



# Activities For Students With Special Needs

A Social Skills Curriculum For Grades 3-5

Research-Based Activities For Students With:

Autism

ADHD

Intellectual Disabilities

Learning Disabilities

Behavioral Difficulties

Emotional Difficulties

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# Table Of Contents

<b>Introduction</b> .....	<b>6</b>
<b>Research-Based Information</b> .....	<b>7</b>
<b>ASCA Standards</b> .....	<b>8</b>
<b>Friendship Section</b> .....	<b>13</b>
Friendship: The Goals For Unit.....	14
My Friends.....	15
My Best Friend.....	16
Characteristics Of A Good Friend.....	17
Choosing A Friend.....	18
Making Friends.....	19
The Hands Of Friendship.....	20
Friendship Puzzle.....	21
Happygram.....	22
Friendship Word Search.....	23
<b>Honesty Section</b> .....	<b>25</b>
Honesty: The Goals For Unit.....	26
Honest Or Not? .....	27
Am I Being Honest?.....	28
Honesty Is.....	29
One Time I Lied.....	30
Why I Choose Not To Lie.....	31
Roadblocks To Honesty.....	32
Honesty Word Search.....	33
<b>Anger-Management Section</b> .....	<b>35</b>
Anger Management: The Goals For Unit.....	36
Draw Pictures Of What Your Anger Looks Like.....	38
Rate Your Anger.....	39
Do You Get Angry When...? .....	40
People, Places, And Situations That Make Me Mad.....	41
Inappropriate Ways To Handle Anger Word Search.....	42
Appropriate Ways I Can Handle Anger.....	43
When I Am Angry.....	44
Anger Scenarios.....	45
My Mad, Mad Day.....	47
Anger Control Word Search.....	48
<b>Listening Section</b> .....	<b>49</b>
Listening: The Goals For Unit.....	50

I Show Good Listening Skills .....	51
I Listen .....	52
It's Hard To Listen When .....	53
What Could Happen? .....	54
What Did You Hear? .....	55
When I Listen, I Need To .....	56
Listening Word Search .....	57

<b>Feelings Section .....</b>	<b>59</b>
Feelings: The Goals For Unit .....	60
Feeling Faces .....	62
Finding Faces .....	63
I Feel... When .....	64
Three Things That Make Me Happy .....	65
Three Things That Make Me Sad .....	66
Draw Something That Is Scary To You .....	67
Draw How You Would Feel If Someone Took Your Favorite Toy .....	68
How I Feel .....	69
Crossword Of Feelings .....	70
All My Feelings .....	71
The Feelings Show .....	72
Feelings Word Search .....	73

<b>Respect Section .....</b>	<b>75</b>
Respect: The Goals For Unit .....	76
Do You Show Respect? .....	77
I Show Respect By .....	78
Respect At School .....	79
Pass It On .....	80
Who Respects You? .....	81
People I Respect .....	82
Respect Word Search .....	83

<b>Responsibility Section .....</b>	<b>85</b>
Responsibility: The Goals For Unit .....	86
Are You A Responsible Person? .....	88
I Am Responsible .....	89
I Should Be Responsible For .....	90
Responsible People .....	91
Responsibility Flower .....	92
Responsibility Flower Pattern .....	93
Responsible Sportsmanship .....	94
Responsible Sportsmanship Maze .....	95
Responsibility Word Search .....	96

<b>Self-Awareness Section .....</b>	<b>97</b>
Self-Awareness: The Goals For Unit .....	98
My Wonderful Self .....	99

All About Me .....	100
All About Me Instructor's Key .....	101
All About Me .....	102
Three Things I Like To Do In School .....	103
The Thing I Am Best At Is .....	104
This Is My Family .....	105
Self-Awareness Word Search .....	106
<b>Sharing Section .....</b>	<b>107</b>
Sharing: The Goals For Unit .....	108
All About Sharing .....	109
Sharing Objects .....	110
Would You Share? .....	111
Sharing Words .....	112
I Share .....	113
The Sharing Stone .....	114
Sharing Word Search .....	115
<b>Manners Section .....</b>	<b>117</b>
Manners: The Goals For Unit .....	118
Please, Thank You, And Other Mannerly Expressions .....	119
My Manners .....	120
Manners Rating .....	121
Manners Are Important .....	122
Am I Using My Manners? .....	123
More Manners .....	124
Manners Word Search .....	125
<b>Teamwork Section .....</b>	<b>127</b>
Teamwork: The Goals For Unit .....	128
What Would You Choose? .....	129
It's In The Basket .....	130
Name That Place .....	131
Build It .....	132
Teamwork Art .....	133
Unwrapping Teamwork .....	134
Teamwork Word Search .....	135
<b>Instructions For Using The CD.....</b>	<b>136</b>



