

Grade 5, Unit 1

Lesson 1: Empathy and Respect

Home Link

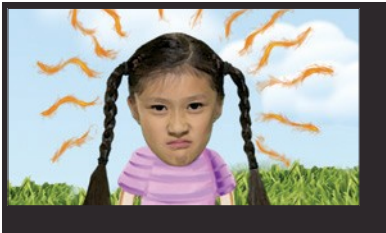


Name: _____

Imagine you're a reporter who is reporting on strong emotions and empathy. You've already had a chance to interview a classmate. Now you're going to interview an adult family member using the same questions. Read the selected lyrics from "Walk, Walk, Walk" and the interview questions out loud to your adult. Record his or her responses for your final report.

You see she's getting angry, you've felt that feeling too

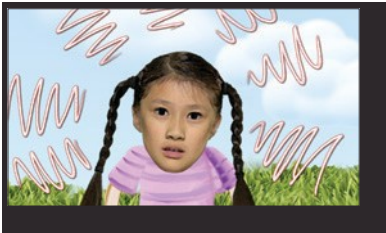
Describe a time when you've felt really angry: _____



What did you do? _____

Embarrassed, jealous, scared: strong emotions through and through

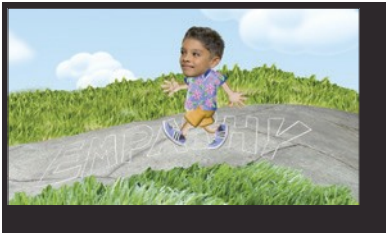
Describe a time when you've felt embarrassed, jealous, or scared:



What did you do? _____

*Empathy's the pathway to recognize and walk
So you can dish out some compassion and really walk the talk*

Describe a time when you've helped another person or shown empathy:



How did that make you feel? _____

Grade 5, Unit 1
Lesson 2: Listening with Attention

Home Link



Name: _____

Do you ever feel like adults just don't listen to you? Or maybe adults feel like you just don't listen to them? It could be that you are both *listening*—you're just not *listening with attention*!

Today you're going to explain to an adult family member the skills used to listen with attention. Then you're both going to practice! These skills can help you communicate better and get along with others.

Practice Listening with Attention

Tell your adult three things you'd like to do tomorrow. 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"/>	

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 would like to do tomorrow, 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"/>	

How did you do? _____

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

Grade 5, Unit 1
Lesson 3: Being Assertive

Home Link



Name: _____

It can be scary speaking up or talking to someone you don't know. But with a little practice, it gets easier.

With an adult family member, practice asking for help assertively. Pretend your adult is a store clerk. You need to ask for help finding your favorite cereal. First write down what you plan to say, and practice saying it with your adult. Then go to a real store and practice asking a real store clerk for help finding cereal or any other item you might need. Remember to use your Assertiveness Skills!

The words I would say to assertively ask a store clerk for help finding my favorite cereal:

Now pretend your adult is the store clerk, and ask. Your adult will check off the Assertiveness Skills in the boxes below as you use them.



Assertiveness Skills	Ye s
Face the person you're talking to	n
Keep your head up and shoulders back	n
Use a calm, firm voice	n
Use respectful words	n

How did you do? If all the skills were not checked off, try it again!

The words I would say to assertively ask a store clerk for help finding _____:

Now go to a real store with your adult. Have your adult observe you while you ask a clerk for help. Remember to use your Assertiveness Skills! Afterward, with your adult, go through the checklist below and check off all the



Assertiveness Skills	Ye s
Face the person you're talking to	n
Keep your head up and shoulders back	n
Use a calm, firm voice	n
Use respectful words	n

How did you do? If all the skills were not checked off, try it

Grade 5, Unit 1
Lesson 4: Predicting Feelings

Home Link



Name: _____

You don't have to be a wizard or know magic to predict what people are going to do. You just need to know a few tricks. And the tricks all have to do with thinking about how others might feel.

With an adult family member, read the list of Predicting Tricks below. Then try out your tricks with your adult to predict how each other might feel in the scenarios listed in the chart.

Predicting Tricks

- Think about what you know about the person.
- Think about how the action might affect the person.
- Think about how the person might react.
- Think about how you might react in the same situation.

