

Grade 4, Unit 1
Lesson 1: Empathy and Respect

Home Link



Name: _____

You are an entertainment reporter. The song “Walk, Walk, Walk” has just been released. Your assignment is to find out what the public thinks of it. The “public” is any adult family member—and you! Have your adult read the selected “Walk, Walk, Walk” lyrics below, then ask and help answer the following questions.

*You gotta walk, walk, walk
 Walk in their shoes
 Take a look and see what they’re
 seeing Walk, walk, walk
 Walk in their
 shoes Try to
 understand
 What it would feel like to be
 them You gotta walk, walk, walk
 Walk in their shoes
 Empathy is what we’re
 saying Recognize those
 feelings You’ve felt them too
 That’s empathy*



What do the lyrics mean to us? _____

What do we think empathy means? _____

How do these lyrics relate to respect? _____

What does respect mean to us? _____



Name: _____

You are an “ear doctor.” However, instead of checking people’s hearing, you check how they listen with attention. Today you’re going to check an adult family member’s listening with attention, then your adult will check yours.

Before the checkup, read through the checklist below with your adult to make sure he or she knows how to listen with attention.

Tell your adult three things you did at school today. Pay careful attention to the Listening with Attention skills he or she uses while listening to your story. Then check off all the listening with attention skills used.



Listening with Attention Skills	Ye s	
Focus on the person’s words	<input type="checkbox"/>	<input type="checkbox"/>
Don’t interrupt	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions to find out more	<input type="checkbox"/>	<input type="checkbox"/>
Repeat what you heard to show you understand	<input type="checkbox"/>	<input type="checkbox"/>

How did your adult do? _____

If all the skills were not checked off, try it again!

Now your adult will tell you three things he or she did today, then check off your listening with attention skills.



Listening with Attention Skills	Ye s	
Focus on the person’s words	<input type="checkbox"/>	<input type="checkbox"/>
Don’t interrupt	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions to find out more	<input type="checkbox"/>	<input type="checkbox"/>
Repeat what you heard to show you understand	<input type="checkbox"/>	<input type="checkbox"/>

How did your adult do? _____

If all the skills were not checked off, try it again!

Grade 4, Unit 1
Lesson 3: Being Assertive

Home Link

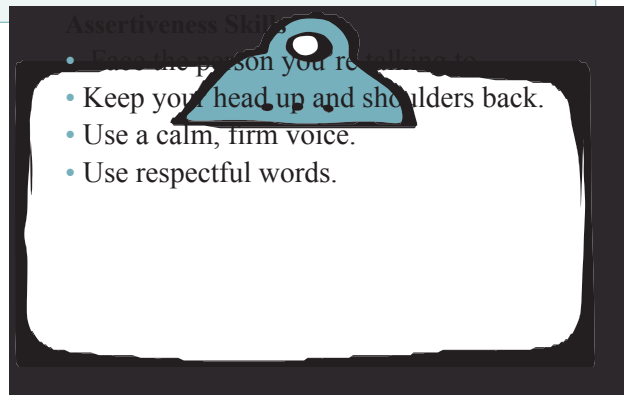


Name: _____

Ready—action! Today you and an adult family member are screenplay writers and actors. The scene is about a student who needs to ask a teacher assertively for help understanding an assignment. Remember, being assertive helps you communicate what you need or want in a way that is respectful toward others.

Together, write the lines the student and teacher will say to each other. Then decide who will be the student and who will be the teacher, and act it out. Use the list of Assertiveness Skills below. Switch roles, and try it again!

The scene: A student needs help understanding a writing assignment.



Student: _____

Teacher: _____



Name: _____

Are adults really so different from kids? Choose an adult family member. Each of you complete the following sentences on your own (use scratch paper) using the “feelings” words below. Then compare your answers.



If you chose a different feeling word for the same sentence, write your feeling word in one “different” column, and your adult’s feeling word in the other “different” column below. If you chose the same feeling word, just write it once in the “same” column.

