

# Fifth Grade: Session #1

## Self-Esteem

**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:**<sup>1</sup>

1. Knowledge and Skills: The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts include:  
5.2f: the importance of developing and maintaining a positive self-image

**Supplies Needed:** poster boards, tape, dollar bill, shoe box, "I Can't Funeral", speaking parts, blank paper

**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 will be talking about self-esteem.

**Pre-Test:** What is self-esteem?

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<sup>1</sup> [www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf](http://www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf)

Pass out the Pre-Test papers and read each question aloud. Have the students circle "yes" or "no" in response to each question. Let the students know that they don't have to put their name on the paper and they won't receive a grade. It just helps us know how to teach better. Then, take up the papers and go over the correct answers.

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 you. (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: Play Even If....<sup>2</sup>

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 wad 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.

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

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<sup>2</sup> This activity is a part of oral teaching tradition and has been observed by the authors in a variety of settings.

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...

### Activity #2: "I Can't" Funeral<sup>3</sup>

Explain that having good self-esteem helps us try new things, especially things that seem like they might be hard for us. It's not easy to try something new, especially if we don't know if it's something we can do. How many of you have ever said "I can't do that!" Most of us have, because we aren't born knowing how to do everything we know now. But if we kept saying "I Can't," we would never learn to do anything new. Today, we're going to have a funeral for our "I Can't's." Pass out a piece of paper to everyone and ask the students to think about things that they can't do, that they hope to be able to do someday. Give them a few minutes to write some of these things down on their papers. They do not have to put their names on them. Each student should fold their paper up and put it in a shoe box in the front of the room. After each student has had a chance to put their paper in the box, let the students participate in the saying of the final words over the "I Can't's." Ask several students to read and give them a slip of paper with their words.

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<sup>3</sup> [www.storybin.com/positive117.shtml](http://www.storybin.com/positive117.shtml)

Student #1: Class, we gathered here today to honor the memory of "I Can't."

Student #2: While "I Can't" was with us here on earth, he touched the lives of everyone.

Student #3: We have provided 'I Can't' with a final resting place.

Student #4: I Can't's brothers and sisters, 'I Can', 'I Will', and 'I'm Going to Right Away' are still with us.

Student #5: They are not as well known as their famous relative and are not as strong and powerful yet.

Student #6: Maybe some day, with your help, they will make an even bigger mark on the world.

Student #7: May 'I Can't' rest in peace and may everyone here pick up their lives and move forward in his absence.

If the teacher would like to have the box to bury with his or her classroom, let him or her have it. Otherwise, take it with you and let the students know that you will find a final resting place for it (keep it confidential).

Post-Test/Closure: Thank the students for their participation. Then, pass out the posttest, read the questions, and let students circle their responses. Take up the papers.

## Before

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

## After

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

## Fifth Grade: Session #2

### Healthy Relationships<sup>4</sup>

**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 demonstrate the interpersonal skills necessary to build healthy relationships. Key skills include:

5.1c: effective verbal and nonverbal communication skills

**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 with students in schools. Today you are going to talk about healthy relationships.

**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.

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<sup>4</sup> This lesson 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. Ask the student to get into groups of 4-5 and think of different ways to deal with anger that don't involve hurting others. Then, have the students name people they respect or look up to who have dealt with anger in a positive way. The students should write those names on their awards and what the person(s) did to deal with their anger. Students can write as many names on their certificates as they would like.

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, or what we want people to say to us, or what we want to hear. An example of a boundary is privacy. We want privacy when we take a bath or write in a

journal. 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 their friendship healthy. (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.

## Fifth Grade: Session #3

### Cooperation<sup>5</sup>

**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:**<sup>6</sup>

1. Knowledge and Skills: The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key skills include:
  - 5.1b: the use of refusal and conflict resolution skills
  - 5.1c: effective verbal and nonverbal communication skills

**Supplies Needed:** Cooperative relationships word search, puzzles and blindfolds, copies of pre-tests, copies of post-tests, copies of post-tests, ring pop, scales, small bag of rocks, earphones, toy microphone, ice cream cone box, a large toy fish, a belt.

**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 with students in schools. Today we're going to talk about cooperation.

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

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<sup>5</sup> This lesson adapted from RPE curriculum by Project Horizon.