## Introduction

*Activities For Students With Special Needs: A Social Skills Curriculum* was designed to help school-age children with special needs learn and practice appropriate social skills and improve their interactions with peers and adults. This book contains user-friendly activity sheets and activities for children diagnosed or classified with: autism, attention deficit hyperactivity disorder, intellectual disabilities, learning disabilities, behavioral difficulties, or emotional difficulties. The flexible activities accommodate the particular needs of students who have difficulty working at grade level.

This book is recommended for students in Grades 3–5, but the activities may be useful with younger and older students. Counselors should use discretion and select activities based on each student's age level and cognitive abilities.

Using this book during individual counseling sessions may provide additional opportunities to identify individual needs and practice desired skills. For students who have difficulty writing responses, many activities may be presented in a verbal format followed by general discussion.

*Activities For Students With Special Needs* has been divided into 11 sections, so providers can easily locate particular topics and corresponding activities. Each section begins with a summary of the unit's lessons and goals. This curriculum may be combined with other resources, teachable moments, and peer and adult modeling of appropriate interactions. Children who use a number of resources can more effectively internalize and implement everyday skills. This book will facilitate acquisition of social skills and increase the likelihood of establishing and maintaining successful relationships.

## Research-Based Information

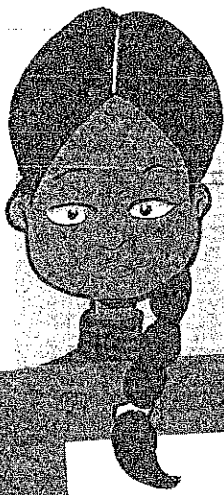
Working in Special Education is a noble and sometimes frustrating endeavor. In Hamilton-Fulton-Montgomery BOCES, we've had the privilege of being teamed with outstanding school social workers and school psychologists. In our collective 38 years of experience, we've seen a marked increase in the severity of emotional disabilities. Many of our students don't understand how to function emotionally and socially.

In conjunction with teachers and staff, we've begun to address these deficits in our classroom. Having discovered a wealth of knowledge and imagination within our ranks, we decided to create this activities workbook.

Skills essential to competent social interactions are generally assumed to be incidentally acquired through observation and as a result of trial and error. But research has shown that children with disabilities often need direct social skills instruction. Academic skills are acquired through multi-modal approaches, repetition, practice, and modeling. These practices hold true for the acquisition of social skills as well. Our students require the same specific instruction and intensity given to academics.

Since we initiated social skills instruction, our students have begun to internalize basic concepts and use appropriate terminology. Many have learned to ask for help when they have difficulty managing various situations.

Each group of students is unique. Daily dynamics can fluctuate, but our commitment to meeting students' emotional and social needs remains constant. We hope these activities act as a springboard for those whose professional responsibilities include addressing social skills.

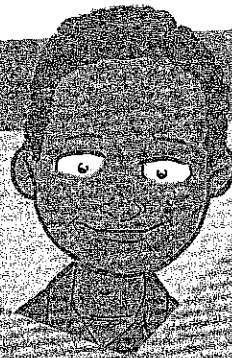
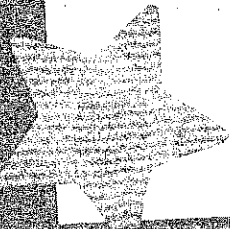


