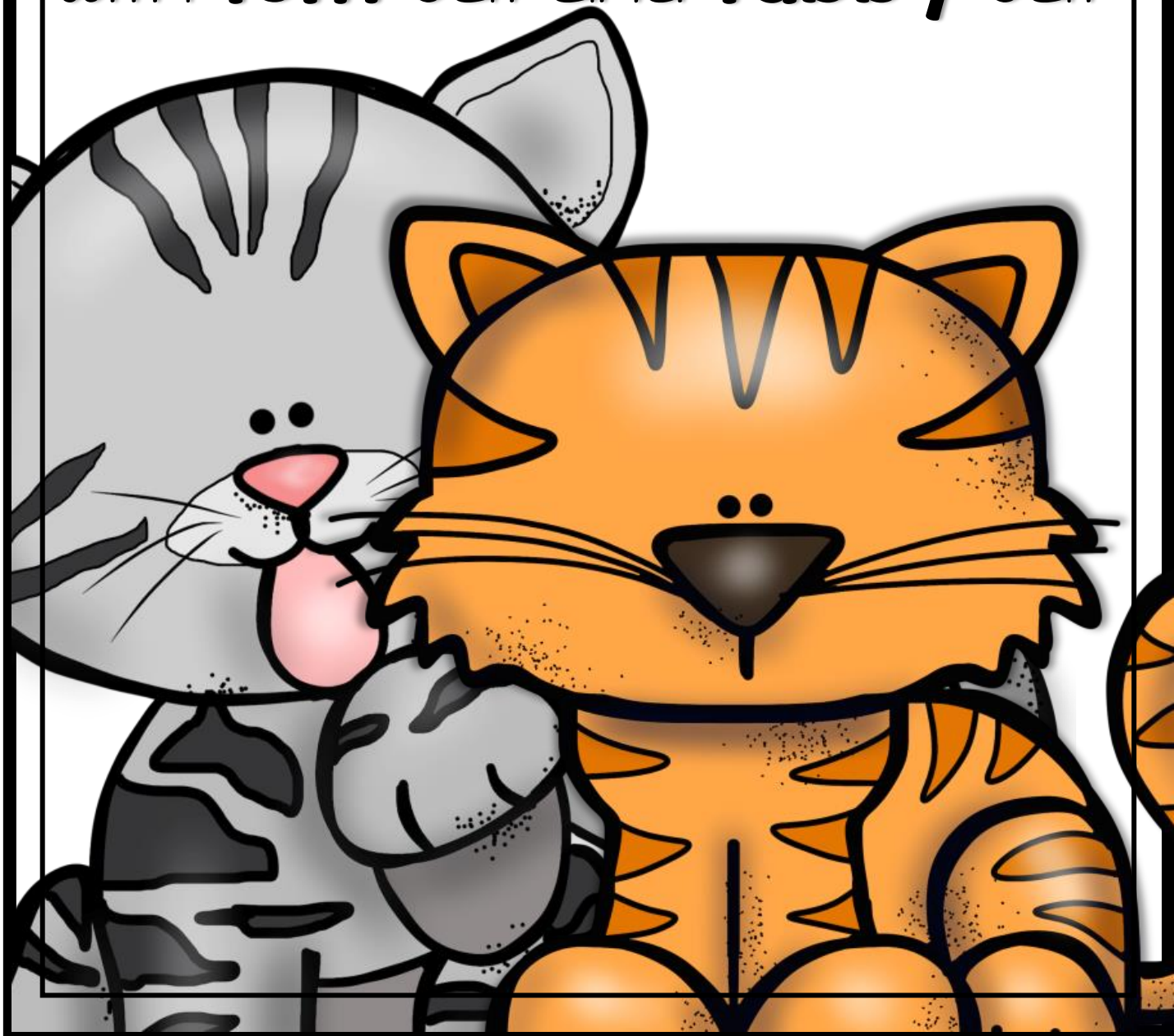


second version

# Kinder**Social**Skills™

with **Tom** Cat and **Tabby** Cat



# KinderSocialSkills™

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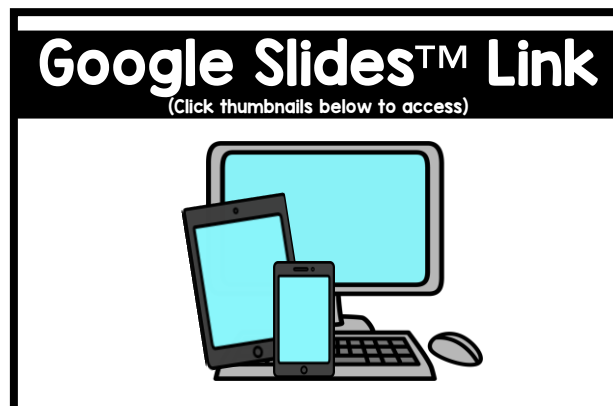
Website: [www.littlemindsatwork.blogspot.com](http://www.littlemindsatwork.blogspot.com)

Store: <http://www.teacherspayteachers.com/Store/Tara-West>

KinderSocialSkills Curriculum is an engaging social skills curriculum with young learners in mind! KinderSocialSkills takes 75 common social skills and teaches them in a kid-friendly way for students. The students can grow and develop by listening to the social stories. The social stories contain two main characters, Tom Cat and Tabby Cat. The two cats will take the students on adventures as they are introduced to the broad social skills context through both home and school settings.

KinderSocialSkills consists of 75 two-day lesson plans. Day one is an introduction of the skill and a social story. Day two is a review of the skill and a hands-on approach to applying the skill. On the second day the students are also asked to deeply think and apply the skill to their own lives. On both days, the students will interact with their peers through verbal discussions. The teacher will lead the initial conversation and then turn it over to the students for their opportunity to have collaborative peer discussion. KinderSocialSkills also includes a follow-up independent writing sheet for each skill. This is a way for the students to put the skill on paper and for parents to relate to the skill of the day. There is a note at the bottom of each paper so parents can track the social skill and hopefully continue the discussion of that skill at home.

Research shows us social skills are at times a bigger indicator for future success in life than academics (Robert Wood Johnson Foundation, 2015). That statement is profound. A longitudinal study regarding kindergarten students and social skills was conducted by Drs. Damon Jones and Mark Greenberg, both professors at Pennsylvania State University, and Dr. Max Crowley, a professor from Duke University. The kindergarten students were tracked over a 20-year period and the results were astonishing. The predictions made in kindergarten based upon their social skills had a direct correlation with outcomes met in mid-adulthood and later adulthood. The study showed that utilizing social emotional health programs at a young age can help to improve these social skills. Furthermore, when students are given an opportunity to learn social skills, educators and parents are given the ability to notice those lacking these social skills and then set up immediate and intense interventions to correct this disconnect. The researchers believed that social skills are just as vital in the kindergarten classroom as academics.



#### References:

Robert Wood Johnson Foundation. (2016, July). *How children's social skills impact success in adulthood*. [Executive Summary]. Retrieved from [http://www.scrtoolkit.org/wp-content/uploads/2015/02/RWJ-Childrens-Social-Skills\\_Executive-Summary.pdf](http://www.scrtoolkit.org/wp-content/uploads/2015/02/RWJ-Childrens-Social-Skills_Executive-Summary.pdf)

Lesson 1	Taking Turns
Lesson 2	Following Directions
Lesson 3	Following Rules
Lesson 4	Sharing
Lesson 5	Being a Good Friend
Lesson 6	Impulse Control
Lesson 7	Voice Volume
Lesson 8	Tattling
Lesson 9	Being First and Last
Lesson 10	Interrupting
Lesson 11	Personal Space
Lesson 12	Asking for Help
Lesson 13	Apologizing
Lesson 14	Helping
Lesson 15	Praising Others
Lesson 16	Good Sportsmanship
Lesson 17	Patience
Lesson 18	Compromising
Lesson 19	Respecting Others
Lesson 20	Eye Contact
Lesson 21	Identifying Feelings
Lesson 22	Expressing Feelings
Lesson 23	Encouragement
Lesson 24	Complimenting
Lesson 25	Communicating Clearly

Lesson 26	Expected Behavior
Lesson 27	Think Before Speaking
Lesson 28	Peer Pressure
Lesson 29	Problem Solving
Lesson 30	Manners
Lesson 31	Being Flexible
Lesson 32	Accepting "No"
Lesson 33	Accepting Criticism
Lesson 34	Celebrating Success
Lesson 35	Asking Permission
Lesson 36	Participation
Lesson 37	Staying on Task
Lesson 38	Using Names
Lesson 39	Conflict Resolution
Lesson 40	Cooperation
Lesson 41	Forgiving
Lesson 42	Reliability
Lesson 43	Trust
Lesson 44	Initiating Conversation
Lesson 45	Hold Conversations
Lesson 46	End Conversations
Lesson 47	Responsibility
Lesson 48	Respecting Yourself
Lesson 49	Respect Property
Lesson 50	Respect Others

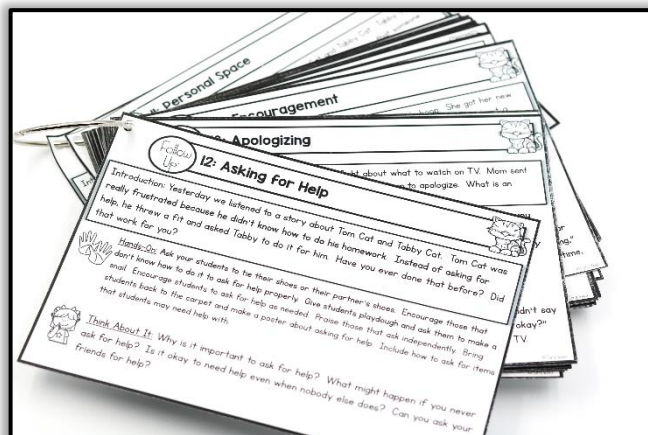
Lesson 51	Respect Authority
Lesson 52	Facial Expressions
Lesson 53	Body Language
Lesson 54	Honesty
Lesson 55	Perseverance
Lesson 56	Making Mistakes
Lesson 57	Best Effort
Lesson 58	Avoiding Conflicts
Lesson 59	Accepting Differences
Lesson 60	Confidence
Lesson 61	Actions Impact Others
Lesson 62	Self-Esteem
Lesson 63	Being Bossy
Lesson 64	Being Positive
Lesson 65	Calming Down
Lesson 66	Making Decisions
Lesson 67	Knowing Strengths
Lesson 68	Knowing Weaknesses
Lesson 69	Multiple Friends
Lesson 70	Gratitude
Lesson 71	Sore Loser
Lesson 72	Control
Lesson 73	Guilt
Lesson 74	Giving Criticism
Lesson 75	Separation

# Social Skills

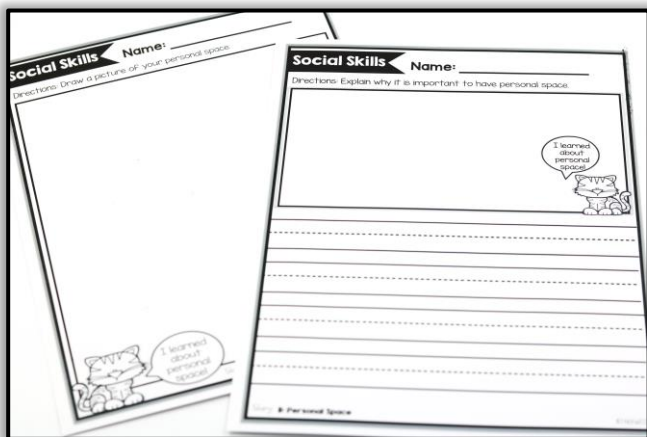
## Curriculum Pictures:



150 lesson cards on binder rings



Day 1 story cards and Day 2 Follow-Up cards



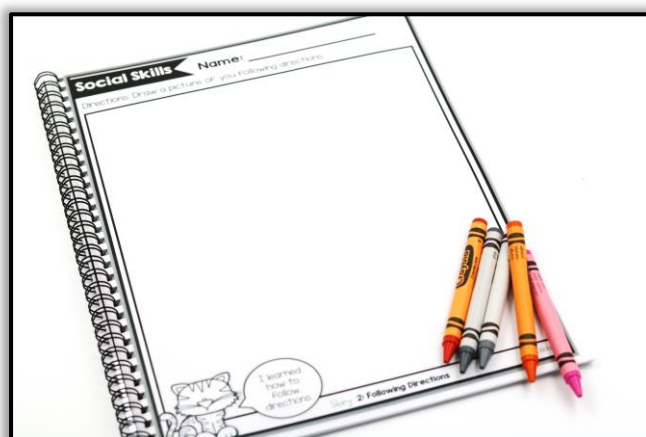
Differentiated follow-up sheets



Generic and grade specific included material



Student practice sheets journals



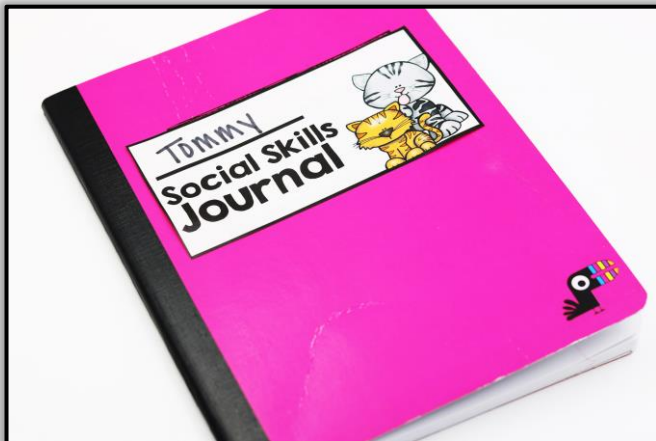
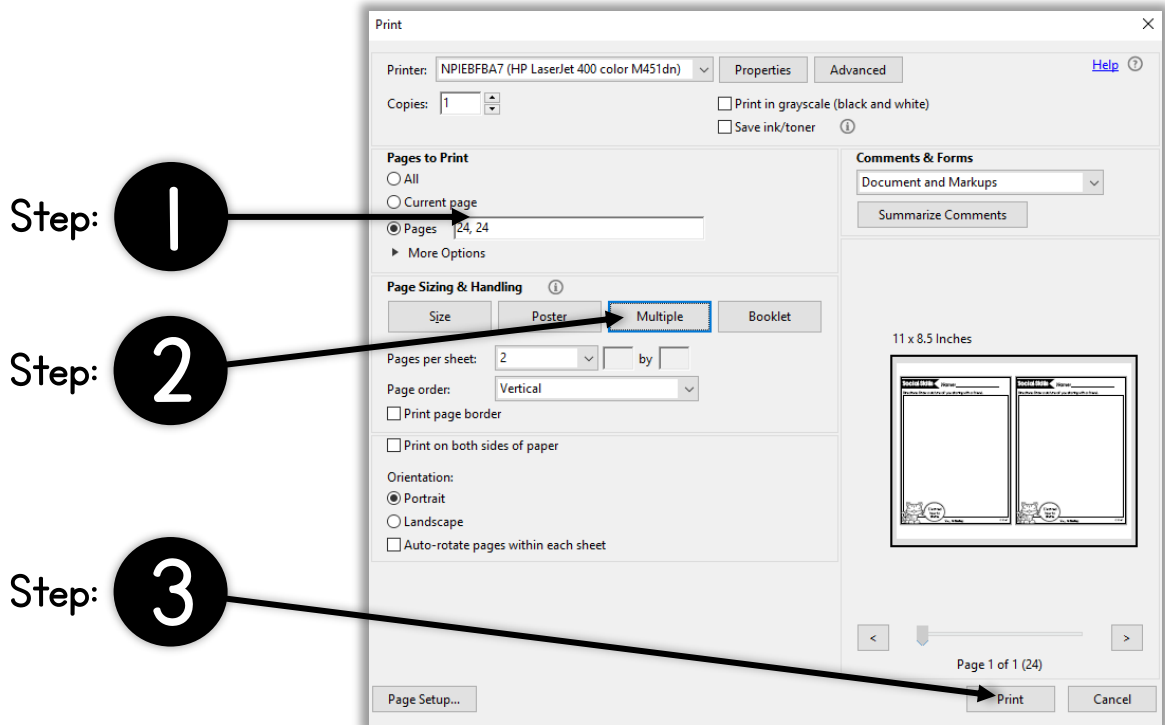
Optional: Bind students sheets into a journal



This unit is a quick and simple prep! You will need to decide first if you choose to place all of the lessons on one single book ring or two separate book rings. Your next decision will be to print out the kindergarten specific covers or the generic grade covers. Print out your covers and then print out the 75 pages of lesson plan cards. Each page will have two days of lesson plans. Once the lesson cards are printed out, you will then trim around the edges and cut away the extra white paper. Next, you will need to hole punch each of the lesson cards. Place the cards onto the book ring(s) and you are good to go. You can place the student response sheets in a teacher master binder or make student journals. Laminating the lesson cards is optional. Printing the lesson cards on cardstock is recommended for durability.



Print the student response sheets in “multiple” format to save on paper and get the sheets to fit nicely into a composition notebook. Select print and type in the page numbers. Next, select “multiple” and hit print. This will reformat the practice sheets to print two to a sheet. This will allow less paper and the pages will fit perfectly into a small black and white composition notebook.

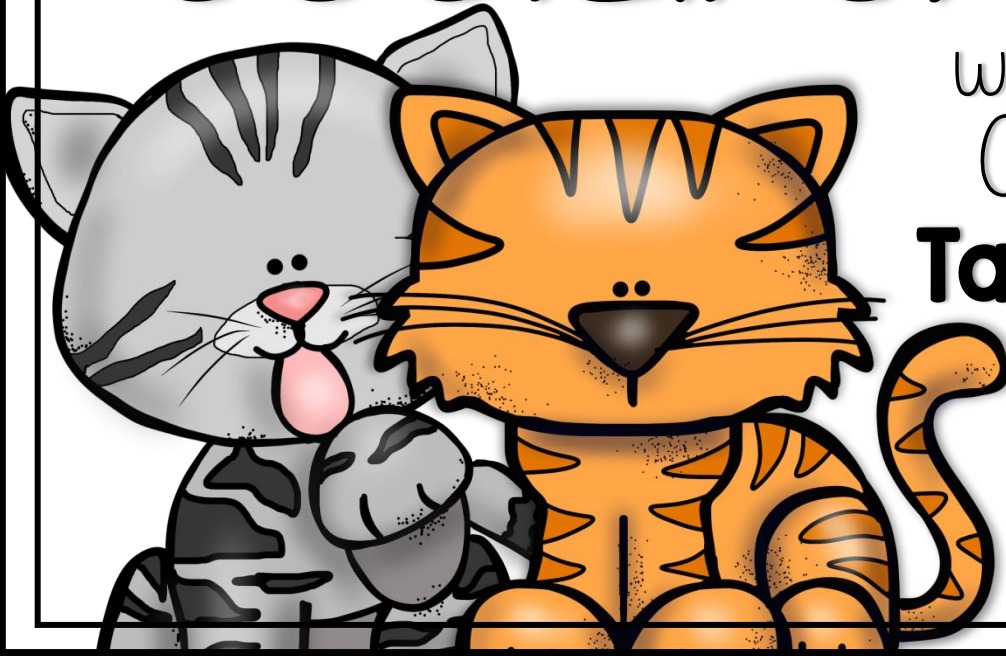


# Optional Covers



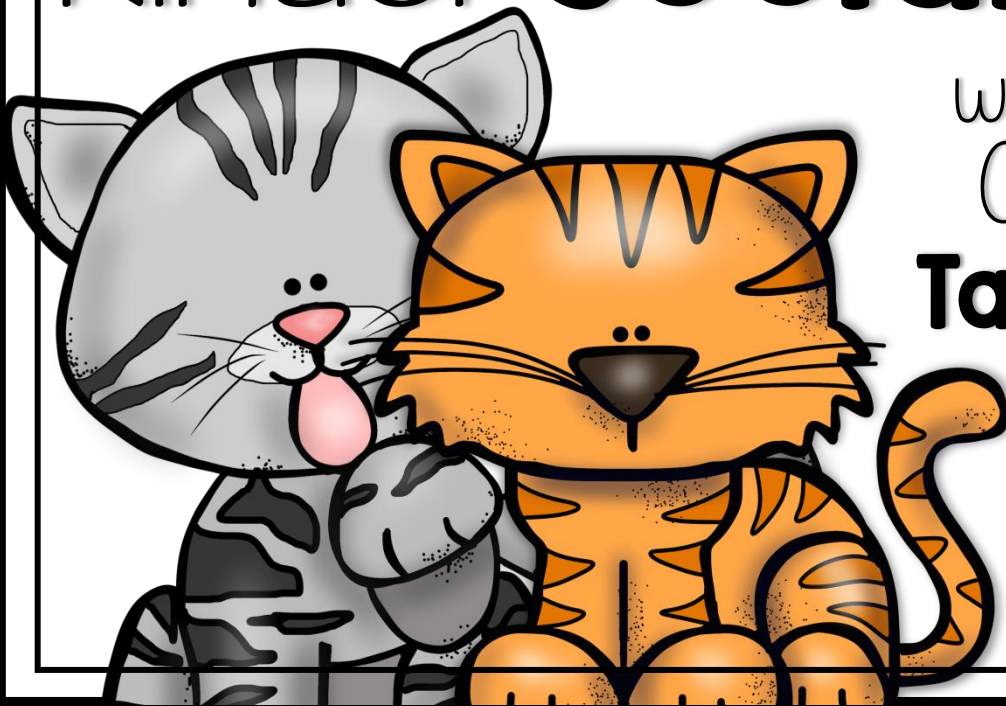
# Social Skills

with **Tom**  
Cat and  
**Tabby** Cat



# Kinder **Social Skills**<sup>TM</sup>

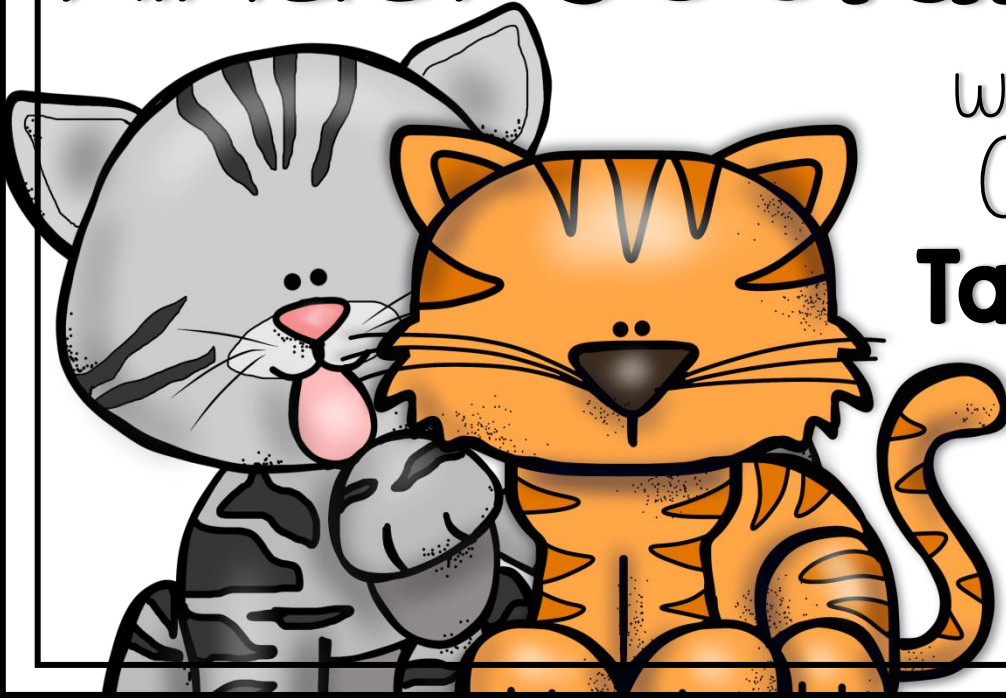
with **Tom**  
Cat and  
**Tabby** Cat



# Kinder **Social Skills**™

with **Tom**  
Cat and  
**Tabby** Cat

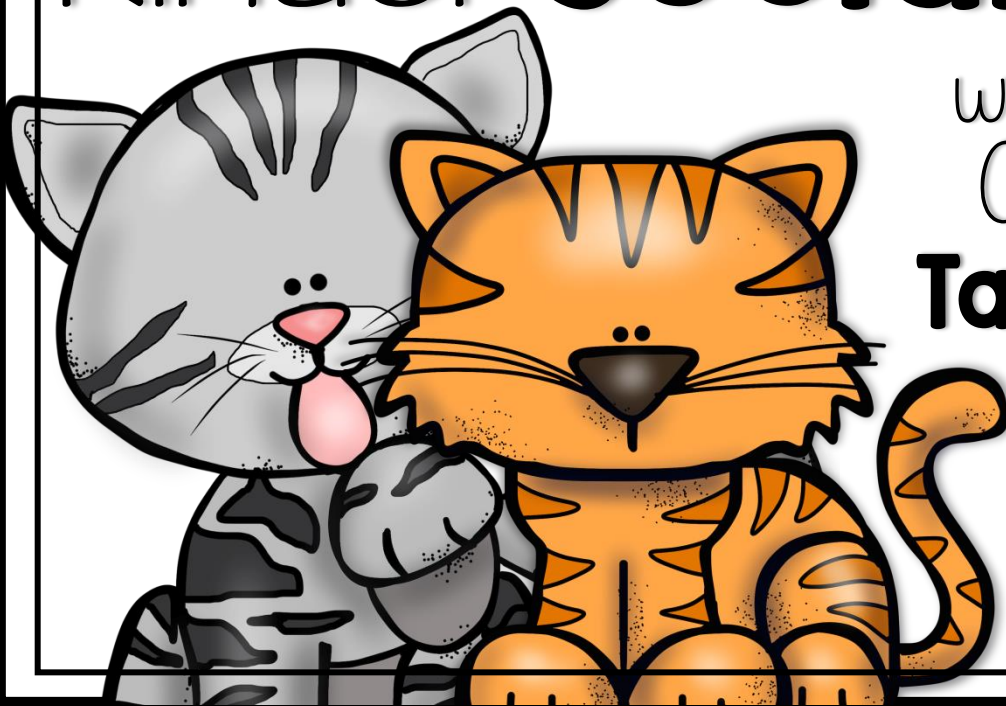
Stories:  
**1-37**



# Kinder **Social Skills**™

with **Tom**  
Cat and  
**Tabby** Cat

Stories:  
**38-75**

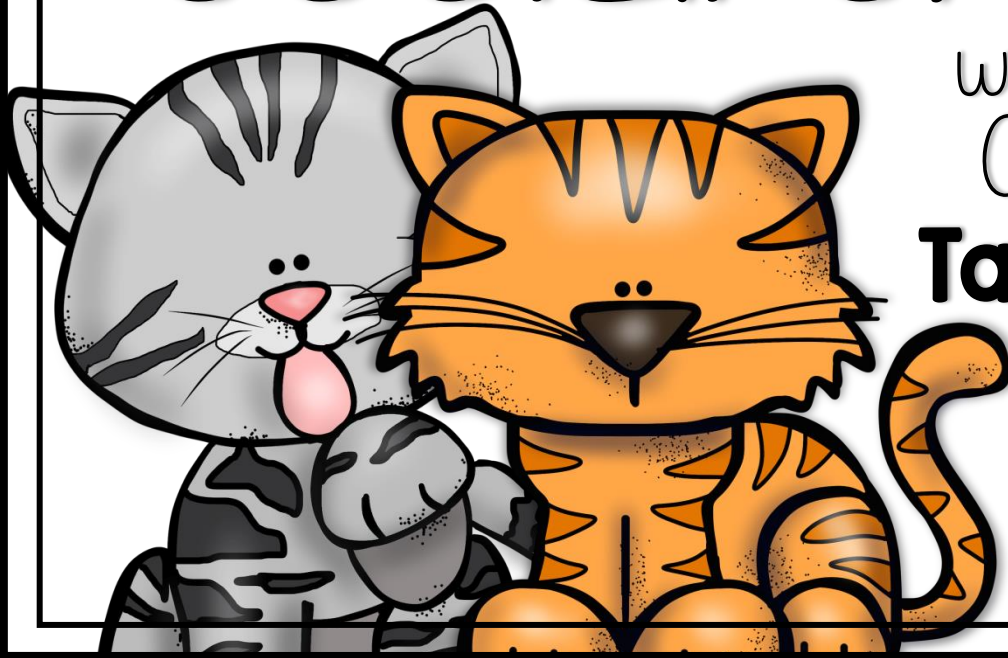




# Social Skills

with **Tom**  
Cat and  
**Tabby** Cat

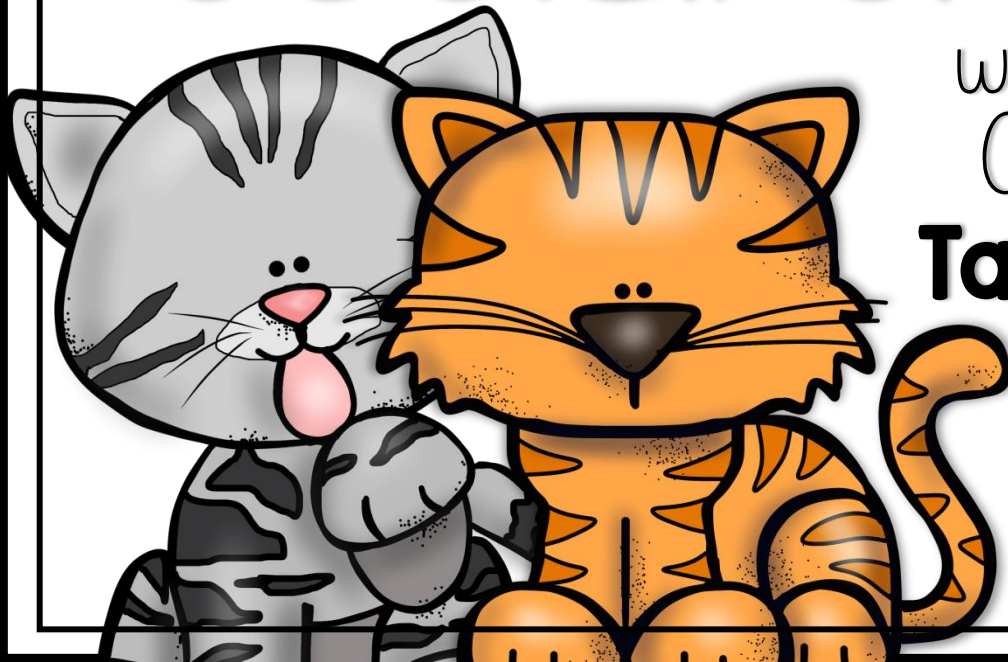
Stories:  
**1-37**



# Social Skills

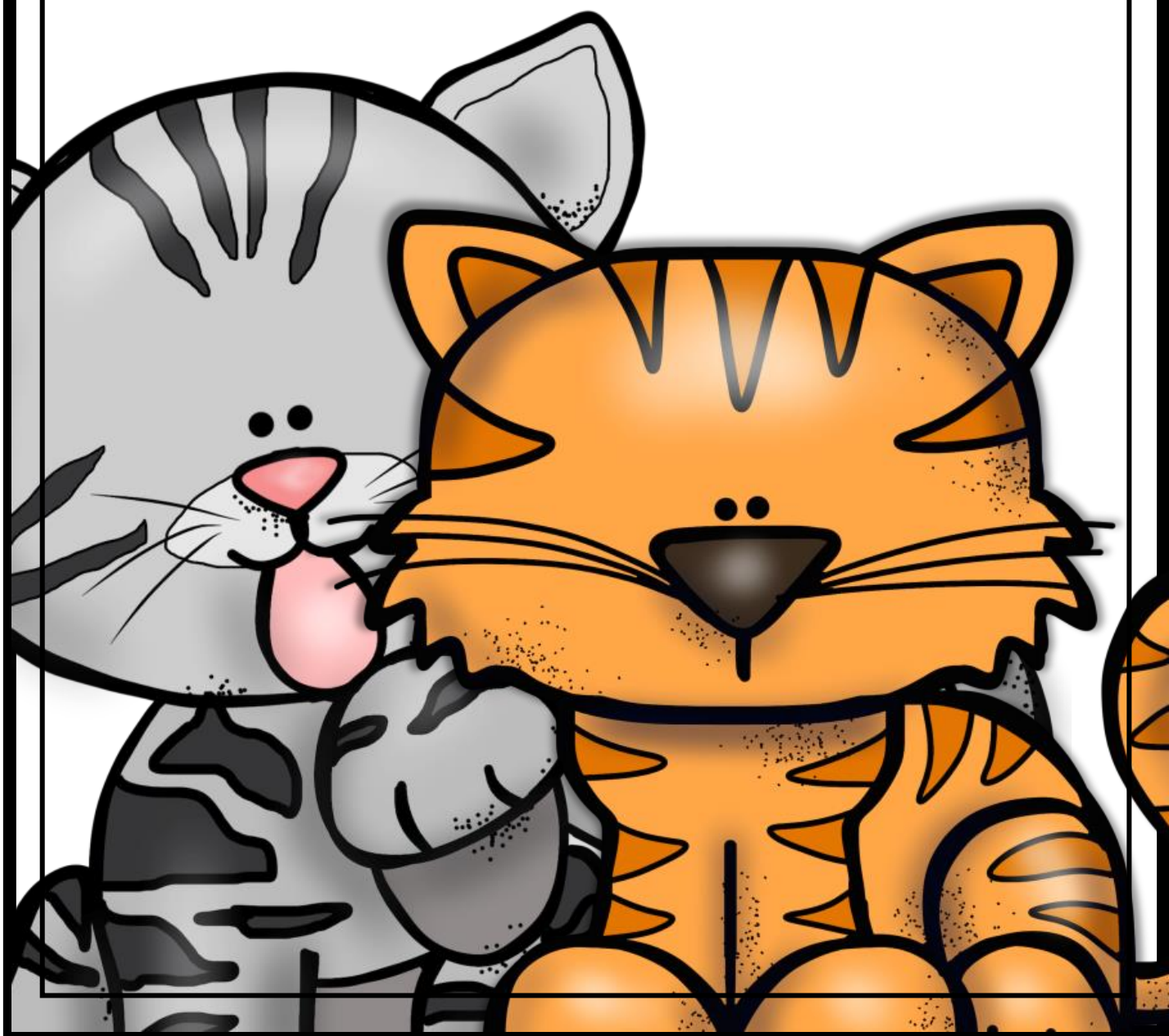
with **Tom**  
Cat and  
**Tabby** Cat

Stories:  
**38-75**



# Social Skills

with **Tom** Cat and **Tabby** Cat





# Social Skills

with **Tom**  
Cat and  
**Tabby** Cat

Part 2

# Kinder **Social Skills**<sup>TM</sup>

with **Tom**  
Cat and  
**Tabby** Cat

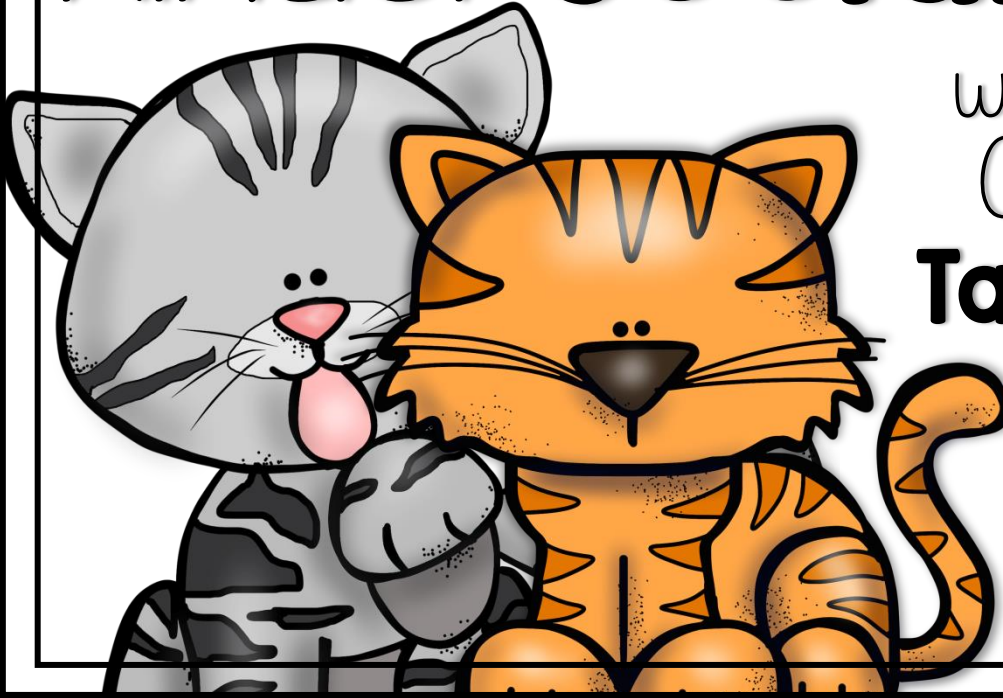
Part 2



# Kinder **Social Skills**™

with **Tom**  
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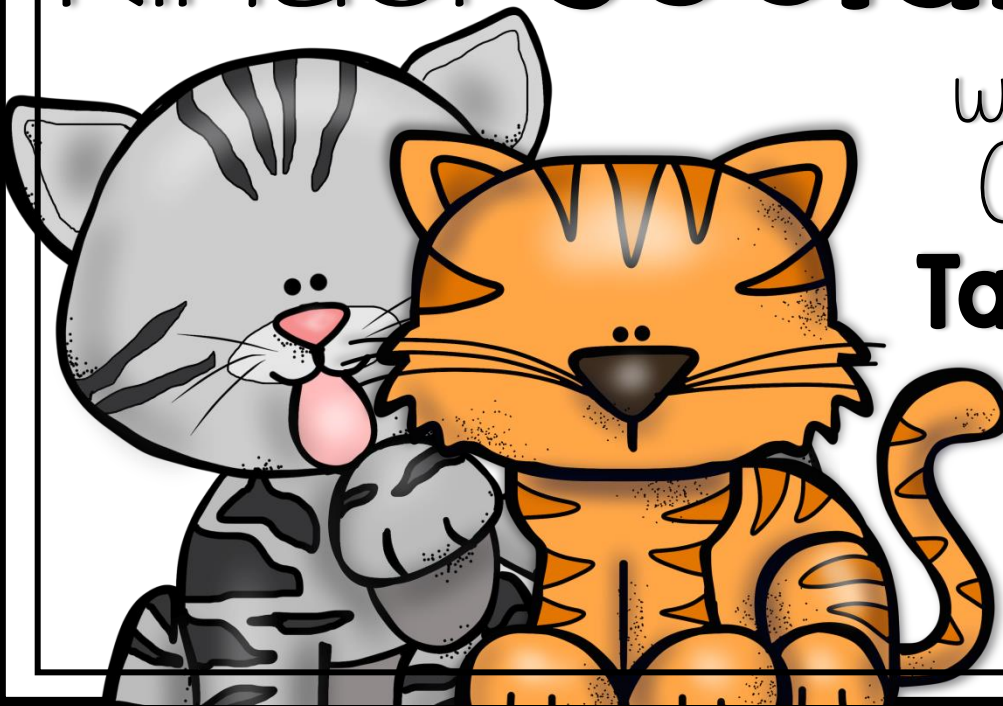
Part 2  
Stories:  
**1-37**



