HE.3.R.3.2** Identify opportunities to volunteer or serve others in the school or community.
- ✓ **HE.4.R.3.1** Identify opportunities to actively participate as a responsible citizen in the school and local community.
- ✓ **HE.5.R.3.2** Identify ways to participate in decision-making in the school or community.

### PURPOSE

- ▶ These interactive activities will help your students explore the characteristic of **citizenship** and make good choices that help the school, 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 explore **citizenship** and the importance of making good choices that help the community and nation. **Citizenship** is important because it means being a good member of your community, such as your school, town and nation. It’s about helping others, following rules and taking care of the world around you. When we demonstrate **citizenship**, we help each other feel safe and happy. Being a good citizen makes the world a better place for everyone!”



### Activities to Build Citizenship:

#### 1 Community Service Project

Present students with examples of effective community service projects that have benefited their school or society. Have students identify similar current community issues and how citizen groups could address them.

**Examples of community service projects include:**

- Food drives
- Community clean-ups

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### Activities to Build Citizenship (Continued):

#### 2 Congress Role-Play

Build students' background knowledge about the process of lawmaking within a republic. Discuss with students how we elect representatives who propose laws, debate or discuss them, and then vote. If a bill passes in either the national or state legislature (legislative branch), it is forwarded to the president or governor (executive branch), and he or she has the power to sign it into law or issue a veto. Conduct a mock election where you play the role of the chief executive and students vote on a classroom rule. Allow students to voice their opinions in a civil manner. If the rule passes, have students present it to you as the chief executive who signs or vetoes the rule. Afterward, discuss with students the importance of voting in elections and how the results will affect their daily life.

#### 3 Award for Good Classroom Citizenship

Set up a recognition system where each student nominates a peer for "Good Citizen" awards based on behaviors he or she observes, such as:

- Being kind
- Helping others
- Showing leadership
- Making good choices

Discuss how each nominee's actions contributed to the school community and how this behavior displayed good **citizenship**.



### Suggested Wrap-Up:

"Today, we have explored the characteristic of **citizenship** and identified ways we can make good choices and actively participate in our school and community. What are ways you can demonstrate **citizenship** this week? Remember, even small actions, like picking up trash or sharing with a friend, can make a big difference. **Citizenship** is about working together so everyone can feel happy and safe. You have the power to make a positive impact every day!"

# CRITICAL THINKING & PROBLEM SOLVING

## Teacher Resource

### WHAT IS CRITICAL THINKING & PROBLEM SOLVING?

Gathering information to think through and determine the best solution.

### BENCHMARKS

- ✓ **HE.3.R.4.2** Identify different solutions and potential outcomes when problems arise.
- ✓ **HE.4.R.4.2** Describe strategies to resolve conflicts. Clarification: Compromise, agreeing to disagree and civil discourse.
- ✓ **HE.5.R.4.3** Compare conflict resolution methods to identify potential solutions. Clarification: Negotiation, give and take, and analyze pros and cons.

### PURPOSE

- ▶ These interactive activities will help your students explore the characteristics of **critical thinking and problem solving** and how to gather information to think through and determine the best solution to a problem. 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 explore **critical thinking and problem solving**. **Critical thinking** requires us to ask questions, look for clues and gather information to think through the best solution to a problem. **Problem solving** means coming up with smart ways to fix problems and challenges. These skills build your responsible decision-making skills, make you a strong thinker, and allow you to tackle challenges independently and with confidence!"



### Activities to Build Critical Thinking and Problem Solving:

#### 1 Resiliency Reading Connection

Share the story *Who Was Amelia Earhart?* by Kate Boehm Jerome from the Resiliency Reading List. This story takes readers through Amelia Earhart's incredible life and highlights her ability to **think critically** and **problem solve**. Have students summarize the challenges Earhart faced and how she used these skills to demonstrate resiliency. Visit [buildresiliency.org](http://buildresiliency.org) to learn about other books listed on the Resiliency Reading List; each title has a corresponding Family Reading Guide.

# CRITICAL THINKING & PROBLEM SOLVING

Teacher Resource

GRADES  
**3–5**



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

### 2 What Would You Do? Scenario Card Game

Create scenario cards with different conflicts and solutions. Divide students into small groups and have them select a card. Each group should identify possible solutions and discuss potential outcomes for each scenario.

**Possible scenarios could include:**

- Two team members are working on a history project and have a disagreement on how to present the information. What are ways to compromise?
- Your lab partner accidentally records data that is incorrect during a science experiment but does not want to redo the experiment. He or she suggests keeping the incorrect result to save time. What are possible ways to fix the mistake without wasting too much time?
- You are preparing a presentation for a class project; right before the presentation you realize a few of your slides are missing. Some members suggest quickly rebuilding it while others want to give up. How can you approach the group while staying calm and working efficiently under pressure?