SECTION 1

Activities For Students  
With Special Needs



# FRIENDSHIP



# Friendship

## Goals for this unit are:

- 1. To have each student think of a particular friend.**  
Use *My Friends* (page 15) and *My Best Friend* (page 16) to help students decide who their friends are and what activities they share.
- 2. To discuss the characteristics of a good friend.**  
Reproduce *Characteristics Of A Good Friend* (page 17) and *Choosing A Friend* (page 18). Ask what makes a *person a friend*. Have the students complete the activity sheets to document their thoughts. Ask them to discuss some characteristics they chose.
- 3. To have students consider what they must do to make a new friend.**  
Reproduce *Making Friends* (page 19). Discuss the concept of *friendship* and what students must do to make new friends. After the students complete the activity sheet, they may share what they've written.
- 4. To have students consider different characteristics each person brings to a friendship.**  
Use *The Hands of Friendship* (page 20) and/or the *Friendship Puzzle* (page 21) to reinforce the concept of *being a good friend*. Discuss important traits a good friend has. Leaders may want to mention a positive friendship quality they've noticed in each student.
- 5. To have students express their feelings to one specific friend.**  
Reproduce *Happygram* (page 22) for each student. Ask each student to think of one friend to whom he/she would like to express his/her feelings. If appropriate, have each student give his/her completed *Happygram* to the selected student.
- 6. To review characteristics associated with being a good friend.**  
Reproduce the *Friendship Word Search* (page 23). After completing the previous activities, have the students find and circle each word listed below the *Friendship Word Search*. Then discuss why each word describes a good friendship characteristic.

Name \_\_\_\_\_

# My Friends

In school, my friends are:

---

---

At home, my friends are:

---

---

My friends are my friends because:

---

---

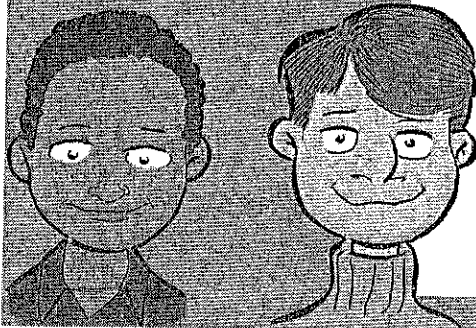
My favorite things to do with my friends are:

---

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This is a picture of me with my friends.





Name \_\_\_\_\_

# My Best Friend

My best friend is \_\_\_\_\_.

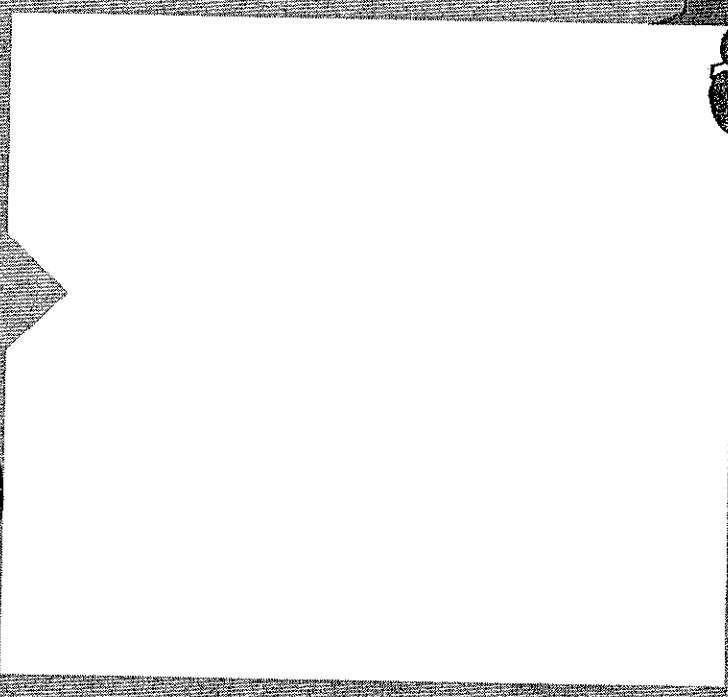
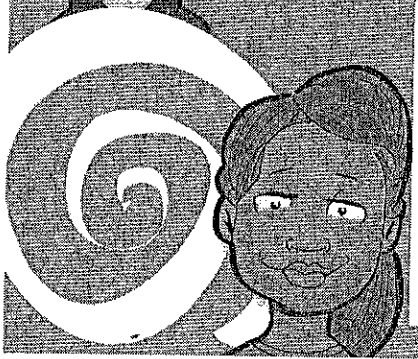
We're best friends because \_\_\_\_\_  
\_\_\_\_\_.

My favorite thing to do with my best friend is \_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_ is a great friend  
because he/she \_\_\_\_\_  
\_\_\_\_\_.