# Kinder **Social Skills**™

with **Tom**  
Cat and  
**Tabby** Cat

Part 2  
Stories:  
**38-75**



# Social Skills

with **Tom**  
Cat and  
**Tabby** Cat

Part 2  
Stories:  
**1-37**

# Social Skills

with **Tom**  
Cat and  
**Tabby** Cat

Part 2  
Stories:  
**38-75**



second version

# Social Skills

with **Tom** Cat and **Tabby** Cat



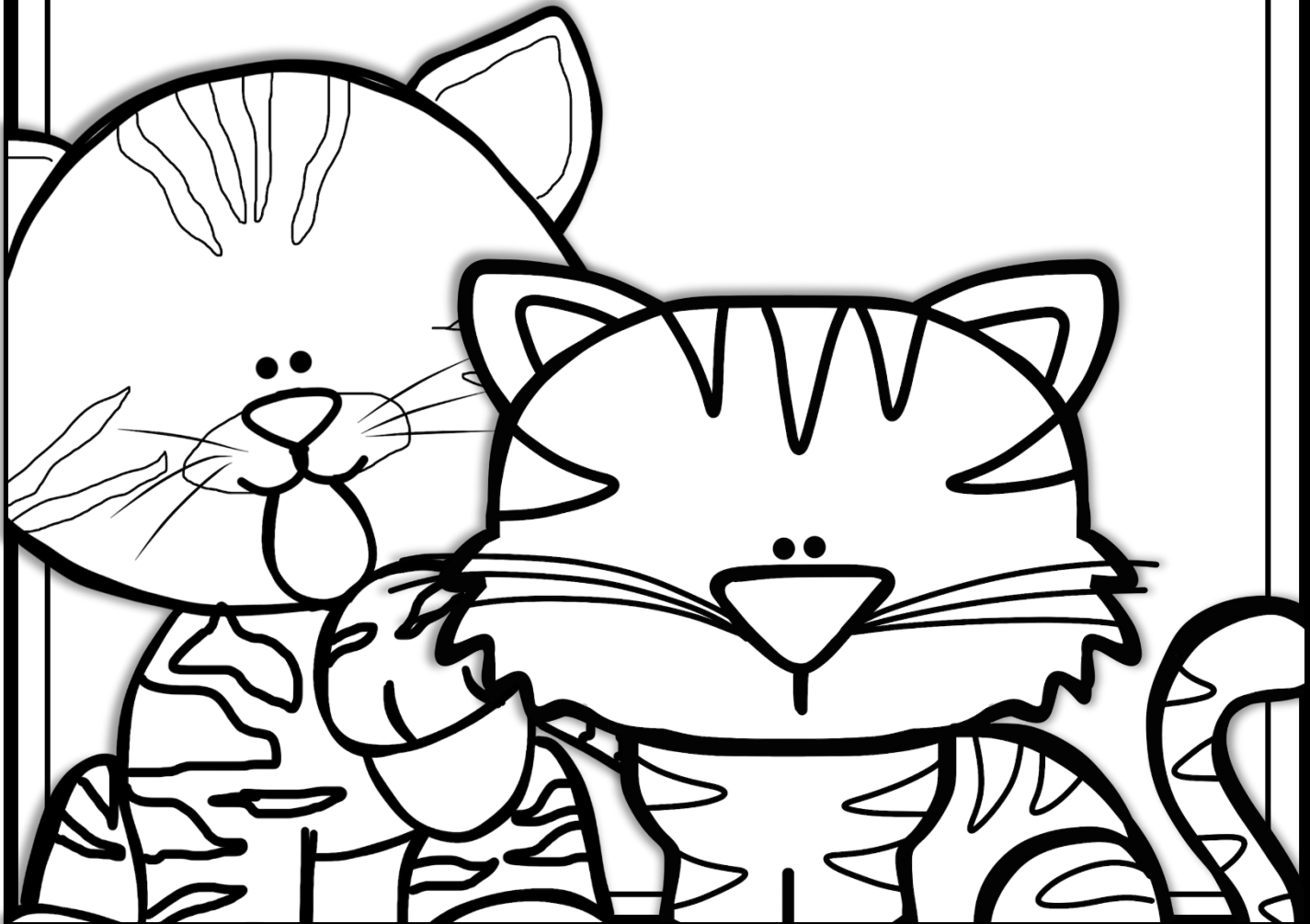
# Optional Journals

# Kinder**Social**Skills™

with **Tom** Cat and **Tabby** Cat

\_\_\_\_\_ 's

# JOURNAL



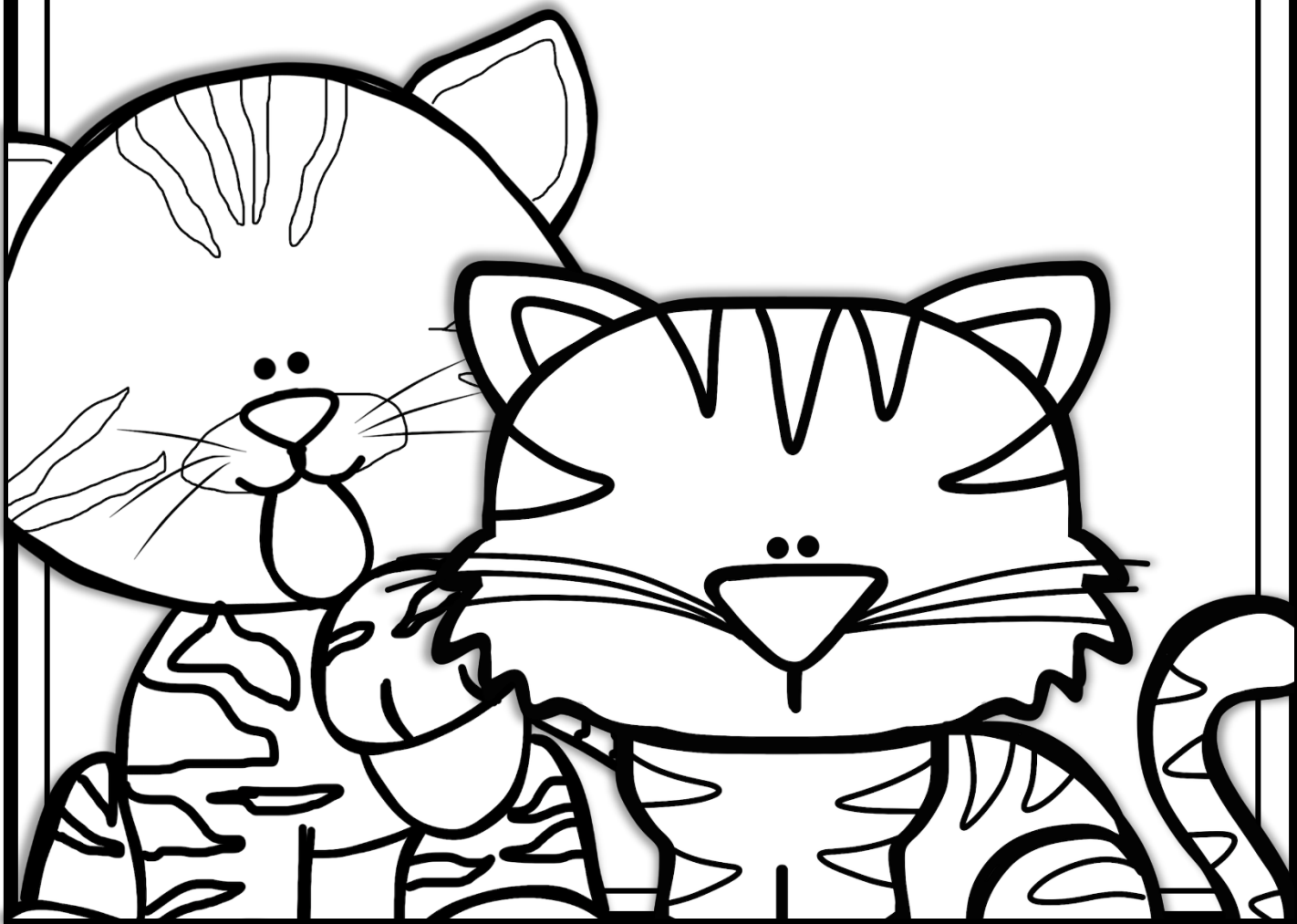


# Social Skills

with **Tom** Cat and **Tabby** Cat

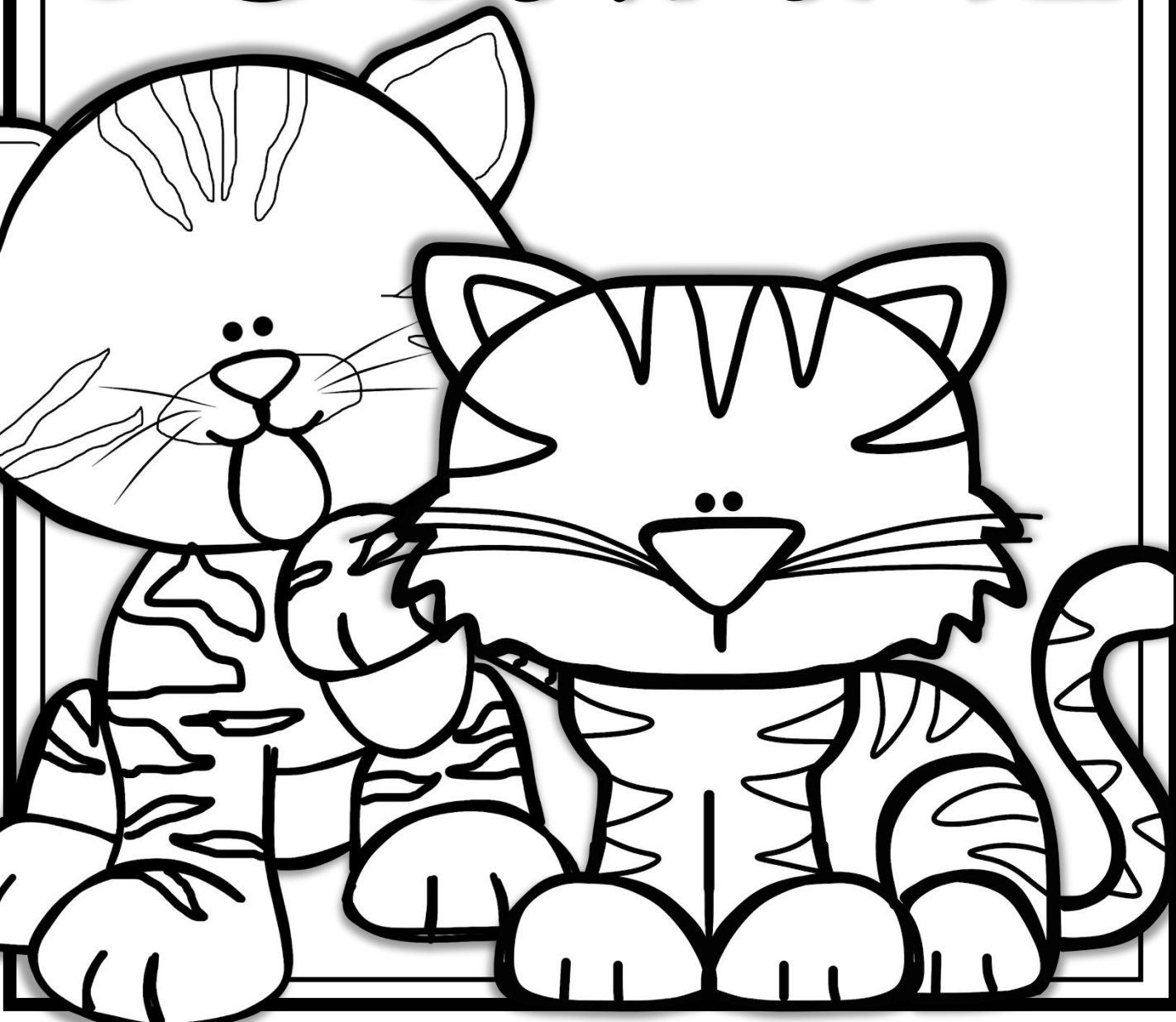
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# Notebook Labels

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**Social Skills  
Journal**



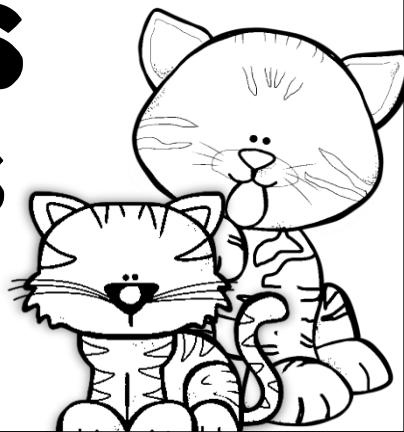
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Journal**



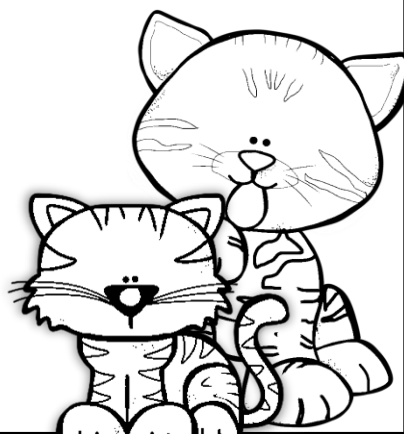
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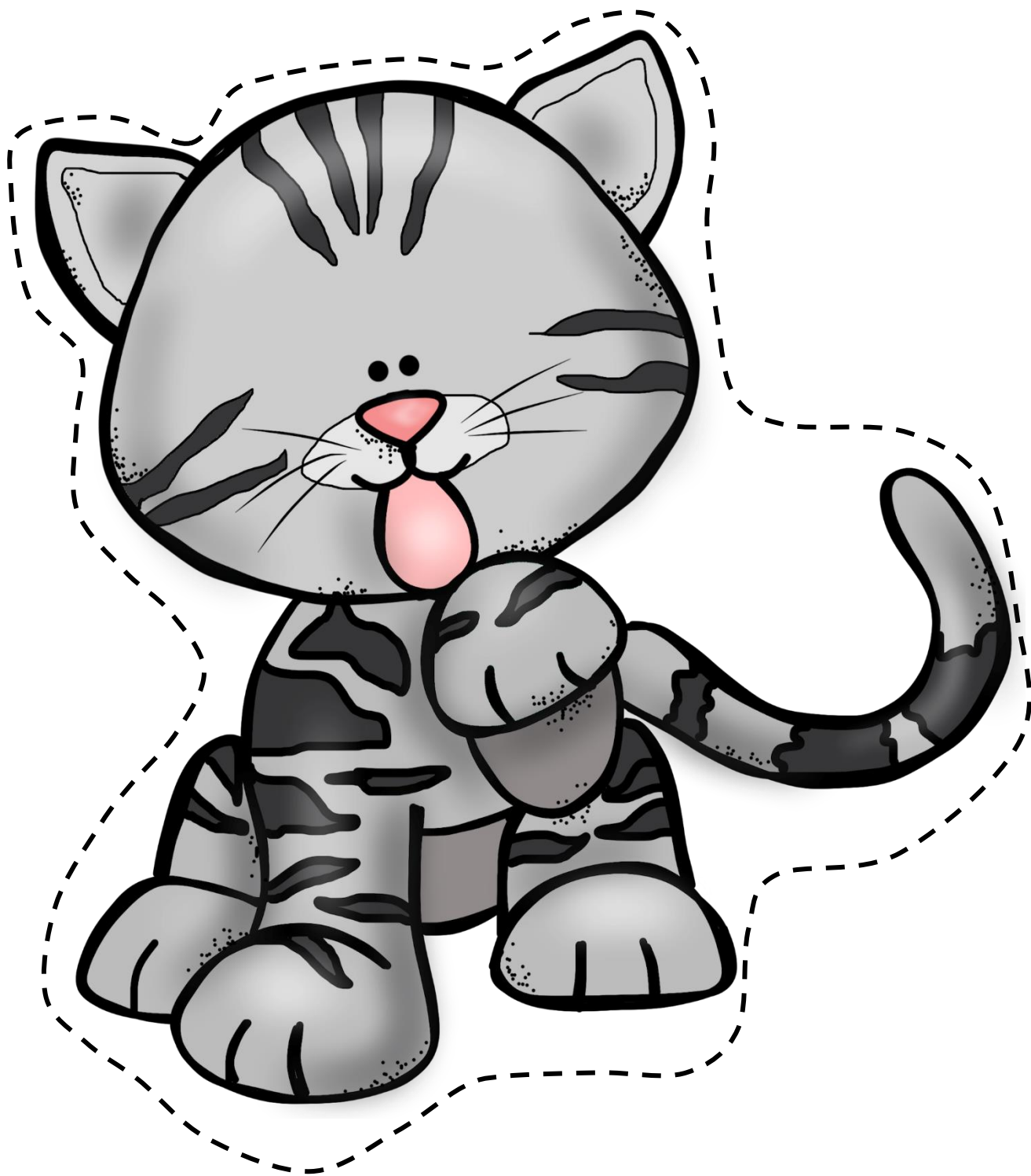
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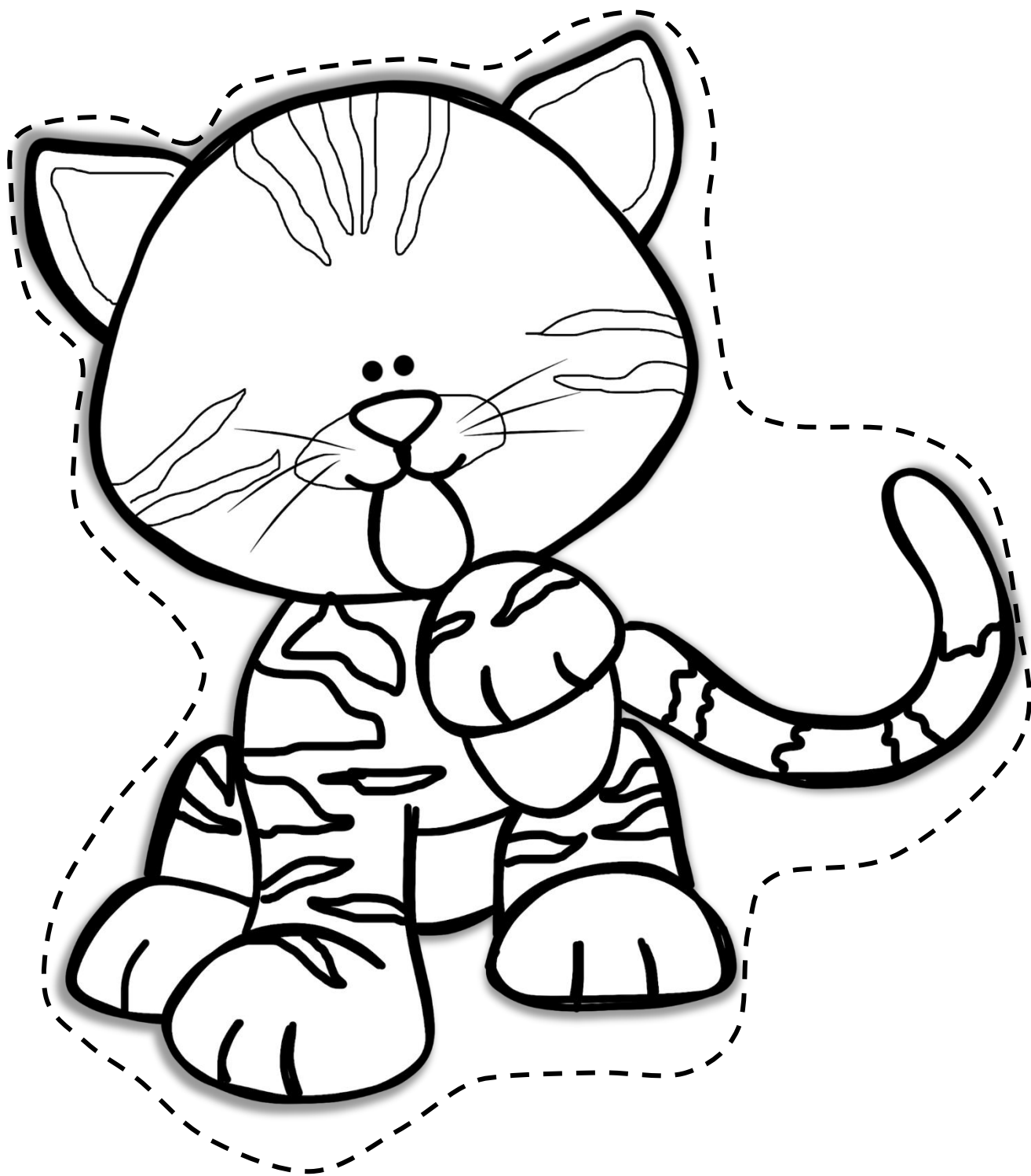


# Puppets

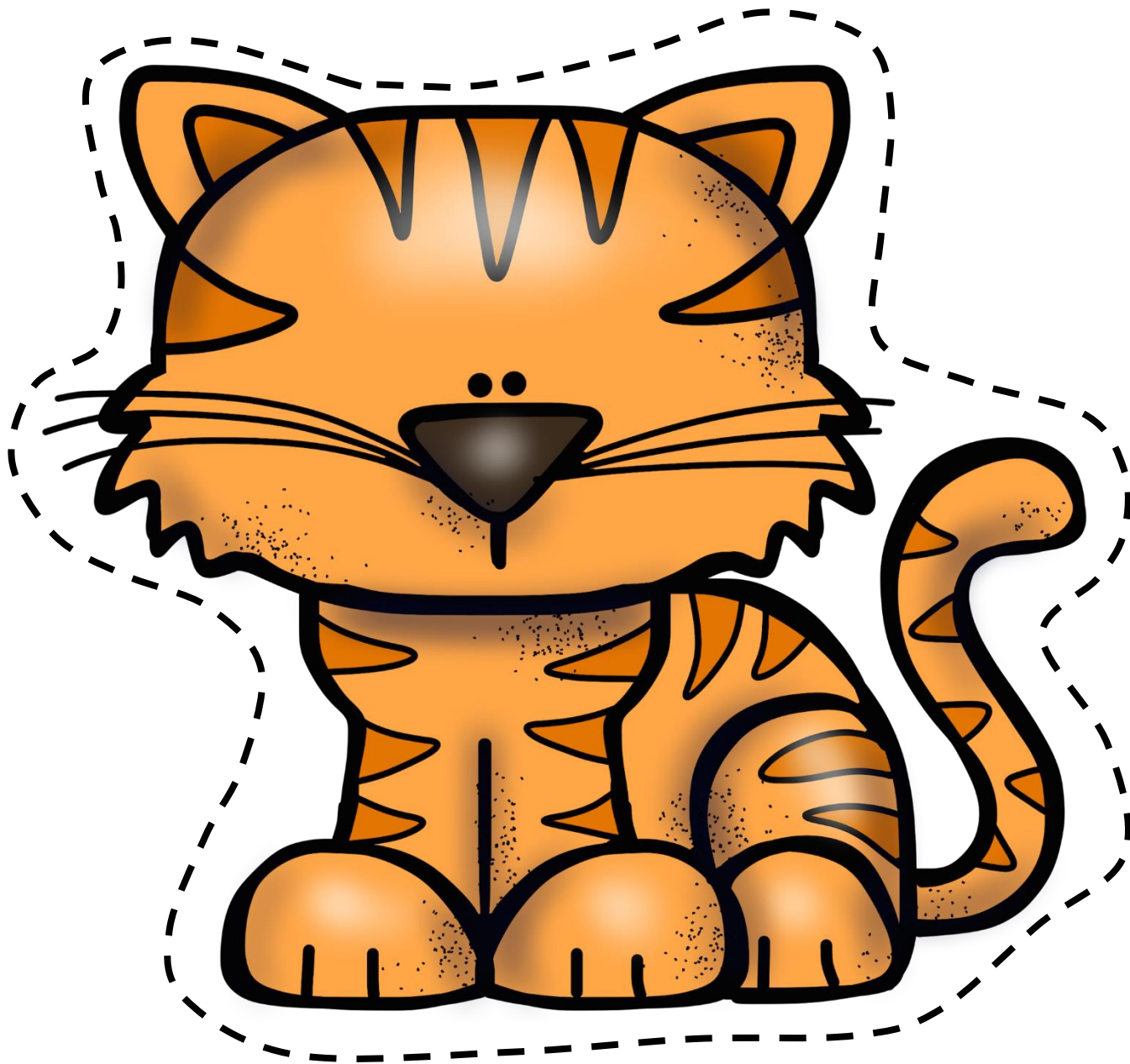
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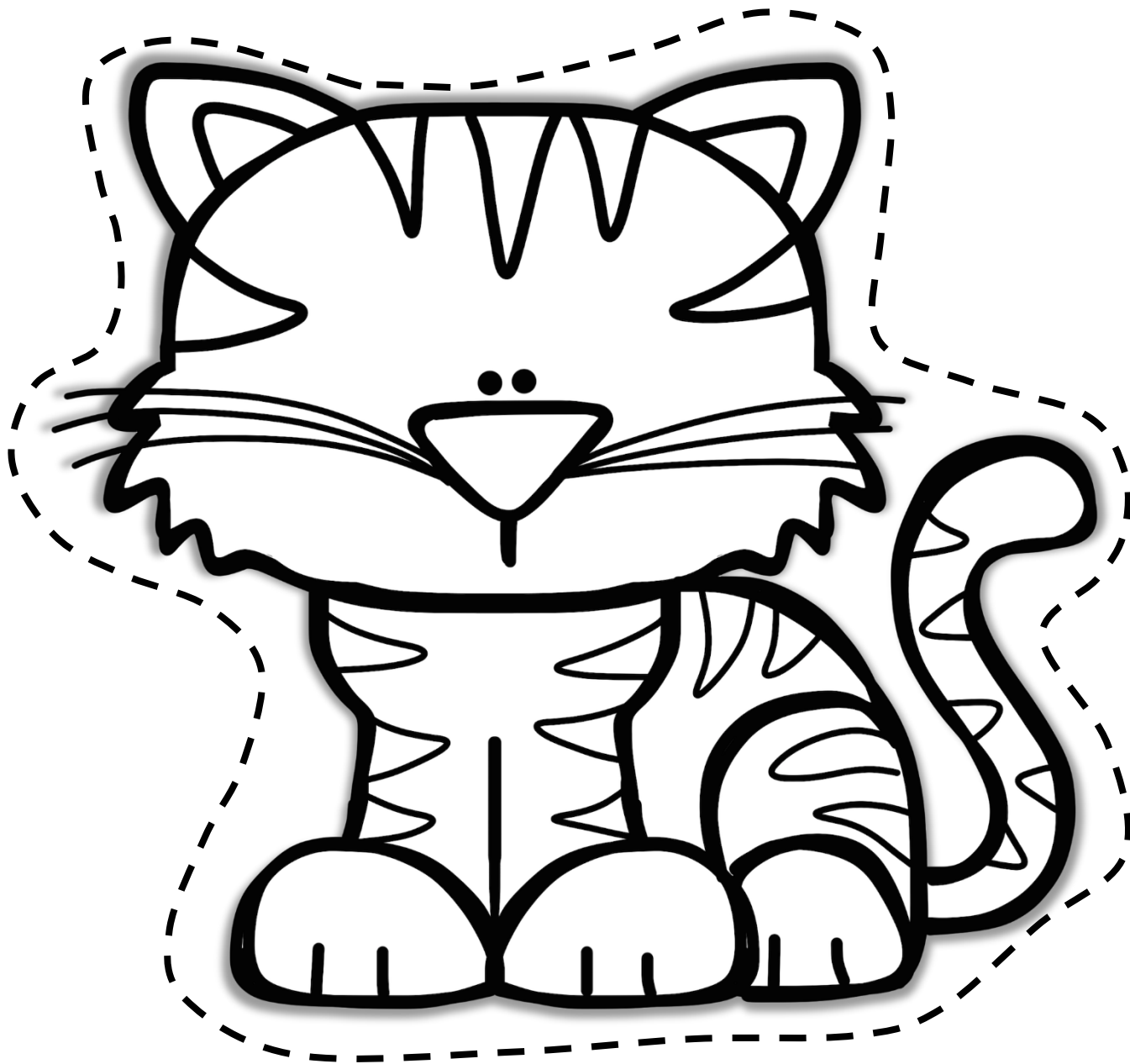
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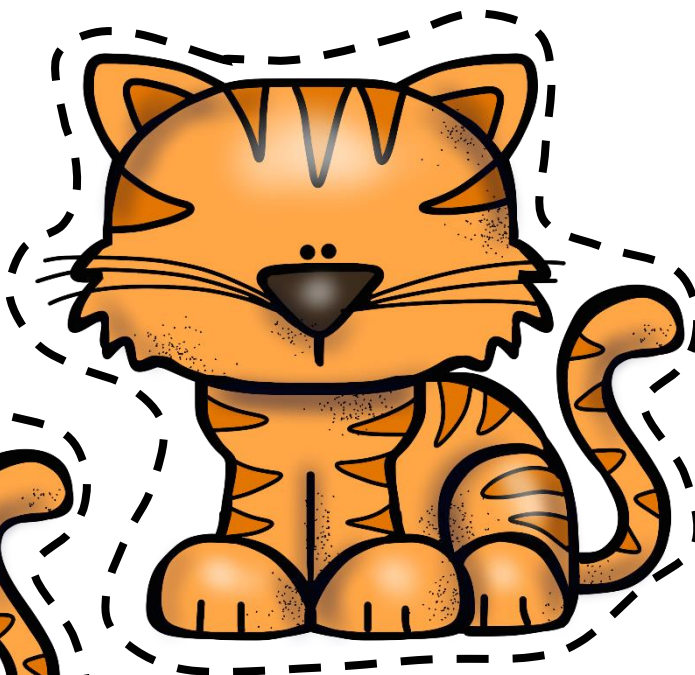
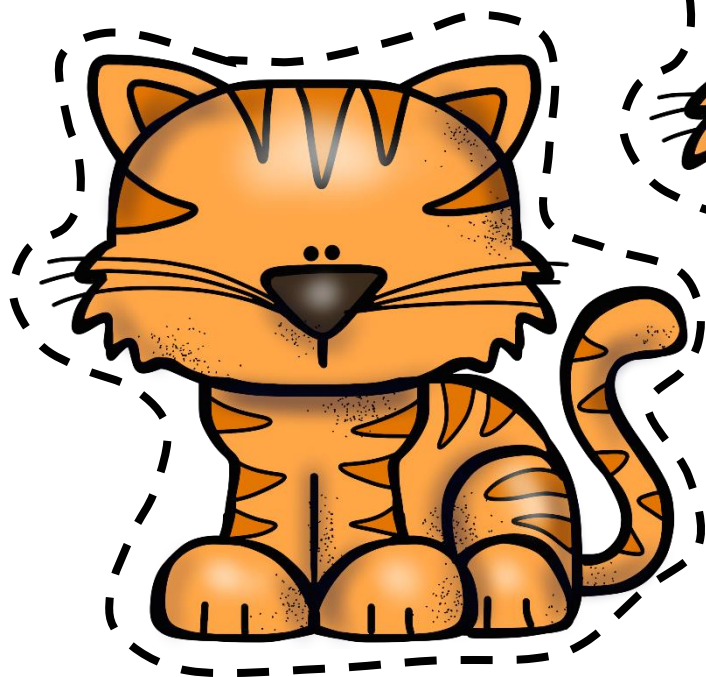
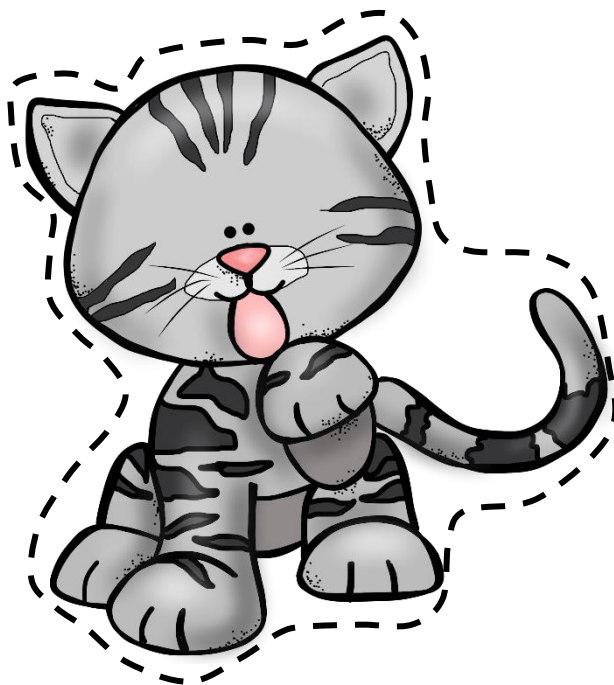


Directions: Cut out the cats and glue them onto a popsicle stick. Print on cardstock and laminate for the most durability.