Student's Predictions	Adult's Predictions
Your adult found a broken plate in the garbage. Your adult might feel:	Without asking, you threw out some toys you thought your student had outgrown. Your student might feel:
Your adult has to work late three nights in a row. Your adult might feel:	Your student worked very hard on a project for school, but still couldn't finish it. Your student might feel:
You cleaned up your room without being asked. Your adult might feel:	Your student came home and his or her favorite dessert was on the table. Your student might feel:



Name: _____

What do adults and kids really know about what the other thinks? Let's find out! You and an adult family member are going try understanding each other's perspective.

First, answer the questions on the left side of the page. Try to identify the other person's perspective and the reasons he or she has that perspective. When you're done, fold the page in half so your answers can't be seen. Next, have your adult 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 understand each other's perspective!

Student's Perspective	Adult's Perspective
How many household chores should I do each week? My perspective is:	How many household chores should my student should do each week? My perspective is:
My reason(s) are:	My reason(s) are:
I think my adult's perspective is:	I think my student's perspective is:
I think my adult's reason(s) are:	I think my student's reason(s) are:

Were you right about each other's perspective? _____

What did you learn about the other person's perspective? _____

Home Link



Name: _____

When people are prejudiced, they judge, or form an opinion about, a person before even knowing him or her. It's unfair, hurtful, and disrespectful to form opinions about people without getting to know them.

With the help of an adult family member, you're going to get to know an adult better. Have your adult select an adult friend or relative you don't know very well. Check off all the characteristics you think apply to that person in Column 1. Check off all the characteristics that apply to you in Column 2. Then compare the columns and see if you checked the same things in both. With your adult, think of questions you can ask the friend or relative that might help you get to know him or her better. Then try them out!

Column 1

Adult Friend's or Relative's Characteristics

- Tall
- Short
- Dark hair
- Light hair
- Friendly
- Likes
- quiet
- Likes lots of
- activity Funny
- Serious
- Others: _____

Column 2

My Characteristics

- Tall
- Short
- Dark hair
- Light hair
- Friendly
- Likes
- quiet
- Likes lots of
- activity Funny
- Serious
- Others: _____

What questions can you ask your adult friend or relative that might help you get to know him or her better?

1. _____
2. _____
3. _____

Grade 5, Unit 1

Lesson 7: Disagreeing Respectfully

Home Link



Name: _____

Disagreeing is okay, as long as you disagree respectfully! When two people disagree respectfully, they are assertive, they really listen to each other, and they try to understand each other's perspective. With an adult family member, read the following disrespectful disagreement script between an adult and a child. Then go back and change each line to make it a respectful disagreement. As you're rewriting the script, remember that when you're being respectful, you're considering how others want to be treated and then treating them that way.

Adult: Guess what I made? Anchovy-artichoke casserole! It's your favorite!

Adult: _____

Child: What are you talking about? It is not my favorite, it's yours! Who likes anchovies anyway?

Child: _____

Adult: How do you know you hate it? You've never tried it! You hate everything!

Adult: _____

Child: You just said it was my favorite! How could it be if I've never tried it? I don't hate everything. Just anchovies!

Child: _____

Adult: How do you know you hate anchovies if you've never tried them? You always say that about new foods!

Adult: _____

Child: I just know I won't like them! I won't eat a casserole if it has something in it I don't like!

Child: _____

Adult: You will too!

Adult: _____

Child: I will not!

Child: _____

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Name: _____

What does compassion mean to you? Ask an adult family member to think about this question. Then create a collage together in the space below that expresses what you both think compassion means. You can draw, paint, or write words; or glue photos, pictures from magazines, or shapes from paper. Use the other side of the paper if you need to. Be creative!

Compassion



Home Link



Name: _____

It's time to use your reporting skills again! Today you're reporting on ways to calm down. How are you going to do that? Luckily, there is a great new song out called "Calm Down." Have an adult family member read the selected "Calm Down" lyrics below, then ask your adult what he or she learned and complete your report.