	Different (You)	Same	Different (Adult)
When someone in the family is sick, I feel:			
When I have something important to get done and don't have enough time to do it, I feel:			
When I am by myself, I feel:			
When I am with a lot of people, I feel:			
When I think about riding on a roller coaster, I feel:			
When I finish all my household chores, I feel:			
When it is time for bed, I feel:			

Feelings words

worried, unsure, scared, lonely,
 happy, sad, serious, frustrated,
 nervous, joyful, satisfied,
 stressed, peaceful, relaxed, excited

Grade 4, Unit 1

Lesson 5: Understanding Complex Feelings

Home Link



Name: _____

You're so confused. You feel happy about an upcoming trip to visit your cousin, but you're also feeling a little nervous because this is the first time you've visited your cousin on your own. This is an example of having more than one feeling about one situation. And believe it or not, it's very normal. Just ask an adult!

With an adult family member, read the situations below. Then fill in the blanks with your feelings. You can use the feelings words from the column to the right as suggestions. You'll see that you're not the only one who feels more than one feeling at the same time!

Situations and Responses		Feelings Words
<p>1. Your best friend has invited you over. H along with very well.</p>	<p>e/she has also invited over another person that you don't get</p>	<p>Excited</p>
<p>You: I feel _____</p>	<p>But I also feel _____</p>	<p>Dread</p>
<p>Adult: I feel _____</p>	<p>But I also feel _____</p>	<p>Happy</p>
		<p>Sad</p>
		<p>Joyful</p>
		<p>Angry</p>
		<p>Hopeful</p>
<p>You: I feel _____</p>	<p>inner tonight. But it uses a lot of pans, so there will be a huge clean up afterward.</p> <p>But I also feel _____</p>	<p>Frustrated</p>
<p>Adult: I feel _____</p>	<p>But I also feel _____</p>	<p>Relaxed</p>
		<p>Anxious</p>
		<p>Confident</p>
<p>You: I feel _____</p>	<p>t. It took you a very long time, but you are finally done. Now f people tomorrow.</p> <p>But I also feel _____</p>	<p>Confused</p>
		<p>Pleased</p>
		<p>Irritated</p>
		<p>But I also feel _____</p>
		<p>Relieved</p>



Name: _____

What do kids really know about what adults think? And what do adults really know about what kids think? You and an adult family member are going to try putting yourselves in each other's shoes. The saying "put yourself in their shoes" means to take that person's perspective—to imagine what it's like being them.

Answer the questions on the left side of the page. When you're done, fold the page in half so your answers can't be seen. Next, your adult will answer the same questions on the right side of the page. Then open the page and compare your answers to find out how well you know each other's perspectives.

Student's Perspective	Adult's Perspective
The best time to do homework is:	The best time to do homework is:
What I think my adult would say:	What I think the student would say:
When we go to a special family or school event, the clothing that is best to wear is:	When we go to a special family or school event, the clothing that is best to wear is:
What I think my adult would say:	What I think the student would say:
The best style of music to listen to at home is:	The best style of music to listen to at home is:
What I think my adult would say:	What I think the student would say:
The amount of screen time (such as TV or computer) per day allowed in our house should be:	The amount of screen time (such as TV or computer) per day allowed in our house should be:
What I think my adult would say:	What I think the student would say:

Grade 4, Unit 1

Lesson 7: Conversation and Compliments

Home Link



Name: _____

Have you ever wanted to talk to someone, but didn't quite know how? Starting a conversation with someone you don't know well can be hard. But just like playing sports or learning your multiplication tables, you get better by practicing!

With an adult family member, practice making conversation. Pretend your adult is someone you don't know very well, such as a neighbor or new student at school. Select a topic of conversation and plan out what you are going to say, then practice it with your adult. Use the Conversation Tips below to get started and keep the conversation going. Then try out the conversation skills you practiced with the person your adult was pretending to be.

A person I would like to start a conversation with is: _____

Conversation topic: _____

Possible conversation topics: Sports, music, hobbies, travel, food, friends, relatives, art, plants, animals, work, school, growing up, books, clothes

Things I can say to start the conversation:

Conversation Tips

- Ask a question to get the conversation started.
- Face the person.
- Listen with attention.
- Use friendly, respectful, sincere words and tone of voice.
- Ask more questions to keep the conversation going.
- Notice something specific to compliment

Things I can say to keep the conversation going: _____

Home Link



Name: _____

A group of family or friends has been playing a game. It looks like fun. You want to join in, but you're not sure how to do it.

