

Third Grade: Session #1

Self-Esteem¹

Objective: Students will define self-esteem and identify its benefits. Students will also practice identifying positive responses to negative situations as a way of reinforcing healthy self-esteem.

Rationale: Having healthy self-esteem helps with building healthy relationships, developing resiliency and respect for self as well as others. Children are often easily discouraged by failures or when things don't turn out like they want. This lesson seeks to assist children in identifying responses to those situations that develop and reinforce healthy self-esteem.

Standards of Learning:²

1. **Knowledge and Skills:** The student will explain that health habits impact personal growth and development. Key skills include:
 - 3.1d: positive interaction with family, peers, and other individuals.
2. **Information and Its Use:** The student will demonstrate the ability to use health information to improve personal health. Key concepts include:
 - 3.4a: the use of health services and agencies to gain information

Supplies Needed: Self-Esteem books, poster boards, tape, dollar bill

Introduction: Introduce yourself and tell the students that you are from the Family Resource Center. Explain that the Family Resource Center is a place that helps people who have been abused. Abuse is when someone hurts another person on purpose. Identify different ways that someone can be abusive (hitting someone, name calling, etc.) We also get to talk to students in schools. Today we're going to talk about self-esteem.

¹ This lesson adapted from RPE curriculum by Project Horizon.

² www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf

Pre-Test: What is self-esteem?

Read the following questions and have the students raise their hands to answer yes or no. Record the responses. Then, explain the correct answer if applicable.

1. Having good self-esteem means you think you are valuable. (Yes, this is the definition of self-esteem)
2. Having good self-esteem means you mess up sometimes. (Yes, everyone messes up sometimes. Having good self-esteem means that you know you're valuable even when you make a mistake.)
3. Having good self-esteem means you want others to treat you with respect. (Yes, because you are valuable, you deserve to be respected.)
4. Having good self-esteem means that you don't need help with anything. (No- everyone needs help from time to time, even grown ups. Having good self-esteem means that you aren't afraid to ask for help because you are valuable even if you can't do something by yourself.)
5. Having good self-esteem makes it hard to try new things. (No, good self-esteem makes it easier to try new things because you can believe in yourself and feel good about yourself even if you find out you aren't good at something.)
6. Having good self-esteem means you think you're better than others. (No, good self-esteem doesn't mean that you think you are better than other people, or more valuable than other people. It means that you think everyone is valuable.)
7. Having good self-esteem helps you stand up for yourself. (Yes, if you are valuable then it is easier to ask for good things for yourself.)
8. Having good self-esteem helps you treat others with respect. (Yes, if you are valuable and you treat others like they are valuable, then it helps you with respecting yourself and others.)
9. Having good self-esteem means bragging about yourself. (No, bragging is something people do when they want to show others that they are better than them. Bragging sometimes happens when a person has low self-esteem because they need others to value them because they don't value themselves.)
10. Having good self-esteem helps you make good choices. (Yes, having confidence means that you know how to make good decisions.)

Activity #4: Self-Esteem Books

Give each child a "Self-Esteem" booklet. The books will have the following information in them, in large enough format for the children to fill in the blanks with words or pictures. (Children learning to spell may prefer to draw a picture of something instead of spelling it. Children may also ask you how to spell things. Encourage them to try on their own, writing words on a chalkboard may be more helpful than spelling out individuals words for each child having trouble.) Go through the booklets with the children on blank at a time. They may need help thinking of something to write in the blanks.

My name is _____. I am good at _____.
My friend _____ is good at _____. Even
if I am not good at _____, I can still feel good about myself.
Something new I would like to try is _____. _____
is something I need help with. _____ is something I can do by
myself. That is okay because everyone, even grown-ups have things that
they need help with, and things that they can do by themselves. When I
grow up, I imagine I could be _____. The thing I like most
about myself right now is _____.
I am valuable because _____.

Activity: Play Even If...³

Having healthy self-esteem means that you know you are valuable no matter what. Show the students a dollar bill and ask them the following questions:

1. Is this dollar bill valuable? yes
2. What if I fold it in half? Is it still valuable? yes
3. What if I cut it up? Is it still valuable? yes
4. What if someone spits on it? Is it still valuable? yes
5. What if I tore it half? Would it still be valuable? Yes, it could still be taped together and used

³ This activity has been passed down through oral teaching tradition and has been observed in many settings by its authors.