<sup>6</sup> [www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf](http://www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf)

Pass out copies of the Pre-Test. Read the questions aloud and ask the students to circle yes or no in response to them. Tell the students that this is not something they get a grade on. They don't even need to put their name on it. (NOTE: Reading the questions aloud will allow you to make sure that those who are struggling to read have a better chance of understanding the questions.) Take up the papers. Then, go over the correct answer to each question.

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 Commercials

Using the groups from the previous activity, have the students work together to make a commercial on television to sell one of the products listed below that helps people cooperate with each other. Give each group one of the products listed, along with a description of what it does. Then, give them 6-7 minutes to create a short commercial about the product. The commercials should be less than 1 minute long. Here are the products:

**Interruption Ice Cream:** Eating this ice cream helps people remember not to talk while others are talking.

**-How does it work?** If you know you have problems interrupting, eat one scoop in the morning, and one in the evening. If someone interrupts you, offer to share a bite with them. They will find that it's impossible to interrupt you while their mouth is full of ice cream!

**-Flavors:** Listening Lemon, Check-if-I'm-Done- Talking-Chocolate, and Hear-Me-Out-Hawaiian Ice.

### Encouragement Earphones:

**How do they work?** Whenever you're working on something in a group, sometimes it's hard to know how to tell others that you like their idea. Wear these earphones, and they will give you good ideas about what to say.

**Sample Phrases:** "What a great idea!", "I'd like to hear more about that?", and "Wow, that sounds fantastic!"

**Sample Colors:** Great-idea Green, Positive Purple, and Best-ever Blue.

### **Share the Load Scales!**

- How do they work?** Each person gets their own custom rock to put on one side of the scales. Every time a person does part of the work, they add a new rock to their side of the scales. When one side gets too heavy, you know that person is doing too much of the work. If all your rocks are gone, you wait until the next project to do more work!
- To Order:** Call 1-800-COOPERATE.

**Cooperation Station** is the newest T.V. station in Roanoke, Virginia.

-**What kinds of shows are on?** Our shows let people call in when they can't agree on something. When they call, we give them help to find a way to cooperate.

### **Left Out Trout:**

-**What is it?** It's a singing fish that you can hang on the wall and he will start to sing any time some one gets left out of a game or an activity.

**How does it work?** His songs will remind you to include everyone.

**What songs does he sing?** "Are We All Having Fun Yet?", and "Who Left My Friend Out?", and "Isn't It Another Person's Turn Now?"

### **Respect Ring:**

**How does it work?** Sometimes it's hard to know how to be respectful when we disagree with someone. The Respect Ring turns red for respect and dark for disrespect. A red ring means that people are listening to each other. A dark ring can mean that someone is being interrupted or called a name.

**Who can wear it?** Both boys and girls can wear and use the Respect Ring.

### **But-It's-Not-Your-Turn Belt!**

**How does it work?** When you're playing a game or standing in line, this belt helps everyone remember to take turns. This belt reminds

the person who wears it when their turn is over and it's someone else's turn.

**Cost:** It's free, but you have to wait your turn to get one.

**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.

## Before

Directions: Circle Yes or No for each question.

1. Is listening to others a part of cooperation?

Yes                  No

2. Is letting others do all the work a part of cooperation?

Yes                  No

3. Is taking turns a part of cooperation?

Yes                  No

4. Is telling someone thank you for their work a part of cooperation?

Yes                  No

5. Is disagreeing with someone a part of cooperation?

Yes                  No

6. Is doing all the work yourself a part of cooperation?

Yes                  No

7. Is making sure everyone has a job part of cooperation?

Yes                  No

8. Is sharing a part of cooperation?

Yes                  No

9. Is giving your opinion a part of cooperation?

Yes                  No

10. Is interrupting someone a part of cooperation?

Yes                  No

## After

Directions: Circle Yes or No for each question.