With an adult family member, choose an activity from below (or come up with your own) to practice joining in. Fill in the blanks to plan how you will join in. Then, as your adult does the activity you selected (either with another family member or on his or her own), use the Tips for Joining In and Assertiveness Skills below to practice joining the activity.

Possible Activities to Join

Playing a board game, playing a card game, cooking a meal, gardening, painting, listening to music, playing music, watching TV, working on the computer, playing a video game, cleaning, building, repairing something

My Plan for Joining In

Activity I will join: _____

What I will say first: _____

The words I will use to ask assertively to join in: _____

Now practice joining in!

Switch parts. Let your adult practice joining in. Remember, when you want to help people join in, notice that they want to join, say "yes" or ask them to join, then help them feel included.

Tips for Joining In

- Stand upright, yawn, and listen.
- Give a compliment, ask a question, or offer help.
- Assertively ask to join in.

Assertiveness Skills

- Face the person you're talking to.
- Keep your head up and shoulders back.
- Use a calm, firm voice.
- Use respectful words.

Grade 4, Unit 1
Lesson 9: Showing Compassion

Home Link



Name: _____

You are a delivery person. But you are no ordinary delivery person—you're a *compassion* delivery person! It's your job to deliver compassion to those in need. With an adult family member, think of something compassionate you can do for another family member or neighbor. Write down what you will do below, then do it!

My Compassion Delivery Plan

Who can I show compassion to? _____

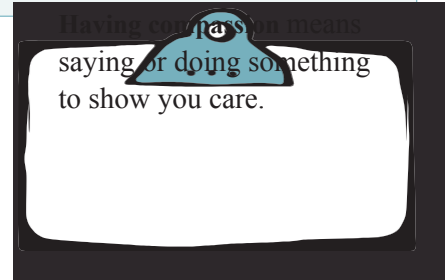
What can I do to show compassion for this person? _____

When will I do it? _____

Check here after you've delivered your compassion.

How did your compassion "delivery" make the recipient feel? _____

How did it make you feel? _____



Home Link



Name: _____

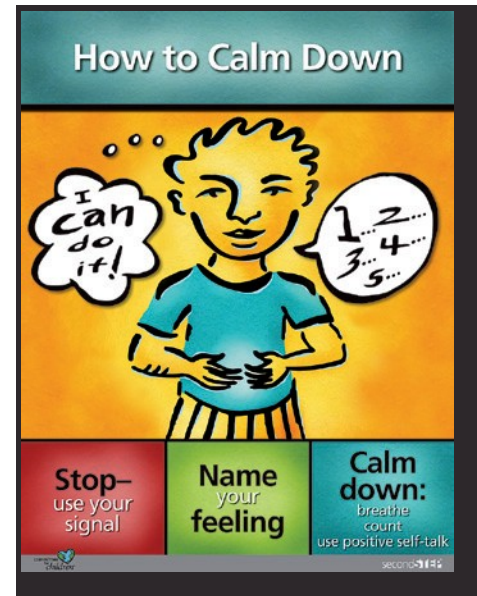
It's time to put on your entertainment-reporter hat again—another new song has just been released! It's called "Calm Down." It's got some great advice, and you're sure it's going to be a hit. But you need to find out what others think. Have an adult family member read the selected "Calm Down" lyrics below, then answer the questions that follow together to complete your entertainment report.