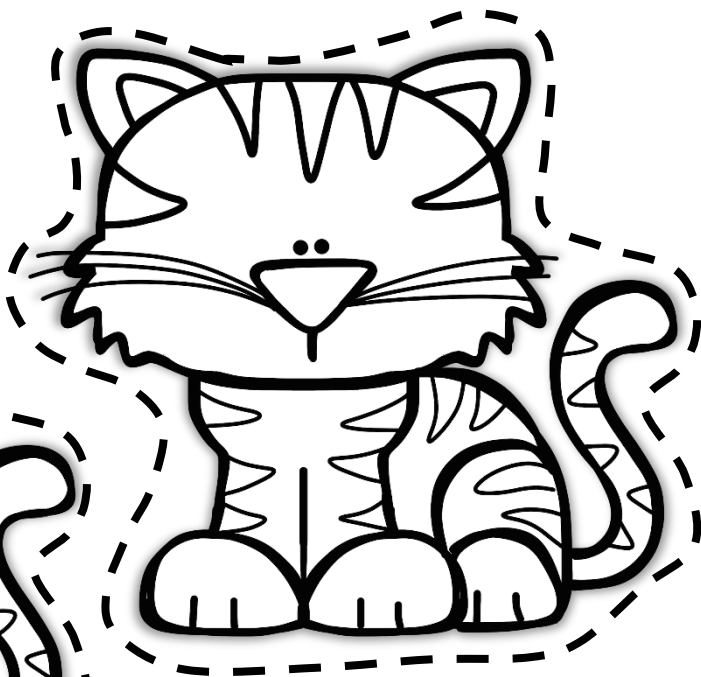
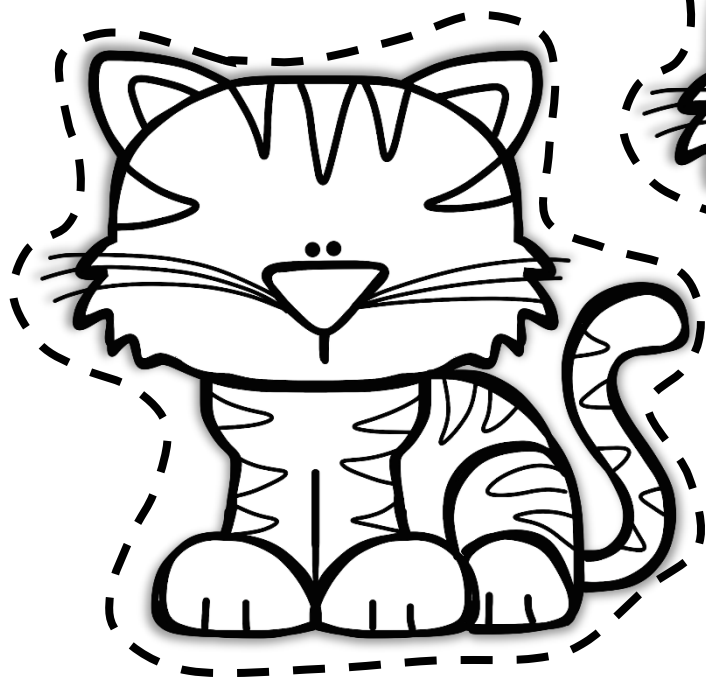
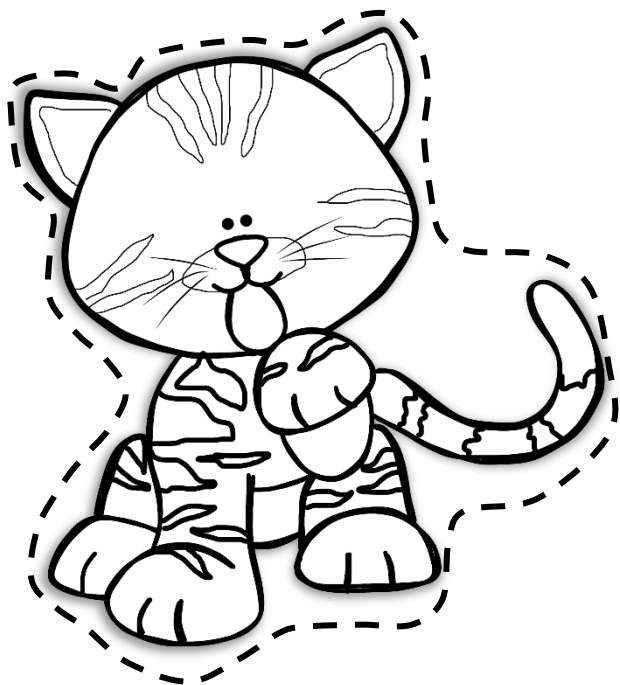
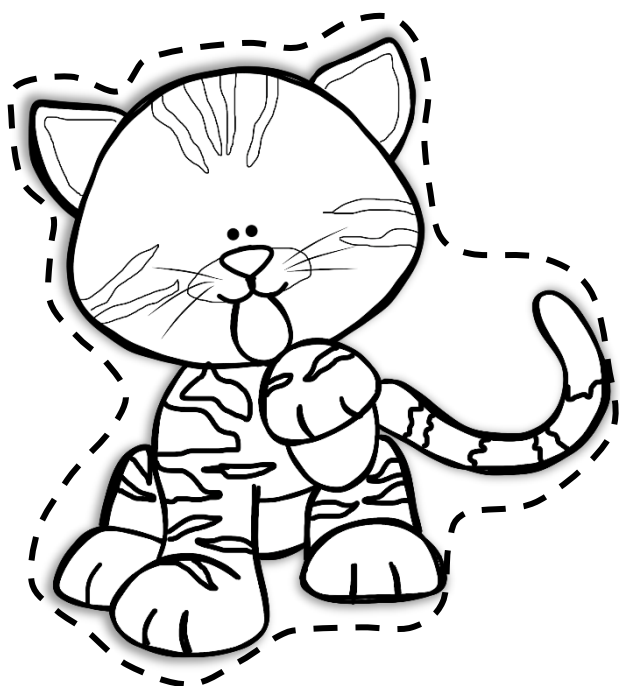




Directions: Cut out the cats and glue them onto a popsicle stick. Print on cardstock and laminate for the most durability.

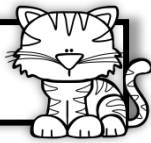


Directions: Cut out the cats and glue them onto a popsicle stick. Print on cardstock and laminate for the most durability.



# Lessons Plans

## Story: I: Taking Turns



Introduction: Tom Cat and Tabby Cat are excited to share all about their exciting weekend with Granny Cat. Both Tom Cat and Tabby Cat are excitedly shouting out their favorite memory. Do you think Granny Cat can understand Tabby and Tom through all the shouting?

Tom Cat yells out, "Granny! Granny!" At the same time Tabby Cat shouts, "Listen! Granny, it was SO much fun!" Granny is overwhelmed by the back and forth shouting. This makes Tom Cat really angry. He doesn't think that it's fair that Tabby is talking at the same time. He wants to share his story first. Tabby thinks the same thing and quickly becomes frustrated. Tabby Cat tells Tom Cat to stop shouting and to wait his turn. "I was FIRST," Tom Cat said.

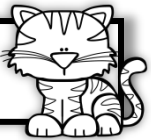


Turn and tell your partners if you agree with Tom Cat or Tabby Cat and why.

Tom Cat took a big, deep breath, walked over to Tabby Cat, and said, "Tabby Cat, you've wanted to tell Granny Cat about our weekend all day. I have an idea! How about we take turns telling Granny all about our weekend. You can start with the first day and I will tell about the second day!" Tabby Cat agreed they could take turns telling Granny Cat.

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## Follow Up: I: Taking Turns



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat was upset that Tabby Cat would not take turns talking. Turn and tell a partner about a time someone did not take turns with you. How did it make you feel?

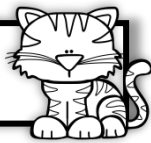


Hands-On: Have students work in pairs and practice telling short stories to one another (such as actual dreams, facts about themselves, or imaginary stories). Explain each pair will have a set amount of time to share their story. One student will share their story while the other listens intently. Students will practice listening skills, taking turns, and cooperating. Explain to students you will say, "Switch," and then it will be the other partner's turn to tell their story.




Think About It: Why is it important to take turns? What happens if we don't take turns? What can we do if our friend takes our turn or won't let us have a turn? What can we say to our friend if it isn't their turn yet?

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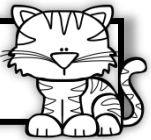
Introduction: Tom Cat and Tabby Cat are baking a cake with their mom. Mom told them to listen carefully so that they don't miss a step. Tom Cat doesn't think he needs to follow the directions. What do you think will happen? Will the cake turn out?

"Next, add a cup of flour," says Mom. Tabby Cat hands the measuring cup to Tom Cat. "No thanks," Tom Cat says and grabs a big spoon instead. "This will work!" Tom Cat pours a spoon full of flour into the bowl. "It is not enough," Tom Cat yells. Tabby Cat says, "That is why Mom said you have to listen." Tom Cat begins to cry.

 Turn and tell your partners why Tom Cat didn't add enough flour.

"Are you ready to follow directions now?" Mom asked. Tom Cat said, "Yes, I really want to bake a cake!" Mom told Tom Cat the directions again. While Tom Cat worked, Tabby Cat began mixing the eggs. "I'm sorry that I didn't listen, Mom," Tom Cat said as he measured out a cup of flour. "It's okay," Mom said. "Now you know why following directions is important."

©Tara West

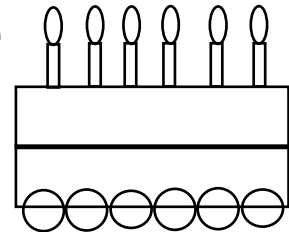


Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat didn't follow directions and didn't add the correct amount of flour. Turn and tell a partner about a time you didn't follow directions. What happened?



Hands-On: Lead students in a simple game of Simon Says. Next, lead students in a directed drawing. Remind them that they will need to follow directions just as Tom Cat should have.

1. Draw a large rectangle with the long sides at the top and bottom.
2. Draw another rectangle that is the same size above it making the bottom of this rectangle touch the top of the first rectangle.
3. Draw six circles on the bottom line of the first rectangle.
4. Draw six skinny rectangles on top of second rectangle making one of the short ends of each rectangle touch the top of the large rectangle.
5. Draw one oval on the other end of each skinny rectangle.

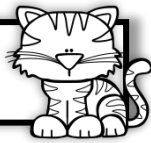


Think About It: Why is it important to follow directions? What happens if we don't follow directions? What can we do if we forget to follow directions? What can you do if we see a friend that isn't following directions?

©Tara West


Story:

### 3: Following Rules



Introduction: Tabby Cat and Tom Cat are playing a game of Match. It is Tabby Cat's turn and she doesn't find a match. Instead of letting Tom Cat have his turn, she continues to turn over cards. Is it okay for Tabby Cat to continue turning over cards? Is Tabby Cat playing the Match game by the rules?

"Tabby Cat, why did you turn over more than two cards?" asks Mom. "That isn't how we play the game." Tabby Cat tries to think quickly but doesn't know what to say. "I wanted to find a match," Tabby Cat says quietly as she lowers her head. "That isn't fair!" says Tom Cat. Tabby Cat turns the cards back over. "I am sorry you didn't find any matches," says Mom. Tabby Cat puts her head down and cries.

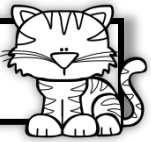
 Turn and tell your partners why Tabby Cat broke the rules.

Tabby Cat counted to 10 in her head. Then, she looked up and asked Tom Cat if they could still play the game. "I am sorry for breaking the rules and turning over more than two cards. I know it is against the rules. I just wanted to win," said Tabby Cat. Tabby Cat fixed the cards and promised Tom Cat that she would follow the rules from now on.

©Tara West

Follow  
Up:

### 3: Following Rules



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat broke a rule while they played the Match game. Turn and tell a partner about a time someone didn't follow a rule while playing a game. What happened?



Hands-On: Introduce students to any type of age-appropriate board or card game. Demonstrate how to play and take turns. Explain the rules of the game and explain to students that it is important to learn the rules and follow them when playing a game with friends. Place students in pairs or small groups and allow time for students to practice playing the board or card game and following the rules.



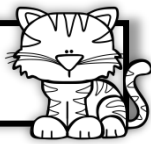
Think About It: Why is it important to follow the rules? What happens if we don't follow the rules in a game? What can we do if we break a rule? What should we do if we see a friend breaking a rule? Are there different types of rules?

©Tara West



Story:

## 4: Sharing



Introduction: Tom Cat is coloring with some markers. He is working very hard to add detail to his picture. Tabby Cat wants to color, too. She comes and takes a few markers from the basket. Tom Cat gets angry because he had the markers first. Is it okay for Tom Cat not to share?

"Give those markers back! I need them to color!" yells Tom Cat. "I want to color, too," says Tabby Cat. "Mom! Tabby Cat took my markers and I need them!" hollers Tom Cat. Mom comes in and looks around. "Tom Cat, it looks like there are still a lot of markers. Do you really need all of them to finish your picture?" asks Mom. "Well, I had them first and I don't want Tabby to have any," Tom Cat explains. "Well, I only want these and Tom Cat has a bunch," Tabby says.

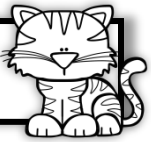
 Turn and tell your partners if you agree with Tom Cat or Tabby Cat and why.

"Tom Cat," Mom said, "you need to share. There are plenty of markers for you to color your picture and for Tabby Cat to color, too." Tom Cat looked at the markers and his picture. He looked back at Tabby, gulped, and said, "Do you want to color too?" Tabby Cat smiled, put her markers back into the basket, and sat down next to Tom Cat with her coloring page.

©Tara West

Follow  
Up:

## 4: Sharing



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat was having trouble sharing the markers with Tabby Cat. Turn and tell your partner about a time when someone didn't share with you. How did it make you feel?

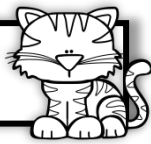


Hands-On: Bring up two students. Give them one book and ask them to show how they could share. Discuss how both friends were able to sit and read the book together. Sharing can be taking turns or using the item at the same time. Bring up two different students and ask them to show the class how not to share. Discuss how neither friend had fun because they were too busy arguing. Send students off to practice partner reading as they share one book.



Think About It: Why is it important to share? What should we do if someone is not sharing? When is it okay not to share? What if there isn't enough to share?

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Introduction: Tabby Cat and Tom Cat were playing chase outside. Tom Cat accidentally trips and hurts his paw. Tabby Cat helps him up gently and walks him into the house to Mom. Is Tabby Cat being a good friend?

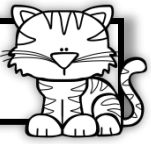
"Ouch!" Tom Cat cries. "Are you okay?" Tabby Cat asks him. "What happened? Is everyone okay?" Mom yells as she runs outside. Mom sees that Tom Cat is hurt. "How did you get hurt?" Mom asks. Tom Cat is too embarrassed to tell Mom. "Tom Cat and I were playing chase," says Tabby Cat. "Tom Cat accidentally tripped and fell while we were playing chase."



Turn and talk with your partner. Is Tabby Cat being a good friend to Tom? Why or why not?

Mom hugged Tom Cat tight. "Is that true, Tom Cat?" she asked. "Yes," Tom Cat said sadly. "It's okay, Tom. Accidents happen and you are not hurt badly" said Mom. Mom and Tabby Cat helped Tom into the house and fixed up his paw. After Tom's paw was feeling better, he told Tabby Cat, "Thank you for helping me feel better."

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Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat accidentally fell and got hurt while playing. Tabby Cat tried to help him feel better and even helped him tell Mom what happened. Tell your partner about a time when someone was a good friend to you.



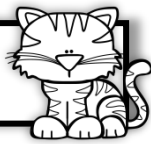
Hands-On: Play a friendship building game. Try a silly version of Musical Chairs.

Instead of removing a player and a chair from the game each time the music stops, only remove a chair. This eventually means that the group will end up having to squeeze onto one chair. Make sure the chair is sturdy and that students understand to play safe with no pushing or shoving. Encourage students to work together.



Think About It: Why is it important to be a good friend? What might happen if you are not a good friend? What can we do if someone is not being a good friend to us? What are some characteristics of a good friend?

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Introduction: Mom took Tabby Cat and Tom Cat to the Art Museum. Mom explained that many of the displays are for looking at only and reminded Tom and Tabby Cat to only use their eyes to explore.

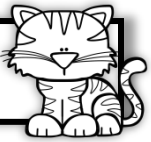
"Wow! Look at that statue," Tom shouts! He runs excitedly to touch the sculpture. Tabby Cat runs fast to catch up to Tom Cat. She begins rubbing and touching the sculpture, too. Mom quickly notices the two touching the statue. She is disappointed to see them running and forgetting the rules.



Turn and tell your partners if you think the cats are behaving. Why or why not?

"I think you two have forgotten the rules in your excitement," Mom said calmly. "You two need to follow me." Tabby Cat looked at Tom Cat. "Thanks a lot!" she whispered. The two followed their mom to a quiet spot. Their mom firmly reminded the two that they were not to touch the art work. She expressed her disappointment. "Now, do you two think you can enjoy the rest of the museum without making the same mistake?" Tom Cat and Tabby Cat apologized for forgetting the rules and promised to show more self-control.

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Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. They had a hard time controlling themselves at the Art Museum. They were touching the sculpture and running. They did not control themselves very well. Has that ever happened to you? Share your experience with your partner.



Hands-On: Explain to students that we practice impulse control in our daily lives. Play a fun game of Red Light, Green Light as a way to practice impulse control. Explain the rules of this game and then play as a class. Another fun way to practice impulse control is with the freeze dance game. The students can dance around the room as the music plays but must freeze as soon as the music stops.

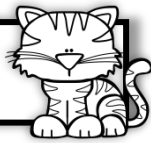


Think About It: Why is it important to control your impulses? What could happen if you don't control your impulses? What are some ways we can control our impulses?

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Story:

## 7: Voice Volume



Introduction: Tom Cat and Tabby Cat come inside from playing a rowdy game of tag. Tom Cat playfully tags Tabby Cat and shouts, "You're it!" Is it okay to be loud inside? What will happen if Tom Cat doesn't quiet down?

"Come on! You are it!" shouts Tom Cat. "Shh!" whispers Tabby Cat. "You are going to get in trouble if you keep shouting in the house." Just then, Mom walks into the living room and looks at Tom Cat. "Inside voices, please." Mom says. "I told you so!" Tabby Cat whispers. "I don't mean to be loud," says Tom Cat. "I just love to play tag!" Tabby Cat nodded. "I know you do, but Mom doesn't like it when we shout and play rowdy games in the house."



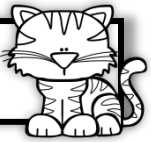
Turn and tell your partners if you agree with Tom Cat or Tabby Cat and why.

Tom Cat looked at Tabby Cat. "I will try to be more quiet," he whispered. "Great! We can play more outside after lunch!" Tabby Cat said softly. "Just use your inside voice and everything will be great!" The two washed up for lunch and joined Mom in the kitchen. Soon everyone was eating and laughing as Tabby Cat told Mom all about their game of tag.

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Follow  
Up:

## 7: Voice Volume



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat was being noisy and rowdy in the house, and Tabby Cat was being a good friend by helping him stay quiet. Why did he need to be quiet? What would happen if he wasn't quiet?



Hands-On: Begin a discussion with students that voice volume is important because we must practice control and consider other's comfort level. Work together to create a voice levels chart. Assign numbers or colors to the different levels. No talking, whisper, partner voice, small group, presentation, and outside voice. Encourage the students to role play as you move through the different volume levels. Cover expectations and discuss when certain voice levels might be considered appropriate. Spend time practicing the voice volume and the attention getter you have established for grabbing their attention.

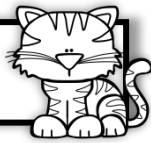


Think About It: Why is it important to use an appropriate volume? What happens if we talk too loud? What can we do if our friend is talking too loud? What if we talk too quietly?

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Story:

## 8: Tattling



Introduction: Tom Cat is playing in his room when Tabby Cat walks by. Tabby Cat sees Tom Cat using the scissors. She knows that he should not use scissors alone. She runs to tell her mom. Should Tabby Cat tell her mom? Why or why not?

Tabby Cat yells out, "Mom! Mom! Tom is using his scissors in his room without permission!" Tom Cat says, "I just had to fix something! I was only cutting for a minute!" Tom Cat feels hurt because Tabby told on him for no reason. Tabby wants Tom to get in trouble because he broke a rule. Even if he was just trying to fix something, he isn't allowed to use scissors without permission. "You shouldn't even be watching me! Worry about yourself!" Tom Cat yells.

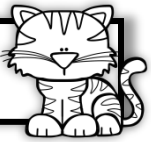


Turn and tell your partners if you agree with Tom Cat or Tabby Cat and why.

Tabby Cat closed her eyes and thought, "Would I want Tom Cat to tell on me for using scissors?" She opened her eyes and looked at Tom Cat. "I am sorry for tattling on you, Tom. I just thought you should get in trouble because you weren't making a safe choice," she said. "I wish you would have just talked to me. I didn't mean to be unsafe, but I understand I broke a rule." said Tom Cat. "Will you forgive me?" asked Tabby. "Of course!" Tom Cat said.

Follow  
Up:

## 8: Tattling



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat tattled on Tom for using scissors without permission. Tell your partner about a time someone reported to an adult about what you were doing. How did it make you feel?



Hands-On: Call on students to role-play examples and non-examples of reporting (accidents, cutting, bumping, talking in line, etc.). Discuss the difference between tattling and reporting. Also, discuss what isn't a tattle and why it is important to report if someone isn't making a safe choice. Give each student a sticky note and ask them to write/illustrate something that should be reported. Share each sticky note as you place it onto a "Reporting" poster.

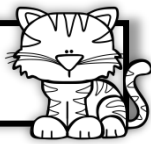


Think About It: When is it okay to tell a teacher or adult? Why is it important not to tattle? What is a tattle? What could happen if you tattle a lot? Is tattling helpful or hurtful?



Story:

## Q: Being First and Last



Introduction: Tom Cat was dismissed into the lunch tray throw away line during lunch. He wanted to be first in line so he pushed to the front. On his way he bumped a friend and caused their tray to spill. Is it important to be first in line? Why or why not?

"Oh, no!" Tom cried. His teacher walked over and asked him what happened. "I wanted to be first in line so I ran to the front, but I bumped my friend and his tray spilled!" he wailed. Tom Cat's teacher looked disappointed. "Now, class, should we run in the lunchroom?" she asked. "NO!" the class shouted back. "It does not matter who is first in line because we are all going to the same place. Please walk to our line," Mrs. Meow said.



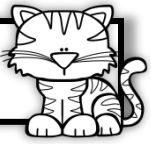
Turn and tell your partners what you think Tom should have done instead of running.

Tom Cat looked at the mess he had caused. He headed to the back of the line. Now he was the very last one! He could feel his embarrassment and anger building in his body. "IT WAS AN ACCIDENT!" Tom screamed. Mrs. Meow walked over to him and took his hand. She walked him out to the hall.

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Follow  
Up:

## Q: Being First and Last



Introduction: Yesterday we listened to a story about Tom Cat. He wanted to be first in line at lunch so he ran to the front. When Tom was running he accidentally bumped into his friend and his friend's tray spilled. Why do you think Tom wanted to be first? Is being first in line always the best?



Hands-On: Show students a picture of a train. Point to the caboose and ask the students to think about why the caboose is an important part of the train. Explain to the students that a caboose was added to the back of the train to provide shelter for the conductors and train crew. Ask the students to stand in a circle as if they are a train. Choose a student to be the caboose. Have the students start going around the classroom in a circle. They can make 'choo, choo, choo' noises. Give each student a chance to be the caboose on your pretend train.

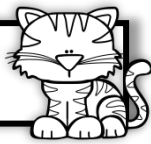


Think About It: Does it matter who is first in the lunch line? Why or why not? Is it okay to be at the end of the line? What might happen if we run to get to the front of the line?

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Story:

## 10: Interrupting



**Introduction:** Tom Cat was telling Mom all about his new assignment at school. He was excited to share the details with her. Tabby Cat ran into the room and threw herself on Mom's lap and started talking excitedly about the sticker she earned. Is Tabby Cat being polite? What do you think will happen next?

Tom Cat looked at Tabby Cat. "Please wait! I am trying to talk to Mom!" Tom says. Tabby Cat feels sad and left out. She runs to her room and slams the door. "I just wanted to tell Mom about the sticker I earned. You don't have to be mean to me!" Tabby yells. Tom Cat walks to Tabby Cat's room. "I wasn't being mean. You were interrupting Mom and me," Tom says.



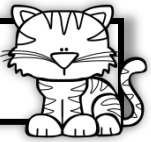
Turn and tell your partners if you agree with Tom Cat or Tabby Cat and why.

"I just wanted you to wait until we were done talking. Then, Mom could have listened to you," Tom explained. "I am sorry," said Tabby. "I was just excited to see Mom and share my story with her." "Well, I am ready to hear all about your sticker now," Mom said. "Just remember, it is important to be mindful of others when they are talking and not interrupt."

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Follow  
Up:

## 10: Interrupting



**Introduction:** Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat was talking with his mom when Tabby Cat interrupted to tell them about her sticker. Tell your partner about a time you were interrupted. Have you ever interrupted someone else?



**Hands-On:** Have students come to the carpet and then begin role-play interrupting behaviors. Choose a student to act as the teacher. Then sit in a student's chair and model interrupting, calling out, and getting up without permission. Now model what to do instead, such as waiting patiently, raising your hand for permission, and not calling out. Have students look for the things you are doing correctly. Call on other students to model correct and incorrect behavior. Explain that interrupting is considered rude and unfair. Be specific of your classroom expectations and be consistent in practice.

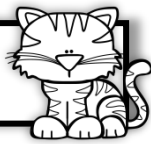


**Think About It:** Why is it rude to interrupt? What should you do if you need to talk to someone who is already busy? What are some ways we are interrupted in the classroom? What should you do if someone interrupts you?

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Story:

## II: Personal Space



**Introduction:** Today at school, Tabby Cat was touching everyone. Whenever someone would walk by her, she would hug them. In line she would reach out and grab tight to hug. On the carpet Tabby Cat would stretch out and get into other cats' spots. Do you think that this is okay? How do you think everyone else feels about Tabby Cat today?

"Tabby Cat, leave me alone!" Tom Cat said on the way home from school. "Why do you keep hugging me?" "I only want to hug you. You don't have to get mad," Tabby Cat replied. Tom Cat felt really annoyed because Tabby would not leave him alone. He just wanted her to stay out of his space. Tabby Cat was only trying to show Tom Cat she cared about him. She thought that hugging him would make him feel cared for.

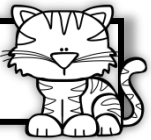
 Turn and tell your partners if you agree with Tom Cat or Tabby Cat and why.

Tom Cat told Tabby, "People do not like it when you get in their personal space. You have to ask before you touch someone else." Tabby Cat thought for a minute. Maybe that was why all of her friends got mad at her today. "I'm sorry for bothering you. I was just trying to make you feel special," Tabby said.

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Follow  
Up:

## II: Personal Space



**Introduction:** Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat was getting into everyone's personal space. Tell your partner about a time that someone got into your personal space. How did it make you feel about that person?



Hands-On: Explain to students that we each have personal space, and it is important to respect one another's boundaries. Discuss body language and recognizing emotions. Create paper plate "emotion faces." Role play with students different scenarios of hugging, tickling, following, etc. Have the students watch your emotions closely and see if they can recognize how you feel about your personal space being shared. It is important for students to be made aware of body language and emotional cues so that they are aware of their peer's personal space.

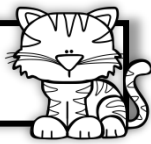


Think About It: Why is it important to respect other people's personal space? Why does it make you feel weird when someone gets into your personal space? Why does our personal space change (in the bathroom, with a stranger, etc.)?

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Story:

## I2: Asking for Help



Introduction: Tabby Cat is reading her new book. She keeps getting stuck on new words. She is getting really frustrated. Have you ever felt this way? What did you do about it?

"I can't read this! It is too hard!" Tabby Cat said as she threw the book down. Tabby Cat folded her arms and began to cry. She felt stupid because she didn't know how to read it. She wished that Mom would just help her with it. Finally, Tabby calmed down and grabbed the book from the floor. "Mom, I can't do this. It is too hard. Will you read it to me?" Tabby Cat said. "How about I read it with you, Tabby Cat?" Mom said. "I can't do it!" Tabby began to tear up again.



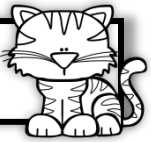
Turn and tell your partners if you think Mom can help Tabby Cat and why.

"Sure you can," Mom encouraged. "Let's try again, together." Mom began to help Tabby Cat. They worked at stretching the sounds and words that Tabby Cat had trouble with. They looked at the pictures, and Mom reminded Tabby Cat about the strategies she had already learned. Before too long Tabby Cat had regained her confidence and was reading to Mom.

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Follow  
Up:

## I2: Asking for Help



Introduction: Yesterday we listened to a story about Tabby Cat. Tabby Cat was really sad because she couldn't figure out how to read the book on her own. Instead of asking for help, she began to cry and threw her book to the floor. Have you ever done that before? Did that work for you?



Hands-On: Explain to the students that there are times during the school day they might need help with a problem (reading, math, center game, etc.). Explain that sometimes you will not be able to assist them right away. Ask students to brain storm solutions. Introduce students to the concept of electing student "helpers" or "experts" that they can go to for help if the teacher is occupied. Be specific how this role will work and your expectations of how student's will utilize the student "helper." Work together to create a chart with job expectation and situations that are ok to ask for help.

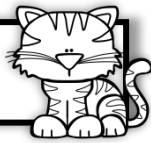


Think About It: Why is it important to ask for help? What might happen if you never ask for help? Is it okay to need help even when nobody else does? Can you ask your friends for help?

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Story:

## I3: Apologizing



Introduction: Tabby Cat and Tom Cat got in a big fight about what to play after school. Mom sent them both to their rooms to calm down. Now, it is time for them to apologize. What is an apology? Have you ever apologized?

Tabby Cat and Tom Cat sat on the couch. Tabby Cat said, "I am sorry for calling you names. I was just feeling angry. I didn't mean what I said." "Thank you for saying sorry," Tom Cat said. "I am sorry, too." The two decided to play Legos and did not fight about it. Tom Cat felt much better after Tabby apologized, but Tabby still felt upset.

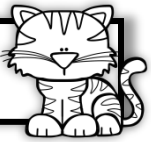
 Turn and tell your partners why you think Tabby Cat is still upset.

Tabby Cat looked at Tom Cat. "I am still upset because you hit me and it hurt. You didn't say that you were sorry for hitting me," she said. "I am sorry for hitting you. Are you okay?" Tom Cat replied. Tabby Cat felt much better. They hugged and continued to play Legos.

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Follow  
Up:

## I3: Apologizing



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat and Tabby Cat got in a fight and had to make apologies. Turn and tell your partner about a time you had to make an apology. Did you say what you were sorry for in your apology?



Hands-On: Begin by brainstorming with students scenarios that would require an apology. Now brainstorm a list of phrases or dialogue that your students might use when making an apology. Make a poster with simple phrases for students to use when apologizing. Practice role playing with students using the situations that demand an apology to practice using the phrases and dialogue.

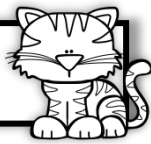


Think About It: Why is it important to apologize? How does a good apology make the other person feel? How does a bad apology make the other person feel? What if you are not ready to make an apology? How should you respond to an apology?

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## Story: 14: Helping



Introduction: Tabby Cat is drawing a picture. She is having a hard time drawing a house. She asked Tom Cat to help. Tom Cat didn't help; instead, he drew it for her. Do you think that Tom Cat did the right thing? Why or why not?