Here's a picture of my best friend and me.

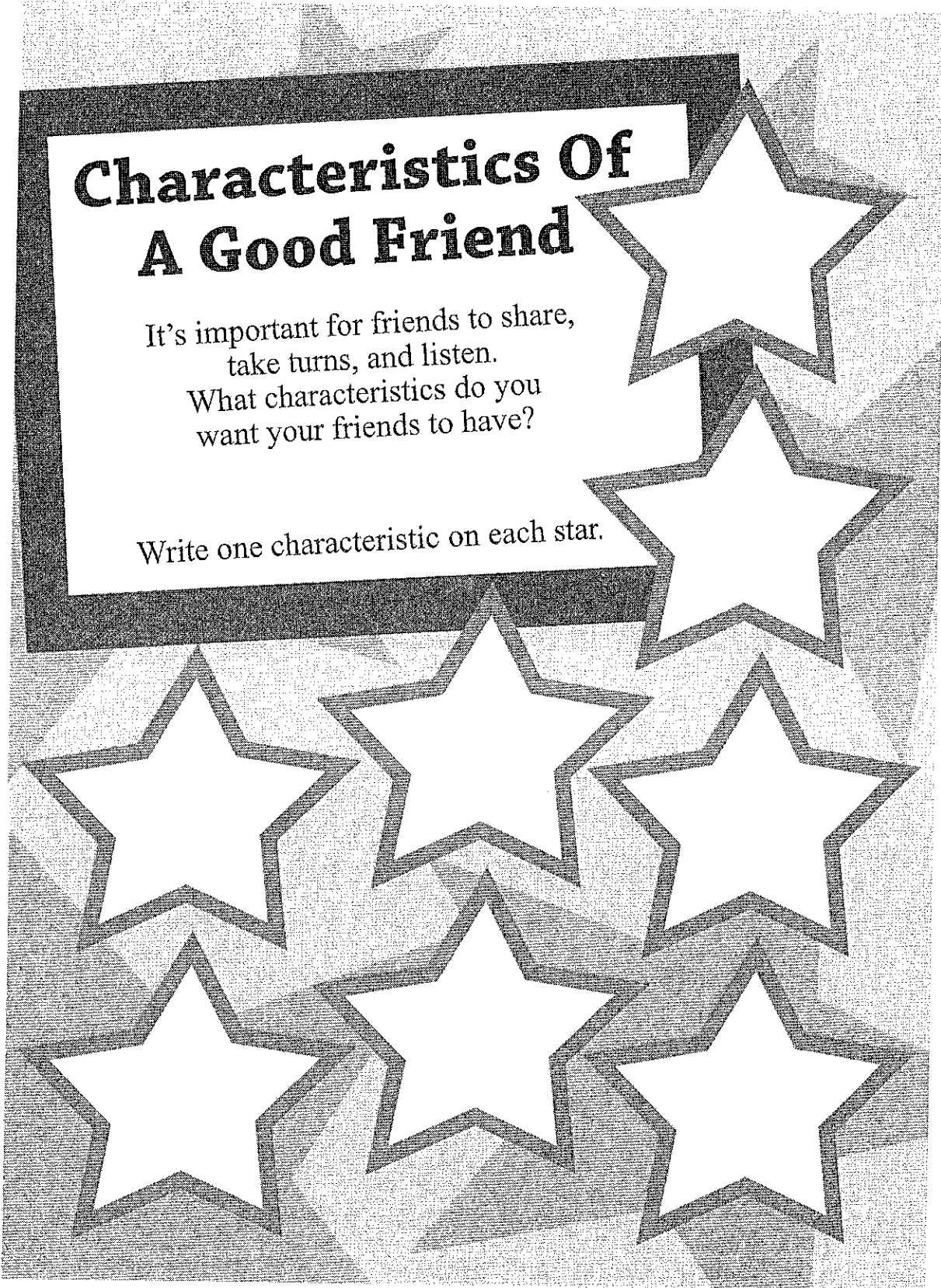


Name \_\_\_\_\_

## Characteristics Of A Good Friend

It's important for friends to share,  
take turns, and listen.  
What characteristics do you  
want your friends to have?

Write one characteristic on each star.