*Instead of those wild, knee-jerk reactions
You gotta catch your own attention
Emotions come calling
Instead of just falling
To brawling, name-calling, or whining and bawling*

*Stop, name your feeling, calm down
Stop, name your feeling, calm down*

*(Stop! Give yourself a signal like Stop, chill, hold up, hang on)
You send a signal to yourself, then stop!
(Okay, now name the feeling. Are you Angry? Embarrassed? Worried? Scared? Figure it out and name it.)*

*Just name that feeling, it's just the thing
It slows you down and makes you think
And then you start to calm right down
By just breathing, using self-talk, or counting*



What is the first thing the song says you should do when you need to calm down? _____

What is a stop signal you might use? _____

What does the song say that naming the feeling does to help you calm down? _____

What are some ways you calm down strong feelings? _____



Name: _____

You know all about being a student. Now it's your chance to try being a teacher. Today you're going to teach an adult family member the first two Calming-Down Steps, just like you learned in class. Follow the "lesson plan" below.

Read the following information and questions out loud to your adult. Then help your adult answer the questions. Refer to the Calming-Down Steps as needed.

How to Calm Down
Stop—use your signal
Name your feeling
Calm down:

- Breathe
- Count
- Use positive self-talk

We all have strong feelings that can get out of control sometimes. When are some times you might have strong feelings?

When you have strong feelings, your body sends messages to the part of your brain that just reacts. That's why you need to switch on the thinking part of your brain—so you don't just react and do something you'll regret later. You can do this by using the first two Calming-Down Steps: **Stop**—use your signal and **Name** your feeling.

The first thing you need to do when you feel yourself losing control of your feelings is tell your mind and body to stop. What is a signal you can say to yourself to stop yourself from reacting without thinking?

After you give yourself a signal, the next step is to name your feeling. In the following situations, say your stop signal out loud, then name your feeling.

When I come home, the house is a mess. _____ I

c a n ' t g e t m y t e l e v i s i o n t o w o r k .

A friend just canceled our dinner plans for the third time this month. _____

Next time you're having strong feelings that are getting out of control, what are the first two things you should do?

1. _____
2. _____

Grade 4, Unit 2

Lesson 12: Calming Down Anger

Home Link



Name: _____

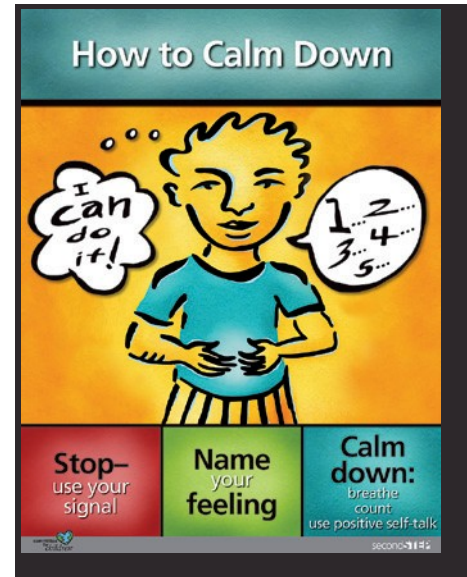
You are a relaxation instructor. Your job is to help people calm down when they are feeling strong emotions, like anger. Today you will lead an adult family member through the Calming-Down Steps. Then you will show your adult your specialty—deep, centered breathing—as a way to calm down.

1. First, ask your adult to think about situations that make him or her feel angry.

Your adult feels angry when: _____

2. Remind your adult that when he or she is feeling angry, it's important to use a stop signal and name the feeling.

What is your adult's signal? _____



Have your adult name his or her feeling. _____

3. Now it's time to teach your adult to calm down by using deep, centered breathing. Have your adult follow along with you as read the following and demonstrate the deep breathing as done in class. Practice as many times as you and your adult need to!

Sit down and close your eyes, or look at the floor. Put your hand on your stomach, just above your belly button. Focus your attention on your breathing as you take a breath deep into the lower part of your lungs. You should feel your stomach moving out as you do this. Now breathe out through your mouth slowly. Use your hand to make sure you can feel your stomach moving as you breathe.

Deep breathing works by bringing more oxygen into your lungs and bloodstream, which helps you to slow down your breathing. This, in turn, slows your heart rate and makes you feel calmer.

Grade 4, Unit 2
Lesson 13: Managing Anxiety

Home Link



Name: _____

Schoolwork, what to wear, bad weather, an ill relative—so many things to feel anxious about! But what exactly does feeling “anxious” or “anxiety” mean? *Anxiety* is the uncomfortable feeling you get when you are worried about something that might or might not happen. And we all feel it sometimes, even adults!