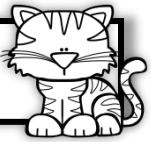
"Thank you for doing it for me, Tom, but I still don't know how to draw it," Tabby Cat said. "Well, you don't need to know how. I already finished it for you," Tom Cat said proudly. "I know, but now I still won't be able to do it when I want to draw a house the next time. I wanted you to help me," Tabby Cat said. Tom Cat didn't understand why Tabby Cat wasn't happy that her picture was done. Tabby Cat was sad because she still didn't know how to draw a house by herself.

 Turn and tell your partners if you agree with Tom Cat or Tabby Cat and why.

"Oh, I didn't think about that," said Tom. "I thought I was being helpful by doing it for you, but I guess it was more hurtful. I can explain it to you now if you want." "Yes! I really want to know how to do it. Thank you for helping me learn." Tom Cat helped Tabby Cat draw the house step-by-step. She felt much better after she learned how to do it by herself.

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## Follow Up: 14: Helping



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat wanted help to draw a house and Tom Cat did it for her instead of helping her learn. Tell your partner about a time when you needed help and someone did it for you. Did you wish that they taught you how to do it instead?

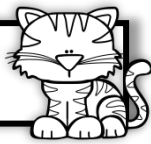


Hands-On: Have students work in pairs. Give each pair a whiteboard. Encourage students to help each other draw a picture of a cat or dog. Highlight partners that are doing a good job helping each other. Next, tell the students that you have really wanted to learn how to draw a \_\_\_\_ (Choose a popular game or movie character your kids are interested in.) Allow the students to help you illustrate the picture.



Think About It: Why is it important to help others? What happens if we help someone by doing it for them? How else can we help by not actually doing it for them?

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Introduction: Tabby Cat and Tom Cat are learning how to do the monkey bars. It is really tricky! They've been working on making it across the bars all weekend, and Tom Cat almost has it. What do you think might happen if Tom Cat does the monkey bars before Tabby Cat?

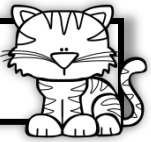
"I did it! I made it across all by myself!" Tom Cat exclaimed. Tabby Cat looked over at Tom. "Great work! I'm proud of you for working so hard and making it across!" Tabby Cat said. Tom Cat grinned and ran off to show their mom. Tabby Cat continued to work on hanging on the bars and making it across. She couldn't wait until she could do the monkey bars, too.



Turn and tell your partner how you think Tom Cat felt when Tabby told him, "Great work!"

Tom Cat came back and practiced the monkey bars a few more times. Then he asked Tabby if she wanted him to help. "I think I almost have it, but I can't reach the last bar," Tabby said. Tom Cat showed her how to swing to do it, and then she tried again. "I got it! I finally got it!" Tabby shouted. "I knew you could do it! Way to go, Tabby Cat! You worked hard to figure it out and now you know how to do the monkey bars!" Tom Cat said.

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Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. They were learning how to do the monkey bars. They both praised each other when they finally figured it out. Tell your partner about a time someone praised you. How did it make you feel?



Hands-On: Discuss with the class that receiving praise for a job well done is also called a compliment. Ask students how they feel when they receive a compliment. Create a compliment jar prior to the lesson that will have compliment starters and students' names/or pictures for younger students. Allow students to pull a slip out of the jar one at a time. They will find the student and give them a compliment. This activity will require you to model and scaffold their compliments as most students will not be familiar with giving and may seem shy to give or receive. Be sure all students get a compliment. Another variation of the game could be you giving the compliments instead of students complimenting one another.

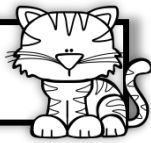


Think About It: Why is it important to praise others? How does being praised make you feel? Why should we say what we are praising someone for instead of just saying "Good job"?

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Story:

## I6: Good Sportsmanship



Introduction: Tabby Cat and Tom Cat were playing cards. Tom Cat was winning the game. Every time he collected more cards, he would say, "Take that!" and laugh at Tabby Cat. What do you think might happen? Do you think Tabby Cat likes the way that Tom Cat is acting?

"Take that!" Tom Cat yelled as he collected more cards. "Now I am beating you for sure!" Tabby Cat was starting to feel really angry. She was trying really hard to play the game, and it hurt her feelings when Tom Cat would say mean things. "I win again! Are you even playing anymore?" Tom Cat called out. Tabby Cat got up and went outside without saying anything.

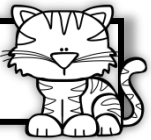
 Turn and tell your partners why you think Tabby Cat left. Would you be mad at Tom Cat?

Tom Cat ran outside after Tabby Cat. "Why are you being a sore loser?" Tom Cat asked. "I am not being a sore loser. You are being a bad sport!" Tabby Cat replied. Tabby Cat didn't mind losing. She lost all the time. She just didn't like the way that Tom Cat was acting today. "You don't need to say mean things and laugh at me. You aren't showing good sportsmanship. I left because I didn't want to play with a bad sport," Tabby Cat explained.

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Follow  
Up:

## I6: Good Sportsmanship



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat was not showing good sportsmanship when they played cards. Tell your partner about a time someone you were playing with didn't show good sportsmanship. How did it make you feel when playing with them?



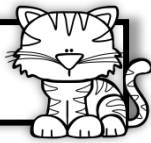
Hands-On: Engage the students in a game of classroom BINGO. Spotlight students that show good sportsmanship. Ensure that everyone gives high-fives after the game to show good sportsmanship. If time permits, pull out games they can play in small groups or pairs. Circulate to ensure that all students are displaying good sportsmanship. Play around the world with sight words as a class. Students can display good sportsmanship as they review their sight words.



Think About It: Why is it important to show good sportsmanship? Is it hard to be a good sport? Why or why not? What can you do if someone isn't showing good sportsmanship?


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## Story: 17: Patience



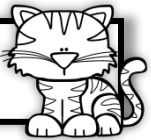
Introduction: Tom Cat and Tabby Cat are waiting for Mom to get home so they can go to the park. They are both ready and want to leave as soon as possible. They are having a hard time waiting. Have you ever had to wait for something? Why is it hard to wait?

"Let's go!" shouted Tabby Cat. "Why are you taking so long?" Tabby Cat asked Mom. "Mom! We are ready! We have been waiting forever," Tom Cat complained. They went on and on about how they couldn't wait to get to the park. Mom was getting annoyed because she had just walked into the door and they were both being so impatient. "Can we just go already?" Tabby and Tom Cat whined.

 Turn and tell your partners if you think Tabby Cat and Tom Cat are doing the right thing. Mom said, "You two need to learn some patience. It is very rude to demand we leave right away. I just walked in the door. You will have to wait!" Tabby Cat and Tom Cat went upstairs. All they could think about was going to the park, but they knew they needed to be patient. They played until their mom called them down to leave for the park.

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## Follow Up: 17: Patience



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. They were really anxious to go to the park and were not waiting patiently for Mom. Have you ever had a hard time being patient? Tell your partner about your experience.



Hands-On: Explain to students that patience is something we must actively practice everyday in most situations. Have students brainstorm situations that would require patience. Show students a sand timer. Explain that sometimes we have to wait a certain amount of time before our expectations are met. Discuss how many things such as baking, events, and even growing plants take lots of time. Choose a project such as planting simple seeds. Work together to plant, water, and care for the seeds. Each day you visit the seeds reiterate that many things take time and we must practice patience when awaiting results.

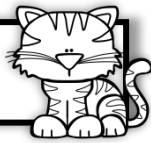


Think About It: Why is it important to be patient? What might happen if you are not patient? When can we practice using patience? Why is it hard to be patient?

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Story:

## 18: Compromising



Introduction: Tom Cat and Tabby Cat want to play outside. Tabby Cat wants to swing, but Tom wants to do something else. Tom Cat wants Tabby Cat to ride bikes with him instead. Have you ever had something like this happen? What did you do to solve the problem?

"I really want to just swing," Tabby Cat says. "I want to ride our bikes! You need to practice so you can get your training wheels off!" Tom Cat persuades. "No! I don't want to ride bikes today!" Tabby Cat demands. Tabby is sure she would rather swing and really doesn't want to ride bikes right now.



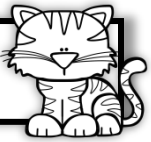
Turn and tell your partners if you agree with Tom Cat or Tabby Cat and why.

"Why don't we compromise?" Tom Cat exclaimed. "We can swing together for a bit and then we can ride bikes after." "That sounds good. Then we both get to do what we want!" Tabby Cat said. The two swung together. Then, Tabby Cat was ready to ride bikes with Tom. They were both happy because they both got what they wanted.

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Follow  
Up:

## 18: Compromising



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby and Tom compromised about how they were going to play outside. Have you ever compromised with a friend? Tell your partner how you compromised.



Hands-On: Prepare some situations that would require compromise. Write the scenarios on strips of paper. Explain to students that you will play a game, "Let's Make a Deal." As a class work together to pull out scenarios and brainstorm ways to compromise. Emphasize that many times when we take time to talk about a situation and offer choices, we can both get what we want. It is important to follow through with your promise, or deal, when working towards compromise.



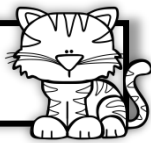
Think About It: Why is it important to compromise? How can compromising help solve problems? Is compromising a good way to keep friends? Why or why not? What types of compromises can we make?

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Story:

## 19: Respecting Opinions



Introduction: Mrs. Meow brings three different apples to school for the kids to try. Every student gets to try a slice of all three then pick their favorite. Tabby Cat likes the yellow apples the best because they are sweet. Tom Cat likes the green apples the best because they are sour. They start to argue about who is right. Is there a right answer?

"You just like the yellow apple because you like the color yellow!" Tom said. "Well, yellow is the best color for everything. Yellow is for apples, leaves, and fruit and it's the color used to draw the sun!" snapped Tabby. "You just always think that whatever you like this the best!" Tom yelled at Tabby Cat. "Oh no! What is going on over here?" asked Mrs. Meow.



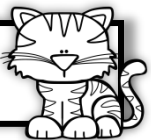
Turn and tell your partners what the problem is. How do you think they should solve it?

"You know I will never like green apples because I don't like things that are sour," Tabby Cat said. "I guess we don't have to agree." Tom Cat looked at Tabby. "It is okay that we don't like the same exact things," Tabby said. They both took a deep breath and continued to enjoy the apple tasting activity with their class.

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Follow  
Up:

## 19: Respecting Opinions



Introduction: Yesterday we listened to a story about Tabby Cat and Tom Cat. They were arguing about which apple was the best. Finally, they decided to respect each other's opinions even if they didn't agree. Tell your partner about a time when you disagreed with someone.



Hands-On: Split the room in half and explain that students will go to one side of the room or the other based on their answers. Give students two options of things they may like. For example, ask them if they like giraffes or elephants better. Have all students who like giraffes go to one side of the classroom and those who like elephants go to the other side. Pick a few students from each side to share why they liked that animal the best. Continue giving different choices.

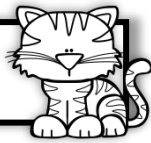


Think About It: Is it okay to disagree with someone's opinion? How could you respectfully disagree? Are you still friends with someone even if they have a different opinion about something?

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Story:

## 20: Eye Contact



Introduction: Mrs. Meow was teaching a lesson on letters. Tom Cat was looking around the room while Mrs. Meow was teaching. Tabby Cat was looking and listening to Mrs. Meow. Mrs. Meow began to notice that Tom Cat was not making eye contact. Do you look at someone when they are talking to you? Why?

"Tom Cat, are you even listening?" Mrs. Meow asked. "Um...yes, Mrs. Meow," Tom replied. "Tom, can you tell me what letter we were working on?" asked Mrs. Meow. "Well.....um.....no," Tom answered. Tom Cat didn't understand why it was such a problem. Why did he have to look at Mrs. Meow to listen?



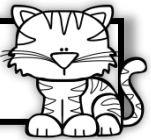
Turn and tell your partners if you agree with Tom Cat and why or why not.

"Tom Cat, it is important that you are looking at me when I'm teaching so I know you are really listening and pay attention," Mrs. Meow said. "Show me how you use eye contact to show that you are listening please, Tom Cat," Mrs. Meow said. Tom Cat used his eye contact for the rest of the lesson, and he was able to tell Mrs. Meow what letter they were working on.

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Follow  
Up:

## 20: Eye Contact



Introduction: Yesterday we listened to a story about Tom Cat and Mrs. Meow. Tom Cat was not making eye contact with Mrs. Meow as she was teaching. Tell your partner about a time you were talking to someone that wasn't looking at you. How did it make you feel?



Hands-On: Have students partner up with another student. Tell them they are going to tell a story to their partner. Tell them that the first time the listening partner is to NOT make eye contact. Have them begin and call them back together. Then tell the listening partner that they NEED to make eye contact with their partner. Switch partner roles and follow the same steps. Once all students have experienced both eye contact and avoiding eye contact, discuss how they felt different.

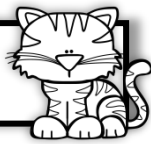


Think About It: Do you appreciate it when someone looks at you when you are talking to them? Is it respectful to show eye contact when someone is talking to you?

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Story:

## 2!: Identifying Feelings



Introduction: Tom Cat and Tabby Cat were playing at recess. Tom Cat climbed up to the top of the climber. Tabby Cat wanted to climb up there, too. She was having a hard time getting to the top. She started to feel her face get hot, her chest tighten up, and her hands start to sweat. Have you ever felt this way? Tell your partner what made you feel this way.

"Tom Cat, I can't get up there," Tabby Cat said. "Tom Cat, that isn't funny! I don't know why you climb up there because you know I can't get up there!" Tabby Cat yelled. "You are so mean, Tom!" She jumped off the toy and stomped off to the grass. She sat down on the grass. Tabby couldn't figure out why she was mad at Tom Cat. She just was.

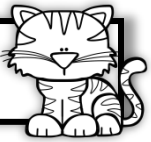
 Turn and tell your partners what feeling you think Tabby Cat is feeling right now.

Tom Cat got down from the toy and walked out to Tabby Cat. "Tabby, I don't go up on the top because I know you can't get up there," Tom said. Tabby took a deep breath and looked at Tom. "Why are you mad at me?" Tom Cat asked. "I don't know," Tabby said. "I just started to feel hot in my face and tight in my chest and my hands were all sweaty, so it was even harder to climb." Tom hugged Tabby and said, "I think you got angry or mad that you couldn't do it. You didn't need to be though. It is okay if you can't do everything, Tabby Cat."

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Follow  
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## 2!: Identifying Feelings



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat felt mad or angry because she couldn't do something. She wasn't sure why she was mad and yelling at Tom Cat. Tell your partner about a time when you didn't really know why you were feeling a certain way. Was it hard to explain how you felt to others?



Hands-On: Have a student come to the front of the class. Whisper a feeling in their ear and have them act it out (using body language and facial expressions). See if the other students can guess what feeling they are acting out. Then ask if other students have ever felt that same feeling. Have students share how they were able to calm down.

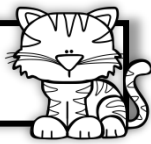


Think About It: Why is it important to listen to what your body is telling you about how you are feeling? Is it helpful to identify the feeling that you are feeling? Is it helpful to be able to handle that feeling?

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Story:

## 22: Expressing Feelings



Introduction: Tom Cat and Tabby Cat were playing in their classroom. Another student came up and grabbed a toy out of Tom Cat's hand. Tom Cat's head started to hang down, his smile went away, he got real quiet, and a tear came out of his eye. Tell your partner about a time you felt this way.

"Well, that wasn't very nice," Tabby Cat said as she saw the other student take the toy. "HEY!" Tabby Cat yelled at the other student. "It's okay, Tabby," said Tom Cat sadly. Tom Cat started to cry. Tabby Cat marched across the room and grabbed the toy and said, "Don't ever do that to Tom Cat again!" And she pushed the other cat down on the floor.

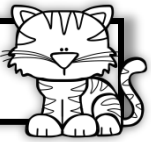
 Turn and tell your partners if you think Tabby Cat is expressing her emotions appropriately.

"Tabby Cat, please stop. I know you are mad, but it isn't okay to grab a toy and push someone to the floor," Tom Cat said calmly. "But he took it from you first!" Tabby Cat said. Tom Cat hugged Tabby tightly, and together they took three deep breaths to calm down. "I am sorry for getting so angry. I just love you so much, and I don't like it when I see someone being mean to you," Tabby said.

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Follow  
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## 22: Expressing Feelings



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat was mad and did not express her emotions very well. Is it okay to be angry? Is it okay to act like that when we are angry? Why not? Tell your partner about a time when you got really angry about something.



Hands-On: Ask students if it is okay to feel and express feelings. Have students share out different feelings they have felt. Then ask them how they express those feelings. Write down all of their ideas. When they are done, go through each idea they had to express those feelings and have students give a thumbs up or down if it is an appropriate way to express that feeling.

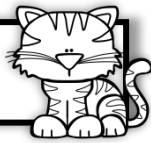


Think About It: Is it hard to express feelings appropriately sometimes? Even if it is hard, do we still need to express our feelings appropriately? What should you do if you make a mistake expressing your feelings?

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Story:

## 23: Encouragement



Introduction: Tabby Cat was trying learn her letters and sounds. She was working very hard. Tell your partner about a time that you worked hard to be good at something. Did you feel frustrated when you first started learning?

"Ugh, I'm never going to learn my letters and sounds!" Tabby Cat complained. She kept trying to learn her letters, but there were just so many to learn. "Tabby Cat, I know you need some extra help with your letters and sounds. I know you will learn them because you are working so hard. You got this!" Tom said as he gave her a hug. "Keep going. I know you can do it!"



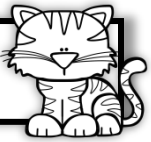
Turn and tell your partners how you think Tom Cat made Tabby Cat feel.

Tabby Cat smiled at Tom Cat and he smiled back. "Thanks, Tom Cat! That means a lot to me. I just get so frustrated and want to just give up. I will learn all these letters and sounds. I just have to keep working at it!" Tabby Cat said. She picked up her alphabet cards and kept practicing.

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Follow  
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## 23: Encouragement



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat was having a hard time with her letters and sounds. She was starting to get really frustrated when Tom Cat came and encouraged her. Tell your partner about a time when someone encouraged you. How did their encouragement help you?



Hands-On: Give each table group a difficult activity (stacking blocks, puzzle, stacking cups, etc.). One person at a time will work on the task. The other students will give encouragement to the student working. Students will take turns in each roll. Discuss how the encouragement made the students feel.



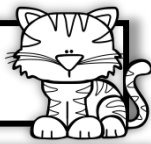
Think About It: Do we like to be encouraged? How could you encourage your friends? Is encouragement only important in the classroom? Where is it important to encourage people?

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Story:

## 24: Complimenting



**Introduction:** Today in class, Mrs. Meow was giving directions for an art project. Tom Cat and Tabby Cat were working at their seats. Tom Cat was taking his time and following directions. Tabby Cat was rushing and just trying to be finished. Tabby Cat wanted Mrs. Meow to come see her work.

Mrs. Meow was walking around the room as they worked. She came to Tom Cat and Tabby Cat's table. "Oh Tom Cat, I love how you have followed all my directions. You have used different colors, and you are taking your time to do your best work," Mrs. Meow said. "Mrs. Meow! Mrs. Meow! Come look at mine!" shouted Tabby Cat. "Isn't it better than Tom Cat's?"



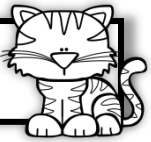
Mrs. Meow is trying to give a compliment. Who should get the compliment: Tom or Tabby?

"Tabby Cat, I am trying to give Tom Cat a compliment and you are not being kind. I would like for you to give Tom Cat a compliment as well. Please take a moment to tell him something nice about her picture." Tabby Cat took a moment to look at Tom Cat's picture and her eyes lit up. "Tom Cat, I really like how you used all the different colors. Your cat has a long tail. Your house is a fantastic square. You followed all of Mrs. Meow's directions!" Tabby Cat said.

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Follow  
Up:

## 24: Complimenting



**Introduction:** Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat had taken his time on a picture, and Mrs. Meow had given him a compliment. Tabby Cat wanted a compliment for her picture, but Tabby Cat did not take her time. Mrs. Meow wanted Tabby Cat to give Tom Cat a compliment. How do you feel when you get a compliment? How do you feel when you give a compliment?

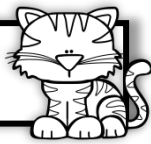


**Hands-On:** Have students sit around the circle. Say a compliment about one of the students in the class. Have all students try and guess who you are talking about. Continue until you have given every student in the class a compliment. Once everyone has had a compliment said about them, ask how they felt once they knew the compliment was about them.



**Think About It:** How does it feel to get a compliment? How do you make others feel when you give them a compliment?

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Introduction: Tom Cat and Tabby Cat are working on the computers at school. Mrs. Meow has given them an assignment. Tom Cat is trying to help Tabby Cat, but there is a miscommunication in his directions to her. What do you think happened?

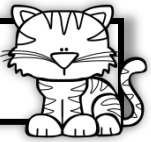
"Tabby Cat, just make that part blue and a left click on this part to select that part," Tom Cat said hurriedly. "Yeah, yeah, just like that," he said without looking at Tabby Cat's computer. Well, Tabby Cat followed his directions and lost her whole project. "Tom Cat, I lost the whole thing!" Tabby Cat cried. "You told me to make that part blue and left click..." "No! I said right click. I said right click!" Tom Cat said. "At least I think I did. Didn't I Tabby Cat?"



Turn and tell your partners how Tabby Cat and Tom Cat could have avoided this.

"Well, now I don't have any part of my project done," Tabby Cat complained. "I am sorry that I didn't communicate clearly," said Tom Cat. "I guess I should have spoken slower and used words that were easier to hear." Tom Cat and Tabby Cat decided that from now on they were going to be better about making eye contact and speaking clearly when they were talking to make sure that they could communicate correctly.

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Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. They were working on a project, and Tom Cat didn't communicate clearly to Tabby Cat when he was trying to help her. Have you ever had a miscommunication? Tell your partner about a miscommunication that you have had before.



Hands-On: Lead students in a directed drawing. Give each student a piece of paper. Give them directions for drawing a picture (draw a road at the bottom of your paper, draw a sun in the sky etc.). Give directions clearly for some directions and mumbled, quiet or looking the other way for other directions. Do not repeat any directions. See how the pictures differ and have a discussion about how frustrating it was when you couldn't hear the directions.

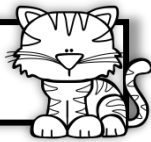


Think About It: What skills should you practice when using clear communication? Why is it so important to communicate clearly?

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Story:

## 26: Expected Vs. Unexpected Behavior



Introduction: Tabby Cat was playing with her friend at recess. All of a sudden, her friend stood up, yelled at her and hit her. Has your friend ever done something that was unexpected? How did it make you feel about them?

"Oh dear, what happened over here?" asked Mrs. Meow. "I don't know. We were just playing at recess when all of a sudden she stood up, yelled at me and hit me before running off." "Oh dear, that sounds very unexpected," Mrs. Meow said. Tabby Cat looked at Mrs. Meow very confused on what had happened. "Why would she do that?" Mrs. Meow asked. "I don't know, but I never want to play with her again," Tabby Cat said sadly.



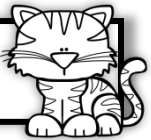
Turn and tell your partners if you agree with Tabby Cat's feelings and why.

"I guess maybe she got mad about something, but she never said anything to me," Tabby Cat said. "Well, let's get her over here, so you can tell her how that made you feel," Mrs. Meow said. Tabby Cat told her friend how she felt and how her unexpected behavior is scary. Her friend understood and told Tabby she wouldn't do it again.

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Follow  
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## 26: Expected Vs. Unexpected Behavior



Introduction: Yesterday we listened to a story about Tabby Cat. Her friend did something unexpected and made her feel very confused. Tell your partner about a time that someone did something unexpected to you.



Hands-On: As a class make a list of expected behavior in areas of the school (classroom, recess, lunchroom, library, etc.). Then have them share unexpected behavior that they have experienced in these areas of the school.

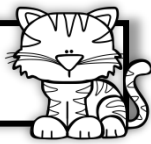


Think About It: How do you feel when an unexpected behavior happens? How do you feel when an expected behavior happens?

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Story:

## 27: Think Before You Speak



Introduction: Tom Cat and Tabby Cat were playing a math game in class. Tom Cat is very good with numbers, and Tabby Cat has a hard time remembering what to do when using math skills. Tom Cat shouted out, "Bwahh! That's not the right answer," and laughed. How do you think that made Tabby Cat feel? What do you think might happen?

"That is not nice, Tom Cat!" Tabby Cat yelled. "I hate you!" Tom Cat felt really bad for making her upset. He wasn't trying to hurt her feelings. It just came out of his mouth before he could stop it. "I am so sorry, Tabby Cat. I didn't mean to hurt your feelings. Please let me help you," Tom Cat said. Tabby Cat was very hurt by what Tom Cat said.



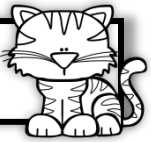
Turn and tell your partners if you have ever felt like Tabby Cat and why.

"Please, Tabby Cat, I'm so sorry. I really didn't mean it. I just wanted to play the game," Tom Cat said. Tabby Cat was still upset, but she tried to calm down. "You know math is hard for me and I have to work harder at it," Tabby Cat snapped. "I know, Tabby Cat. I just wanted to play the game. I didn't think it would hurt your feelings. I apologize," Tom Cat said.

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Follow  
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## 27: Think Before You Speak



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat laughed when Tabby was trying to do math. He wasn't trying to be mean. He just didn't think about what he was saying. Tell your partner about a time that you have talked without thinking about how your words might make someone else feel.

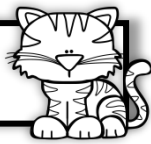


Hands-On: Give each student a piece of paper. Have them draw themselves on it, covering the whole thing. Bring all students back to the carpet. Have them think about a time someone said something hurtful to them. Have them tear a piece of their picture off. Have them keep thinking of examples of when someone said something hurtful until their picture is a pile of paper in front of them. Then ask them if they can put their picture back together exactly the way it was when they started.



Think About It: What should you do if you don't think before you speak? How does it make a person feel?

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Introduction: Tabby Cat was writing in her journal. A friend next to her said, "Just scribble to get it done, so we can do something else." Tabby Cat thought about what she should do. This is called peer pressure. Tell your partner what you think will happen. Do you think she should listen to her partner?

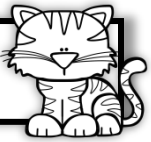
"I really don't think I should," Tabby said. "We are supposed to do our best, so we can be better writers." Tabby's friend kept telling her to just do it. This friend called her a baby and said just do it. "I guess it wouldn't hurt just one time," Tabby said as she looked around to make sure no one was watching. Then she did it. She scribbled all over the page.



Turn and tell your partners if you agree with what Tabby Cat did. What do you think will happen now?

Tabby Cat tried to close her book really quickly, so no one would see what she had done. Mrs. Meow turned quickly to look at Tabby and asked what she was doing. "Steph told me to do it!" Tabby Cat said. Mrs. Meow picked up her writing journal and told her that she needed to redo her writing. "We don't scribble like this!" Mrs. Meow said. "Do it nice or do it twice!"

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Introduction: Yesterday we listened to a story about Tabby Cat. She listened to a friend that told her to scribble in her writing journal. She didn't even want to scribble. She wanted to do her best. Tell your partner about a time that your friend talked you into doing something you knew was not okay.



Hands-On: Brainstorm ideas of ways students may have experienced peer pressure. Have a student share a peer pressure example. Then have students come up with what they could say or do in the given situation. Continue for classroom specific issues that have come up.



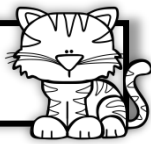
Think About It: If you see or hear someone applying peer pressure to someone, what could you do? Should you stand up for someone else that is being pressured? Would you want someone to stand up for you?

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Story:

## 29: Problem Solving



Introduction: Tom Cat was lined up next to his best friend. He had to stop and get his coat for recess. When he went back to his spot, someone else was there. What do you think will happen when Tom Cat comes back? Tell your partner about a time something like this happened to you. How did you solve the problem?

"Hey, that's my spot! I was there first!" Tom yelled as he got back into the line. "No, you weren't! I was here first, you liar!" Henry screamed. Henry had no idea that Tom was there before he got his coat. "Why is he screaming at me?" Henry wondered. Tom was sure that Henry was just being a meanie.

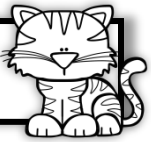
 Turn and tell your partners what you think Tom Cat should do.

"You weren't there first!" Henry said. "I just had to get my coat," Tom Cat said. "Oh, well, why didn't you just say that, Tom Cat?" Henry asked. "I didn't know that you were standing here. You could have just asked me to give you your spot back." Henry took a step back to let Tom Cat back into the line. "Thank you for giving me my spot back," Tom said. "I'm sorry for yelling at you."

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Follow  
Up:

## 29: Problem Solving



Introduction: Yesterday we listened to a story about Tom Cat. Tom Cat thought that Henry took his spot. Tom Cat got so upset that he didn't even talk to Henry before yelling at him. Tell your partner about a time that you have told an adult about a problem before you tried to solve it on your own.



Hands-On: Give students some free choice time. Monitor and analyze any problems that arise. Do not solve them. Just watch and see what the students do. After the center time, call all students to the carpet and share some of the problems you saw. Have the whole class brainstorm ideas on how the given problem could have been solved. Reinforce that there may be more than one way to solve a problem.

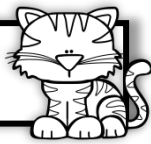


Think About It: Why can't a teacher or adult always solve your problems for you? Can there be more than one way to solve the same problem?

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Story:

## 30: Manners



Introduction: Mrs. Meow brought in a special snack for the entire class. She was very excited to share her treat with the class. However, as she started passing them out, she noticed no one was using their manners. This made Mrs. Meow feel terrible. Tell your partner what the class should have done.

"Oh, dear!" Mrs. Meow said. Mrs. Meow stopped passing out the special treat and told the class that she was sad she wasn't hearing a special word we use when someone gives us something. "Oh! Are you talking about the words 'thank you,' Mrs. Meow?" Tabby Cat said. "Why, yes I am, Tabby Cat. Thank You." Mrs. Meow said sadly.

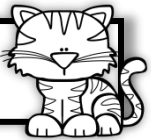
 Turn and tell your partners how Mrs. Meow is feeling and why.

"Boys and girls, when someone is offering you something, the polite thing to say is "Yes, please" or "No, thank you," Mrs. Meow told us. "And when someone gives you something you should always say, 'Thank you.' You should tell your mom, dad, brother, sisters, friends, teachers or anyone else, 'Thank you.' It is the kind and right thing to do. Using your manners is always very important."

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Follow  
Up:

## 30: Manners



Introduction: Yesterday we listened to a story about Mrs. Meow and Tabby Cat. The class wasn't using their manners when Mrs. Meow brought in a special treat. Tabby Cat was able to share with the class what manners you should use when someone gives you something. Tell your partner what manners are.



Hands-On: Brainstorm and create a chart of different manners all the students know. When they are sharing the manners they know, have them give an example of when to use them appropriately.

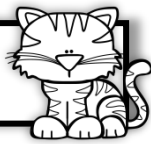


Think About It: How do manners make people feel? Do you think someone will want to go out of their way to give you something if you don't use your manners?

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Story:

### 3!: Being Flexible



Introduction: Tom Cat and Tabby Cat are excited for school today because they are having a special guest come to their classroom. However, when they got to school, Mrs. Meow told them the guest got sick and won't be able to make it. What do you think might happen? Have you ever been excited about something and then something changed?

"I can't wait for school today!" Tom excitedly. "I know, me neither, Tom," Tabby Cat said. Then, when they got to school and Mrs. Meow said the guest wouldn't be coming, Tom and Tabby started yelling. "But I was so excited. That's not fair!!" they yelled together. Several others in class also started to get loud and throw a fit.

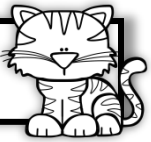
 Turn and tell your partners if you agree with Tom Cat and Tabby Cat and why.

"Boys and girls, sometimes our schedule changes or something happens that makes changes in our plans. We must learn to be flexible when this happens," Mrs. Meow. "Okay, Mrs. Meow. I understand that sometimes things come up and we have to be able to accept the change," Tom replied.

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Follow  
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### 3!: Being Flexible



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat and Tabby Cat learned that sometimes plans change and we have to be flexible. Tell your partner about a time that your plan or routine changed. What did you do? Were you flexible or not?



Hands-On: Get two objects (one soft and one hard). Talk about how the soft one is flexible. It moves, blends and adapts as you squeeze it. Then have them pay attention to the hard one. There is no give in the hard one. Ask what might happen if you throw the soft, squishy one. What about the hard one? Someone will get hurt with the hard one, but the soft one will change and adapt to not hurt anyone.

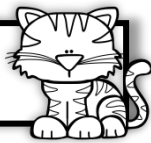


Think About It: How do you think friends feel when you are flexible (like playing a game at recess)? Do you think it is hard or easy to be flexible?

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Story:

## 32: Accepting Being Told No



Introduction: Tom Cat and Tabby Cat wanted to play at the centers, but Mrs. Meow told them no. Tom got very upset. Has someone told you no when you really wanted to do something? What did you do?

"Tom Cat and Tabby Cat, it is not time right now to play at the centers," Mrs. Meow said. "I don't care! I want to play here RIGHT NOW!" said Tom. He began to slam down toys and stomp his feet. Mrs. Meow tried to help him calm down, but he just didn't know how to accept being told no and that he would have to play there later.



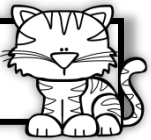
Turn and tell your partners if you think Tom Cat is being mean and why.

Tom Cat didn't want to play with them later. He wanted to play with them now! "Tom Cat, sometimes you will be told no in here. Sometimes it is okay to play and sometimes you will get a choice in what to do. However, sometimes you don't get a choice and sometimes it is just not time for centers. We must learn first. Please come join us," Mrs. Meow said. Tom Cat took a very deep breath and counted to 10. He started to calm down and could join the class.

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Follow  
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## 32: Accepting Being Told No



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat really wanted to play at the centers in their classroom. However, Mrs. Meow told them no, now is not the time. Have you ever been told no? Did you accept it or did you throw a fit?



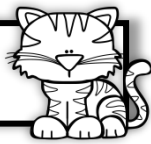
Hands-On: In whole group, have students pick an item and play 20 questions with the class. Have the student bring it to you and then have them stand at the front by the object. Students will pick an object and the other students must ask yes or no questions to figure out what it says.