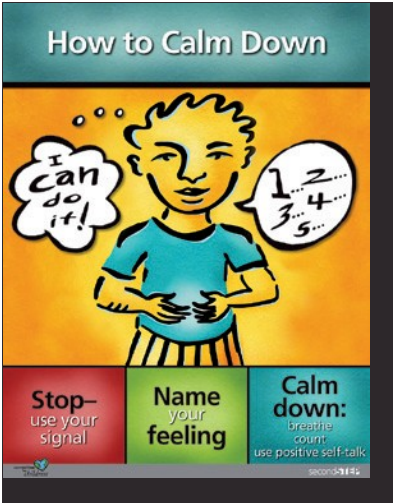
*Stop, name your feeling, calm down
down Stop, name your feeling,
calm down*

*(Stop! Give yourself a signal like stop, chill, hold up, hang on
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



Calming-Down Report

What are some situations in which you need to calm down? _____

What are some of the strong feelings you need to calm down during these times? _____

What are some things you can do to help you calm down? _____

Do you currently use any of the Calming-Down Steps mentioned in this song? Which ones? _____



Name: _____

You are an emotion doctor. You specialize in calming down strong feelings. Today your patient is an adult family member.

Give your adult the routine calming-down checklist. With your adult, practice each of the Ways to Calm Down on the checklist below.

Patient's name: _____ Reason for visit: Routine calming-down checklist

A situation in which you may need to calm down: _____

When you need to calm down, start with the following (practice each step):

Stop — use your signal. What's your signal? _____

Name your feeling. The situation above makes you feel: _____

Calm down:

Breathe. *Go through the following with the patient to practice deep, centered breathing. Repeat as necessary: Sit down and close your eyes or look at the floor. Put your hand on your stomach—that's just above your belly button. Now 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 as you do this. Now breathe out through your mouth slowly and with control. Make sure you can feel your hand moving out and in as you breathe.*

Count. Count backward from ten.

Use positive self-talk. What is something positive you can say to yourself in the situation above that will help you calm down? _____

The patient has successfully completed the calming-down checklist.



Grade 5, Unit 2
Lesson 11: Managing Anxiety

Home Link



Name: _____

You are a personal emotion trainer. You help keep your clients' emotions in tip-top shape! Today you are helping an adult family member work on managing anxiety.

First, complete the anxiety fitness form below with your adult. Then practice managing anxiety using some of the Ways to Calm Down. You and your adult will be in super emotion shape in no time!

Anxiety Fitness Form

Situations in which I feel anxiety:

Student: _____

Adult: _____

The physical signs of anxiety I experience (check all that apply):

				Adult's	Sign
Student's	Adult's	Stomach hurts	Student's	<input type="checkbox"/>	Mind races
<input type="checkbox"/>	<input type="checkbox"/>	Head hurts	<input type="checkbox"/>	<input type="checkbox"/>	Can't
<input type="checkbox"/>	<input type="checkbox"/>	Feel	<input type="checkbox"/>	<input type="checkbox"/>	Muscles feel
<input type="checkbox"/>	<input type="checkbox"/>	warm	<input type="checkbox"/>	<input type="checkbox"/>	tense
<input type="checkbox"/>	<input type="checkbox"/>	cold	<input type="checkbox"/>	<input type="checkbox"/>	Sweat
<input type="checkbox"/>	<input type="checkbox"/>	Shaky	<input type="checkbox"/>	<input type="checkbox"/>	Think negative thoughts

What do you do to feel better when you're feeling anxious?

Student: _____

Adult: _____

The following are Ways to Calm Down to use after you've stopped and named your feeling when you're feeling anxious. Choose one or more to practice together:

Breathe. Practice deep, centered breathing as done in class.

Count. Count backward from ten (or by twos or threes—or however you'd like).

Use positive self-talk. What is something positive you can say to yourself when you're feeling anxious?

Grade 5, Unit 2
Lesson 12: Managing Frustration

Home Link



Name: _____

Your muscles are tense. You're starting to feel queasy. You want to scream! What's going on? Are you sick? No! You're just feeling frustrated. When you're doing something difficult, or trying to master something new, it's common to feel frustrated.

With an adult family member, answer the questions about frustration below. Thinking about the situations in which you feel frustration, then coming up with ways to calm down when you do, will help you handle frustration before it handles you!

Student: I feel frustrated when: _____

Adult: I feel frustrated when: _____

When I feel frustrated I calm down by (check all that apply):



Student	Adult	How to Calm Down
<input type="checkbox"/>	<input type="checkbox"/>	Using deep, centered breathing
<input type="checkbox"/>	<input type="checkbox"/>	Using positive self-talk
<input type="checkbox"/>	<input type="checkbox"/>	Walking away
<input type="checkbox"/>	<input type="checkbox"/>	Taking a break
<input type="checkbox"/>	<input type="checkbox"/>	Other: _____



Student: The next time I feel frustrated in the situation I named above, I can say to myself (positive self-talk statement):

Adult: The next time I feel frustrated in the situation I named above, I can say to myself (positive self-talk statement):

*Home Link***Grade 5, Unit 2**
Lesson 13: Resisting Revenge

Name: _____

“I can’t believe you did that! I’m so angry, I’m going to ruin yours now too!”