Explain that the dollar is valuable even if all these things happen. People are much more valuable than money, and we are also valuable no matter what happens to us. Sometimes things happen that make us feel bad and can make it hard to believe we are valuable. When those things happen, we have to think of things we can do to remind ourselves that we are valuable. We're going to play a thinking game called "Even If".

Write the following phrases up on poster board or large paper, tape them at different spots around the room and read them to the students.

I can still make a new friend.
I can still say "I'm sorry".
I can still try something different tomorrow.
I can still respect myself.
I can still treat others with respect.
I can still ask someone for help.

Read each of the following "Even If" statement. As you read each statement, let the students choose an "I Can" response to stand next to. (There are no correct responses per se, the posters just offer a chance for the students to think about what they can do even if something they don't like happens.) After the students have chosen a place to stand, ask the students to think of 2-3 other "I can still" responses to the situations. (NOTE: If a student is having trouble reading the posters, help the student find a friend to help.)

Even if I don't do well on a test....
Even if my friend is angry with me....
Even if I had a fight with my family...
Even if I lost at a game....
Even if I don't get to eat what I want for dinner...
Even if I have to do homework instead of playing with my friends....
Even if I'm grounded....
Even if I didn't get invited to a party...
Even if someone calls me a name...
Even if I don't get chosen for the team...
Even if I have to move to a new school...

Post-Test/Closure: Thank the students for their participation. Then, ask the students the following questions again and record their responses.

1. Having good self-esteem means you think you are valuable.
2. Having good self-esteem means you mess up sometimes.
3. Having good self-esteem means you want others to treat you with respect.
4. Having good self-esteem means that you don't need help with anything.
5. Having good self-esteem makes it hard to try new things.
6. Having good self-esteem means you think you're better than others.
7. Having good self-esteem helps you stand up for yourself.
8. Having good self-esteem helps you treat others with respect.
9. Having good self-esteem means bragging about yourself.
10. Having good self-esteem helps you make good choices.

Third Grade: Session #2

Healthy Relationships⁴

Objectives: After participating in the activities in the lesson, students will be able to differentiate between behaviors that make someone a good friend and those that do not.

Rationale: Good communication skills, setting healthy boundaries and communicating and respecting limits are all major components of healthy relationships. This lesson will introduce students to all three concepts, with the anticipation of more in-depth coverage in Middle and High School.

Standards of Learning:

1. **Knowledge and Skills:** The student will explain that health habits impact personal growth and development. Key skills include:
3.1d: positive interaction with family, peers and other individuals

Supplies Needed: Peace Prizes

Introduction: Introduce yourself and tell the students that you are from the Family Resource Center. Explain that the Family Resource Center is a place that helps people who have been abused. Abuse is when someone hurts another person on purpose. Identify different ways that someone can be abusive (hitting someone, name calling, etc.) We also get to talk to students. Today we're going to talk about what makes someone a good friend.

Pre-Test: Read the following examples to the students and ask them to raise their hands if they think it describes a good friend or not. Count the number of "yes" and "no" responses and record them.

1. Someone asks you to cheat on a test.
2. Someone shares their toy with you.
3. Someone invites you to play a game with them.

⁴ This lesson is adapted from RPE Curriculum by Project Horizon.

4. Someone says that they are your friend, but only if you are their friend and no one else's.
5. Someone wants you to be mean to another classmate because they don't like them.
6. You forgot your lunch money and someone offers to share their lunch with you.
7. Someone calls you a mean name.
8. Someone hits you.
9. Someone asks you to play a game with them and you tell them, "No thanks, maybe tomorrow."
10. You tell someone a secret and ask them not to tell anyone and they end up telling the whole class.

Activity #1: Peace Prizes

An important part of being a good friend is knowing how to deal with being angry. Talk about anger. What makes us angry? What are some things that people do when they get angry? Explain that there are healthy and unhealthy ways to express your anger. What are some healthy ways? (talking about what is bothering you, walking away, taking a deep breath, etc.) Why is it important to be friends with people who use healthy ways to show they are angry? (so we don't get hurt) It's not okay to throw a fit just because we don't get our way. Good friends treat each other like they want to be treated, even when they're angry.

Who has heard of an award called the Nobel Peace Prize? Explain that the prize is given to someone who helps lots of people deal with their anger in healthy ways, without hurting others. Give each student a blank Peace Prize certificate. Each person should think of a healthy way to deal with anger, write it on the prize and draw a picture to go with it. Let children who wish show their awards to the class.