Discuss and answer the following questions about anxiety with an adult family member. Then think of things you both can say to yourselves (use positive self-talk) to help you calm down and manage your anxiety, such as “I know I can do this,” “It’s going to be fine,” or “I just need to calm down.”

What are some things you feel anxious about?

You: _____

Adult: _____

What happens to your body and mind when you feel anxious?

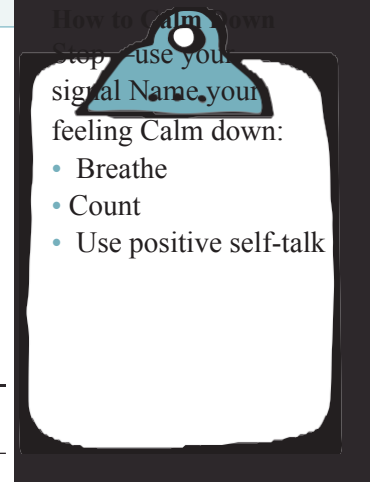
You: _____

Adult: _____

What positive self-talk can you use in the situations you named above when you feel anxious?

You: _____

Adult: _____





Name: _____

When you jump to conclusions, you believe you know what is going on or make decisions without having all the information. When your emotions are out of control, it's easy to jump to conclusions. Today you are going to coach an adult family member on how to avoid jumping to conclusions by using the Calming-Down Steps. Then your adult will coach you.

Scenario 1

Read the scenario below to your adult. Then write his or her answers in the spaces after each question.

You find a book that you've been looking for in your child's room—and it's all wet! You assume your child got it wet. You need to calm down. First you stop and give yourself a signal (write your signal here):

How are you feeling? _____

You take three deep breaths, then use positive self-talk to calm down. You say to yourself:

Then you find out that your child found the book on the floor by the sink, and was trying to dry it off for you.

Scenario 2

Have your adult read the scenario below to you. Then have him or her write your answers in the spaces.

Your adult is always coming into your room to clean. Now you are in a big hurry and you can't find the backpack you usually keep next to your bed. You assume that your adult took it. You need to calm down. First you stop and give yourself a signal (write your signal here):

How are you feeling? _____

You take three deep breaths, then use positive self-talk to calm down. You say to yourself:

Then you find the backpack under your bed, where it had been pushed when you were getting ready for bed.



Grade 4, Unit 2

Lesson 15: Handling Put-Downs

Home Link



Name: _____

You are a famous detective, hired to catch people who are giving “put-ups.” A put-up is a positive statement about someone. It’s the opposite of a put-down, which happens when people say things to humiliate others or hurt their feelings. Put-downs can make you feel unimportant, small, bad, or even angry.

With the help of an adult family member, keep a careful watch for any positive statements or put-ups you hear this week. They can be from anywhere—TV programs, at the grocery store, between siblings and other relatives, or between friends. Write them down. See how many put-ups you and your adult can find by the end of the week.

Put-Up List

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



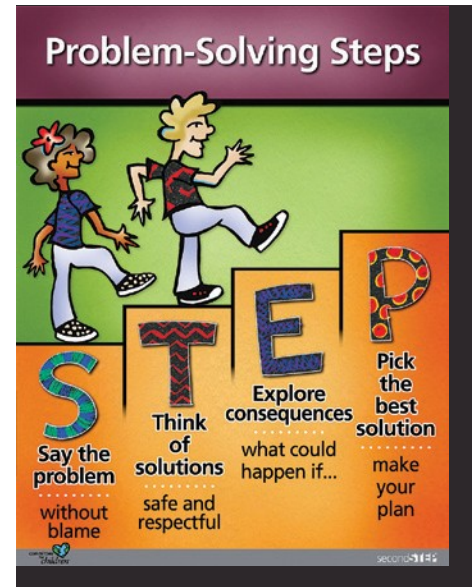
Name: _____

By now, you are a world-famous entertainment reporter, predicting all the best-selling songs! So of course you want to be the first to get the scoop on “Step Up,” the latest and greatest new single. How will the public react this time? Have an adult family member read the selected “Step Up” lyrics below, then together answer the questions that follow to complete your entertainment report.