1. Is listening to others a part of cooperation?

Yes                  No

2. Is letting others do all the work a part of cooperation?

Yes                  No

3. Is taking turns a part of cooperation?

Yes                  No

4. Is telling someone thank you for their work a part of cooperation?

Yes                  No

5. Is disagreeing with someone a part of cooperation?

Yes                  No

6. Is doing all the work yourself a part of cooperation?

Yes                  No

7. Is making sure everyone has a job part of cooperation?

Yes                  No

8. Is sharing a part of cooperation?

Yes                  No

9. Is giving your opinion a part of cooperation?

Yes                  No

10. Is interrupting someone a part of cooperation?

Yes                  No

## Fifth 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:**<sup>7</sup>

1. **Knowledge and Skills:** The student will understand the importance of communicating with family about personal and community health issues. Key skills include:  
5.1a: effective verbal and non-verbal communication skills

**Supplies Needed:** Pictures of the seven dwarfs, blank masks, markers and posters for groups, recognizing others feeling posters

**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 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.

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<sup>7</sup> [www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf](http://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 dwarf's 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 Messages<sup>8</sup>

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.

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<sup>8</sup> [www.youthwork.com/couns/indiv3.html](http://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 of figuring out how someone is feeling that the students came up with in the pre-test. Then, explain that you are going to do an activity that teaches us a way to make sure we really understand how someone is feeling.

There are four basic steps. Explain each step first, and then do the activities that illustrate each step.

1. Listen while the other person is talking, don't just think about what you want to say next.
2. Mirror what they said back to them. Say what they said back to them and check if you understood what they meant.
3. Let the other person say tell you if you understood them or not, and tell you more about how they're feeling if they need to.
4. Once you both feel like you have understood, talk about how you feel or think.

Remind the students that it's okay to say "I don't know how I feel about that, or what I think about that."

Tape up a poster with each step written on it and place them at different places around the room. Then, read the scenarios below and ask the students to decide which step of the process was skipped and stand by it.

Then talk about the step that was skipped as well as the steps that did happen. These will probably be hard, so you may need to talk the students through each step.

1. John and Kyle were working on a group project for school. John had come up with the idea to make a video to show, but he wasn't sure if Kyle liked it, so he asked Kyle. "Sure, it's fine," said Kyle, "but I'm worried about part of it." John replied, "I think it's going to be great, don't you?" "I guess," said Kyle.

Answer: John skipped step number two. He didn't repeat Kyle's feelings back to him about being worried.

2. Stephen's little sister Sarah was four years old and she was getting on his nerves. She was following him around the house and making silly faces at him and noises that didn't make any sense. "Why are you acting so silly?" Stephen asked her. "I just want you to play with me." said Sarah. "I'm lonely playing all by myself." "You're acting silly because you're lonely and you want me to play with you?" asked Stephen. "Yes, please, play with me Stephen," begged Sarah. Stephen didn't want to play with Sarah. "Ahhhhh, yelled Stephen, and ran into his room and slammed the door.

Answer: Stephen skipped step four, because after he understood how his sister felt, he did not tell her how he felt. He just ran away and yelled.

3. Marie's friend Toni was upset and Marie didn't know why. Toni said, "I just wish I had made the cheerleading squad. It makes me feel silly that I even tried out because I didn't make it." But Marie did make the cheerleading squad. She was busy thinking about wearing the uniforms and doing the jumps. "So you're mad at me?", asked Marie. "No," Toni answered, "I just wish I had made the squad too." Marie nodded her head, "Yeah, I wish you did too. I would have been fun to cheer together."

Answer: Marie skipped step one, because she was thinking about something else while Toni talked about her feelings.

4. Amy was upset with her friend Chris. Every Saturday, they always played soccer at the park. This week, Chris didn't want to play. "Why don't you play with me?" she asked him? Chris shrugged his shoulders, "I just don't feel like it," he said. Okay, said Amy, "if you don't feel like it then I don't want to either. I'll just go home." Amy left the park angry. What could Amy have done to find out more about why Chris didn't feel like playing soccer?

Answer: Amy skipped step three. Amy repeated how Chris was feeling when she said, "If you don't feel like it", but she didn't wait to let him say if she had understood him or not. Chris might have told her more about why he didn't feel like it if she let him talk more.

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.

## Fifth 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:**<sup>9</sup>

1. **Knowledge and Skills:** The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key skills include:
  - 5.1c: effective verbal and nonverbal communication skills
  - 5.2f: the importance of developing and maintaining a positive self image.

**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.)

**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 finish at exactly the same time.

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<sup>9</sup> [www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf](http://www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf)

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.