### 3 Problem–Solution Presentation

Divide students into three groups to represent each level of government (national, state, local). Provide students with a problem specific to their assigned level of government. Students will then develop a solution to the problem and present it to the class. Students will use **critical thinking, problem solving** and civil discourse to arrive at a group consensus.

**Examples of problems could include:**

- National – interstate highway repair
- State – funding for schools
- Local – park in an urban area



## Suggested Wrap-Up:

“Today, we have explored the characteristics of **critical thinking and problem solving** and practiced gathering information to think through and determine the best solution. **Critical thinking and problem solving** make you better at figuring things out, trying new ideas and working with others. The more you practice these skills, the easier it will be to handle tough situations. Remember, every problem is a chance to learn and grow!”

# EMPATHY

## Teacher Resource

### WHAT IS EMPATHY?

Understanding others' thoughts, feelings and actions.

### BENCHMARKS

- ✓ **HE.3.R.1.1** Identify skills needed when working with others. Clarification: Listening, cooperating, taking turns and compromise.
- ✓ **HE.4.R.1.1** Consider the perspectives of others.
- ✓ **HE.5.R.1.3** Describe the importance of considering the perspective of others when communicating.

### PURPOSE

- ▶ These interactive activities will help your students explore the characteristic of **empathy** and understand 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 explore **empathy**. **Empathy** helps us understand others' thoughts, feelings and actions. It's about paying attention to others and imagining how you would feel in their situation. For example, if a classmate is upset, **empathy** helps you notice and think about how you can support him or her. **Empathy** makes us better friends, helps us solve problems and creates a happier community for everyone!"



### Activities to Build Empathy:

#### 1 The Listening Game

Create scenario cards that describe different feelings (e.g., happiness, sadness, anger, excitement, worry). Divide students into pairs and give each group a scenario card. Have one partner read the scenario while the other listens. The listener must pay close attention and later retell the story to his or her partner, emphasizing key details. Discuss how listening carefully helps us understand others' feelings and why it is important to make sure we hear each other when working together.

#### Ideas for scenarios include:

- A student struggles with a math problem while others finish quickly.
- A student is nervous about presenting in front of the class.

# EMPATHY

## Teacher Resource



### Activities to Build Empathy (Continued):

#### 2 Empathy in Practice

Having **empathy** for others often drives us to practice service, such as through volunteerism. Identify community service opportunities, which may include providing support to those less fortunate. Brainstorm together how you can meet a need in the school or community. Have students plan a food drive and donate to a local food pantry or shelter.

#### 3 Boston Tea Party Role-Play

Group students in pairs and assign roles from the Boston Tea Party (e.g., American colonist, British government, British merchant). Provide students a notecard that provides different perspectives from the Boston Tea Party (e.g., American colonists seeing the Tea Act as unfair taxation without representation, British merchants discovering the destroyed tea and the significant loss of money). Have students take turns communicating and encourage them to consider the other sides of the story. Explain the importance of considering the perspective of others when communicating; this also helps students understand that history is never one-sided.



### Suggested Wrap-Up:

“Today, we have explored the characteristic of **empathy** and practiced understanding how and why others think, feel and act. When we take the time to notice how someone feels and try to make him or her feel better, we make our world a better place. Even small actions, like saying something nice or offering help, can make someone’s day brighter. Let’s remember to use **empathy** wherever we go!”

# GRATITUDE

## Teacher Resource

### WHAT IS GRATITUDE?

Being thankful and sharing appreciation with others.

### BENCHMARKS

- ✓ **HE.3.R.1.1** Identify skills needed when working with others. Clarification: Listening, cooperating, taking turns and compromising.
- ✓ **HE.4.R.1.2** Identify the benefits of treating others with respect.
- ✓ **HE.5.R.2.5** Explain how attitudes and thoughts can influence your behavior and affect others.

### PURPOSE

- These interactive activities will help your students explore 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 explore **gratitude**. **Gratitude** means being thankful and sharing appreciation with others. Expressing **gratitude** is a way we can show kindness to others. When we practice **gratitude**, we are showing others our appreciation for what they do.”



### Activities to Build Gratitude:

#### 1 Gratitude Poetry

Divide students into groups and assign each group to write a poem focusing on **gratitude**. Introduce different types of poetry (e.g., acrostic, haiku, free verse) and provide a poetry prompt for each group.

**Example poetry prompts include:**

- Write an acrostic poem using the word “grateful.”
- Write a haiku poem about a situation for which you are thankful.
- Write a free verse poem about the benefits of being grateful.