Does any of this sound familiar? It could be happening in your very own home: Someone wants to get revenge! It’s natural to feel the urge for revenge when you think someone has done something mean, disrespectful, or wrong to you. But it’s important to learn to resist this urge, because revenge will often make the problem worse.

With an adult family member, talk and write about times when you might feel the urge to get revenge and what you can do to resist.

For the Student to Answer

When my sibling (or young relative or neighborhood friend) does _____, it makes me feel

_____.

When the above happens, I sometimes feel like getting revenge. But if I do, it can make the problem

_____.

To resist the urge to get revenge, I do (or will do) the following (check all that apply):

Count Ignore him or her Deep, centered breathing Forgive him or her Walk away

Use positive self-talk (write example here): _____

Other: _____

For Your Adult to Answer

I can help you resist the urge for revenge by helping you do the following (check all that apply):

Count Walk away Use positive self-talk Forgive him or her Deep, centered breathing

Other: _____

Now help your student practice the items you checked above.

Grade 5, Unit 2

Lesson 14: Handling Put-Downs

Home Link



Name: _____

How do you feel when someone puts you down? Sometimes when people say mean, disrespectful, or hurtful things to you they can make you feel sad, unimportant, small, bad, and even angry. It can be difficult to handle put-downs when you're feeling any of these strong emotions. With an adult family member, practice handling put-downs using the Ways to Calm Down.

The shoes

Your cousin just gave you a pair of shoes. You really like them, even if they're a little too big. Someone makes an insulting comment about them.

Practice all of the following Ways to Calm Down with your adult:

Deep, centered breathing Count in your head Use positive self-talk

I would say to myself: _____

Think of an assertive statement to say in response to the put-down, then practice saying it to your adult.

When you can't get someone to stop putting you down, you need to ask an adult for help. Practice asking your adult for help with the situation in the shoes scenario.

Your own scenario

Practice all of the following Ways to Calm Down with your adult:

Deep, centered breathing Count in your head Use positive self-talk

I would say to myself: _____

Think of an assertive statement to say in response to your scenario, then practice saying it to your adult:

Any time you can't get someone to stop putting you down, you need to ask an adult for help. Practice asking your adult for help in this situation.

Grade 5, Unit 2

Lesson 15: Avoiding Assumptions

Home Link



Name: _____

You are a member of a cleaning crew that sweeps away assumptions. Sometimes people make assumptions when they think they know what is going on but don't have all the information. And sometimes people assume the worst! Your job is to make sure this doesn't happen. Today you are training a new member of your cleaning crew: an adult family member. Complete the assumption-cleaning training form below together.

When you make assumptions, you believe you know what is true about what people think or why people act the way they do. You don't stop to consider all the possibilities. Why is it not a good idea to make assumptions about situations that involve other people?

The first thing your new crew member should know is that assumptions are often made when emotions start to get out of control. Review and complete the following ways to calm down strong emotions with your adult:

Stop—use your signal. What's a stop signal you can use? _____

Name your feeling.

Calm down: breathe, count, use positive self-talk.

After calming down, you will want to get more information about the situation. What could you do to get more information?

Together, practice avoiding making assumptions in the following scenario. Use positive self-talk to calm down and assertiveness skills to get more information.

You find one of your favorite dinner plates in the garbage, broken.

You think to yourself: _____

You ask a family member: _____

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Grade 5, Unit 3
Lesson 16: Solving Problems, Part 1



Name: _____

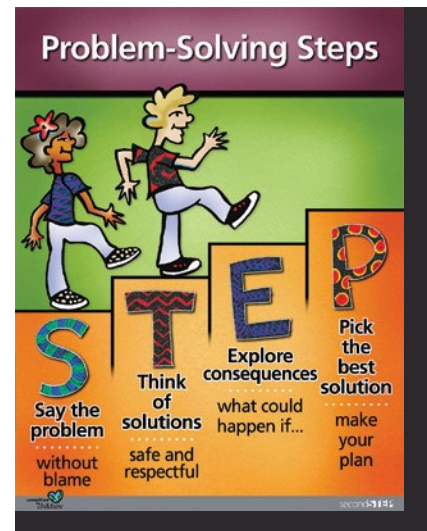
You have your reporter hat on again. Your sources tell you that there is cool new way to solve problems. They're simple steps—and you can learn them from a song! Could it be true? You've got to find out!