Think About It: Have you ever had a friend not accept when you told them no? What other people might tell you no? Are they telling you know just to be mean?


Story:

## 33: Accepting Criticism



Introduction: Tabby Cat threw the basketball towards the goal and it missed. Tabby Cat stomped her feet and shouted, "I don't like basketball." Just then Tom Cat walked up to Tabby Cat and said, "You know, Tabby Cat, if you arch your hand like this, the ball will hit the goal." Tabby Cat shouted back, "What do you know about basketball, Tom Cat? Leave me alone!" Do you think it was okay for Tom Cat to offer advice?

Tom Cat said, "I was only try to help. I was not always good at basketball, but a friend gave me some tips and now I can get it in the basket every time." Tabby Cat put her head down and a quiet "Sorry" was heard. Tabby cat looked up at Tom Cat and said, "Would you help me learn how to play basketball like your friend did for you?"

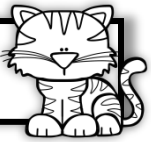
 Turn and tell your partners if you think Tom Cat should help Tabby Cat.

Tom Cat's eyes lit up and he said, "Of course I will help you, Tabby Cat, but you will need to listen closely to me and not get upset if I have to tell you you're doing something wrong. Is that okay?" Tabby cat thought for a second and said, "Yes, I understand, Tom Cat. It's a deal!"

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Follow  
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## 33: Accepting Criticism



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat was struggling with basketball so Tom Cat offered to help her. Tabby Cat got angry because she thought Tom Cat was bossing her around. How can we respond to a friend if they offer to help us learn something new?



Hands-On: Today we want to think about how we offer criticism. We will make a step-by-step plan and then you will get to try it out. When we want to offer criticism we should first start with a positive. Next, we give the criticism. Then, we remind the person of their positives. Lastly, we offer our support to help them. Turn to your partners and offer them criticism for something you've noticed.



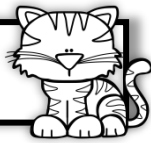
Think About It: What are the three steps for offering criticism? Why should we start and end with a positive? How do we respond if we are the one being criticized?

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Story:

## 34: Celebrating Success



Introduction: During P.E. the cats got to do racing contests. Tom Cat won because he was able to run the quickest. Tabby Cat came in third place. Tom Cat ran up to Tabby Cat and said, "I won! I won! You were fast but not faster than me. I'm the fastest." Tabby Cat put her head down and started to cry. Mrs. Meow went over to Tom Cat. What will Mrs. Meow say to Tom Cat? Was what Tom Cat did okay?

"I don't know why Tom Cat had to tell me he won...I already knew," Tabby Cat said. Meanwhile Mrs. Meow started to talk to Tom Cat. "Tom Cat, do you think that is what kind friends do? How should we act if we are a winner?" Tom Cat looked down at the ground and said, "I should congratulate everyone for trying hard and that will make me feel even better."

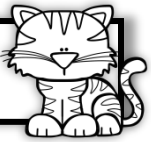
 Turn and tell your partners if you agree that Tom Cat should have been more kind.

"That is exactly right, Tom Cat" Mrs. Meow said. "You will feel even better about yourself and your success if you do not try to knock others down and brag." Tom Cat walked over to Tabby Cat and gave her a hug. He whispered, "You did really well today, Tabby Cat. You were running so fast I didn't think I would be able to catch you."

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Follow  
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## 34: Celebrating Success



Introduction: Yesterday we listened to a story about Tom Cat. He won the race but instead of celebrating his success with his friends he tried to celebrate by bragging that he won and being unkind. How should we celebrate our success? Is it okay to brag to others?

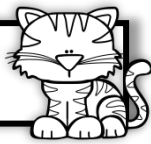


Hands-On: Bring students to the carpet and separate them into two groups. The two groups will be opposing teams. Call up two students at a time to "compete." You can show them number or letter flashcards, etc. The student that wins that round will get a point for their team. Encourage students to celebrate success the correct way as they play each round.




Think About It: Is it still okay to be excited to win? How can we celebrate success the right way? How would others feel if we bragged about winning?

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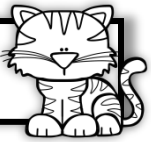
Introduction: Tom Cat and Tabby Cat were working together during center time. Tabby Cat told Tom Cat that she needed to use the restroom, but Mrs. Meow was busy at small groups. Tom Cat said, "It's okay, Tabby Cat. You should go ahead and go to the bathroom. You wouldn't want to disturb Mrs. Meow. I will tell her where you are if she asks." Should Tabby Cat go ahead and go to restroom without asking Mrs. Meow first?

"Tabby Cat, please come to my table," said Mrs. Meow as she looked around the classroom. Tom Cat piped up to say, "Oh, Mrs. Meow, Tabby Cat had to go to the restroom, and she didn't want to disturb you so she went ahead and went." Just then Tabby Cat walked back in.

 Turn and tell your partners what you think Mrs. Meow will say.

"Tabby Cat, it is never okay to leave the classroom without my permission," said Mrs. Meow. "I'm sorry, Mrs. Meow...I just, I just..." stumbled Tabby Cat. "No, Tabby Cat, no matter if I am busy or not you cannot leave the classroom. If there was an emergency, I wouldn't know where to find you. It is just like when you are at home. You never leave the house without asking your parents. The same goes for school," explained Mrs. Meow.

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Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat left the classroom without asking for permission from Mrs. Meow. Why did Mrs. Meow say Tabby Cat should always ask before leaving?

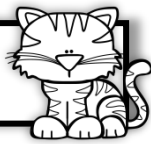


Hands-On: Today we will work on words that we can use to ask permission. I will write the following words on the board and then we will practice using them: Can I, Is it okay if I, Could I, May I and Would it be okay to. Now we will turn to our partners and practice using these words. Let's first ask to use the restroom. Now practice if you wanted to get a new glue stick. What about if you wanted to take something from the class home. How would you ask permission to do that?



Think About It: Why should you always ask adults for permission? What words do we practice for asking permission? Should you listen to the answer you are given once you've asked?

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Introduction: Tom Cat is playing with the center games, and Tabby Cat has her head laying on the table. She tells Tom Cat that she doesn't want to play centers today because they are boring. Tom Cat tells Tabby Cat that he wants to do the right thing so he is playing, and anyway Tom Cat thinks center time is the best time of the day.

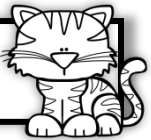
"Tom Cat, why do you want to play centers? You should just lay your head down like me. We can take a cat nap. Centers are boring!" explained Tabby Cat. Tom Cat looked at Tabby Cat and said, "I like center time, and I like doing the right thing. When Mrs. Meow gives me a job, I will always do it. I don't want to get in trouble for not participating."



Turn and tell your partners if you agree with Tom Cat or Tabby Cat and why.

Tabby Cat rolled her eyes at Tom Cat and said, "What do you mean participate? Do you mean play?" Tom Cat looks at Tabby Cat and says, "No. To participate means you join in and do your job. When we play at recess, walk in the hallway, and do our stretches at P.E. we are participating. You should always participate because it is the right thing to do." "Okay, I changed my mind. I will participate, and actually centers are fun. Thank you, Tom Cat."

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Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat was not participating in centers. Tom Cat helped her understand why participating is important. Tell your partner about a time when a friend encouraged you to participate. How did you thank your friend for showing you the right way?



Hands-On: Have students join you at the carpet. Give  $\frac{1}{2}$  of the class a card with an uppercase letter and the other half of the class a lowercase letter card. Have the students mingle around the classroom to find their match. Play the game 2-3 times. Once everyone is back at the carpet ask the students why it's important for everyone to participate. What would happen if one person didn't participate? Would everyone have a match?

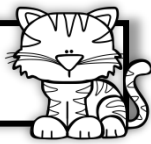


Think About It: Why is it important to participate? What can you tell a friend if they aren't participating?

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Story:

## 37: Staying on Task



Introduction: Tabby Cat was busy reading her book quietly during center time. She could hear Tom Cat playing around with his book. Tom Cat was spinning his book in the air and opening it and slamming it shut. Tom Cat did that over and over again. Finally, Tabby Cat could take it no longer. Tabby Cat snapped, "Tom Cat you are not doing your job and you're bothering me."

Tom Cat looked over at Tabby Cat surprised. Tabby Cat replied with, "Tom Cat I'm trying to do my job like Mrs. Meow told me and you're not being kind. I keep losing my spot in my book because you are busy so noisy. Can you please me kind and do your job?"

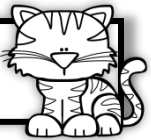
 Turn and tell your partners if you think Tabby Cat did the right thing.

Tom Cat replied with, "Well, I was just bored. I didn't think I was being noisy." Tabby Cat looked over at Tom Cat and just gave him a stare. Tom Cat opened his book and started reading and so did Tabby Cat. After center time Tom Cat came over to Tabby Cat and said, "Thank you for reminding me to do my job and I am sorry I was distracting you. I will try to stay on task better next round of centers. Tabby Cat smiled at Tom Cat and sat down.

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Follow  
Up:

## 37: Staying on Task



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat was distracting Tabby Cat during center time. How did Tabby Cat get Tom Cat to do his job? What did Tom Cat say he would do the next round?



Hands-On: Remind students that staying on task is the same as showing stamina.

Have students get their book boxes and spread around the classroom. Encourage the students to read silently for ten minutes. Tell students that they will be staying on task which means they will read the entire time. Redirect students that aren't able to stay on task during the ten minutes. Call students back to the carpet after the ten minutes are up.

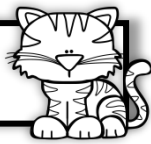


Think About It: How did you stay on task today? Is staying on task always easy? What can we do to make it easier for ourselves? What should we say to a friend if they are not staying on task?

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Story:

## 38: Using Names



Introduction: Tom Cat and Tabby are at lunch. Tabby Cat is telling Tom Cat about the friend she likes to play with at recess. Tom Cat is unsure who Tabby Cat is talking about so he asks Tabby Cat who it is again. Tabby Cat points over at her friend to show Tom Cat. Just then her friend, Tiger Cat, looks up and thinks that Tabby Cat is pointing at her and talking about her. What do you think will happen?

Tom Cat says, "Oh, yes that is I Tiger Cat. She *is* really nice just like you said! Just then Tiger Cat comes over to the table and says, "Tabby Cat, I thought you were my friend. Why are you pointing at me and talking about me to Tom Cat?" A look of panic crosses Tabby Cat's face.



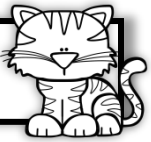
Turn and tell your partners what happened. Why is Tabby Cat's friend confused?

Tabby Cat pipes up, "Tiger Cat, I was not talking about you. I promise you. I was just telling Tom Cat who I've been playing with at recess and pointed over at you to show him." Tiger cat has a look of relief on her face and says, "Well, Tabby Cat, if you would have just said my name then Tom Cat would have known. I was taught that it is never okay to point at people."

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Follow  
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## 38: Using Names



Introduction: Yesterday we listened to a story about Tabby Cat, Tom Cat and Tiger Cat. We saw that Tabby Cat caused a big problem all because she didn't use a name when she was telling her story. What should Tabby Cat do next time when telling her story to Tom Cat?



Hands-On: Practice using names of students in the classroom by singing happy birthday to each student. Write that student's name up on the board so the class can see it. Practice singing the song with each name. What would happen if we were singing happy birthday and we used the wrong name. How would you feel?



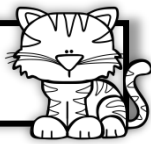
Think About It: Why should we use our friends' names when we are telling stories? When else should we use their names? How might our friend feel if we point at them or say 'you' instead of saying their name?

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Story:

## 39: Conflict Resolution



Introduction: Tom Cat and Tabby Cat are fighting because Tabby Cat took a crayon out of Tom Cat's hands. Do you think it is okay for Tabby Cat to take crayons out of Tom Cat's hands? How do you think Tom Cat and Tabby Cat can resolve this conflict?

"Hey, you took that out of my hands!" Tom Cat shouted. "No, I didn't!" Tabby Cat said. "Yes, you did!" Tom Cat said. "NO! I! DIDN'T!" Tabby Cat yelled back. They argued back and forth. Tom Cat felt angry because he had the crayon first. Tabby Cat was angry because she needed the crayon to color her picture. She was looking for it, and then she found it in Tom Cat's hand. She thought she should get it because she needed it to color her picture.



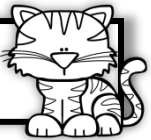
Turn and tell your partners if you agree with Tom Cat or Tabby Cat and why.

"Tabby Cat, I feel upset when you take things from me. You wouldn't like it if I took that from you. Please give it back," Tom Cat said. "But I need it!" Tabby Cat replied. "Tabby Cat, I do not think this is fair or kind. Please give it back," Tom Cat pleaded. Tabby Cat thought about it for awhile and finally decided to give it back to Tom Cat. "Sorry, Tom Cat."

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Follow  
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## 39: Conflict Resolution



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat took a crayon out of Tom Cat's hands. Tom Cat didn't like that Tabby Cat took the crayon. Tell your partner about a time that you had to resolve a conflict just like Tabby Cat and Tom Cat.



Hands-On: Role play with the students on how we can solve conflicts. Give the students key words they can use when solving problems. How can we solve problems? We can walk away. We can get an adult. We can ignore it. We can say stop. We can ask nicely.

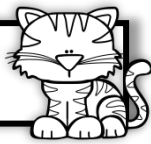


Think About It: Why is it important to resolve a conflict? What are some ways that you can resolve a conflict? Do you need an adult to resolve every conflict? What might happen if you let a conflict keep building up?

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Story:

## 40: Cooperation



Introduction: Tom Cat and Tabby Cat are playing with a classroom puzzle. They have to work together to get the beach scene together. Tabby Cat wants to do the border first. Tom Cat wants to take his time and sort all of the pieces by color before starting. What do you think might happen?

"Slow down, Tom Cat! I can't find my border pieces if you are taking all of them!" Tabby Cat complained. "No, we are sorting the pieces by color first and that will make it go faster later!" Tom Cat said. As they fought about whether to sort by color or not, they kept having to start over. They were both getting really frustrated because they would not listen.

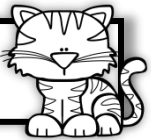
 Turn and tell your partners what you think they should do.

"Tabby Cat, let's just work together. Maybe we can do the border and then sort by color," Tom said. "I think we need to work together if we want to get it finished by the end of center time." "Fine, we can try it," Tabby said. It took them awhile, but they finally got the border done and then the pieces sorted by color. "Wow! Now we can quickly see where the other pieces go because they are sorted by color!" Tabby Cat said. Tom Cat smiled.

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Follow  
Up:

## 40: Cooperation



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. They had to cooperate with each other in order to get the puzzle together. Cooperation is when you work together. Tell your partner about how you cooperate with your friends at school.



Hands-On: Have the class work together to build the letters of the alphabet with their bodies. The students will get down on the floor to make each part of the letter. Most letters will take more than one student so the students will have to work together and cooperate.

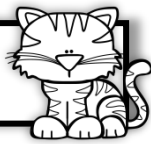


Think About It: How did Tom and Tabby have to cooperate? Did they show cooperation the entire time? What is quicker once they did? How did you show cooperation today during the letter building?

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Story:

## 4: Forgiving



Introduction: Tom Cat and Tabby Cat were playing on the computer during centers when they got in a fight. Tabby was mad because he thought that Tom wasn't taking turns on the computer. Tom Cat was mad because Tabby Cat wasn't letting him use the mouse. They started shouting when Mrs. Meow came over. Have you ever fought with a friend?

Mrs. Meow told Tom Cat and Tabby Cat that they could not play on the computer until they said sorry and forgave each other. Tabby Cat and Tom Cat were both resting their heads when they made eye contact. Tabby Cat thought, "Maybe I should go say sorry but he started it." Tom Cat thought, "I don't have to forgive Tabby Cat because she started it."



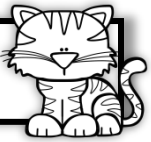
Turn and tell your partners what you think will happen if neither say sorry.

Mrs. Meow calls Tom Cat and Tabby Cat over to her desk. She asks them to explain what happened. Tom Cat and Tabby Cat realize that the whole fight was a misunderstanding. Tom Cat thought Tabby Cat was hogging the mouse but she just thought it was her turn. Mrs. Meow asks the two to say sorry the three step way. They have to say how they felt, admit their mistake and ask for forgiveness.

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Follow  
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## 4: Forgiving



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. They were mad at each other because they were not sharing the computer. Then they both decided to forgive each other because they realized it was a misunderstanding. Tell your partner about how Mrs. Meow had them apologize. Why is a three step apology important?



Hands-On: Teach the students a song they can say in their head if they are upset with a friend. Sing the song together. *"1, 2, 3, 4, 5, I'm waiting until my anger dies. 6, 7, 8, 9, 10, if I'm still mad I'll count again."*

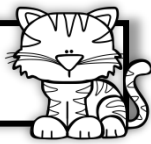


Think About It: Why do you think it is important to wait until your anger dies before you apologize? Is it okay to not be ready to apologize right away? Is just saying "sorry" enough? Why should we do all three steps of apologizing?

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Story:

## 42: Reliability



Introduction: Tom Cat was rushing this morning because he didn't lay out his clothes the night before like mom told him to. Tom Cat was rushing so much that he forgot his backpack at home. When Tom Cat walked into the classroom Mrs. Meow realized he forgot his backpack again. "Tom Cat, this is the third week in a row that you forgot your backpack."

"Where is your backpack, Tom Cat?" Mrs. Meow asked. "I guess I forgot it at home because I was rushing. I am so sorry!" Tom Cat said. Mrs. Meow looked at Tom Cat who was visibly upset and said, "I understand that you can get in hurry and forget something at home. However, when we come to school I need to be able to rely on you each day."



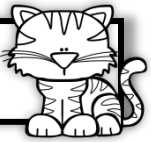
Turn and tell your partners what you think Tom Cat should do.

"Mrs. Meow, I hope you will forgive me. I am really sorry I forgot it again. I promise to bring it from now on." Mrs. Meow smiled and said, "Tom Cat, maybe you can make a plan on how to help you remember. Could you hang your backpack on the front door so you see it each morning?" Tom's eyes got big and he said, "Yes, that is a brilliant idea Mrs. Meow."

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Follow  
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## 42: Reliability



Introduction: Yesterday we listened to a story about Tom Cat forgetting his backpack at home. Mrs. Meow gave Tom Cat an idea on how he could remember his backpack each day. Mrs. Meow said that she needed to be able to rely on Tom Cat. What does that mean? Do others rely on you, too?"



Hands-On: As a class, discuss what it means to be reliable at home (cleaning up your room, picking out clothes for school, helping with chores, etc.). Help students to make a list of each. Ask students to think about how they rely on their parents. What types of things do they rely on their parents for?

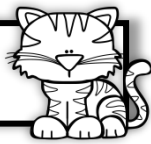


Think About It: What happens when we are not reliable? How does not being reliable effect other people? Who do your rely on? What do they do for you?

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Story:

## 43: Trust



Introduction: Tabby Cat doing a cut and glue worksheet when she decided to take the scissors and cut her shirt. When Tabby Cat was in line for the restroom break Mrs. Meow spotted the cut in Tabby Cat's shirt. What will Mrs. Meow say? What will Tabby Cat say?

"Tabby Cat, how did you get that cut in your shirt? I saw you first thing this morning and your shirt was beautiful with not cuts." Tabby Cat looks down at her feet and says, "I bumped my shirt on the table and it ripped." Mrs. Meow knelt down closer to Tabby Cat and asks, "Tabby Cat, are you sure you got that cut in your shirt by bumping it on the table?"



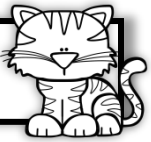
Turn and tell your partners if you agree with what Tabby Cat did. What do you think will happen next?

"Actually Mrs. Meow, I cut the shirt myself. I don't know why I did it. I think I just wanted to see if scissors would cut other things than just paper. I am sorry I cut my shirt." Mrs. Meow smiled slightly but then looked sternly at Tabby Cat and said, "Well, I appreciate you being honest with me but Tabby Cat in order for me to trust you, I need you to be honest."

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Follow  
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## 43: Trust



Introduction: Yesterday we listened to a story about Tabby Cat. She cut her shirt and was dishonest with Mrs. Meow. Mrs. Meow said that she needed to be able to trust Tabby Cat. What did Mrs. Meow mean? How can Tabby Cat earn Mrs. Meow's trust?



Hands-On: Give each pair their own sheet of paper and pencil. Partner 1 will draw a simple image on their paper and then sit on the paper. Next, Partner 2 will get their paper and pencil. Partner 1 will give step by step instructions on how to draw the image to Partner 2. Partner 2 will draw their image and then two will compare their pictures. Partner 2 will have to trust that Partner 1 is instructing them correctly.



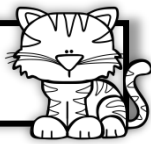
Think About It: Why is it important for people to trust you? What must you do for others to trust you? What might happen if others cannot trust you?

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Story:

## 44: Initiating a Conversation



Introduction: Tom Cat is playing on the playground and he spots the new cat in school, Siamese. He really wants to talk to Siamese but he is nervous. What should Tom Cat do? Should Tom Cat just wait for Siamese to talk to him?

Tom Cat decided to walk over and play on the jungle gym where Siamese was playing. Tom Cat starts to play and Siamese smiles but doesn't say anything to Tom Cat. Tom Cat is worried that Siamese doesn't like him.



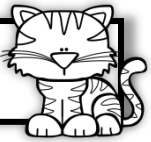
Turn and tell your partners if you agree that Siamese doesn't like Tom Cat. How do you know?

Finally Tom Cat decided to say something to Siamese so he knows for sure if he likes him or not. "Hi! My name is Tom Cat. What is your name?" Tom Cat is surprised when Siamese answers back, "Hi! My name is Siamese and I am new here. Do you want to play on the jungle gym with me today?" Tom Cat's face lights up and he can hardly get the words out quick enough. Tom Cat is so happy that Siamese wants to be his friend.

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Follow  
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## 44: Initiating a Conversation



Introduction: Yesterday we listened to a story about Tom Cat and his friend, Siamese. Tom Cat was worried that Siamese wouldn't want to be his friend until he talked to him. What should we do if we want to get to know someone better? Yes, we hold a conversation with them. Should we be scared to hold a conversation with someone?



Hands-On: Invite another grade level class to come in. Pair up one of your students with a student from the other grade level. Encourage your class to ask questions to get to know the other class better. What is your name? What pets do you have? What do you like best about school? What is your favorite color?

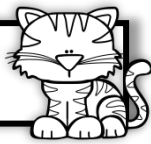


Think About It: Why is it important to start conversations with new friends? How do we start the conversation?

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Story:

## 45: Hold a Conversation



Introduction: Tabby Cat is working on her story when the principal walks in. Mr. Bengal walks over to Tabby Cat and asks her about the story she is working on. Tabby Cat is short with Mr. Bengal and doesn't want to make eye contact with him. What will Mr. Bengal say?

Mr. Bengal looked over Tabby Cat's story and asked, "Tabby Cat, can you tell me about the story you're working on today?" Tabby Cat looks up quickly and says, "It's a dog." Mr. Bengal asks, "Well, what is your dog doing in your story?" Tabby cat doesn't even look up this time and she says one word, "running". Mr. Bengal leans down closer to Tabby Cat and starts to tell the story himself. "Oh, yes I agree. I think the dog is running. It looks like the dog is running through a field and chasing a butterfly."



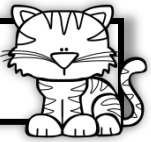
Turn and tell your partners what you think about the conversation Tabby Cat is having with Mr. Bengal. Is Tabby Cat being kind?

Tabby Cat looks up at Mr. Bengal, surprised that he told the story just like she would have. She says, "Yes, this is a dog and he is chasing this pretty butterfly but the butterfly is too fast so he can't catch it." Mr. Bengal smiles and says, "That is an amazing story, Tabby Cat. Thank you for sharing."

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Follow  
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## 45: Hold a Conversation



Introduction: Yesterday we listened to a story about Tabby Cat and Mr. Bengal. They were trying to have a conversation but Tabby Cat was not participating in the conversation. Tell your partner how you would have felt if you were Mr. Bengal. Why would you feel that way?



Hands-On: Have students pair up with one partner. Have the two students face once another. Give the students a topic to discuss. The pair will have to talk about this subject until you have them switch to a new subject. This will be quite difficult for the students so remind them to keep the same subject in the conversation.

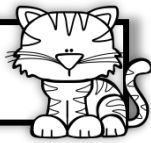


Think About It: Why is it important to make eye contact during a conversation? What might happen if you are short with the person conversating with you? How does it make the other person feel if you do not hold the conversation?

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Story:

## 46: Ending a Conversation



Introduction: Tom Cat and Mrs. Meow were having a conversation about what Tom did on the weekend. Right in the middle of Mrs. Meow's sentence, Tom Cat got up and walked away. Do you think it is okay for Tom Cat to walk away when Mrs. Meow is talking?

"Tom Cat, I don't think we were done talking yet!" said Mrs. Meow. Tom Cat turned around. "I know, but I was done talking with you about my weekend," Tom Cat hollered back. Mrs. Meow was stunned. How could Tom Cat think it was okay to just walk away while she was talking? "That is not acceptable, Tom Cat" Mrs. Meow said to Tom.



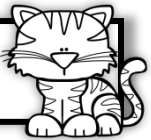
Turn and tell your partners if you agree with Tom Cat or Mrs. Meow and why.

Mrs. Meow had Tom Cat come talk to her. "You can't just get up and walk away. You have to finish the conversation or tell me that you will be right back. It is rude to just leave when someone is talking to you," Mrs. Meow explained. "We need to show everyone respect. Walking away in the middle of a conversation is not showing respect, Tom Cat. Do you think you can show respect now?" "Yes, I can show respect, Mrs. Meow!" Tom Cat said.

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Follow  
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## 46: Ending a Conversation



Introduction: Yesterday we listened to a story about Tom Cat and Mrs. Meow. Tom Cat got up and walked away while Mrs. Meow was talking to him about what he did during the weekend. When Mrs. Meow called him back, she explained that it was rude of him to leave in the middle of their conversation. Tell your partner what you would have done if you were Tom Cat. How do you end a conversation?



Hands-On: Bring a student up to have a conversation with you. Have a brief conversation with them about the weather. Model how to leave a conversation appropriately. Call up one or two more students and model the correct way to leave a conversation. Now allow students to have a conversation with their partners and practice how to end a conversation appropriately.

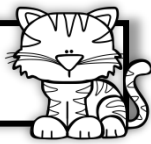


Think About It: Why is it important to end a conversation appropriately? How would you feel if someone just walked away from a conversation you were having with them?

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Story:

## 47: Responsibility



Introduction: Tom Cat and Tabby Cat have homework every week in their class. Tabby Cat remembered to bring her homework back to school but Tom Cat didn't. Do you think that it is okay not to bring homework back? Who's responsibility is it to bring back the homework?

Friday morning Mrs. Meow asked everyone if they turned in their homework. Tom Cat raised his hand and said, "I didn't bring mine, Mrs. Meow." Mrs. Meow asked Tom Cat why he didn't bring it, and he told her that he thought his mom put it in his backpack. "Tom Cat, it is your homework, not your mom's homework. It is your responsibility to make sure you bring it back to school after you have completed it."



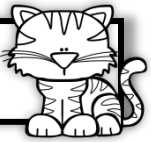
Turn and tell your partners if you agree with Tom Cat or Mrs. Meow and why.

"If you can't be responsible, you won't learn how to turn in your homework on time and Mom will get upset with you," Tabby Cat whispered to Tom Cat. Tom Cat started to feel guilty about leaving his homework at home. He promised to do better with next week's homework.

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Follow  
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## 47: Responsibility



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat didn't bring his homework because he thought his mom put it in his backpack. Tell your partner about a time that you did something that was not responsible. How did you fix it?

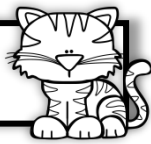


Hands-On: As a class, make a list of things students are responsible for at home and at school. Compare the lists and see if there are any similarities and what are some differences.



Think About It: What happens if your teacher is not responsible in your classroom? What happens if you are not responsible at school or at home? What happens if your parents are not responsible at their job?

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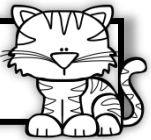
Introduction: Tom Cat and Tabby Cat are reading books together. Tom Cat is really good at reading. Tabby Cat is not. She keeps saying really mean things about herself. Do you think it is okay for Tabby Cat to be mean to herself? What do you think might happen?

"I'm not good at anything. I can't even read," Tabby Cat said. "Everyone in our class can read except me." Tom Cat didn't like hearing Tabby Cat say those things about herself. "Tabby Cat, you need to stop being so mean to yourself. You can do it. You just need more time to practice," he said. Tabby Cat didn't care that she was being mean to herself. She could say whatever she wanted about herself.

 Turn and tell your partners if you agree with Tom Cat or Tabby Cat and why.

"You need to respect yourself. If you don't respect yourself, than nobody else will respect you either," Tom Cat said. "You may think you aren't hurting yourself but really you are." Tabby Cat thought about what Tom Cat said and she took a deep breath. "I guess you are right. I just get so mad when I can't do something," Tabby Cat said. Tom Cat said, "I can help you with your reading, Tabby Cat." "I would like that," Tabby said.

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Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat was not respecting herself. She kept saying that she couldn't read because she wasn't smart enough while all the other cats can read. Tell your partner about a time that you did not respect yourself. How did it make you feel when you said or did something mean?



Hands-On: Give each student a piece of paper. Have them draw a picture of something they think they could do better. Collect the papers and show them one at a time (without showing names). Have students come up with ways to get better at the activity drawn in the picture. For example, if someone drew a picture of playing soccer, they could get better by practicing, playing at recess with friends, etc.



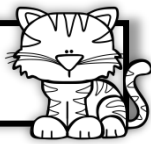
Think About It: Is it okay to say mean things to other people? Is it okay to say mean things to yourself? Can you do anything if you try?

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Story:

## 49: Respect Property



**Introduction:** During reading rotations, Tabby Cat likes to work with the magnetic letters to build words. When it's time to clean up, Tabby Cat throws some of the letters into the basket, tosses the basket onto the shelf, and rushes to sit down.

"Oh, no, boys and girls! I see a bunch of magnetic letters on the floor and table over there," Mrs. Meow said. "Is this how we treat our tools in our classroom?" Tom Cat looked at Tabby Cat. "I think you were working there, Tabby," he whispered. "Yeah, that is because I was in a hurry and it doesn't matter anyway," Tabby said.

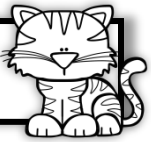


**Turn and tell your partners if you think Tabby Cat should pick them up and why.** "You really should respect our classroom's things better. You can't just get throw our tools around. You should have cleaned it up the right way," Tom Cat said. Tabby Cat knew that she wasn't supposed to clean up that way, but it was fun and she didn't think it was a big deal. "I just thought it was fun to clean that way," Tabby Cat said. "Well, now the next person doesn't have the tools they need to do their work. I guess next time you will respect our property more," Tom Cat said.

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## 49: Respect Property



**Introduction:** Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat was throwing tools and not cleaning up correctly. Tell your partner about a time when you did not respect property.



**Hands-On:** Prior to the lesson, gather tools from your classroom (pencil, eraser, marker, crayon, scissors, etc.). Model how to show respect to a book from the classroom library. Then model how to NOT respect that same book. Have students tell you which was is the appropriate way to treat the book. Ask what might happen to the book if it wasn't respected. Then have students model how to treat the other tools respectfully.

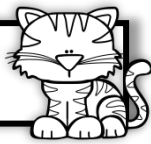


**Think About It:** How would you feel if someone didn't respect your property? How would you feel if someone did respect your property? Why is it important to respect everyone's property?

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Story:

## 50: Respect Others



Introduction: Tom Cat and Tabby Cat were lining up to go to lunch. Tabby wanted to be in line with Tom, but he was already in line. She walked up to Tom and said, "Move!" Do you think that Tabby Cat was being respectful?

"Tabby Cat, that was not very respectful. I don't like it when you talk to me that way," Tom Cat said. "Yeah, well, I wanted to be there," Tabby Cat replied. Tom Cat did not think that Tabby Cat should be rude to him. She should have said, "Excuse me," if she wanted to go past. Tabby Cat thought that Tom Cat was being rude for not saving her a spot in line.



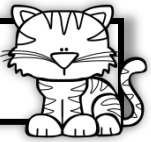
Turn and tell your partners if you agree with Tom Cat or Tabby Cat and why.

"Tabby Cat, all you had to say was, 'Excuse me,' and I would have moved. I didn't know that you needed to get by me," Tom Cat said. "Well, you should have saved a spot in line for me," Tabby Cat replied. "Mrs. Meow said we just get in line. She said we don't save spots in line," Tom Cat said. "I am sorry for being disrespectful," she said. "Thank you!" said Tom Cat.

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## 50: Respect Others



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat was not being respectful to Tom Cat. Tell your partner about a time that someone was not respectful to you. How did it make you feel about that person?



Hands-On: Model a example of not showing respect with a student (you do the disrespecting behavior). Then have the class come up with ways to fix the behavior. Model the same example again, but use one of the strategies the class came up with as a solution. Continue this process with issues that are specific to your classroom's needs.

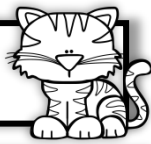


Think About It: Do you want people to respect you? How do you feel when someone doesn't respect you? How do you feel when someone respects you? Should you respect others? How do you feel when you show respect to someone else? How do you feel when you don't respect someone else?

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Story:

## 5I: Respect Authority



Introduction: Tom Cat and Tabby Cat have a guest teacher for the day. Mrs. Meow is out sick. This is the first time they have had a guest teacher, and Tom Cat does not think that he should have to listen to her. Do you think that Tom Cat should respect the guest teacher? Why or why not?

"Tom Cat, the teacher said to do our work," Tabby Cat said. "I don't care. I don't have to listen to her. She isn't my real teacher," Tom Cat replied. Tabby Cat knew that they needed to respect the guest teacher, but she didn't know how to get Tom Cat to be respectful. Tom Cat didn't understand why he needed to be respectful. He didn't even know the guest teacher.



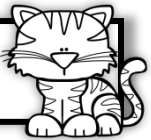
Turn and tell your partners if you agree with Tom Cat or Tabby Cat and why.

"Tom Cat, just because she isn't Mrs. Meow doesn't mean you don't have to show her respect," Tabby Cat explained. "Mrs. Meow put her in charge so she has the authority to tell us what to do and we have to listen." Tom Cat really didn't want to listen to the guest teacher, but it did make sense that she was in charge. "Okay fine. I will listen to her, but only because Mrs. Meow said to," Tom said.