Have students share their poems with the class and describe the types of poems they selected to write. Consider displaying the poems in the classroom or a hallway.

# GRATITUDE

## Teacher Resource

GRADES  
**3–5**



### Activities to Build Gratitude (Continued):

#### 2 Thank You to the Florida National Guard

Set up a station in the classroom for students to write a holiday greeting to a Florida National Guard member for the work he or she does to protect and support Florida's families. During the holiday season, receiving messages of appreciation and encouragement is particularly important and appreciated. Letters should be cheerful with a positive message and may include drawings that share the holiday spirit and capture the work of the Florida National Guard, which includes:

- Responding after natural disasters by providing needed supplies and resources
- Defending Florida's borders
- Maintaining vital public services
- Providing protection of life and property
- Preserving peace, order and public safety

By expressing **gratitude** to service members, students begin to understand the need to demonstrate civic virtues and appreciation for our freedom.

#### 3 G is for Gratitude

Challenge your students to create a list from A to Z with things they are grateful for. For example, a student can write: "A stands for America because I love living in this country. B stands for Baseball because I love playing catch with my dad." Encourage students to think about all aspects of their lives when creating their "**Gratitude** List." After completion, go through the alphabet as a class and encourage students to share what they wrote.



### Suggested Wrap-Up:

"Today, we have explored the characteristic of **gratitude** and the benefits of treating others with respect. These activities showed you how to listen, take turns and cooperate with your classmates. Showing **gratitude** enhances others' attitudes, thoughts and behaviors."



# GRIT

## Teacher Resource

### WHAT IS GRIT?

Working consistently toward long-term goals.

### BENCHMARKS

- ✓ **HE.3.R.2.1** Categorize resources used to achieve a personal goal.
- ✓ **HE.4.R.2.3** Create a personal goal and track progress toward achievement.
- ✓ **HE.5.R.2.4** Devise an individual goal (short or long-term) to adopt, maintain or improve a personal practice.

### PURPOSE

- ▶ These interactive activities will help your students explore 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** and explore ways we can work consistently toward our goals. The goals you set for yourself should be realistic and focus on self-improvement. When achieving goals, you will experience obstacles or challenges that get in the way. Demonstrating **grit** gives us the ability to overcome these challenges and become more resilient.”



### Activities to Build Grit:

#### 1 Grit Resource Brainstorm

Start by writing three goals on the whiteboard.

#### Ideas for goals include:

- Learning a new skill
- Completing a school project
- Reading a certain number of books

In small groups, students brainstorm and categorize the types of resources they would need for each goal, such as advice from people (e.g., parents, teachers), use of tools (e.g., books, equipment) or personal effort (e.g., patience, determination, **grit**). Have each group share their resource list and discuss how different goals require different combinations of resources. Emphasize that personal effort and **grit** are often key resources in any achievement.

# GRIT

## Teacher Resource



### Activities to Build Grit (Continued):

#### 2 “Goal-Setting Challenge”

Help students identify personal strengths and how to use those strengths to achieve goals. Have students complete a “Goal-Setting Challenge” where they list their strengths (e.g., good at solving problems, creative, organized, patient, persistent). Then ask each student to create a goal based on a strength that he or she wants to build on. For example, if a student is good at organizing, the goal might be to keep his or her desk/homework area tidy for a week. Talk about how using personal strengths can help students achieve their goals and build self-confidence. Build incentives for classroom-based goals (e.g., teacher helper, homework pass, special classroom incentive, special chair) to encourage students to continue working consistently toward their goals.

#### 3 Stories of Grit Behind Glory

Teach students about **grit** by sharing stories of famous people who have demonstrated **grit** and perseverance (e.g., local, state and national leaders; athletes; inventors; historical figures). Ask students to choose a role model and create a poster about how that person demonstrated **grit** to achieve his or her goals. Students can also reflect on what resources that person used (e.g., support from others, hard work, tools, skills). Discuss how **grit** played a role in each person’s success. Encourage students to think about how they can apply similar strategies to achieve their own goals.



### Suggested Wrap-Up:

“Today, we have learned about **grit**, identified our personal strengths and goals, and categorized the resources we can use and ways to track our progress to achieve these goals. You use **grit** every time you work consistently toward your goals, especially when you experience setbacks. If you ever feel stuck, remember to take a deep breath, revisit your goal and why it’s important to you, and ask your teacher, family or friends for support, if needed.”

# GRIT

## Goal-Setting Challenge

Write your strengths inside the word "goal" below.



GOAL

Create a goal based on your strengths.

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# HONESTY

## Teacher Resource

### WHAT IS HONESTY?

Telling the truth.