Activity #2: Define the word "boundary" (a limit). We all have boundaries. Boundaries can be something we can touch, see or hear. This means that we all have limits about where we want and don't want people to touch us, how we want people to treat our things, or what we want people to say to us, or what we want to hear. If someone goes past our boundaries, they pass the

place that makes us feel comfortable. We all have the right to decide who we want to touch us. We should all respect each other's boundaries.

Give each student a set of four cards with the following phrases written on them: a good friend, a family member, a child in your neighborhood you don't know very well and no one. Explain that we can have different boundaries with different people depending on how well we know them and how comfortable we feel around them. You will read a list of behaviors, and after you read each item, the students will hold up a card that shows who can cross that boundary with them. They can hold up more than one card if they want to. Emphasize that there are no right or wrong answers, and sometimes people set different boundaries, and that's okay.

Looking at my grade on a test
Borrowing my clothes
Reading my journal
Working with me on homework
Teasing
Playing ball with you at recess
Getting something from my bookbag
Giving me a compliment
Giving me a hug
Calling me a name
Taking a bath

Take up the cards and remind the students that everyone has the right to tell others what their boundaries are, and that good friends always respect each other's boundaries.

Activity #3: Have the students make a circle. The teacher should start the game by saying, "I'm _____ and my favorite thing to do with my friends is _____." The next person says the same thing, filling in the blank with their name and the activity they like to do with their friends. Then, they repeat what the person before them said. The next person does the same thing and repeats what everyone before him or her has said. This continues until the last person in the circle must say what every single person in the circle said. (The group should help students who have trouble remembering what someone said.)

Discussion: How did you feel about the exercise? Why do think we did it? What does it have to do with being a good friend? (We all listened to each other and were respectful, important parts of being a good friend.) Good friends listen to each other. They are respectful and they never hit or call people names. A good way to show others respect is to listen to them.

Activity #4: Have the students write a recipe for a good friendship that they have or that they would want. This friendship can be with anyone that they want it to be with and should include all the qualities they feel would make a good friendship. (It is helpful to give the students a moment to do this activity independently. Then, ask them for suggestions and write them on the board as a group.) Characteristics can be: fun, likes me for me, shares, trustworthy, respectful, responsible, communicates, doesn't abuse me or others, helpful, caring, listens, faithful, loyal, honest, etc.

Post-Test/Closure: Read the following examples to the students and ask them to raise their hands if they think it describes a good friend or not. Count the number of "yes" and "no" responses and record them.

1. Someone asks you to cheat on a test.
2. Someone shares their toy with you.
3. Someone invites you to play a game with them.
4. Someone says that they are your friend, but only if you are their friend and no one else's.
5. Someone wants you to be mean to another classmate because they don't like them.
6. You forgot your lunch money and someone offers to share their lunch with you.
7. Someone calls you a mean name.
8. Someone hits you.
9. Someone asks you to play a game with them and you tell them, "No thanks, maybe tomorrow."
10. You tell someone a secret and ask them not to tell anyone and they end up telling the whole class.

Third Grade: Session #3

Cooperation⁵

Objective: Students will define the word "cooperation" and identify traits associated with it.

Rationale: This lesson teaches children to share ideas to work together. One-sided decision-making, lack of two-way communication and not valuing the ideas of others is often a characteristic unhealthy or abusive relationships. Therefore, learning and practicing cooperation skills helps children learn to build healthy relationships.

Standards of Learning:⁶

1. Knowledge and Skills: The student will use decision-making skills to promote personal health and well-being.
3.2b: the process for resolving conflicts peacefully
2. Information Access and Use: The student will demonstrate the ability to use health information to improve personal health. Key skills include:
3.4a: the use of health services and agencies to gain information

Supplies Needed: Cooperative Relationships Word Search, Puzzles, Blindfolds, Markers, Posters for Cooperation Book and a Binding Ring

Introduction: Explain that the Family Resource Center is a place that helps people who have been abused. Abuse is when someone hurts another person on purpose. Identify different ways that someone can be abusive (hitting someone, name calling, etc.) We also get to talk to students in schools. Today we're going to talk about cooperation.

Pre-Test/Introductory Activity: Cooperation yes or no?

⁵ This lesson adapted from RPE Curriculum by Project Horizon.

⁶ www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf

Read the following questions and ask the students if they think what you're reading is a part of cooperation. Ask the students to raise their hands in response and then count the votes for "yes" and "no." After you ask each question and count the responses, explain each answer.