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## 5I: Respect Authority



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat was having trouble respecting authority. Tell your partner about a time when you did not respect authority. Why didn't you respect them? What happened as a result?



Hands-On: Make a list of all the different places students go in the school (gym, cafeteria, recess, classroom, etc.). Have students break up into groups and list the people of authority in these different areas (principal, teachers, support personnel, etc.). Come back together and discuss all the people each group mentioned in their discussion.

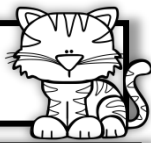


Think About It: Do we have to show the same respect to the principal and the adults in the cafeteria? Why?

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Story:

## 52: Facial Expressions



Introduction: In class, Tom Cat and Tabby Cat were listening to Mrs. Meow teach numbers. Tabby Cat made an excited face cause she knew the answer to the question. Tom Cat sees her make the face and thinks that she is making fun of him cause he doesn't know the answer. He gets really mad. Do you think that Tabby Cat did something wrong?

"Hey! I saw that!" Tom Cat shouted. "You saw what?" Tabby Cat replied. "I saw you make that face when you knew the answer. You don't have to brag!" Tom Cat said. Tabby Cat was confused. "I wasn't bragging. I was just excited because I knew the answer. I didn't even know I made a face," Tabby Cat said.



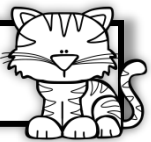
Turn and show your partners what face Tabby Cat made. Why did she make that face?

"Oh, well, you did and it was not nice," Tom Cat said. "I think you just misunderstood it and thought that it was rude. I wasn't being mean at all," Tabby Cat replied. Tom Cat and Tabby Cat both made faces as the lesson continued. Tabby Cat made a different face when she didn't know the answer to Mrs. Meow's question. Tom Cat realized that sometimes you just make faces and they aren't mean or rude.

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## 52: Facial Expressions



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. They were learning numbers, but Tom Cat also learned about facial expressions. Tell your partner about a time when you used facial expressions to communicate with someone.



Hands-On: Give all students a piece of paper. Have them draw six circles on the paper. Then give them an emotion (mad, sad, worried, etc.). Have them make the facial expression for the given emotion. Then have them draw in the first circle what their face is doing. What are the eyebrows doing? The eyes? Continue with 6 different emotions.

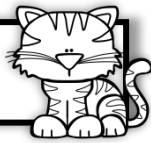


Think About It: What might happen if you didn't understand a facial expression of someone you are talking to or playing with? Have you ever made a mistake when reading a facial expression?

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Story:

## 53: Body Language



Introduction: Tom Cat is sitting on a bench at recess with his arms crossed. Tabby Cat walks by and asks him why he is mad. Do you think Tom Cat is mad? What other emotion could his body language be showing us?

"I'm not mad," Tom Cat said. "Well, you look really mad," said Tabby Cat. "You are crossing your arms as you are sitting down." Tom Cat sat up. "I am just tired," said Tom Cat. Tabby Cat couldn't figure out why Tom Cat wouldn't tell her what was wrong. She knew he was mad. Tom Cat really wasn't mad. He just didn't know what to do because he was so tired. He didn't want to run around and play, but he wasn't mad.



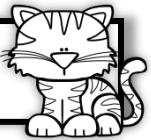
Turn and show your partner what body language you think Tom Cat is showing.

"Tabby Cat, I am being honest. I am not mad at all. I am just feeling tired," Tom Cat explained. "Well, then can I sit with you?" Tabby Cat said. "Of course you can sit with me, Tabby, but you don't have to," Tom Cat said. Tom Cat and Tabby Cat sat on the bench until it was time to go back into class.

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Follow  
Up:

## 53: Body Language



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat misread Tom Cat's body language. Tell your partner about a time when you used body language to show how you were feeling.



Hands-On: Have a student come up and show a feeling or emotion using only body language (no words). Have the rest of the class try and predict what emotion the student is feeling based on their body language. Continue to have students come model different types of body language and what emotion they might be feeling.



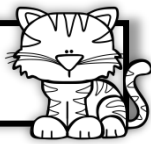
Think About It: How hard would it be if we only communicated using body language? Is it important to read someone's body language?

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Story:

## 54: Honesty



Introduction: Tom Cat and Tabby Cat were practicing their letters on whiteboards. Tom Cat pushed too hard and the tip of the marker went inside of it. Quickly he tossed it back into the bucket of markers. Do you think that Tom Cat should be honest?

"Where did your marker go?" Tabby Cat asked. "Um, I wanted a different color, so I switched markers," Tom Cat stammered. He felt so guilty about ruining the marker and lying to her about it. He knew the marker was lying in the bucket unusable, but he was too afraid to tell Tabby Cat what happened.

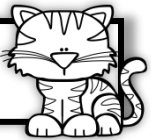
 Turn and tell your partners if you agree with Tom Cat's choice and why.

Tom Cat could feel the guilt building up. Finally he said, "Tabby Cat, I accidentally pushed too hard on the marker and the tip went inside of it." Tabby Cat looked upset. "Tom Cat, I wish you would have told me the truth when I asked." Tabby Cat took a deep breath. "I don't know why you thought you had to lie when I asked you about the marker. Next time, please just be honest," Tabby Cat said.

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Follow  
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## 54: Honesty



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat was not honest about breaking the dry erase marker. Tell your partner about a time when you were not honest about something you did. Did you make it better or worse?



Hands-On: Before starting the lesson today, scribble somewhere on the whiteboard.

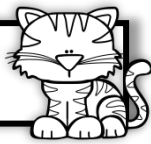
After the discussion from above, say, "Oh, my! Who wrote on the board?"

Students will probably call you out, but deny it and blame random students in the class. After some time has passed, admit to writing on the board. Now ask the students who you blamed it on how it made them feel when they knew they didn't do it and they knew you weren't being honest.



Think About It: How do others feel when you are not being honest? How do you feel when you know you aren't being honest? How does it feel when you are being honest?

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Introduction: Tom Cat and Tabby Cat just started learning how to write their letters. They are both having a really hard time learning how to write the small letter “e.” Tabby Cat really wants to give up. Do you think that Tabby Cat should give up? Why or why not?

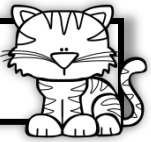
“This is too hard. I am just going to go sit here and do nothing,” Tabby Cat said. “Tabby Cat, if you give up, you won’t ever learn how to write an ‘e.’ Just keep trying. I know you can do it!” Tom Cat said. Tabby Cat was really frustrated and she really didn’t want to keep trying. Tom Cat knew that Tabby Cat could do it if she would just believe in herself.



Turn and tell your partners if you agree with Tom Cat or Tabby Cat and why.

“Tabby Cat, you just need to persevere,” Tom Cat said. “What does that mean?” Tabby Cat asked. “It means that you never give up. You can do it if you just keep trying,” Tom Cat explained. “Even if something is hard, you have to believe in yourself.” “Okay. I will keep trying!” Tabby Cat said. The rest of the time Tabby Cat tried her best. She still couldn’t write the letter “e” all by herself but she was definitely getting better!

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Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat learned that she needed to persevere to reach her goals. Tell your partner about a time that you persevered through something that was difficult for you.



Hands-On: Give each student a piece of paper. Have them crumple it into a ball. Have students stand up and show them how to toss their paper into the air and catch it. Once most students are doing well, have them pick one hand to put behind their back and catch with only the hand that is out. Next, have them switch hands and try catching it with one hand again. Encourage students to persevere when it gets hard. When they are finished, have students discuss how they felt as the activity got more difficult.

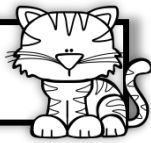


Think About It: Is it easy to persevere? Is it hard to persevere? How do you feel once you have persevered through something that was very difficult for you?

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Story:

## 56: Making Mistakes



Introduction: Tom Cat And Tabby Cat were working on writing a list. Tabby Cat wrote her numeral two backwards. Do you think that Tabby Cat should be upset about that? Do you think it is okay to make mistakes?

"Ugh!" Tabby Cat said. "I can't believe I did that! I've tried so hard to write my 2's just right!" She slammed her pencil down on the table and made a frowning face. She was so frustrated that she didn't want to finish. "It isn't that big of a deal," Tom Cat said. "You can just erase it and try again." Tom Cat didn't understand why Tabby Cat was so upset. He makes mistakes all the time when he writes, and he just erases it and tries again.



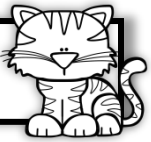
Turn and tell your partner if you agree with Tom Cat or Tabby Cat and why.

"Tabby Cat, you have to make mistakes sometimes," Tom Cat said. "It is impossible to be perfect. Plus we learn from our mistakes." Tom Cat patted Tabby Cat on the back. Tabby Cat took a deep breath. "I guess you are right," Tabby Cat sighed. She picked up her pencil and got back to work.

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Follow  
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## 56: Making Mistakes



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat got upset because she made a mistake. Tell your partner about a time that you made a mistake. How did it make you feel? What did you do about it?



Hands-On: Start by doing some work in front of the class (coloring a picture, completing math problems, writing a story, etc.). Make a mistake while you are working. If students don't notice your mistake, keep working for a little bit. Then say, "Oh dear! I think I made a mistake." Direct students' attention to your mistake. Ask them if it is okay to make mistakes? How could you fix this mistake? What did you learn from fixing this mistake?

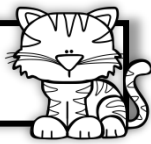


Think About It: Can we learn from our mistakes? Does everyone make mistakes? When you make a mistake, should you get mad at yourself? Or is it a opportunity to learn from your mistake?

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Story:

## 57: Best Effort



Introduction: Tom Cat and Tabby Cat are coloring a thank you card for a guest they had in their classroom. Tom Cat knows recess is coming soon so he scribbles all over the page really quickly. Do you think it is okay for Tom Cat not to try his best?

"Slow down, Tom Cat!" Mrs. Meow said. "I don't care. I just want to get done so that I can go play," Tom Cat replied. Tabby Cat thought that Tom Cat was silly for scribbling all over his page. Mrs. Meow told him, "Tom Cat, we want them to look nice." Tom Cat didn't care what the picture looked like. He just wanted to get it done as fast as he could.



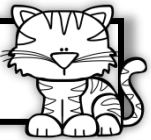
Turn and tell your partner if you agree with Tom Cat or Tabby Cat and why.

Mrs. Meow said, "I'm sorry you decided to rush and not do your best, Tom Cat. I guess you will have to start over." Tom Cat didn't want to, but he started over and did his best. "Now that's better, Tom Cat!" Mrs. Meow said. "I knew you could do it!" Tabby Cat whispered to Tom Cat. Mrs. Meow showed some of the cards to the whole class. She even showed Tom Cat's thank you card. Everyone like it.

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Follow  
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## 57: Best Effort



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat didn't give his best effort on his thank you card. Tell your partner about a time when you did not give your best effort. Were you proud of your work?



Hands-On: Give all students a piece of paper. Have them to draw a picture of your school mascot. Encourage students to do their best as you walk around. If they ask for help, just continue to encourage them to do their best and that their best is enough. Collect the papers and bring students back together. Now it is your turn to draw your school's mascot. Using a think aloud method, encourage yourself to do your best even though it might not look exactly how you want it.

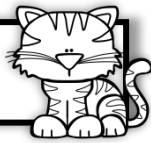


Think About It: What other skill do we use when we try our best? (perseverance)  
What would happen if we always just rushed through things and didn't try our best?

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Story:

## 58: Avoiding Conflicts



**Introduction:** Tom Cat and Tabby Cat went out to recess. When they got there, they both ran to the basketball. They both got to the ball at the exact same time. What do you think will happen next? How could they avoid a conflict?

Tabby Cat and Tom Cat looked at each other. Tabby Cat really wanted to play basketball. That was all she had thought about all morning. Tom Cat also really wanted to play basketball. He had been practicing how to shoot the ball by himself and wanted to keep practicing. They both thought about what to do. Someone would have to give up the basketball.



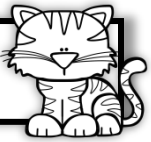
Turn and tell your partner what you would do to avoid a conflict.

"Go ahead, Tom Cat," Tabby Cat said. "Maybe we can take turns." Tom Cat smiled. "That is really kind of you. Thank you so much!" he said. Tom Cat shot a couple of times. "Hey, Tabby Cat, it's your turn!" Tom Cat said. "Thank you, Tom Cat!" Tabby said as she started to dribble the basketball to the basket. "I am glad we didn't fight about it. That would have just wasted our time," Tabby Cat thought.

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## 58: Avoiding Conflicts



**Introduction:** Yesterday we listened to a story about Tom Cat and Tabby Cat. They both avoided a conflict by deciding to take turns with the basketball. Tell your partner about a conflict you have had and how you could have avoided it.



Hands-On: Have a couple of students form a line in the front of the room. Then you walk up to the line and insist on being next to a particular student. Have the students model how to avoid this conflict. Call up some different kids and have them share some tools or toys. Join the group and start to fight over the toys. Have students model how to avoid this conflict. Continue for classroom specific issues.



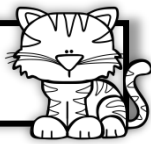
Think About It: Will you always be able to avoid conflict? Is it important to try and avoid conflict? Why is it important to try and avoid conflict?

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Story:

## 59: Accepting Differences



Introduction: Tabby Cat started talking to a new student at school. She liked to color and draw like Tabby, but she also liked to play soccer. Tabby didn't like to play soccer. She thought it was for boys. Tabby Cat told her she was "weird" for liking soccer. Do you think that Tabby Cat is doing the right thing?

"Can you believe she likes to play soccer," Tabby Cat said. "Soccer is for boys. Why does she like playing it?" "I think that she is really nice. She might think you are weird for not liking soccer," Tom Cat replied. "Maybe you should try to be kind and try playing soccer with her." Tabby Cat couldn't believe that Tom Cat didn't think it was weird.



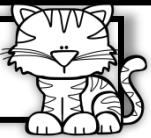
Turn and tell your partner if you agree with Tabby Cat or Tom Cat and why.

"I played soccer at recess. It is a lot of fun," Tom Cat said. Tabby Cat started to feel guilty about making fun of the new student. "Maybe I should try to get to know her. I might even like playing soccer," Tabby Cat thought. The next day Tabby Cat tried being nice to the new student. It turned out that Tabby Cat really liked being her friend and playing soccer.

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Follow  
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## 59: Accepting Differences



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. They had a new student come to school. At first, Tabby Cat was not nice to the new student because she liked different things than Tabby Cat. Tell your partner about a time you thought someone was different. How did you respond?

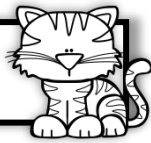


Hands-On: Show a picture or use some toy food from the kitchen of one kind of food (broccoli). Ask who does and who doesn't like broccoli. Call on a student who does and a student who does not like it to join you up front. Ask each why they do or don't like broccoli. Ask the student who doesn't like broccoli, "But I'm your friend and I like broccoli. Does that mean we aren't friends anymore?" Ask, "Is it ok that we like different things?" Continue with other foods for more examples.



Think About It: Is everyone going to be the same? Is everyone always going to like the same things? Are you not friends with someone just because they are different or like something different than you?

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Introduction: Tom Cat and Tabby Cat are learning new skill in school. They are learning about shapes. Mrs. Meow is teaching them the names of the shapes, but Tabby Cat is having a hard time remembering their names.

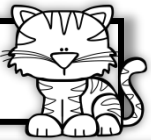
"I can't do this," Tabby Cat thought. "I can't do anything!" Tabby Cat said. "Don't say that, Tabby Cat. I believe you can do this and you should, too," Mrs. Meow said. "Yeah, Tabby Cat, you are good at a lot of things," Tom Cat said. "I just can't. I just can't!" Tabby Cat kept saying to herself.



Turn and tell your partner if you agree with Tabby Cat and why or why not.

"Remember when you didn't think you could learn how to write the letter 'e' and then you finally got it?" Tom Cat asked. "You are good at a lot of things," he said. Tabby Cat thought about other things she was good at. She felt a lot better and decided to keep trying to learn her shape names and to have confidence in herself.

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Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat was struggling with her confidence. Tell your partner about a time when you didn't feel confident.



Hands-On: Tell the class three clues to something you are good at. See if they can guess what you are describing you are good at. Pick a student to come up and whisper in your ear what they are good at. Then they can give three clues to the class and have them try to guess what they are good at. Keep picking students to give three clues to what they are good at.

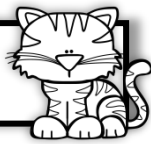


Think About It: How could we help build someone's confidence with something? How could you build your own confidence? How could we hurt our own or someone else's confidence?

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Story:

## 6I: My Actions Impact Others



Introduction: Today at school, Tom Cat and Tabby Cat were walking in line to go to recess. Tabby Cat started to play with a friend behind her. She didn't know the line stopped and she ran into the back of Tom Cat. Do you think that Tabby Cat is making the right choice? Is she being a good friend to her classmates?

When Tabby Cat bumped into Tom Cat, he bumped into the students in front of him and fell down. "Ow!!!!" shouted Tom Cat. "Hey!" shouted the other students. Tom Cat and the others were very upset that Tabby Cat made them bump into each other and fall down. "Tabby!!!" said Tom Cat. "Why did you stop?" Tabby Cat shouted back.

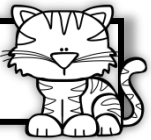
 Turn and tell your partners if you agree with Tom Cat or Tabby Cat and why.

"Tabby Cat, please stop talking and playing in the hallway. You should be paying attention!" Mrs. Meow said. Tabby Cat was embarrassed and upset at first, but then she thought about how her actions of not paying attention had made an impact on Tom Cat and the other students. "I'm sorry everyone. I should pay more attention. Are you all okay?" Tabby Cat asked. "It's okay, Tabby. Please just be careful;" Tom Cat said.

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## 6I: My Actions Impact Others



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat was talking and playing in line. She didn't think that her talking would really impact anyone else but it did. Tell your partner about a time someone else's actions impacted you. Do you think that your actions can really impact someone else?

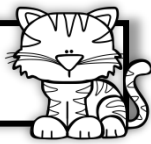


Hands-On: Have students sit at the carpet. Have a volunteer come up to the front and be the "teacher" for a minute. They could share their writing or show their work. You join the kids on the carpet, but do distracting things like talking, spinning, standing up, etc. Once the student is done sharing, ask the class if they were able to focus and pay attention to the student that was sharing.



Think About It: Do your actions always impact others in a negative or bad way? Why is it important to make sure our own actions only impact others in a positive way?

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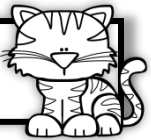
Introduction: Tom Cat was playing football. He was making mistakes. Some of the other players were whispering about him on the sidelines. They were saying that he shouldn't be on the team. This made Tom Cat's self-esteem go down. He started to believe all the mean things they were saying and felt bad. Do you think that Tom Cat should feel this way?

"Tom Cat, why have you been so sad lately?" Tabby Cat asked. "I don't know," Tom Cat said. "I just don't like myself anymore." Tabby Cat was worried. "Why?" she asked. "I am just not good at football," Tom Cat said. Tabby Cat was really confused. She didn't know why Tom Cat thought he was bad. "Why do you think you are a terrible player?" Tabby Cat asked.

 Turn and tell your partners how you think Tabby Cat can help Tom Cat.

"Everyone says I am terrible," Tom Cat said. "I haven't heard that," Tabby Cat said. "Who is everybody?" Tom Cat thought for a minute. "Well, I guess it was only a couple of players on the team..." Tom Cat said. "It sounds like they aren't very kind. You are a great football player," Tabby Cat said. Tom Cat thought about everything Tabby Cat had said. He started to feel better about himself.

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Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat let a couple of mean kids change the way that he felt about himself. Tell your partner about a time that someone was mean to you and made you feel bad about yourself.



Hands-On: Explain to students that the way you feel about yourself is called your self-esteem. Have each student think about something they like about themselves. Have them turn and talk to their partner about what they like about themselves. Then have the partners share something they like about their partner. Call the class back together and have them share what their partner likes about themselves.

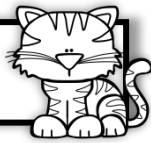


Think About It: How can self-esteem effect how you feel about yourself? Can we have an impact on other people's self-esteem? How could you help build someone else's self-esteem?

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Story:

## 63: Being Bossy



Introduction: Tom Cat and Tabby Cat were playing on the computers in their class. When they first sat down, Tabby Cat told Tom where to go and what game to play. Tom Cat was getting really annoyed because Tabby Cat was being really bossy. Do you think it is okay for Tabby Cat to boss Tom Cat around?

"You need to play this game right here," Tabby Cat said. Tom Cat rolled his eyes. "Would you stop telling me what to do! You aren't the boss," Tom Cat complained. Tabby Cat was just trying to help him. She thought she was being helpful by reminding him which game to play. Tom Cat already knew what he needed to do. He wanted to find the game by himself.



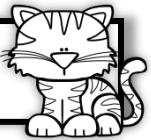
Turn and tell your partner if you agree with Tom Cat or Tabby Cat and why.

"No, no! You go here and here. Let me do it!" Tabby Cat called to Tom Cat. "Please stop being bossy! I already know what I need to do!" Tom Cat shouted. "I am not being bossy. I am just helping you remember what you need to do," she said. "No, you aren't. I already know what to do. You are making me mad because you keep telling me what to do," Tom Cat said. Tabby Cat apologized and promised not to be bossy anymore.

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Follow  
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## 63: Being Bossy



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat was being really bossy. Tell your partner about a time that someone was being bossy to you. How did it make you feel about that person?

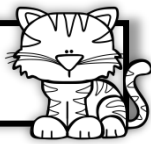


Hands-On: Call up a student to help model how to play with something or a game in your classroom. Start being bossy and telling them rudely had to play. Ask the class if you were being helpful or bossy. Have them come up with a way you should kindly tell your partner how to play. Continue with other activities that specifically cause problems with bossiness in your classroom.




Think About It: Why is it important to talk respectfully and kind to others instead of being bossy? Do you like to play with someone that is bossy?

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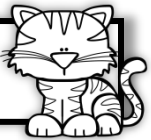


Introduction: Tabby Cat was making plans with her friends at recess. They were going to jump rope together. However when they were finally at recess, her friends wanted to play on the equipment. Now she doesn't think they are her friends anymore. Do you ever think that Tabby Cat should feel this way?

Tabby Cat got very upset. She walked over to the wall and sat down on the ground. Tom Cat saw her and walked over. "Tabby Cat, what's wrong?" Tom Cat asked. "I don't have any friends anymore," Tabby Cat said. "Why do you think that?" Tom Cat asked. "They don't want to play with me anymore!" Tabby said very upset.

 Turn and tell your partner if you think Tabby Cat doesn't have friends anymore and why. "Tabby Cat, that isn't true! You have a lot of great friends," Tom Cat said. "Yeah, well why aren't they playing with me then?" Tabby Cat complained. "They just wanted to do something else, Tabby Cat. They still want to be your friend," Tom Cat said. "You need to be more positive! Think about all the fun you could have on the equipment with your friends," Tom Cat said. Tabby Cat smiled. "Thank you for being so positive," she said.

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Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat was not being positive. Tell your partner about a time when you were not positive about something that happened.



Hands-On: Give the class scenarios that come up at school where someone is being negative (changing recess plans, a change in schedule, a hard assignment, drawing or math etc.). Have students come up with solutions about how they could stay positive during the given scenarios.



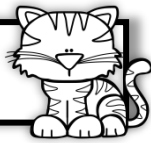
Think About It: Are there different ways of staying positive to yourself and others? Is it hard to stay positive sometimes? Even when it is hard to stay positive, should you still try to stay positive?

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Story:

## 65: Calming Down



Introduction: Tom Cat and Tabby Cat are playing a math game in class. Tom Cat gets really upset whenever he loses. He throws a really big fit, and it is hard for him to calm down.

How do you calm yourself down?

"Tom Cat, you need to calm down. You are hurting my ears!" Mrs. Meow said. Tom Cat was throwing a really big fit. He threw his bear and spinner across the room. "Tom Cat, take a deep breath or count backwards from 20!" Mrs. Meow said. Tom Cat kept screaming. He was so mad. He started kicking his feet on the floor and hid under a table.



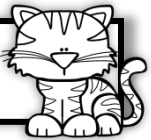
Turn and tell your partner what you think Tom Cat could do to calm down.

Tabby Cat tried to help him calm down. "Tom Cat, think about your favorite place," Tabby Cat said. Tom Cat started to think of his backyard where he likes to play. He loved making things and collecting leaves, rocks and sticks. Slowly, he started to calm down. "10, 9, 8, 7..." Tom Cat whispered to himself as he took a few big breaths. He was finally starting to calm down. "Good job," Tabby Cat said. "Now, you just need to start breathing *before* you get so upset. You should go apologize to Mrs. Meow, too!"

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Follow  
Up:

## 65: Calming Down



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat was working on calming down after he got really upset. Tell your partner about a time that you got really upset. How did you calm down?

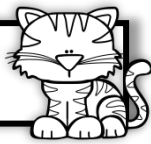


Hands-On: Lead the class in a discussion about things that make them really excited, upset or mad. Next, have a discussion about different things they could do to calm down when they get super excited or mad. Make a list of the ways they come up with on how to calm down. Then practice a few of their ideas.



Think About It: Is it wrong to get super excited or mad? Is it easy to calm down? What way do you use to calm down?

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**Introduction:** It was Teacher Appreciation Week at school. Tom Cat and Tabby Cat need to make a decision. They have to decide what to get for their teacher. Have you ever had to make a tough decision? How did you decide what to do?

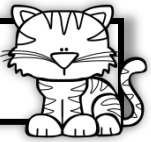
"I want to get her markers," Tabby Cat said. "Why would we get her markers? I'm sure she has plenty," Tom Cat said. "I think we should get her chocolate!" Tabby looked at Tom Cat. "Does Mrs. Meow even like chocolate?" she said. Tabby Cat really wanted to get Mrs. Meow some markers because Tabby really loved drawing with markers. Tom Cat really wanted to get her chocolate because he likes chocolate.



Turn and tell your partners if you agree with Tom Cat and Tabby Cat's gift ideas.

"Tabby Cat, we should probably get Mrs. Meow a gift that she would want instead of just getting things that we like," Tom Cat said. "I think you are right. So what would Mrs. Meow want?" Tabby Cat asked. They both thought for awhile. They finally decided to get Mrs. Meow a new bell for the classroom. It was hard for them to not get something that they wanted, but they felt good about making the right decision.

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**Introduction:** Yesterday we listened to a story about Tom Cat and Tabby Cat. They had to make a decision. Tell your partner about a time when you had to make a decision. Do you think you make the right choice? Why or why not?

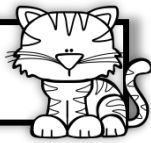


Hands-On: Tell the class a story about a problem you came across recently (or make it up with a problem that has come up in your classroom recently). Before sharing the decision you made in response to the problem, ask them to come up with decisions you could have made in the given situation. Then finish your story with the decision you made in the situation. Ask students if the decision you made was a good one or a poor choice. Ask them what they would have done in the situation.



Think About It: Do we always make good decisions? Is it important to learn from all of our decisions? In any situation, is there only one possible decision?

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Introduction: Tom Cat and Tabby Cat had to work together on building a castle with the blocks. Tabby Cat is very good at making good patterns with the blocks. Tom Cat is good at making a strong castle. What is a strength that you know you have?

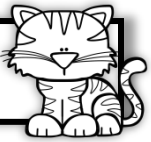
"The castle is looking good, Tabby Cat," Tom Cat said as he watched Tabby Cat create a pattern with the blocks for the walls. "Thank you, Tom Cat, but this one keeps falling over. Could you come fix it to make it stronger?" Tabby Cat said. They both felt really well because they had worked together well and used each other's strengths to make a good castle.



Turn and tell your partner if you think Tabby Cat and Tom Cat worked together well.

After they shared their castle with the class, Tom Cat and Tabby Cat gave each other a hug. "I am glad we worked together!" Tom Cat told Tabby Cat. They both used their strengths to get the project done. "That is why it is important to know what you are good at," said Tabby Cat. "We are both good at different things so we make a good team!"

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Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. They had to work together as a team to finish a castle. They each used their strengths to help complete the castle. Tell your partner what your strengths are.



Hands-On: Split the class into small groups. Have them work together to complete a puzzle. As they work, go around asking individual students what the strengths of each member of their group are. After you have gotten to every group, call all the students back together. Share with the class some of the responses from their classmates about what their strengths are.

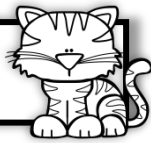


Think About It: What if you had the same strengths as someone else, would you still be able to work together? Does everyone have the same strengths? What would happen if everyone had the same strengths?

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Story:

## 68: Knowing Your Weaknesses



Introduction: Mrs. Meow wanted Tom Cat and Tabby Cat to make a picture for the art show. Tabby wanted to cut and glue some paper to the front of their art project. Tom Cat thought she should draw it instead because she is great at drawing. What is something that you are still trying to get better at?

"Tabby Cat, I think you should maybe just draw the picture on the front. I know you want to try something new, but it is for an art contest so we should do our best work on it," Tom Cat said. "I can do it, Tom Cat. I am great at art," Tabby Cat said.



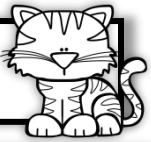
Turn and tell your partners if you agree with Tabby Cat or Tom Cat and why.

"Tabby Cat, even though you want to try something new, for this project I think we should do what we are good at," Tom Cat explained. Tabby Cat really wanted to do it, so Tom Cat let her. When the principal judged the projects, she said it was good, but they didn't win. "See, Tabby Cat? You should have just drawn it," Tom Cat said. "I guess you were right. I am still working on my art skills, so I should have just drawn the front instead," Tabby Cat said.

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Follow  
Up:

## 68: Knowing Your Weaknesses



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat was having trouble knowing her weakness of cutting and gluing. Tell your partner about a time that you did not know one of your weaknesses and you tried to do something that you couldn't do.

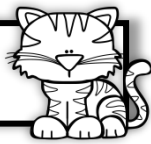


Hands-On: Split the classroom in half and ask the class if they need to work on their cutting skills. Have those that feel they need to work on their cutting skills go to one side of the room. The students who don't think they need to work on their cutting skills move to the other side of the room. Continue picking skills that students might have a an area of weakness in.



Think About It: Does everyone have the same weaknesses? What might happen if everyone had the same weaknesses? Is it okay to have weaknesses?

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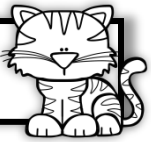
Introduction: Tom Cat was playing with a friend at recess. Six more friends came over to play with them. Tom Cat's friend thought there were too many friends trying to play together. Do you think that this is true? Can you only play with one friend at a time?

"I think we should let them play. It will be more fun if more people play," Tom Cat said. Tom Cat really wanted to play with all of his friends. He thought it would be even more fun when more friends were playing together. "No way! You are playing with me right now!" one of his friends said. Tom Cat felt like he didn't want to be his friend anymore.

 Turn and tell your partners what you think they should do and why.

"We can all play together," Tom Cat said. "It doesn't mean that I am not your friend. It just means that we have a lot of friends." Tom Cat told his friend. "I guess it might be more fun with more friends," his friend replied. "Fine, then your it!" his friend yelled as he tagged Tom Cat. They all played together and had a lot of fun.

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Introduction: Yesterday we listened to a story about Tom Cat. One of Tom Cat's friends didn't think that Tom Cat should have more than one friend. Tell your partner about all of your friends. Do you think it would be fun if you only had one person to play with all the time?



Hands-On: Have students sit in a circle and share out who their friends are. Many students will name several friends. Once everyone has shared, ask if it is okay to have more than one friend. Have two students play in a specific area of your classroom for a minute. Have them stop and ask if they are having fun. Then have a few more students join. Ask again if they are having fun.

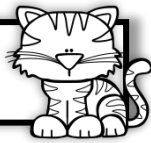


Think About It: Is it okay to have more than one friend? If a friend doesn't play with you one day at recess, does that mean they aren't your friend anymore? If you want to play with someone else, does that mean they are your only friend?

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Story:

## 70: Gratitude



**Introduction:** Today at school, Tabby Cat made Tom Cat a card during free choice time. When she gave it to him, he didn't like it because it wasn't his favorite color. Do you think that Tom Cat was being kind? How do you think Tom Cat made Tabby Cat feel?

"I made this for you, Tom Cat. I worked hard on it. I'm sorry it isn't your favorite color," Tabby Cat said sadly. She felt really bad that Tom Cat didn't like her card. "I wanted a green one," Tom Cat said. He was upset that Tabby Cat got the wrong color. She knew that his favorite color was green. How could she make one with the wrong color?

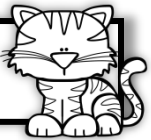
 Turn and tell your partner what you think Tom Cat should do.

Mrs. Meow told Tom Cat that he needed to show some gratitude. She said that he was being rude to Tabby Cat, and that she worked hard to make the card for him because she thought he would like. "Thank you, Tabby Cat. I really do like the card. Even though it isn't green, it is still really cool," Tom Cat said. Tabby Cat felt much better. She smiled and gave Tom Cat a hug. "Thanks, Tom Cat!" she replied back.

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Follow  
Up:

## 70: Gratitude



**Introduction:** Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat was not showing gratitude when Tabby Cat got him a card. Tell your partner about a time that you didn't show gratitude.



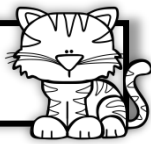
Hands-On: Have everyone think about something they are grateful for. Give each student a piece of paper to draw a picture of one thing they grateful for. Once students are done, have them share what they are thankful for with the entire class.



Think About It: Can you have gratitude for more than one thing? How could we show gratitude to other people? Is it important to show gratitude to people we are thankful for?

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Introduction: Tom Cat and Tabby Cat were playing a game in PE class. Tabby Cat was going to lose so she decided to quit playing. Do you think that Tabby Cat should have stopped playing? Why or why not?

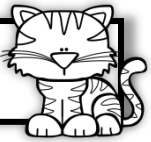
"I don't want to play anymore. This game is boring," Tabby Cat said. "You always quit before you lose, Tabby Cat," Tom Cat complained. Tabby Cat got up and walked away. She hated to lose. "You are being a sore loser!" Tom Cat said. The next PE class Tabby Cat wanted to play the same game. "You want to be on my team again?" Tabby Cat asked. "No, thanks. It isn't fun. You always get mad and stop playing if you are losing," Tom Cat said.



Turn and tell your partner if you agree with Tom Cat's decision and why.