### BENCHMARKS

- ✓ **HE.3.R.1.2** Identify ways to show trustworthiness.
- ✓ **HE.4.R.1.3** Predict the potential outcomes of repeating and/or sharing information that is not true.
- ✓ **HE.5.R.1.4** Discuss ways that honesty and trustworthiness can lead to school and career success.

### PURPOSE

- ▶ These interactive activities will help your students continue to explore 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 explore honesty by identifying ways we can show trustworthiness and analyze the potential outcomes of repeating and sharing information that is not true. Honesty is an important part of being respectful, responsible and showing good character. It is important to be honest to the people around us, including our parents, teachers, friends and classmates.”



### Activities to Build Honesty:

#### 1 Truth Chain Reaction

Help students analyze the impact of spreading false information by presenting a scenario where someone spreads misinformation. Write the scenario on chart paper and as a class, brainstorm what could happen next, adding each possible consequence to the chain. Guide students through the discussion, pointing out the possible consequences of spreading misinformation. Discuss how one false statement can lead to misunderstandings and hurt feelings. Ask students to identify ways that honesty could have prevented negative outcomes.

# HONESTY

## Teacher Resource



### Activities to Build Honesty (Continued):

#### 2 Career Role Model Discussion

Help students connect **honesty** to career success by having students learn about successful role models in various careers (e.g., athletes, historical figures, local officials). Discuss how **honesty** and trustworthiness helped these role models achieve success. Ask students to think of careers they are interested in and discuss why **honesty** is important in those professions. Have students write or present how they believe being **honest** and trustworthy will help them in their future career goals.

#### 3 Trustworthy or Not Sorting Game

Present scenarios to the class (e.g., telling the truth even when it's difficult, telling a secret someone asked you to keep). Divide students into small groups, and have students read scenarios and decide whether the behavior shows trustworthiness or not. Discuss as a class why trustworthiness is important in friendships, school and beyond.



### Suggested Wrap-Up:

**"Today, we have learned about **honesty**, ways to show trustworthiness and how this characteristic can lead to success in your education and beyond. **Honesty** is always the best policy, even when it may be difficult. Telling the truth shows others you are reliable and can be trusted."**

# HONESTY

## Truth Chain Reaction Sample Anchor Chart

SCENARIO: \_\_\_\_\_

### Positive Chain:

What can happen when  
someone is honest?

### Negative Chain:

What can happen when  
someone is dishonest?



What are ways that honesty could have prevented negative outcomes?

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# MENTORSHIP

## Teacher Resource

### WHAT IS MENTORSHIP?

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

### BENCHMARKS

- ✓ **HE.3.R.3.2** Identify opportunities to volunteer or serve others in the school or community.
- ✓ **HE.4.R.3.2** Model serving or helping others in the school community.

### PURPOSE

- These interactive activities will help your students explore the characteristic of **mentorship** and how to give or ask for support, guidance, training and expertise. 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 explore **mentorship**. **Mentorship** means giving or asking for support, guidance, training or expertise. Similar to a teacher, a **mentor** is someone who helps you with goals and ideas that are important to you. 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 Mentor Match: Helping Younger Students

Pair up students with a mentee. A mentee is a student who is in grades kindergarten through second grade and the **mentor** is in grades three through five. The **mentor** will assist the mentee in activities such as reading together, helping with math or assisting in classroom tasks. Each week, **mentors** will meet with their mentees to provide support and guidance. Extend the activity by having students keep a log of their **mentorship** experience.

# MENTORSHIP

## Teacher Resource



### Activities to Build Mentorship (Continued):

#### 2 School Service Survey

Help students identify opportunities to **mentor** or serve others in the school by creating a survey.

**Possible survey questions include:**

- What activities could you do to help others in your classroom?
- What activities could you do to help others in your grade level?
- What activities could you do to help others in your school?

After students complete the survey, have students compile the responses and create graphs to display the data. As a class, discuss potential next steps based on the survey data.

#### 3 Resiliency Reading Connection

Read the book *Rosa Parks* by Eloise Greenfield from the Resiliency Reading List. Rosa Parks was a **mentor** during the Civil Rights Movement because she gave guidance to other Americans who wanted to advocate for change. She taught them that they could influence others to effect positive change. Ask students for ways they can serve as **mentors** to others. 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:

“You all did a great job exploring the characteristic of **mentorship** and helping others in our school and community! When you teach or show someone how to do something, you’re helping him or her grow and become more confident.”

# PERSEVERANCE

## Teacher Resource

### WHAT IS PERSEVERANCE?

Continuing to try even when things are hard.