Have an adult family member read the “Step Up” lyrics below, then ask him or her the questions that follow. Your adult will see just how easy these steps can be!

*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 (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*



What is the first step to take when you have a problem?

S: _____

What are the next three steps?

T: _____

E: _____

P: _____

What's a good way to remember these Problem-Solving Steps?

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

Home Link

Grade 5, Unit 3
Lesson 17: Solving Problems, Part 2



Name: _____

You're having a problem with a family member. What do you do? You STEP! Use your Problem-Solving Steps, that is! Show the Problem-Solving Steps you learned in class to an adult family member. Then together, think of a common problem you might have at home. Work through each of the Problem-Solving Steps together to solve the problem, then try your solution!

Say the Problem Without Blame:



Think of Solution 1	Solution 2	Solutions: Solution 3
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Explore Consequences: + ----- -	Explore Consequences: + ----- -	Explore Consequences: + ----- -
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Home Link



Name: _____

Imagine you have four members in your family, and you have a problem. One adult family member cooks dinner every night and is sick and tired of it! Your adult has decided that he or she will only cook dinner three nights per week. But who is going to cook the other four nights? You and your adult come up with a solution: The rest of the family will take turns cooking dinner the remaining four nights. But hey—there are only three remaining members of your family to cook for four nights. What are you going to do? You need a plan!

With your adult, make a three-step plan for how this imaginary family will take turns cooking the remaining four nights per week. Be sure to use the Checklist for Making a Plan below.

Problem: Who is going to cook meals four nights per week?

Solution: Three family members take turns.

Cooking Dinner Plan

1. _____

2. _____

3. _____

Checklist for Making a Plan

There is enough time to do it. It's not too complicated.

It's realistic, and you're able to do it.

*Home Link***Grade 5, Unit 3**
Lesson 19: Seeking Help

Name: _____

“Can you help me?” Sometimes those words aren’t easy to say. When you’re feeling overwhelmed, frustrated, tired, or worried, or are in a situation you can’t handle alone, your best solution may be to ask a trusted adult for help.

Talk with an adult family member and write about a situation where you may need to ask for help. Then practice asking your adult for help using the Assertiveness Skills listed below.

Some of things I might need to ask for help with are (check off and describe all that apply):

Schoolwork—describe: _____

Problems with a sibling, friend, or classmate—describe: _____

Household chores—describe: _____

Other—describe: _____

Select one or more of the situations you described above. What could you say to a trusted adult to ask for help?

Now practice saying the statement above to your adult. Remember to use your Assertiveness Skills!

Assertiveness Skills

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

Grade 5, Unit 3
Lesson 20: Dealing with Gossip

Home Link



Name: _____

“Did you hear about Nicole? I heard that Nicole likes Ramón, and she even called him last night! Can you believe it?”

Do you think Nicole would be happy if she heard this? Probably not. When information that may or may not be true, or is private, gets passed around, it’s called gossip. If you pass along this private information about Nicole, you’re spreading gossip. Gossiping and spreading gossip can be harmful.

With an adult family member, you’re going to work on stopping gossip. Answer the questions below together to help stop the gossip before it starts.

How can gossip be hurtful or harmful? Give an example: _____

Have you ever been hurt by gossip? Describe.

Student: _____

Adult: _____

What are some ways gossip can be spread? _____

What are some good ways to deal with gossip? _____

What is a good way to stop gossip before it starts? _____

Grade 5, Unit 3
Lesson 21: Dealing with Peer Pressure

Home Link



Name: _____

What happens when a friend tries to talk you into doing something that is not safe or respectful? This is called negative peer pressure.

Persuasive friends who try to talk you into doing something that you know you shouldn't do can be 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?

How does negative peer pressure make me feel? _____

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

Now practice using the Assertiveness Skills to say this statement assertively out loud with your adult.

Assertiveness Skills

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



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 about 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.