1. Is listening to others a part of cooperation? (yes)
2. Is letting others do all the work a part of cooperation? (no)
3. Is taking turns a part of cooperation? (yes)
4. Is telling someone thank you for their work a part of cooperation? (yes)
5. Is disagreeing with someone a part of cooperation? (yes, but both people have to listen to what the other person has to say and make a decision both people agree on)
6. Is doing all the work yourself a part of cooperation? (no)
7. Is making sure everyone has a job part of cooperation? (yes)
8. Is sharing a part of cooperation? (yes)
9. Is giving your opinion a part of cooperation? (yes)
10. Is interrupting someone a part of cooperation? (no- you can't listen to others when you interrupt)

Activity #1: What does it mean to cooperate? What is it important to cooperate? If you have a football team and all the members of the team don't cooperate, what would happen? Why is it important that everyone on a team have a job? Sometimes people don't cooperate because they don't agree on the best way to do something. Sometimes people even hurt others by calling them names or hitting them when they disagree. Everyone, even adults, disagree sometimes. It's okay to disagree with someone. But, it's not okay to hurt someone because you disagree with him or her. To cooperate, we have to listen to other people and their ideas, even if we don't like them. We should also have a chance to share our ideas and then make a choice that both people agree about.

Activity #2: Ask the students to get into groups of 3-4. Give each group a puzzle and a blindfold. One person will be the Hands and the others will be Eyes. Blindfold the person that will be the Hands. The Eyes will instruct the Hands on how to put the puzzle together. They will need to say things like, "move your left hands up and feel for the puzzle piece, etc." The Eyes are not allowed to use their hands. They are only allowed to speak. Let the

groups work for at least 5 minutes before calling an end to activity. Then, ask the following questions:

1. Do you feel like you cooperated with your group?
2. What could you have done differently to cooperate?
3. Is it easier to give directions or receive them?
4. Was cooperation necessary for this activity?
5. Could it have been done alone?

Activity #3: Cooperation Books

Using the groups from the previous activity, have the class work together to make a cooperation book. Each group will get a small poster board and some markers. Then, give each group one of the characteristics of cooperation listed below to illustrate. Each person in the group should participate in deciding on what to draw and in making the page. At least one person in the group will need to tell the larger group about their illustration.

Listening well to others

Sharing what you have with others

Taking turns

Encouraging others

Showing appreciation

Making sure that no one is left out

Doing your share of the work

Working it out for everyone when you disagree

Making sure that everyone feels needed

If a group finishes early, let that group work on a cover poster. When students are finished, let each group show their poster and tell about their pictures. Punch a hole in the top of each page in about the same place so that you can stick a binding ring through the hole to put the posters together to make a large book. Give the book to the teacher so that he or she can read it with the students on other occasions.

Activity #4: If time permits, hand out the Cooperative Relationships Word Search and let children circle the phrases. If not, let the children take them home.

Post-Test/Closure: Cooperation yes or no?

Read the following questions and ask the students if they think what you're reading is a part of cooperation. Ask the students to raise their hands in response and then count the votes for "yes" and "no". After you ask each question and count the responses, explain each answer.

1. Is listening to others a part of cooperation? (yes)
2. Is letting others do all the work a part of cooperation? (no)
3. Is taking turns a part of cooperation? (yes)
4. Is telling someone thank you for their work a part of cooperation? (yes)
5. Is disagreeing with someone a part of cooperation? (yes, but both people have to listen to what the other person has to say and make a decision both people agree on)
6. Is doing all the work yourself a part of cooperation? (no)
7. Is making sure everyone has a job part of cooperation? (yes)
8. Is sharing a part of cooperation? (yes)
9. Is giving your opinion a part of cooperation? (yes)
10. Is interrupting someone a part of cooperation? (no- you can't listen to others when you interrupt)

Third Grade: Session #4

Identifying and Communicating Feelings

Objective: Students will practice identifying and communicating their own feelings as well as the feelings of others.

Rationale: Part of natural human development is a process by which we develop the ability to be less ego-centric and more empathetic or understanding of those around us. In the early grades, we focused on helping children identify and communicate their own feelings. In the older grades, lessons will also focus on identifying the feelings of others as a part of two-way communication. Developing empathy and being able to understand things from the perspective of others is key to developing healthy habits of non-abusive interactions with others.

Standards of Learning:⁷

1. Knowledge and Skills: The student will explain that health habits impact personal growth and development. Key skills include:
 - 3.1d: positive interaction with family, peers and other individuals.

Supplies Needed: Poster with pictures of the seven dwarfs, masks, markers for groups

Introduction: Remind the students that the Family Resource Center is a place that helps people who have been abused. Abuse is when someone hurts another person on purpose. Identify different ways that someone can be abusive (hitting someone, name calling, etc.) We also get to talk with students in schools. Today we are going to talk about communicating feelings.