### BENCHMARKS

- ✓ **HE.3.R.2.4** Discuss how skills can be improved through hard work and **perseverance**.
- ✓ **HE.4.R.1.4** Identify strategies to help **persevere** in difficult situations.
- ✓ **HE.5.R.4.2** Identify successful strategies for adjusting to change and setbacks. Clarification: Coping, grit and new learning opportunities.

### PURPOSE

- ▶ These interactive activities will help your students continue to explore 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** and explore different ways we can use **perseverance** when facing a difficult task. Have you ever tried to do something and struggled with it? Maybe you were learning a dance routine and you could not memorize the different moves, or you were playing a sport and you could not score a point. We are faced with challenges every single day, but when we keep trying and refuse to give up even though it is difficult, we are demonstrating **perseverance**."



### Activities to Build Perseverance:

#### 1 Goal-Setting Bingo

Have students identify goals they would like to achieve by the end of the school year. Have them write each goal in a square on a bingo card. Post the bingo cards in the classroom, as students complete each goal, allow them to mark that corresponding bingo square. When a student gets bingo, have a classroom prize to celebrate his or her **perseverance** and grit.

#### Bingo squares could include:

- Read 10 books per month
- Practice math equations for 15 minutes a day
- Score an "A" on a spelling test
- Try a new hobby
- Try out for a sport

# PERSEVERANCE

## Teacher Resource



### Activities to Build Perseverance (Continued):

#### 2 Brainteaser Puzzles

Challenge students to work through a 5-minute brainteaser puzzle each day. Be sure the brainteasers are challenging yet fun!

**Brainteaser puzzle examples include:**

- Word scramble
- Secret code puzzles
- Number challenges
- Scavenger hunts
- Riddles

Make daily connections to **perseverance** and how it is important to continue to try even when things are hard. These activities will teach your students how to work through challenges, build endurance and succeed through **perseverance**!

#### 3 The Perseverance Jar

Place a jar in the classroom. Each time a student faces a challenge and overcomes it, he or she can write down how he or she **persevered** and place it in the jar. At the end of each week, read each one out loud and celebrate the different strategies that were used. This will help students recognize small victories and learn strategies to **persevere** through day-to-day challenges.



### Suggested Wrap-Up:

“Today, we have learned about **perseverance**, how to adjust to setbacks and how to use this skill for future challenges. **Perseverance** helps us learn from trials, makes us stronger and improves our skills. Each time you face a challenge this week, remember your skills and strengths, and that you are capable of conquering anything you set your mind to!”

# PERSEVERANCE

## Brainteaser Puzzles

The following puzzles will encourage you to think critically, stay focused and keep trying even when the answer isn't easy.

*You can do it!*



### WORD SCRAMBLE

Unscramble these words that describe someone with a strong character:

**THERGSTN**

**HNSEYTO**

**KDNI**

**NECFEIDNC**

**AMPYHET**

### SECRET CODE

Each letter has been replaced with the number that matches its place in the alphabet (A=1, B=2...Z=26).

**3 – 15 – 21 – 18 – 1 – 7 – 5**

*Hint: You'll need this to conquer life's challenges!*

### PATTERN PUZZLE

Look at the number pattern below. Can you figure out what comes next?

**2, 4, 8, 16, —, —, —**

### RIDDLE

*I may fall down, but I never stay there.  
I try again, with strength and care.  
You can't see me, but I live in your heart.  
With me, you finish what you start.  
What am I?*

### SCAVENGER HUNT

Find and write down (or draw) one item for each:

**Something that starts with the same letter as your name.**

**Something that is soft and comforting.**

**Something that is used to fix or repair something.**

**Something that has more than one use.**

**Bonus Challenge:** Can you make your own 7-number pattern using multiplication or addition?

—, —, —, —, —, —, —

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# PERSEVERANCE

## Brainteaser Puzzles

### Answer Key



### WORD SCRAMBLE

Unscramble these words that describe someone with a strong character:

**THERGSTN**

**Strength**

**HNSEYTO**

**Honesty**

**KDNI**

**Kind**

**NECFEIDNC**

**Confidence**

**AMPYHET**

**Empathy**

### SECRET CODE

Each letter has been replaced with the number that matches its place in the alphabet (A=1, B=2...Z=26).

**3 - 15 - 21 - 18 - 1 - 7 - 5**

**Courage**

*Hint: You'll need this to conquer life's challenges!*

### PATTERN PUZZLE

Look at the number pattern below. Can you figure out what comes next?