"I am sorry for being a sore loser," Tabby Cat said. "I will try really hard to keep playing even if I lose." Tom Cat looked at Tabby Cat. He could tell that she really meant it. "Sure, I will be on your team again today," Tom Cat said. The game started and Tabby Cat won the first round. On the second round, Tom Cat and Tabby Cat lost, but she kept playing. "I am proud of you!" said Tom Cat. "Thanks for making it fun again."

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Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat was being a sore loser and Tom Cat didn't want to play with her anymore. Tell your partner about a time when you or someone else was a sore loser. Did it make the game less fun?

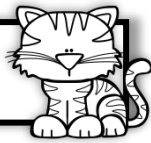


Hands-On: Play Heads Up 7 Up or another whole class game. Have someone be a sore loser when they are picked or they don't win. Have the class stop playing the game and discuss if it is okay to be a sore loser. Continue playing and encourage students to not be a sore loser.




Think About It: Do you think people will want to play with you, if you are a sore loser? If you were getting frustrated in a game, what could you do to solve it without being a sore loser? Is it fun to play a game with a sore loser?

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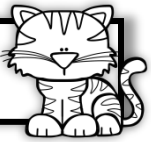
Introduction: Tom Cat and Tabby Cat are learning about control. Today they learned that there are some things they have control over and some things that they do not have control over. What are some things that you have control over?

"I hate waking up in the morning," Tabby Cat said. "I don't like the waking up either, but we don't have any control over when school starts," Tom Cat said. Tabby Cat thought for a moment. "We might not have control of when school starts," Tabby Cat said, "but we do have control over our attitudes! Why don't we race and see who can get ready first for school?"

 Turn and tell your partner if you like Tabby Cat's idea and why.

"What do you mean, Tabby Cat?" Tom Cat asked. "I mean that we don't have to be grumpy about having to get up in the morning. It doesn't have to ruin our whole day!" Tabby Cat said as she ate her breakfast. Tom Cat got excited. "This is a great idea! We can have fun while we are getting ready for school!" Tom Cat said. The two had a great day. Once they figured out what they could control, they didn't have to be upset about things that they couldn't.

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Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. They learned that they could have more fun if they stopped worrying about things that they couldn't control. Tell your partner about a time when you worried about something that you had no control over.



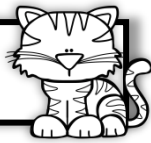
Hands-On: Have students share ideas about things they can control and things they can't control. Then read from the list they created. Have students stand up if you said something they can control. Have them all sit back down and say something else from the list. Continue with things from the list or things you think of that might come up in your class.



Think About It: Will worrying help you get rid of the things you can't control? How do you feel when you are worrying about something you can't control? Can you change something that you do have control over?

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## Story: 73: Guilt



Introduction: Tabby Cat found a toy in the hallway walking out to go home at the end of the day. She decided to keep it and put it in her backpack. Later she started to feel guilty. Have you ever felt guilty about something you did? How did you make that feeling go away?

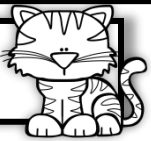
"Look, Tom Cat, I found this toy in the hallway," Tabby Cat said. "Hey, that's my friend's toy. He showed it to me this morning. You should give it back to him," Tom told her. She started to feel really guilty about taking the toy. "It isn't mine. Maybe I should put it back," Tabby Cat thought. She was nervous about giving it back because then he would know who took it and he might get mad.

 Turn and tell your partner if you agree with Tom Cat or Tabby Cat and why.

"Are you serious? I will get in big trouble!" Tabby Cat said. "I don't care. I would rather be in trouble than feel guilty. Plus Mrs. Meow will be proud of you for being honest," Tom Cat said. "I guess you are right," Tabby Cat said. She went and got the toy from her backpack and took it into Mrs. Meow. "Mrs. Meow, I'm really sorry. I took this toy off the floor and now I feel really guilty and want to give it back," Tabby Cat said.

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## Follow Up: 73: Guilt



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tabby Cat was feeling really guilty because she took a toy she found in the hallway. Tell your partner about a time that you felt guilty.



Hands-On: Talk to the students about a time you felt guilty and what you did about it. Help the students understand that guilt is a normal and appropriate feeling. Have them create a list of things that might make a person feel guilty (lying, stealing, cheating, being mean, etc.). Have them think about the time they felt guilty. What did they do about it?

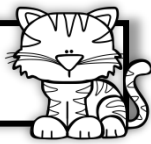


Think About It: Is it okay to feel guilty sometimes? Should you try not to do things that will make you feel guilty? Have you ever made someone else feel guilty?

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Story:

## 74: Giving Criticism



Introduction: Tabby Cat worked really hard on a story in her writing book. Tabby Cat asked Tom Cat to look at her story. Tom Cat laughed at her story when she showed him. He then started to tell her things she should fix in her story. Do you think that Tom Cat was giving good criticism? Was his criticism helpful?

"Tom Cat, stop! You are hurting my feelings. You are not being kind!" Tabby Cat said. "Well, you asked me to tell you what was wrong. It is all wrong and it looks terrible," Tom Cat replied. Tom Cat didn't see any problem with what he said. Tabby Cat asked him to tell her what was wrong with her story.

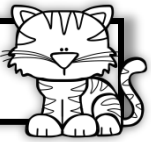
 Turn and tell your partner if you agree with Tabby Cat or Tom Cat and why.

"Tom Cat, I wanted you to help me, not make fun of me!" Tabby Cat said as she started to cry. Tom Cat felt really bad now. He didn't mean to hurt Tabby Cat's feelings. "I am sorry, Tabby Cat. I didn't mean to hurt your feelings. I will help you now," Tom Cat said. He helped Tabby Cat change her picture so it matched her story. She also forgot her labels and setting. In her writing, she missed all her periods. "Thank you for helping me," Tabby Cat said.

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Follow  
Up:

## 74: Giving Criticism



Introduction: Yesterday we listened to a story about Tom Cat and Tabby Cat. Tom Cat did not give constructive criticism to Tabby Cat. Instead he just made fun of her and made her cry. Tell your partner about a time when someone made you feel badly about your work.



Hands-On: Draw a picture of an alligator. Work as a class to critique the picture in a constructive way. Model the two stars and a wish method. With this method focus on two things they liked about your alligator and one wish they might have for the alligator (ex. I like the green color and how long his tail is. I wish he had a longer mouth.). Give each student a piece of paper and ask them to draw a picture of a wolf. Have them work with a partner to practice critiquing each others' drawings. Circulate and spotlight to ensure that everyone is practicing the correct way.

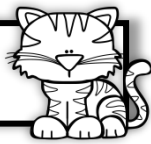


Think About It: Is it important to be able to accept criticism that is given in a kind way? Does criticism help us become a better person?

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Story:

## 75: Separation



**Introduction:** Tom Cat and Tabby Cat were going to school. When mom drops them off in the morning, they both started to cry and they grabbed ahold of her arms. Do you ever do this when your parents try to leave you somewhere?

"Tom Cat and Tabby, what are you doing? You love coming to school," Mom said. They did not want their mom to leave. They were nervous about starting school with a new teacher and new friends in their class. "I don't want to go!" Tabby Cat yelled. "Tabby Cat, you said that you were going to have fun today at school. You need to let go," Mom insisted.



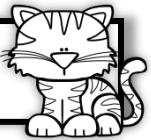
Turn and tell your partner if you think Tom and Tabby Cat are making a good choice.

Tom Cat and Tabby Cat finally calmed down and their mom was able to leave. By then Mom was feeling really frustrated and upset. Mrs. Meow was worried that they didn't like coming to school. "I am sorry for acting like that. I don't know why I was so worried and nervous," Tom Cat told Mrs. Meow. "Sometimes it is hard to let Mom go but you just have to be brave!" Mrs. Meow said with a smile and a hug for both Tom Cat and Tabby Cat.

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Follow  
Up:

## 75: Separation



**Introduction:** Yesterday we listened to a story about Tom Cat and Tabby Cat. They were having some trouble with letting their mom leave them at school. Tell your partner about a time that you didn't want your parents to leave. What did you do?



Hands-On: Make a list of ways to say good-bye to each other. Have partners turn and talk and practice saying good-bye to each other. Have them come back together and make a list of people they have to say good-bye to and if it is hard sometimes to say good-bye.



Think About It: Is it hard to separate from special people sometimes? What makes it hard to separate from them? Even though it might be hard, is it important to separate easily?

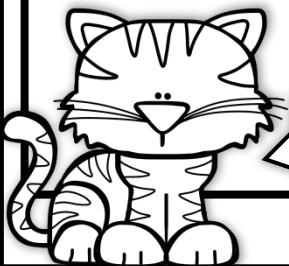
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# Practice Sheets



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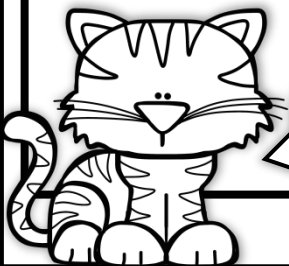
Directions: Draw a picture of you taking turns with a family member.



I learned  
how to  
take turns!

Name: \_\_\_\_\_

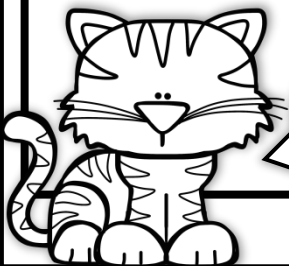
Directions: Draw a picture of you following directions at bedtime.



I learned  
how to  
follow  
directions.

Name: \_\_\_\_\_

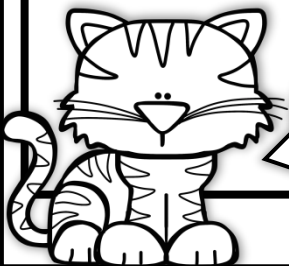
Directions: Draw a picture of you following the rules at recess.



I learned  
how to  
follow  
rules.

Name: \_\_\_\_\_

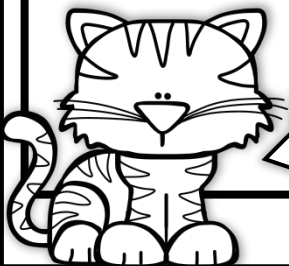
Directions: Draw a picture of a time someone did not share with you.



I learned  
how to  
share.

Name: \_\_\_\_\_

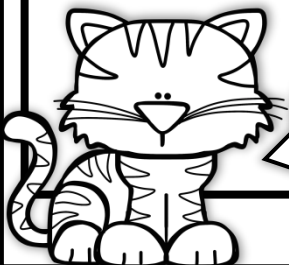
Directions: Draw a picture of your friend after you did something nice for them.



I learned  
how to be  
a good  
friend.

Name: \_\_\_\_\_

Directions: Draw a picture of you showing impulse control at the store.

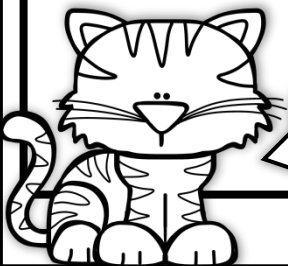


I learned  
how to  
control  
myself.



Name: \_\_\_\_\_

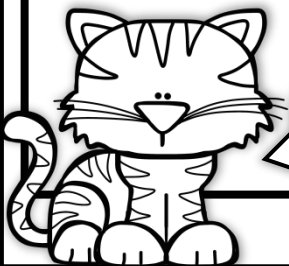
Directions: Draw a picture of a time you used an inside voice and then an outside voice.



I learned  
how to use  
my inside  
voice.

Name: \_\_\_\_\_

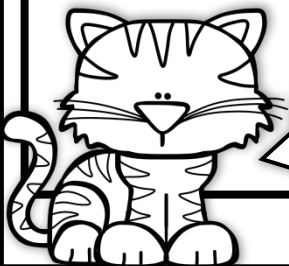
Directions: Draw a picture of a time it is okay to worry about others.



I learned  
how to  
worry about  
myself.

Name: \_\_\_\_\_

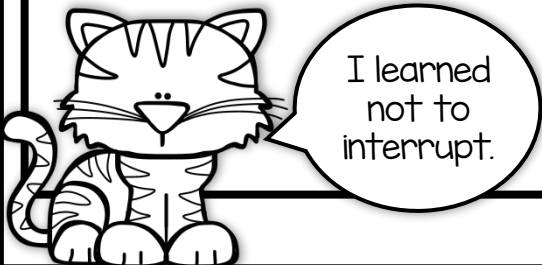
Directions: Draw a picture of a train with an engine and a caboose.



I learned that  
it doesn't  
matter where  
I stand in line.

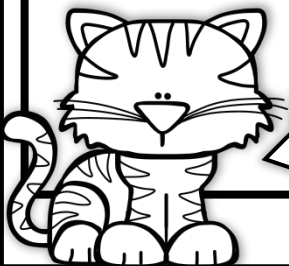
Name: \_\_\_\_\_

Directions: Draw a picture of you raising your hand and waiting your turn.



Name: \_\_\_\_\_

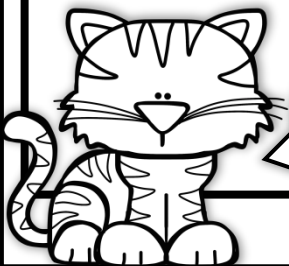
Directions: Draw a picture of you positively reacting to someone in your personal space.



I learned  
about  
personal  
space!

Name: \_\_\_\_\_

Directions: Draw a picture of you asking someone for help the right way.

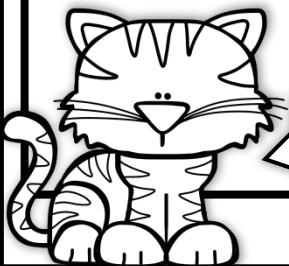


I learned  
how to  
ask for  
help.



Name: \_\_\_\_\_

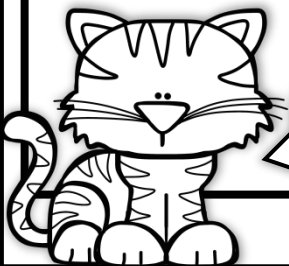
Directions: Draw a picture of you apologizing to your friend.



I learned  
how to  
apologize.

Name: \_\_\_\_\_

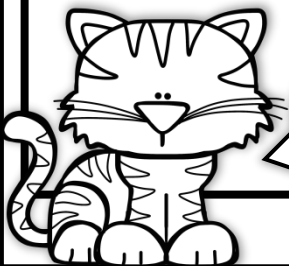
Directions: Draw a picture of something you know well and can help with.



I learned  
how to  
help.

Name: \_\_\_\_\_

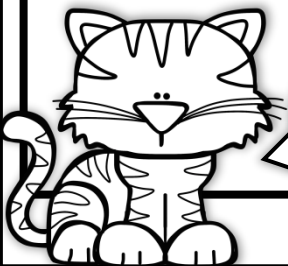
Directions: Draw a picture of your face when someone praises you.



I learned  
how to  
praise my  
friends.

Name: \_\_\_\_\_

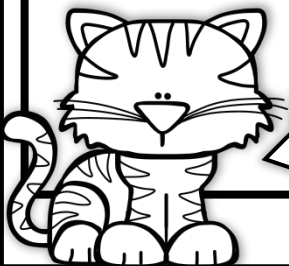
Directions: Draw a picture of a friend when you do not show good sportsmanship.



I learned  
how to be  
a good  
sport.

Name: \_\_\_\_\_

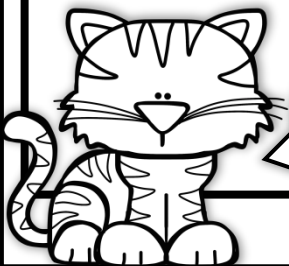
Directions: Draw a picture of your parents if you are not patient.



I learned  
how to be  
patient.

Name: \_\_\_\_\_

Directions: Draw a picture of you and your friend when you compromise on what to play.

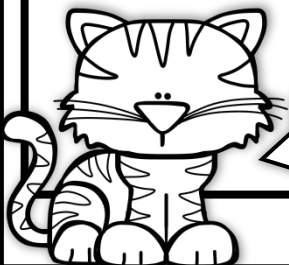


I learned  
how to  
compromise.



Name: \_\_\_\_\_

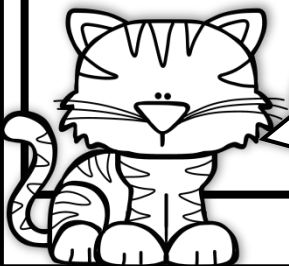
Directions: Draw a picture of food your friend likes that you do not like.



I learned how  
to respect  
others'  
opinions.

Name: \_\_\_\_\_

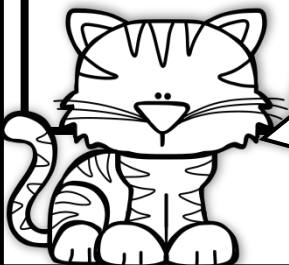
Directions: Draw a picture of two people talking with eye contact.



I learned the  
importance of  
eye contact.

Name: \_\_\_\_\_

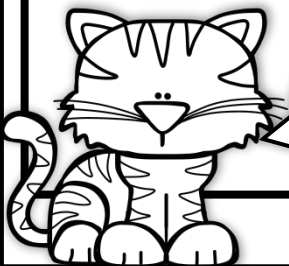
Directions: Draw a picture of you feeling happiness and worry.



I learned  
about types  
of feelings.

Name: \_\_\_\_\_

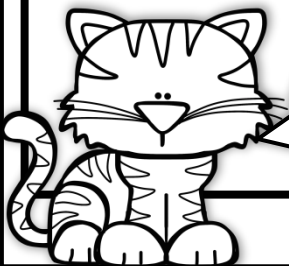
Directions: Draw a picture of a time you were upset.



I learned how  
to express my  
feelings.

Name: \_\_\_\_\_

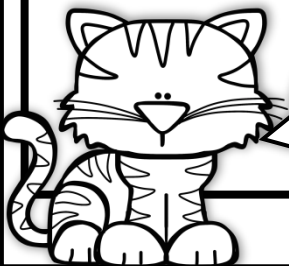
Directions: Draw a picture of your face when a friend encourages you.



I learned the  
importance of  
encouragement.

Name: \_\_\_\_\_

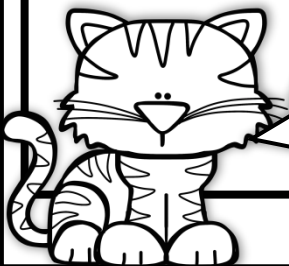
Directions: Draw a picture of you giving a compliment to a friend.



I learned the  
importance of  
compliments.

Name: \_\_\_\_\_

Directions: Draw a picture of you communicating with your teacher.

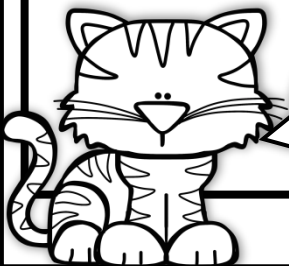


I learned the  
importance of  
clear  
communication.



Name: \_\_\_\_\_

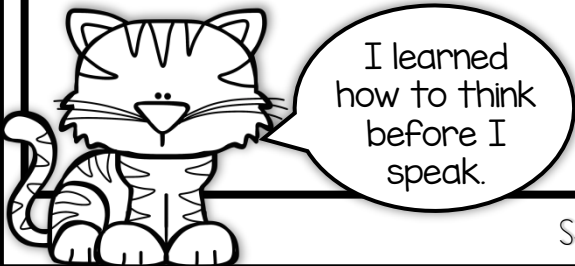
Directions: Draw a picture of you getting to school to realize you forgot your lunchbox.



I learned  
about  
unexpected  
behaviors.

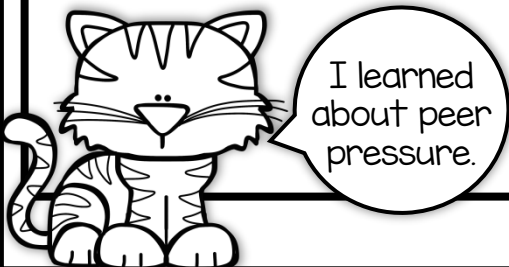
Name: \_\_\_\_\_

Directions: Draw a picture of you thinking before you speak to your friend during an argument.



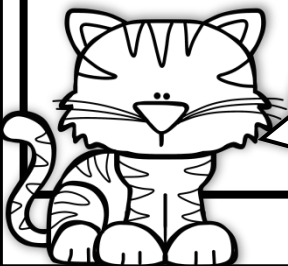
Name: \_\_\_\_\_

Directions: Draw a picture of a friend trying to pressure you to jump off the swings.



Name: \_\_\_\_\_

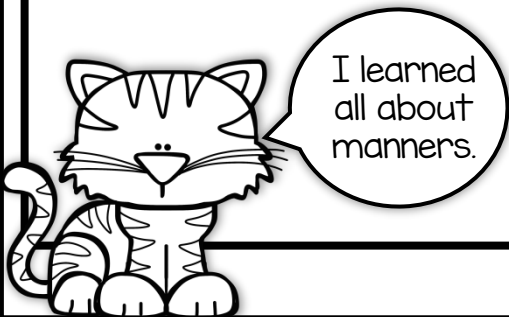
Directions: Draw a picture of you solving a problem. You forgot your coat in the classroom for recess.



I learned  
how to be a  
problem  
solver.

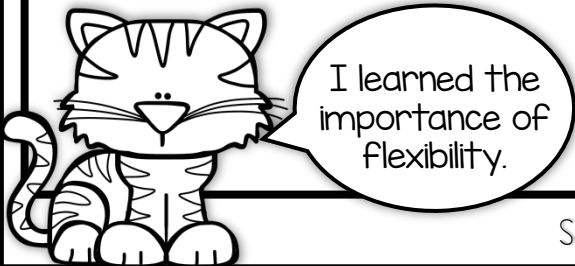
Name: \_\_\_\_\_

Directions: Draw a picture of you saying 'please' and 'thank you'.



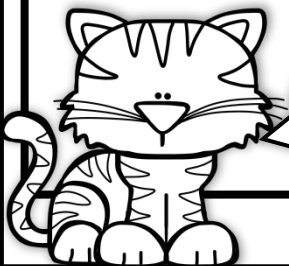
Name: \_\_\_\_\_

Directions: Draw a picture of you being flexible with indoor recess.



Name: \_\_\_\_\_

Directions: Draw a picture of you accepting your parents saying no to a toy at the store.

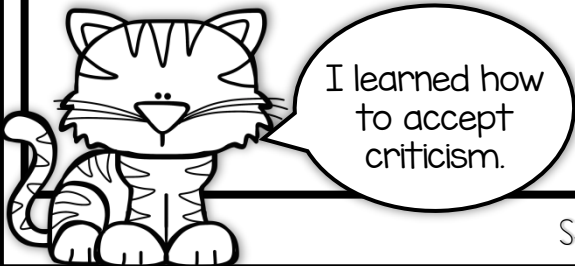


I learned how  
to accept the  
word "no."



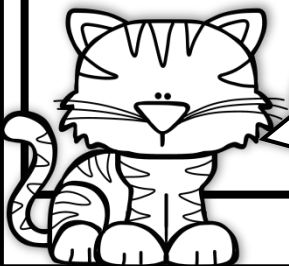
Name: \_\_\_\_\_

Directions: Draw a picture of you accepting a friend teaching you to draw in the lines.



Name: \_\_\_\_\_

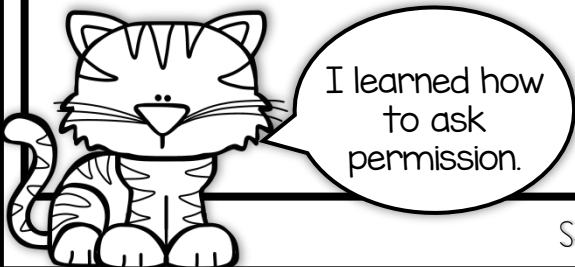
Directions: Draw a picture of you celebrating knowing your letters.



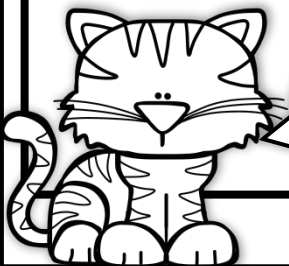
I learned  
about  
celebrating  
my success.

Name: \_\_\_\_\_

Directions: Draw a picture of you asking permission to go to the restroom.

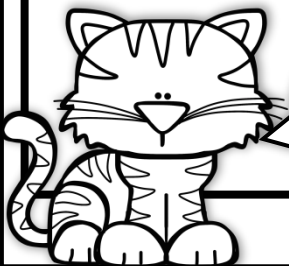


Directions: Draw a picture of you participating in P.E.



I learned the  
importance of  
participation.

Directions: Draw a picture of you showing writing stamina.



I learned the  
importance of  
staying on  
task.

Name: \_\_\_\_\_

Directions: Write the names of three family members and illustrate them.



\_\_\_\_\_

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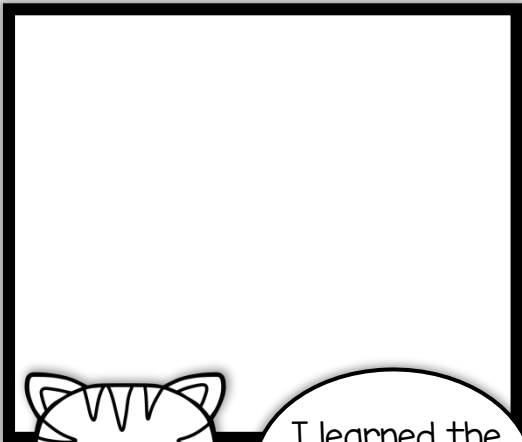
\_\_\_\_\_



\_\_\_\_\_

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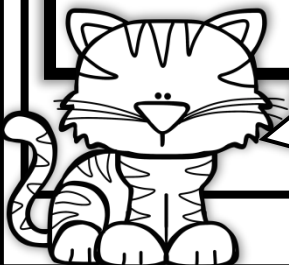
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



I learned the importance of using names.

Name: \_\_\_\_\_

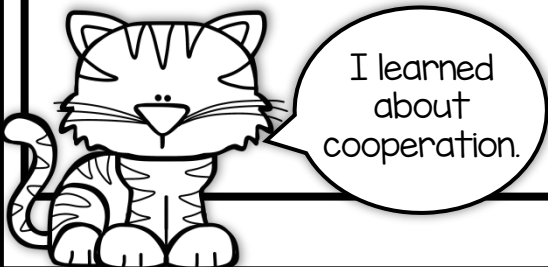
Directions: Draw a picture of a conflict you have had at recess.





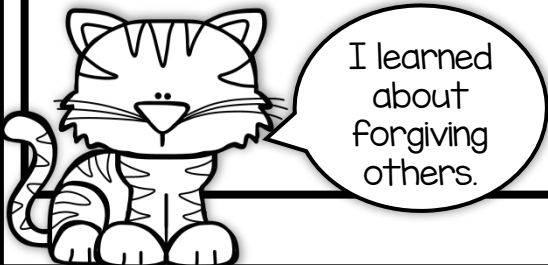
Name: \_\_\_\_\_

Directions: Draw a picture of you working with a friend during math games.



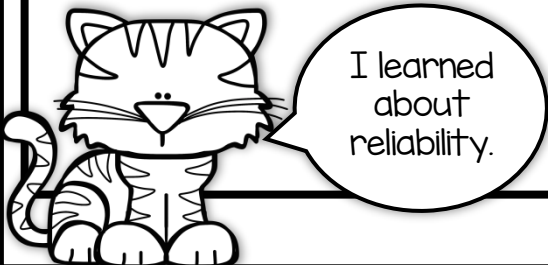
Name: \_\_\_\_\_

Directions: Draw a picture of a time you needed to forgive someone.



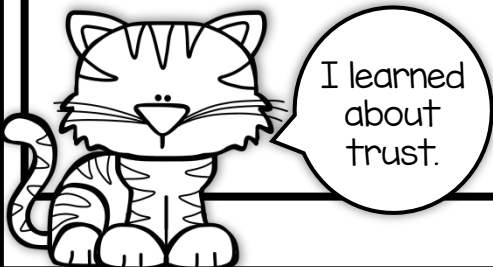
Name: \_\_\_\_\_

Directions: Draw a picture of coming to school with your backpack.



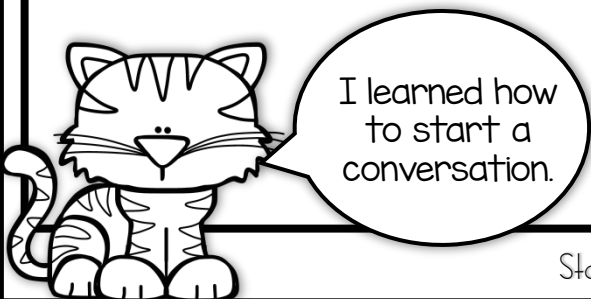
Name: \_\_\_\_\_

Directions: Draw a picture of someone trusting you at a store.



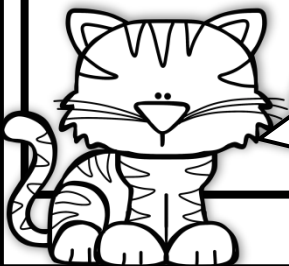
Name: \_\_\_\_\_

Directions: Draw a picture of you saying 'hello' to the teachers at your school.



Name: \_\_\_\_\_

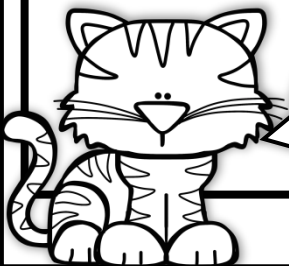
Directions: Draw a picture of you having a conversation with a new friend.



I learned how  
to hold a  
conversation.

Name: \_\_\_\_\_

Directions: Draw a picture of you saying 'bye' to your parents in the morning.

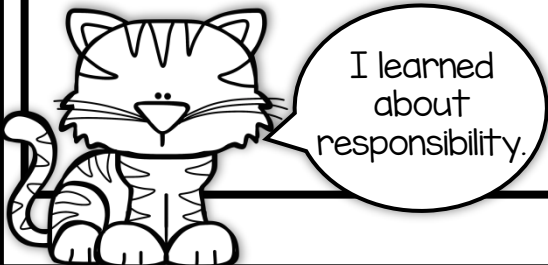


I learned how  
to end a  
conversation.



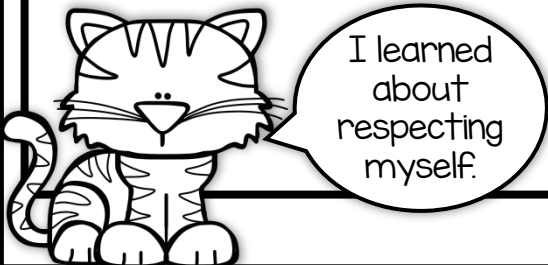
Name: \_\_\_\_\_

Directions: Draw a picture of you being responsible at school.



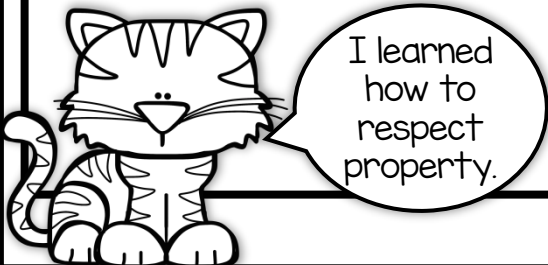
Name: \_\_\_\_\_

Directions: Draw a picture of what you love most about yourself.

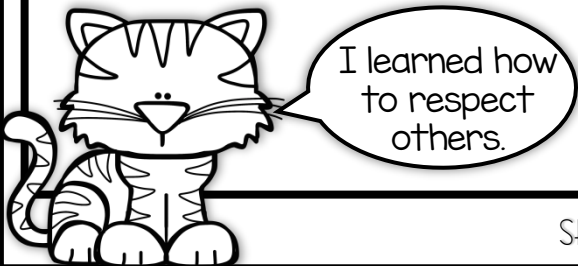


Name: \_\_\_\_\_

Directions: Draw a picture of you taking care of your bedroom.



Directions: Draw a picture of you being kind on the playground.



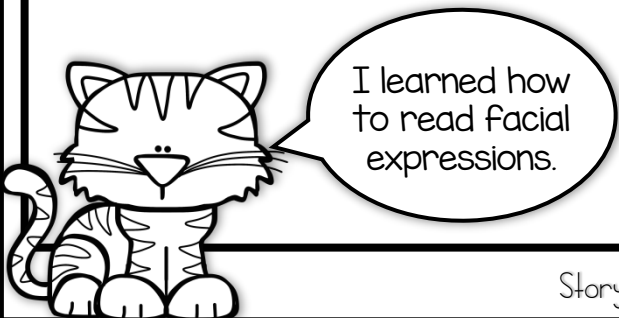
Name: \_\_\_\_\_

Directions: Draw a picture of you listening to your parents.

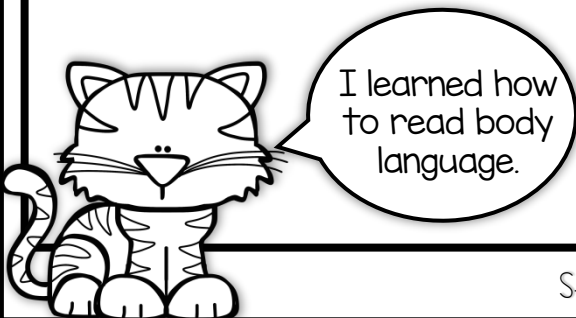


Name: \_\_\_\_\_

Directions: Draw a picture of you making a facial expression of worry.

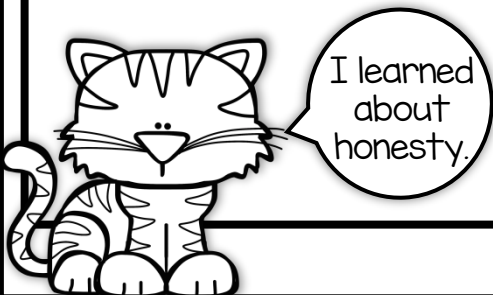


Directions: Draw a picture of you using body language to say no.



Name: \_\_\_\_\_

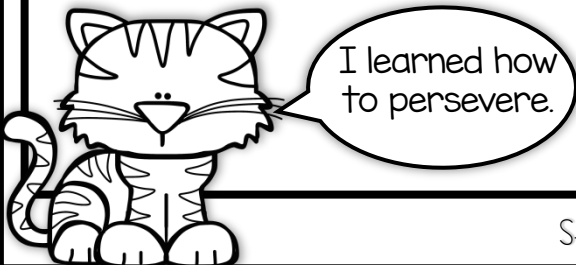
Directions: Draw a picture of you being honest during an accident.