Pre-Test: Ask the students to name as many different feelings as they can think of. Then, ask the group to name different ways that we can communicate to others how we feel. Write down all student responses.

⁷ www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf

Activity #1: Snow White and The Seven Feelings

Ask the students if they have seen the movie, "Snow White and the Seven Dwarfs". Then, show them a poster with each of the dwarfs pictures on it, but with their names covered up. Explain that 6 out of the seven dwarfs are named for different feelings. See if they can look at the dwarfs and decide what their names could be. (You can rename Doc whatever feeling the students think he should be.) As students call out feelings for the different dwarfs, point out that sometimes it's easy to tell how someone is feeling, but sometimes it's more difficult. Sometimes we can have more than one feeling at a time. You might feel both grumpy and bashful. You might feel both happy and dopey. That's why it's important to use more the one way of showing others how you are feeling, and figuring out how other people are feeling.

Activity #2: I Messages⁸

Explain that "I Messages" help us tell other people how we feel. You can use them any time, but they are really helpful when we are mad, angry or frustrated with someone else and want to tell them how we're feeling. Here's how they work. You say I feel _____ because _____. Give the students some examples to practice with. Ask them, what if a friend says they will come over to your house after school and they forget to come. How would that make you feel? (Let several students practice using the "I Messages" to say how they would feel and why. Try another example. What if you wanted to have a sleepover birthday party and your parents won't let you. How would that make you feel? (Let students try again.)

Explain that using I messages to say how we feel can help us not say things that hurt other people, like "You're so stupid. You forgot to come over. I hate you." Or "You never let me do anything fun. You just want me to be bored." These comments are not about your feelings and they are meant to hurt another person. Communicating that something has made you upset or unhappy is part of healthy relationships. Hurting others is not. I Messages can help us to communicate without hurting others.

⁸ www.youthwork.com/couns/indiv3.html

Divide the students into groups of 3-4. Give each group a large piece of paper or poster board, markers and a blank mask. Each poster board will have one of the following feelings written on it: Happy, Grouchy, Bashful, Excited, Scared, Angry, Upset, Silly, Bored, Frustrated. The students in the group will list different situations where they experience that feeling on the poster board. (they can use words or draw pictures or both) Each person in the group should write or draw at least one answer. They will also decorate their mask to represent their group's feeling. As students finish, let groups present their work to the class in the following manner: Students will take turns wearing their mask and reading their I Message (I feel _____, when _____).

Activity #3: Feelings Mirror: Recognizing Others Feelings

Talk about the different ways we communicate how we are feeling to other people. (using words, tone of voice, what we say, our posture, etc.)

Read the following statements, exaggerating body language and tone of voice. Ask the students to guess which feelings you were trying to show.

1. Nobody will play with me. (sad, lonely)
2. It's my birthday today! (excited)
3. I have to go to the doctor. (scared, nervous)
4. I can't believe you broke my toy! (angry)
5. Let me show you my new puppy. (happy, excited)
6. But I want some candy! (upset, angry)
7. Nice job on that spelling test. (proud)
8. That dog looks really mean. (afraid)
9. I wish I had new shoes just like Jamie's. (jealous)
10. That movie made me have a bad dream. (afraid)
11. I love it when the sun shines and I get to play outside! (happy, safe)

Discussion: Were you surprised how much you could tell about how a person is feeling by listening to the tone of voice and body language? What else can you do to get someone to communicate more about their feelings with you? (ask them to talk about how they're feeling, explain it more, etc.)

Post-Test/Closure: Ask the students to name as many different feelings as they can think of. Then, ask the group to name different ways that we can communicate to others how we feel. Write down all student responses.

Third Grade: Session #5

Recap Session

Objective: Students will participate in a game that allow them to practice the following skills: identifying feelings, naming benefits of self-esteem and cooperation, and recognizing healthy and unhealthy relationships.

Rationale: Reviewing material covered increases the dosage, or number of times participants are exposed to the material. Reviewing increases the likelihood that the information will move from the short-term memory to the long-term memory. Repetition aids in the learning process and helps reinforce prior learning.