**2, 4, 8, 16, 32, 64, 128**

### RIDDLE

*I may fall down, but I never stay there.  
I try again, with strength and care.  
You can't see me, but I live in your heart.  
With me, you finish what you start.  
What am I?*

**Resiliency**

### SCAVENGER HUNT

Find and write down (or draw) one item for each:

**Something that starts with the same letter as your name.**

**Something that is soft and comforting.**

**Something that is used to fix or repair something.**

**Something that has more than one use.**

**Bonus Challenge:** Can you make your own 7-number pattern using multiplication or addition?

—, —, —, —, —, —, —

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# RESPONSIBLE DECISION-MAKING

## Teacher Resource

### WHAT IS RESPONSIBLE DECISION-MAKING?

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

### BENCHMARKS

- ✓ **HE.3.R.2.2** Identify ways in which my decisions affect others.
- ✓ **HE.4.R.2.2** Identify the value of making healthy choices for personal well-being.
- ✓ **HE.5.R.2.2** Discuss how **responsible decision-making** affects personal well-being.

### PURPOSE

- These interactive activities will help your students continue to explore 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 explore the characteristic of **responsible decision-making** and how our decisions affect others. **Responsible decision-making** means thinking about all options and outcomes to make the best choice. For example, if you and a classmate want to read the same book, you can use your **responsible decision-making** skills to take turns. This decision demonstrates fairness and kindness toward your classmate. **Responsible decision-making** is also about making healthy choices for personal well-being. For example, if you choose to eat an apple or carrots instead of candy or chips, you are using your **responsible decision-making** skills because you know fruits and vegetables are healthier and can make your body feel stronger! When you use your **responsible decision-making** skills, you are considering those around you and building good character."



### Activities to Build Responsible Decision-Making:

#### 1 The Math of Responsible Decision-Making

Teach students how to make **responsible** financial decisions using math skills. Give each student \$10 in play money. Show a price list with different items (e.g., a pencil for \$2, a toy for \$8) and have students decide how to spend their \$10 wisely without running out of money. Encourage students to think about the outcome of purchasing each item to promote **responsible decision-making**. After students select their items, ask students to share what they purchased and why it was a **responsible decision**. Discuss how making **responsible** financial decisions relates to real life (saving vs. spending).

# RESPONSIBLE DECISION-MAKING

## Teacher Resource

GRADES  
**3–5**



### Activities to Build Responsible Decision-Making (Continued):

#### 2 Resiliency Reading Connection

Read the story *Charlotte's Web* by E.B. White from the Commissioner's Book of the Month List. Help students analyze character choices that were made throughout the story, and ask them what it means to **make responsible decisions**.

**Example choices from *Charlotte's Web* include:**

- Fern saving Wilbur (choosing kindness and responsibility)
- Charlotte deciding to help Wilbur (using creativity and problem-solving)
- Templeton choosing to help find words (reluctant but ultimately **responsible**)

After reading the excerpts, have students describe the decision that was made, whether it was **responsible** or irresponsible, and the outcome. Have students write a reflection on personal decisions they have made that are similar to those of Fern, Charlotte or Templeton. Visit [buildresiliency.org](http://buildresiliency.org) to learn about other books listed on the Resiliency Reading List; each title has a corresponding Family Reading Guide.

#### 3 Making a "Healthy Plate"

Teach students how to make **responsible decisions** about nutrition and health using science to understand how different foods affect the body. Facilitate a class discussion by asking, "Why do we need food?" Briefly explain that food gives our bodies energy, and making **responsible** choices helps us stay strong, focused and happy. Introduce the concept of a healthy, balanced meal (e.g., protein, fruits, vegetables, whole grains, dairy) and an unhealthy, unbalanced meal (e.g., candy, snack foods, processed foods). Hand out a "Healthy Plate" worksheet that is divided into sections for different food groups. Show different food cards (e.g., images of fruits, vegetables, junk foods, protein, dairy, sugary drinks, water) one by one. Have students identify on the worksheet where each food belongs on the plate, or if it should be limited (e.g., candy, soda). Discuss with students fun ways to incorporate healthy food options into their diet.