*Here’s a great way to remember
Keep it strong in your head, yeah
After the storm of strong
emotions
Here’s the way to solve the problem, yeah*

*I say (step)
I just remember to step (step)—oh
child S, you say the problem out loud
now
T, now **think** of solutions that may work and how
E, **explore** consequences: What would happen
if..
P, now **pick** the best solution and make your plan, yeah*

*You gotta step (step)
Step up to be cool, yeah
(S-T-E-P) Give you power now
After the storm of strong
emotion (S-T-E-P) Solve the
problem now*



What’s a good way to remember the Problem-Solving Steps? _____

How do you think these steps could help you solve problems? _____



Name: _____

We all have problems sometimes—even adults! But now you have some simple steps to follow to help you and your family members solve problems. With an adult family member, think of a common problem you have at home. Work through each of the Problem-Solving Steps together. Then try your solution!

Say the Problem Without Blame:

[Redacted problem statement]

Think of			Solutions:
Solution 1	Solution 2	Solution 3	
1			

[Redacted problem statement]

Explore Consequences:	Explore Consequences:	Explore Consequences:
+	+	+
-	-	-

[Redacted problem statement]

Grade 4, Unit 3
Lesson 18: Making a Plan

Home Link



Name: _____

Your family has a problem that you and an adult family member are going to solve. The kitchen is a disaster. There are always dishes in the sink—so many dishes that they are overflowing onto the counters and are taking over the kitchen! But luckily you have the solution: Family members who are old enough wash their own dishes! Simple, right?

Wrong! Just how are you going to get everyone in your household to wash their own dishes? You need a plan!

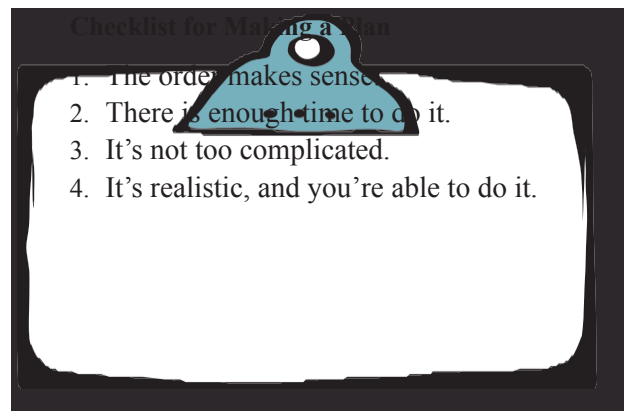
With your adult, make a three-step plan for how you are going to get family members who are old enough in your household to wash their own dishes. For the purpose of this exercise, pretend that there are four people in your family who are old enough to wash the dishes, and one person who is too young. Be sure to use the Checklist for Making a Plan.

Do-Your-Own-Dishes Plan

1. _____

2. _____

3. _____



Home Link



Name: _____

You physically stepped through the Problem-Solving Steps at school. Now try it at home! Show an adult family member how to create the steps either outside or inside, following the directions below. Then walk through a common problem you may have with a sibling, relative, friend, or your adult. Use the form at the bottom of the page to help you remember each Problem-Solving Step as you walk through it.

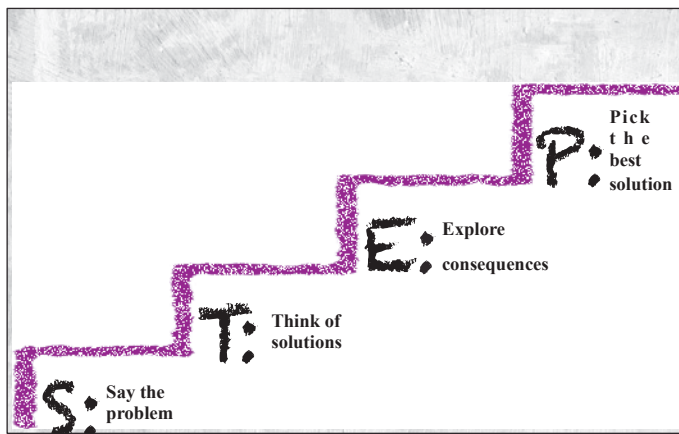
Outside Directions

You will need sidewalk chalk and a sidewalk, driveway, or other hard outdoor surface. With your adult, draw the Problem-Solving Steps with colored chalk on a hard outdoor surface, as shown to the right. Now physically step through the Problem-Solving Steps you've just drawn as you work through your problem.