Standards of Learning:⁹

1. Knowledge and Skills: The student will explain that health habits impact personal growth. Key skills include:
 - 3.1d: positive interaction with family, peers, and other individuals
 - 3.2b: the process of resolving conflicts peacefully
2. Information Access and Use: Students will demonstrate the ability to use health information to improve personal health. Key skills include:
 - 3.4a: the use of health services and agencies to gain information

Supplies Needed: Signs for each team, game board, die, tokens

Introduction: Remind the students that the Family Resource Center is a place that helps people who have been abused. Abuse is when someone hurts another person on purpose. Identify different ways that someone can be abusive (hitting someone, name calling, etc.) Ask if the students remember some of the things you've talked about in previous sessions. (cooperation, identifying feelings, self-esteem, etc.)

⁹ www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf

Recap Game:

Object: Each team must collect a colored token for each of the four categories: self-esteem, cooperation, healthy relationships and feelings. To win, both teams must get finished at exactly the same time.

Directions: This game is kind of like life-size trivial pursuit. Divide the children into two teams and give each team a different colored sign to wear. (NOTE: Try to divide the group so that there are an equal number of students on each team who always seem to know the answers. The classroom teacher can probably help you with this.) The sign will be a piece of construction paper with "Team A" or "Team B" written on it. It will also have an attached pouch for collecting colored game tokens. Attach a piece of yarn to the sign so that children can wear it around their necks. Lay out the shower curtain or sheet that is the game board on the floor. It will be large enough for the children to stand in the different categories. Each team will have a person who acts as their game token, moving along the game board as the die is rolled. Teams can rotate different people in over the course of the game to give more than one child a chance at it. Teams will take turns rolling a die, and their token will move that many spaces on the game board. The color he or she lands on will indicate the category of question the group is asked. The whole group can help come up with the answer. If the answer is correct, that team receives a sticker for that color category and places it on the construction paper sign. If not, reuse the question later in the game. Then the next team takes a turn and play continues.

How can both teams finish at the same time? The token rules:

1. At any time during your turn, you can give a token to another team.
2. At any time during your turn, you can trade a token with another team.

At the end of each turn, ask the students or they would like to give away or trade a token. Remind them that in order to win, everyone must finish at the same time.

If the game ends quickly, play again. Consider playing with more than two teams. Also, if one team finishes before another, let students play again to see if they can win.

Questions:

Self-Esteem:

Answer yes or no:

1. Having good self-esteem means you think you are valuable. (Yes)
2. Having good self-esteem means you mess up sometimes. (yes)
3. Having good self-esteem means you want others to treat you with respect. (yes)
4. Having good self-esteem means that you don't need help with anything. (no)
5. Having good self-esteem makes it hard to try new things. (no)
6. Having good self-esteem means you think you're better than others. (no)
7. Having good self-esteem helps you stand up for yourself. (yes)
8. Having good self-esteem helps you treat others with respect. (yes)
9. Having good self-esteem means bragging about yourself. (no)
10. Having good self-esteem helps you make good choices. (yes)

Cooperation:

1. Is listening to others a part of cooperation? (yes)
2. Is letting others do all the work a part of cooperation? (no)
3. Is taking turns a part of cooperation? (yes)
4. Is telling someone thank you for their work a part of cooperation? (yes)
5. Is disagreeing with someone a part of cooperation? (yes, but both people have to listen to what the other person has to say and make a decision both people agree on)
6. Is doing all the work yourself a part of cooperation? (no)
7. Is making sure everyone has a job part of cooperation? (yes)
8. Is sharing a part of cooperation? (yes)

9. Is giving your opinion a part of cooperation? (yes)
10. Is interrupting someone a part of cooperation? (no- you can't listen to others when you interrupt)

Healthy Relationships:

1. Name 3 things that are part of a good friendship.
2. Name 3 things that are not part of a good friendship.
3. Name 3 good things that you can do when you're angry.
4. What is a boundary? (a limit)
5. Give an example of a boundary or limit about a bookbag.
6. Give an example of a boundary or limit about your body.
7. Give an example of a boundary or limit about teasing.
8. Give an example of a boundary about reading a journal.
9. What does "abuse" mean? (hurting others on purpose)
10. Name 3 things we can do if someone disrespects our boundaries or limits.

Feelings:

1. Name 5 different feelings.
2. What is an "I Message"?
3. Name 3 different things you can do to communicate your feelings.
4. Name 3 things you can do to figure out how someone else is feeling.
5. Is it okay to say "I don't know how I feel." to communicate your feelings?
6. Make up an I Message about feeling angry.
7. Make up an I Message about feeling frustrated.
8. Make up an I Message about feeling excited.
9. Make up an I Message about feeling proud.
10. Make up an I Message about feeling nervous.