### Suggested Wrap-Up:

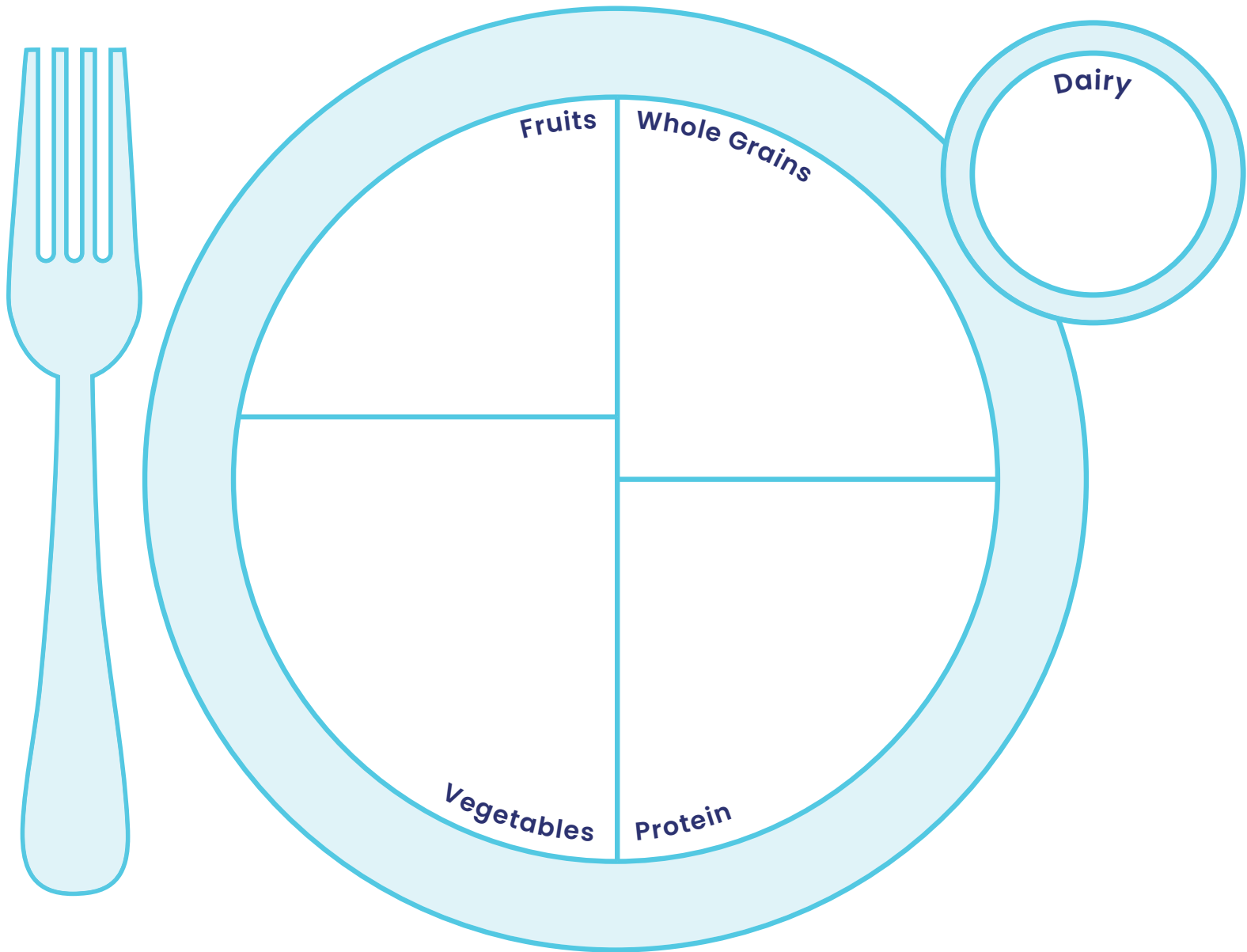
"Today, we have explored the characteristic of **responsible decision-making** and identified ways in which our decisions can affect others and ourselves. Making choices that consider the best outcome for everyone shows you care about yourself, your values, the well-being of others and your community. Let's continue to use our **responsible decision-making** skills everywhere we go!"

# RESPONSIBLE DECISION-MAKING

## Healthy Plate



Organize each item of food in its corresponding section on the plate. Some of the items are desserts or treats and should be enjoyed in moderation as part of a balanced diet. These items can be set off the plate. Consider incorporating some of the healthy options on a daily basis!



*This is a supplemental document to support the 3-5 Responsible Decision-Making Teacher Resource.*

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# RESPONSIBLE DECISION-MAKING

Healthy Plate



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# RESPONSIBILITY

## Teacher Resource

### WHAT IS RESPONSIBILITY?

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

### BENCHMARKS

- ✓ **HE.3.R.1.1** Identify skills needed when working with others. Clarification: Listening, cooperating, taking turns and compromise.
- ✓ **HE.4.R.2.1** Discuss ways to take responsibility for one's actions.
- ✓ **HE.5.R.2.1** Describe the importance of having the courage to do the right thing even when it is difficult.

### PURPOSE

- These interactive activities will help your students continue to explore 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 explore what responsibility looks like in different situations and the skills needed to work well with others. Responsibility means making good choices, showing self-control and owning your actions. When you are responsible, people can trust you to keep your promises and do what you say you will. We also demonstrate responsibility every time we use good judgment by thinking before we act. For example, if someone accidentally bumps into you on the playground, instead of getting upset, you can choose to give him or her the benefit of the doubt and assume it was unintentional. This displays good judgment and responsibility."