Inside Directions

You will need four sheets of paper, a felt marker, and enough floor space to lay out the four sheets of paper.

With your adult, write the letters S, T, E, and P each on a separate sheet of paper. Place the papers in a staircase pattern on the floor. Now physically step through the Problem-Solving Steps you've just drawn as you work through each step of your problem.



S: Say the problem without blame: _____

T: Think of solutions: _____

E: Explore consequences: _____

P: Pick the best solution: _____



Name: _____

Uh-oh—you accidentally bumped a table while you were walking and talking on the phone, and your mom’s favorite vase fell off and broke. What do you do? Blame it on your sister? Hide the pieces and tell your mom you have no idea what happened to it?

Neither of those solutions feels right. You know what you need to do. You need to take responsibility for your actions.

Steps for Taking Responsibility

1. Admit what you did was wrong.
2. Make a sincere apology.
3. Offer to make amends.

With an adult family member, practice taking responsibility for your actions. You can practice using the broken-vase scenario or come up with your own. Write down what you would say for each of the Steps for Taking Responsibility, then practice saying it out loud with your adult.

I need to take responsibility for: _____

Admit what you did was wrong. What would you say? _____

Make a sincere apology. How would you say you are sorry? _____

Offer to make amends. What could you do to make up for what you did? _____

Grade 4, Unit 3
Lesson 21: Dealing with Peer Pressure

Home Link



Name: _____

Sometimes it's great to have friends talk you into things—like joining the soccer team, building a model spaceship, or trying a new food. But sometimes it's not so great—like when they try to talk you into doing something you know you shouldn't. This is called “negative peer pressure,” and it can be very hard to resist. Like any other skill, resisting negative peer pressure takes practice. And that's just what you're going to do!

With an adult family member, think of some negative peer-pressure situations. Then practice using Assertiveness Skills to resist.

What is a situation(s) when I might feel pressured by my friends to do something I know I shouldn't?

Assertiveness Skills

Face the person you're talking to.

- Keep your head up and shoulders back.
- Use a calm, firm voice.
- Use respectful words.

How does negative peer pressure make me feel? _____

When I feel pressured to do something I don't want do, I can say: _____

Now use the Assertiveness Skills to practice assertively saying this statement out loud with your adult.



Name: _____

Directions

1. Cut out the cards below and place them face down in a bowl.
2. In the morning, pull a card from the bowl without looking. Read the concepts/skills on the card out loud.
3. Practice these concepts/skills during the day. That evening, report back to an adult family member how well you practiced those skills.
4. If you were not successful, put the card back in the bowl for another day.
5. Each day, draw a new card to practice until there are no cards left in the bowl. By the end of the week you will have practiced all the skills!

Empathy and Respect

Empathy

Feeling or understanding what someone else is feeling. Having empathy helps you respond respectfully and/or in a caring way toward others.

Respect

When you're being respectful, you're considering how others want to be treated and treating them that way.

Listening with Attention

- Focus on the person's words.
- Don't interrupt.
- Ask questions to find out more.
- Repeat what you heard to show you understand.

Assertiveness

- Face the person you're talking to.
- Keep your head up and shoulders back.
- Use a calm, firm voice.
- Use respectful words.

How to Calm Down

Stop—use your signal. Name your feeling.

Calm down:

- Breathe
- Count
- Use positive self-talk

Problem Solving

S: Say the problem without blame.

T: Think of solutions.

E: Explore consequences.

P: Pick the best solution.

Checklist for Making a Plan

- The order makes sense.
- There is enough time to do it.
- It's not too complicated.
- It's realistic, and you're able to do it.