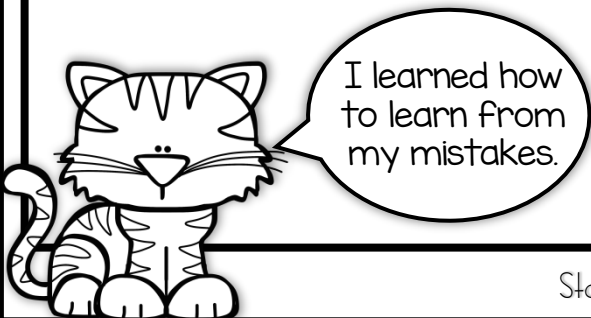
Name: \_\_\_\_\_

Directions: Draw a picture of you trying something new.



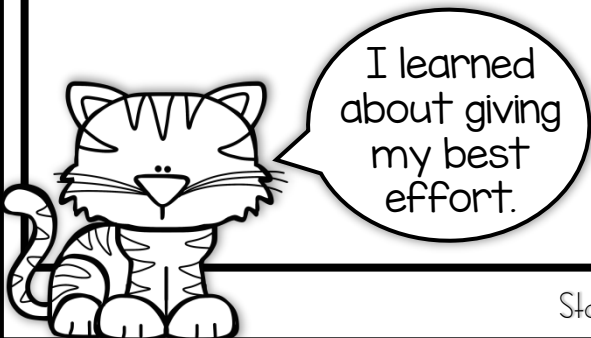
Name: \_\_\_\_\_

Directions: Draw a picture of a mistake you've made.



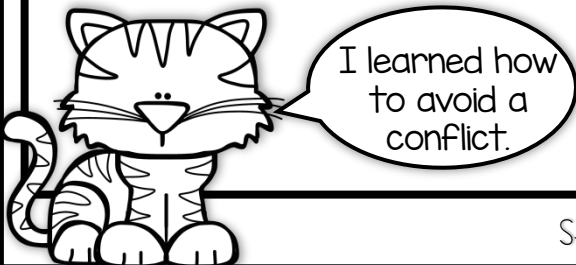
Name: \_\_\_\_\_

Directions: Draw a picture of something you are really good at.

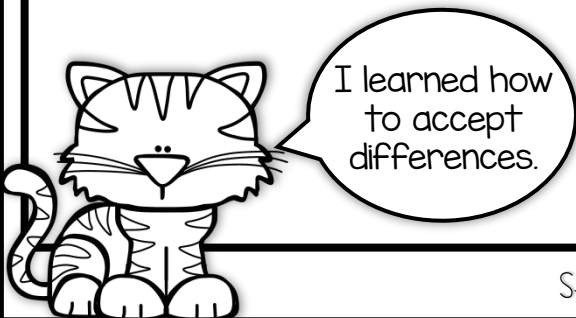


Name: \_\_\_\_\_

Directions: Draw a picture of you walking away from an upset friend.

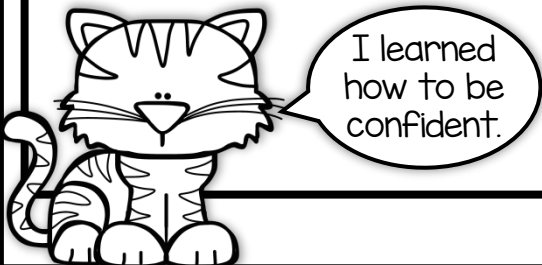


Directions: Draw a quilt with each patch being different from the next.



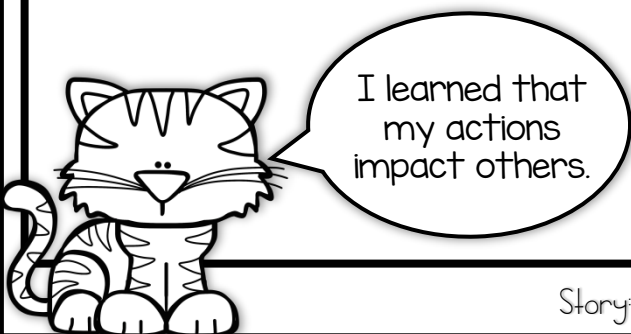
Name: \_\_\_\_\_

Directions: Draw a picture of you teaching a friend something new.



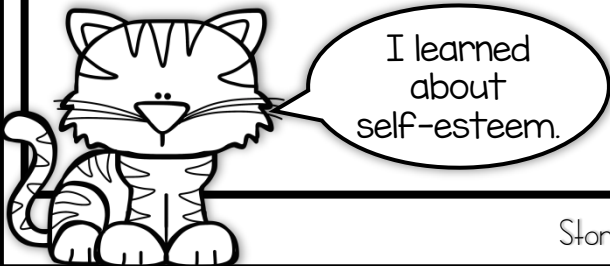
Name: \_\_\_\_\_

Directions: Draw a picture of you spilling water and a friend tripping.



Name: \_\_\_\_\_

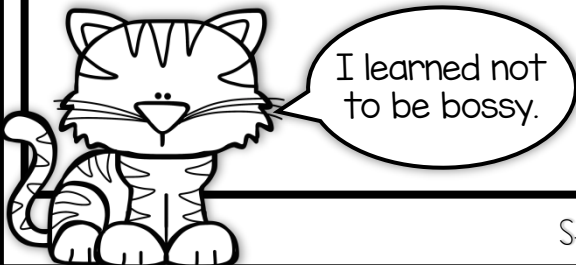
Directions: Draw something that makes you unique.





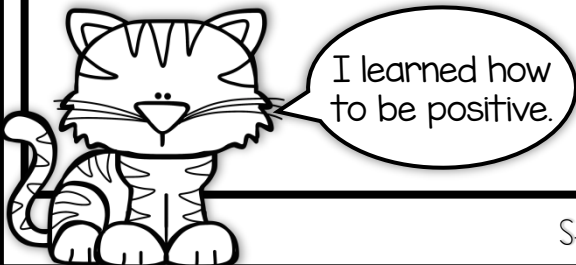
Name: \_\_\_\_\_

Directions: Draw a picture of how it feels when someone is bossy to you.



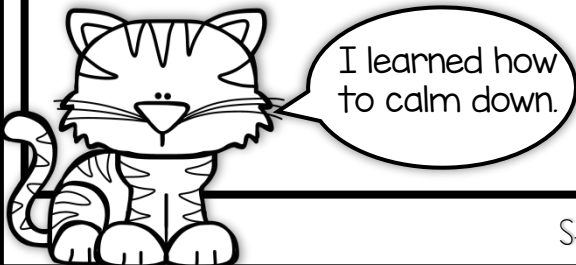
Name: \_\_\_\_\_

Directions: Draw a picture of you being positive on a rainy day with indoor recess.



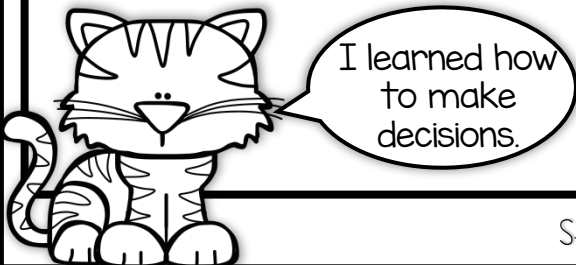
Name: \_\_\_\_\_

Directions: Draw a picture of something that upsets you and then you calming down.



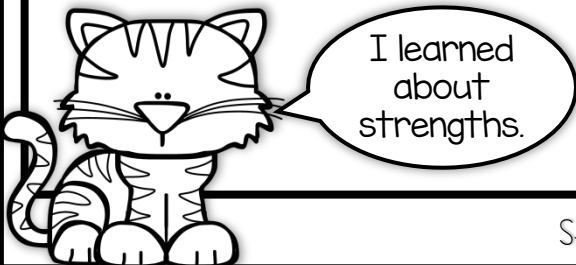
Name: \_\_\_\_\_

Directions: Draw a picture of you making a decision on which kind of ice cream you want.



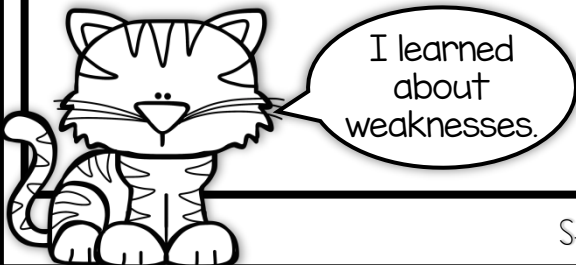
Name: \_\_\_\_\_

Directions: Draw a picture of something you are good at.

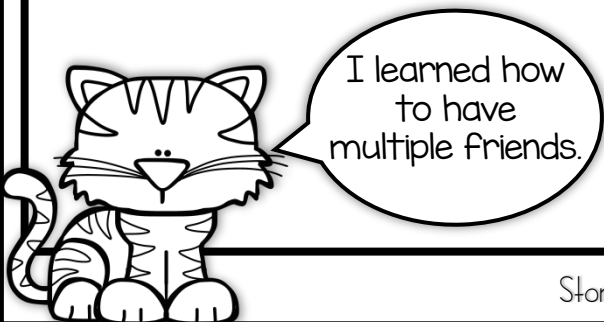


Name: \_\_\_\_\_

Directions: Draw a picture of something you still need practice with.

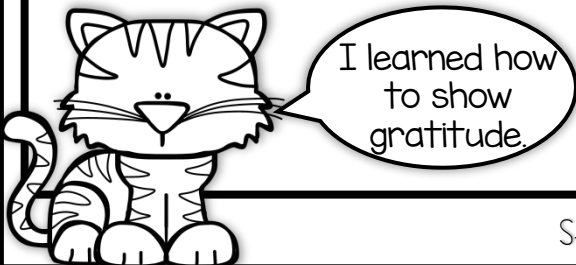


Directions: Draw a picture of you and your friends at lunch.



Name: \_\_\_\_\_

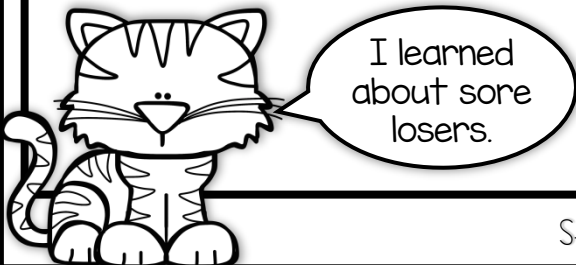
Directions: Draw a picture of something you are thankful for.





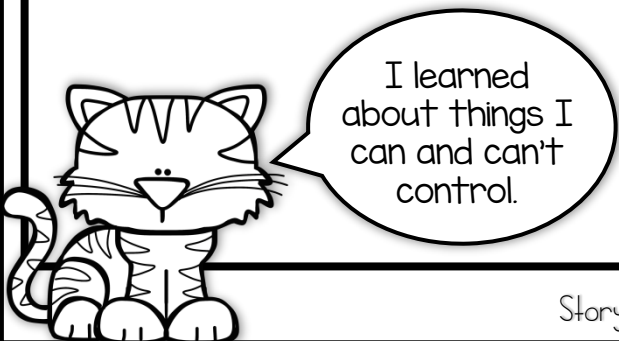
Name: \_\_\_\_\_

Directions: Draw a picture of a time you lost but were okay.



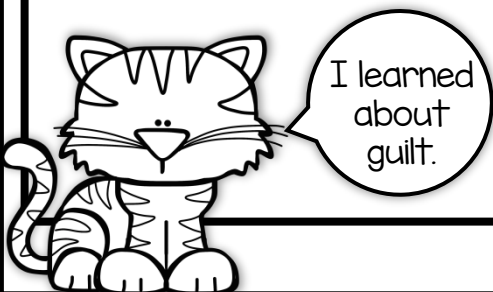
Name: \_\_\_\_\_

Directions: Draw a picture of something you can control.



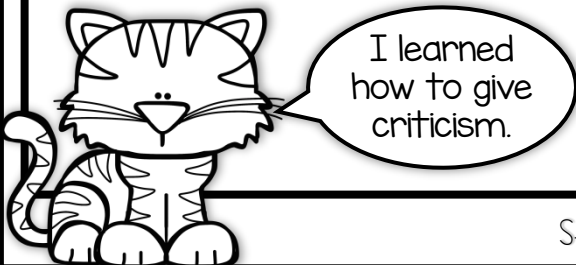
Name: \_\_\_\_\_

Directions: Draw a picture of a time you felt guilty for not being trustworthy.



Name: \_\_\_\_\_

Directions: Draw a picture of a time someone gave you criticism.



Name: \_\_\_\_\_

Directions: Draw a picture of the first day of school.

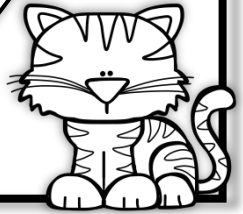


# Social Skills

Name: \_\_\_\_\_

Directions: Tell about a time a friend did not take turns with you.

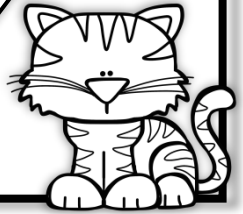
I learned  
how to take  
turns!



Name: \_\_\_\_\_

Directions: Give directions on how to brush your teeth.

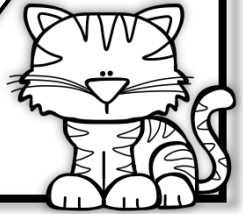
I learned  
how to  
follow  
directions.



Name: \_\_\_\_\_

Directions: Explain how you follow the rules during lunch.

I learned  
how to  
follow rules.



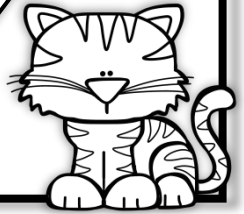


# Social Skills

Name: \_\_\_\_\_

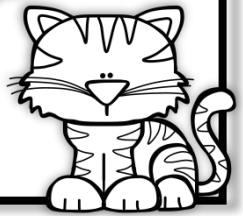
Directions: Explain how you share with a sibling or cousin.

I learned  
how to  
share.



Directions: Explain a time you were a good friend during recess.

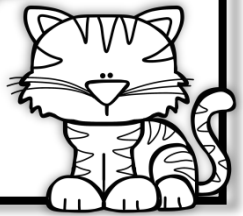
I learned how  
to be a good  
friend.



Name: \_\_\_\_\_

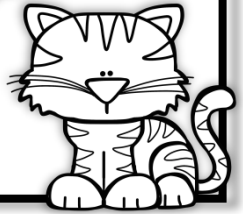
Directions: Explain a time you showed impulse control at the store.

I learned how  
to control  
myself.



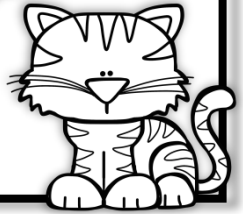
Directions: Explain voice volume in the library.

I learned how  
to use my  
inside voice.



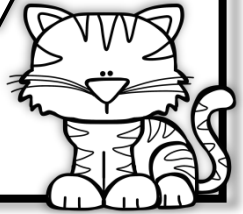
Directions: Explain when tattling is okay.

I learned  
how to  
worry about  
myself.



Directions: Explain what a caboose is and why it is important.

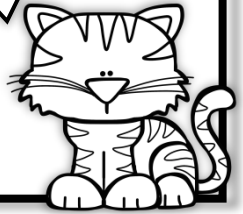
I learned that  
it doesn't  
matter where I  
stand in line.



Name: \_\_\_\_\_

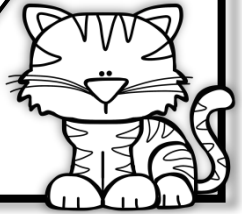
Directions: Explain why interrupting is not kind.

I learned  
not to  
interrupt.



Directions: Explain what the phrase bubble space is.

I learned  
about  
personal  
space!

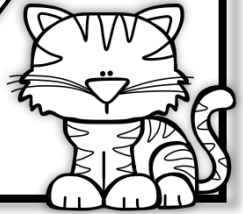




Name: \_\_\_\_\_

Directions: Explain a time you asked for help.

I learned  
how to ask  
for help.

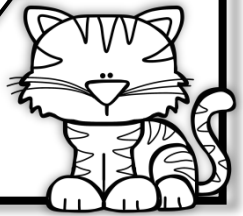


# Social Skills

Name: \_\_\_\_\_

Directions: Explain a time you had to apologize.

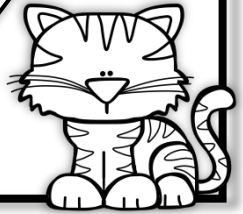
I learned  
how to  
apologize.



Name: \_\_\_\_\_

Directions: Explain a time you helped someone at school.

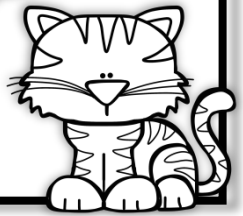
I learned  
how to  
help.



Name: \_\_\_\_\_

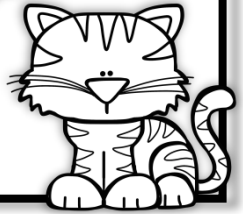
Directions: Explain a time you gave praise to a classmate.

I learned how  
to praise my  
friends.



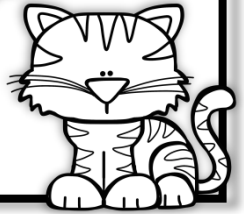
Directions: Explain a time you needed to be a good sport.

I learned how  
to be a good  
sport.



Directions: Explain a time your parents asked you to be patient.

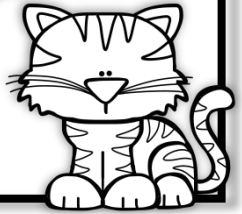
I learned  
how to be  
patient.



Name: \_\_\_\_\_

Directions: Explain a time you had to compromise.

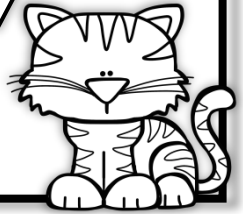
I learned  
how to  
compromise.



Name: \_\_\_\_\_

Directions: Explain a food your friend likes that you do not like.

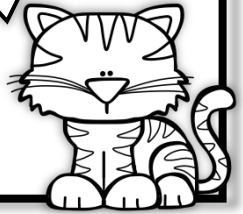
I learned how  
to respect  
others' opinions.





Directions: Explain why looking down when someone talks is unkind.

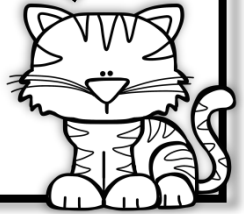
I learned to  
use eye  
contact.



Name: \_\_\_\_\_

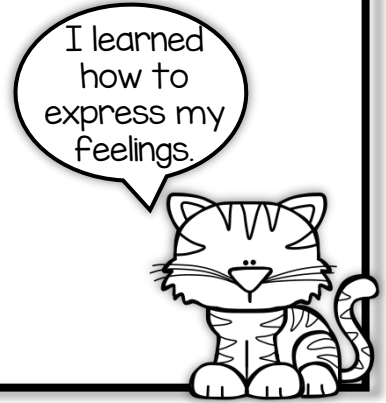
Directions: Explain how you can tell if someone is upset.

I learned about  
different types  
of feelings.



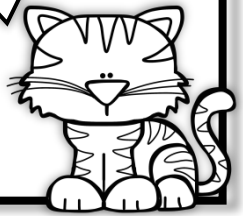
Name: \_\_\_\_\_

Directions: Explain a time you express your feeling of worry.



Directions: Explain a time you encouraged someone.

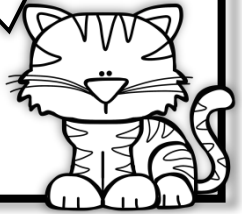
I learned  
how to  
encourage a  
friend.



Name: \_\_\_\_\_

Directions: Explain a time you gave a compliment to a friend.

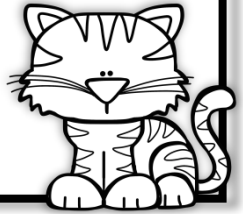
I learned  
about  
compliments.



Name: \_\_\_\_\_

Directions: Explain a time you communicated that you were upset.

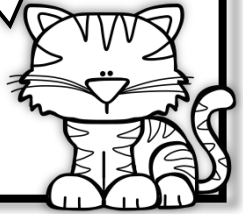
I learned to  
communicate  
clearly.



Name: \_\_\_\_\_

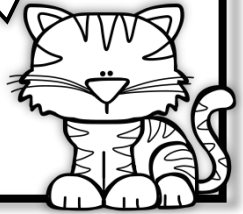
Directions: Explain what is expected of you at school.

I learned  
about  
unexpected  
behavior.



Directions: Explain a time you had to think before speaking.

I learned  
how to think  
before I  
speak.

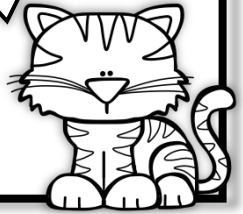




Name: \_\_\_\_\_

Directions: Explain a time you had to resist peer pressure.

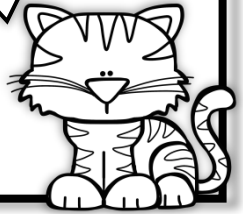
I learned  
about peer  
pressure.



Name: \_\_\_\_\_

Directions: Explain a problem you had to solve.

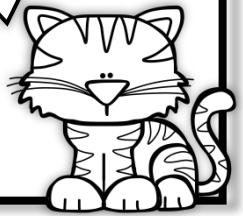
I learned  
how to solve  
problems.



Name: \_\_\_\_\_

Directions: Explain good manners at lunch.

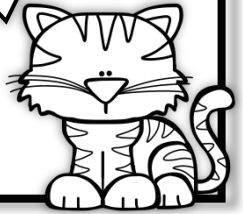
I learned all  
about  
manners.



Name: \_\_\_\_\_

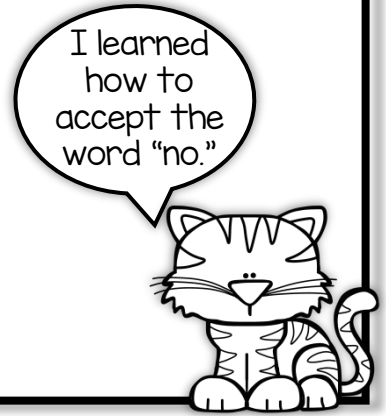
Directions: Explain a time your teacher was flexible.

I learned the  
importance  
of flexibility.



Name: \_\_\_\_\_

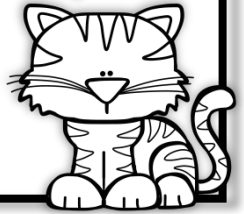
Directions: Explain a time you had to accept being told "no" at school.



Name: \_\_\_\_\_

Directions: Explain a time you accepted criticism from a friend.

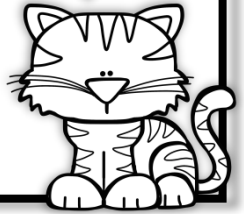
I learned how  
to accept  
criticism.



Name: \_\_\_\_\_

Directions: Explain a success you celebrated at school.

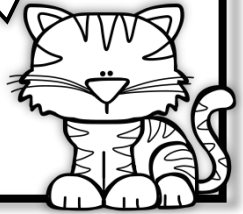
I learned  
about  
celebrating  
success.



Name: \_\_\_\_\_

Directions: Explain a time you asked for permission at school.

I learned  
how to ask  
permission.

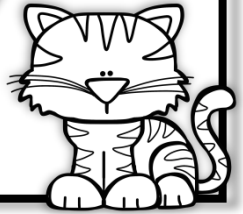




Name: \_\_\_\_\_

Directions: Explain a time you participated with your friends.

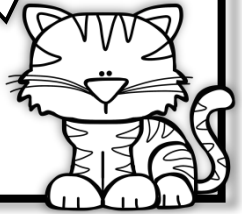
I learned the  
importance of  
participation.



Name: \_\_\_\_\_

Directions: Explain how you stay on task during centers.

I learned the  
importance  
of staying on  
task.

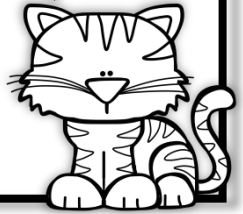


# Social Skills

Name: \_\_\_\_\_

Directions: Explain a new friend you met and their name.

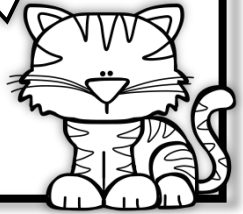
I learned the  
importance of  
using names.



Name: \_\_\_\_\_

Directions: Explain a conflict you've had with a friend.

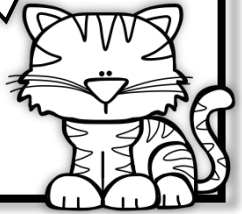
I learned  
about conflict  
resolution.



Name: \_\_\_\_\_

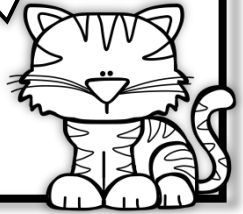
Directions: Explain how you cooperate at recess.

I learned  
about  
cooperation.



Directions: Explain a time you had to forgive a friend.

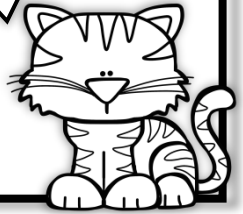
I learned  
about  
forgiving  
others.



Name: \_\_\_\_\_

Directions: Explain how you are reliable at home.

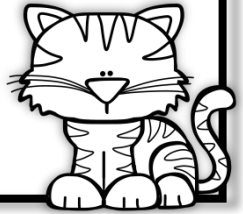
I learned  
about  
reliability.



Name: \_\_\_\_\_

Directions: Explain a time you lost someone's trust.

I learned  
about  
trust.

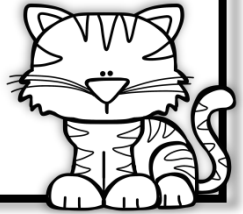




Name: \_\_\_\_\_

Directions: Explain how you start a conversation with a new friend.

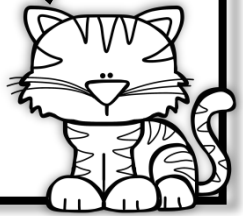
I learned how  
to start a  
conversation.



Name: \_\_\_\_\_

Directions: Explain how to hold a conversation with an adult.

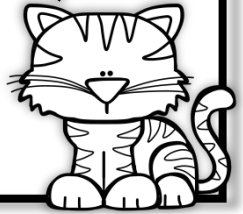
I learned how  
to hold a  
conversation.



Name: \_\_\_\_\_

Directions: Explain a way you've ended a conversation.

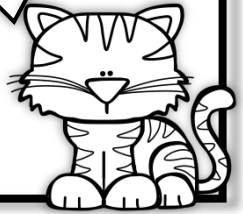
I learned how  
to end a  
conversation.



Name: \_\_\_\_\_

Directions: Explain how you are responsible at school.

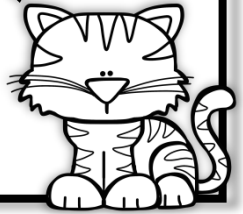
I learned  
about  
responsibility.



Name: \_\_\_\_\_

Directions: Explain something special about yourself.

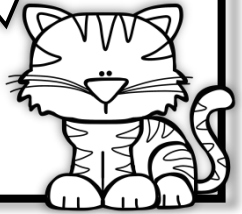
I learned  
about  
respecting  
myself.



Name: \_\_\_\_\_

Directions: Explain how you respect property at school.

I learned  
how to  
respect  
property.



Name: \_\_\_\_\_

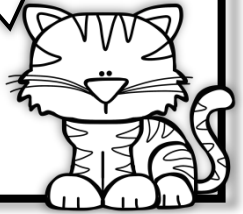
Directions: Explain how you are respectful to your friends.



Name: \_\_\_\_\_

Directions: Explain how you respect your teacher.

I learned  
how to  
respect  
authority.

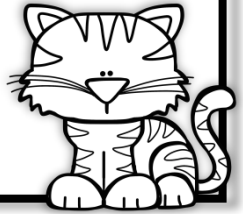




Name: \_\_\_\_\_

Directions: Explain a facial expression you can do.

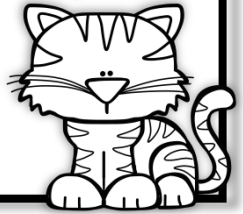
I learned  
how to read  
facial  
expressions.



Name: \_\_\_\_\_

Directions: Explain how you show others you are sad.

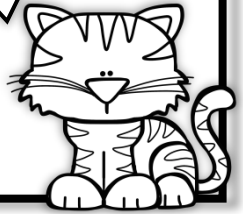
I learned  
how to read  
body  
language.



Name: \_\_\_\_\_

Directions: Explain a time you had to be honest even though it was hard.

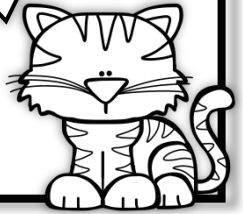
I learned  
about  
honesty.



Name: \_\_\_\_\_

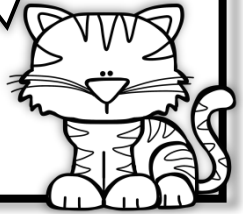
Directions: Explain a time you persevered.

I learned  
how to  
persevere.



Directions: Explain a mistake you made.

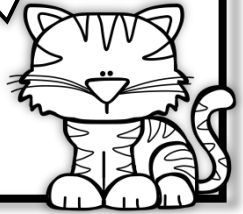
I learned  
how to learn  
from my  
mistakes.



Name: \_\_\_\_\_

Directions: Explain how you work hard.

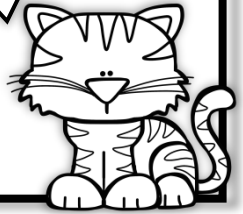
I learned  
how to give  
my best  
effort.



Name: \_\_\_\_\_

Directions: Explain a conflict you've had with a friend.

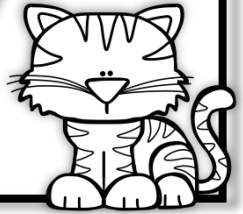
I learned  
how to avoid  
conflicts.



Name: \_\_\_\_\_

Directions: Explain how you accept others that are different from you.

I learned  
how to  
accept  
differences.

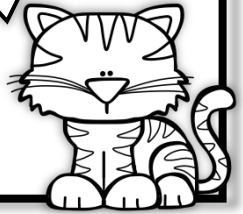




Name: \_\_\_\_\_

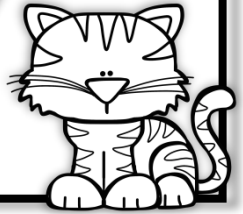
Directions: Explain something you are confident in.

I learned  
how to be  
confident.



Directions: Explain how being kind impacts others.

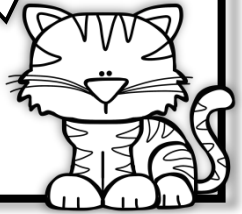
I learned that  
my actions  
impact others.



Name: \_\_\_\_\_

Directions: Explain what you love about yourself.

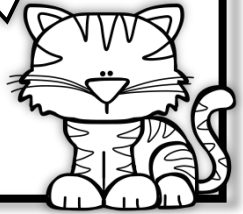
I learned  
how about  
self-esteem.



Name: \_\_\_\_\_

Directions: Explain a time someone was bossy to you.

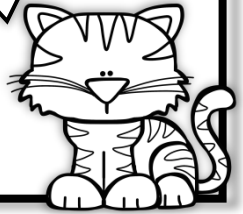
I learned  
not to be  
bossy.



Name: \_\_\_\_\_

Directions: Explain how you show positivity.

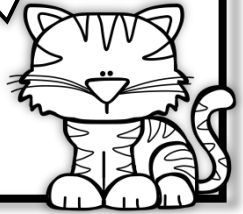
I learned  
how to be  
positive.



Name: \_\_\_\_\_

Directions: Explain a time you had to calm down.

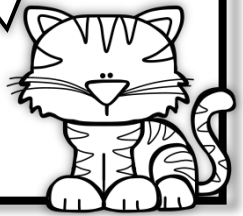
I learned  
how to calm  
down.



Name: \_\_\_\_\_

Directions: Explain an important decision you've made.

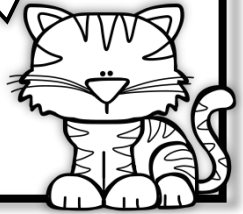
I learned  
how to  
make  
decisions.



Name: \_\_\_\_\_

Directions: Explain something you are really good at.

I learned  
about  
strengths.

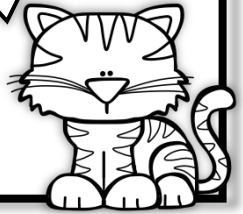




Name: \_\_\_\_\_

Directions: Explain a weakness you have.

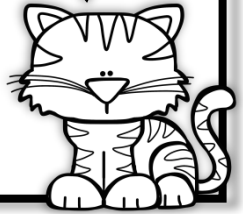
I learned  
about  
weaknesses.



Name: \_\_\_\_\_

Directions: Explain a group of friends you have and why they are special.

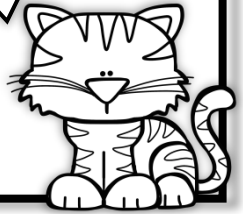
I learned  
how have  
multiple  
friends.



Name: \_\_\_\_\_

Directions: Explain something you are grateful for.

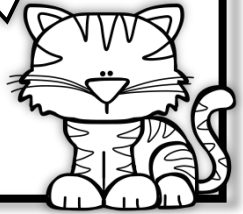
I learned  
how to show  
gratitude.



Name: \_\_\_\_\_

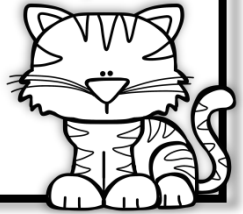
Directions: Explain a time you lost but was okay with it.

I learned  
about sore  
losers.



Directions: Explain something that the teacher should be in control of.

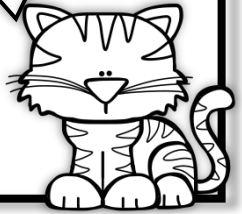
I learned about  
things I can and  
can't control.



Name: \_\_\_\_\_

Directions: Explain a time you felt guilty.

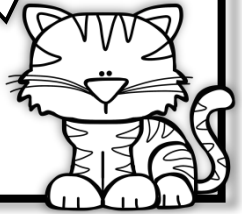
I learned  
about guilt.



Name: \_\_\_\_\_

Directions: Explain a time you received criticism.

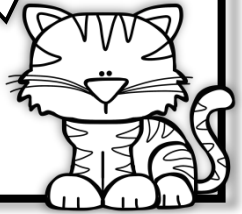
I learned  
how to give  
criticism.



Name: \_\_\_\_\_

Directions: Explain how you felt the first day of kindergarten.

I learned  
about  
separation.





# Social Skills