### Activities to Build Responsibility:

#### 1 Historical Figure Connection

Share with students this quote from Abraham Lincoln: "You cannot escape the responsibility of tomorrow by evading it today." How does the quote from Abraham Lincoln apply to students' lives? Ask students to provide examples of tasks they are responsible for at home and school.

#### Examples of tasks could include:

- Making their bed
- Completing their homework
- Taking care of a pet

Lead students in a discussion about how important it is to make a daily commitment to take care of responsibilities, even those we may not enjoy, and how this helps with long-term goal setting as well.



# RESPONSIBILITY

## Teacher Resource



### Activities to Build Responsibility (Continued):

#### 2 Classroom Responsibilities

Discuss with students your classroom's plans or goals within the next week or month. For example, is the class working toward finishing a reading goal, writing in their planners each day or working to compromise with each other during group assignments? Write down the class goal(s) in a visible location and ask each student to write down how he or she will take **responsibility** for this shared goal. Check in as a class periodically on progress toward the class goal(s).

#### 3 Responsibilities in Government – Local, State and National Level

Explain to students that government has local, state and national levels. Students will recognize that each level of government has its own unique structures and **responsibilities**. Share **responsibilities** for each level of government and ask students to identify if these are local, state or national.

##### Examples include:

- National – produces coins and paper money
- State – conducts and validates elections
- Local – provides services such as water supply or fire protection

Discuss with students why it is important to have **responsibilities** of government divided amongst national, state and local governments (e.g., it wouldn't be good if every state had its own money, a national fire department wouldn't be able to protect local communities).



### Suggested Wrap-Up:

"Today, we have explored the characteristic of **responsibility** and identified skills needed to work well with others. Remember, whether it's helping at home, being kind to friends or taking care of belongings, every little act of **responsibility** can make a big difference in our home, school and community."



# SELF-AWARENESS & SELF-MANAGEMENT

## Teacher Resource

### WHAT IS SELF-AWARENESS & SELF-MANAGEMENT?

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

### BENCHMARKS

- ✓ **HE.3.R.1.1** Identify skills needed when working with others. Clarification: Listening, cooperating, taking turns and compromise.
- ✓ **HE.3.R.2.2** Identify ways in which my decisions affect others.
- ✓ **HE.4.R.2.1** Discuss ways to take responsibility for one's actions.
- ✓ **HE.5.R.2.6** Demonstrate how to positively respond to external influences. Clarification: Social media, television, music and peers.

### PURPOSE

- These interactive activities will help your students continue to explore 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 explore **self-awareness and self-management**. **Self-awareness** is a great way to understand how we are feeling, and **self-management** helps us control our feelings and actions. These skills make it easier to handle difficult situations, respond positively to external influences and build stronger relationships with those around us."



### Activities to Build Self-Awareness and Self-Management:

#### 1 Strengths and Struggles Assessment

Help students develop **self-awareness** by identifying their academic strengths, recognizing areas for growth and setting personal learning goals. Discuss with the class what it means to be **self-aware** and why it is important. Brainstorm possible strengths (e.g., reading, drawing, being a good citizen in the school and community) and struggles (e.g., speaking in front of the class, time management, organization). Instruct students to list three strengths, three struggles and three strategies they can implement to overcome their struggles. Have students share one strength, one struggle and one strategy with partners.

# SELF-AWARENESS & SELF-MANAGEMENT

## Teacher Resource

GRADES  
**3-5**



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

#### 2 Self-Awareness and Self-Management Storytelling

Direct students to write a narrative or create a comic strip using a logical sequence of events where the main character faces a situation or decision that requires him or her to demonstrate **self-awareness and self-management** skills to have a positive outcome. The story or comic must show how the choices and actions of the character impact others in the story. Have students share their work with the class and discuss the different ways **self-awareness and self-management** were depicted.

#### 3 What Can I Control? Discussion

Draw two columns on the board and label one column "Areas of My Life I Can Control" and the other column "Areas of My Life I Cannot Control." Next, have students identify areas of their lives they can control (e.g., attitude, actions, responses) and things they cannot control (e.g., others' behavior, the weather, school rules), and list them on the board. Explore how understanding and governing our thoughts, actions and the things we can control can lead to positive outcomes. Have students create their own two-column chart to take home and refer to throughout the day, reminding everyone to focus on their actions when faced with a difficult situation.



### Suggested Wrap-Up:

"Today, we have explored **self-awareness and self-management**, and identified areas in our life we can and cannot control. The more you understand yourself and manage your actions, the more you will grow into the best version of yourself and succeed in school and in your life!"