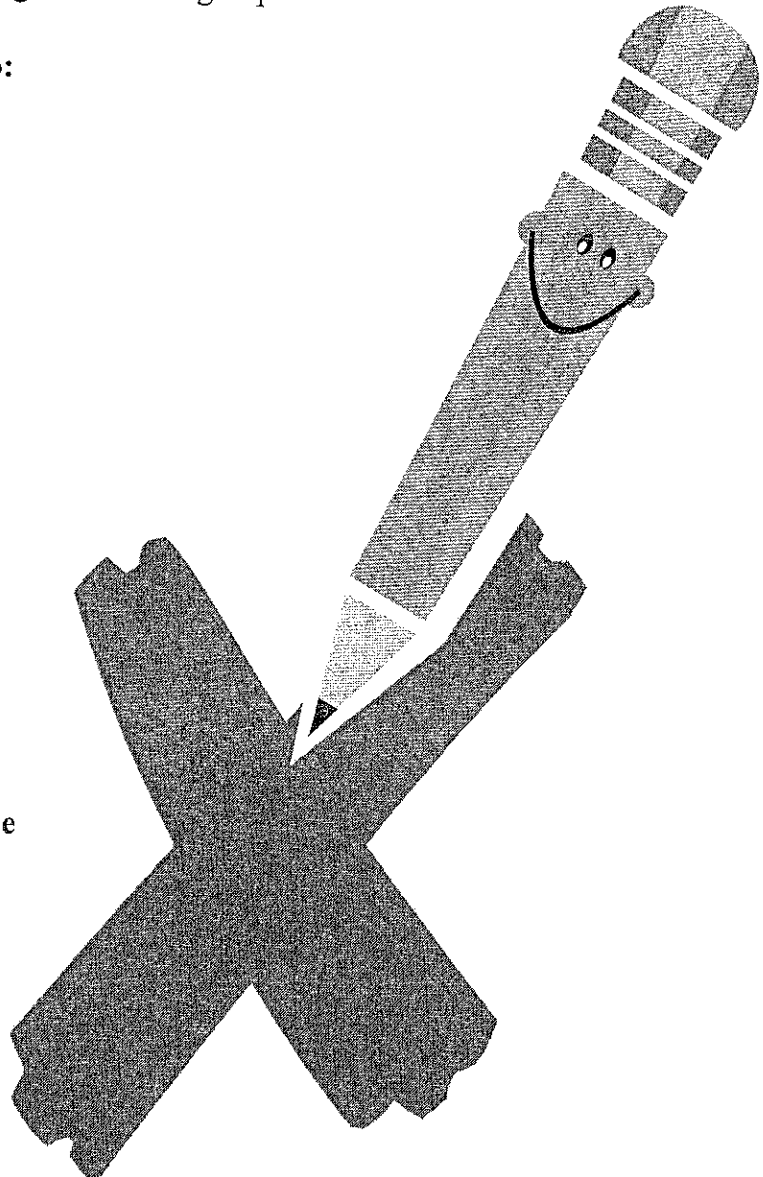
Name \_\_\_\_\_

# Choosing A Friend

Choosing a friend can be difficult. When deciding if you'd like to have someone for a friend, think about important traits. Mark X by characteristics you feel your friends should have. Discuss your thoughts with the group.

I would choose someone who:

- has lots of money
- is kind
- plays sports well
- is honest
- is helpful
- is good-looking
- would stick up for me
- likes the things I like
- is "cool"
- can keep a secret
- doesn't make fun of me even when he/she is better at something
- will play games I want to play even if it's not his/her favorite thing







# The Hands Of Friendship

## Materials:

### *For Each Student:*

- Large piece of construction paper (various colors)
- Pencil
- Scissors
- Glue

### *For The Leader:*

- Art supplies (markers, glitter, paints, etc.)
- Table
- Mural paper
- Glue

## Activity:

- Place the art supplies on a table where students can reach them easily.
- Distribute construction paper, scissors, glue, and pencils.
- Instruct each student to trace one hand on the construction paper and write, on each finger and thumb, one friendship characteristic he/she possesses.
- Students select glitter, markers, paints, etc. to decorate their handprints.
- Students cut out decorated handprints.
- Students may present their handprints to their peers and discuss the characteristics written on them.
- Following the presentations, attach the handprints to mural paper to make a collage.
- Display the collage to remind students of *friendship* characteristics.

# Friendship Puzzle

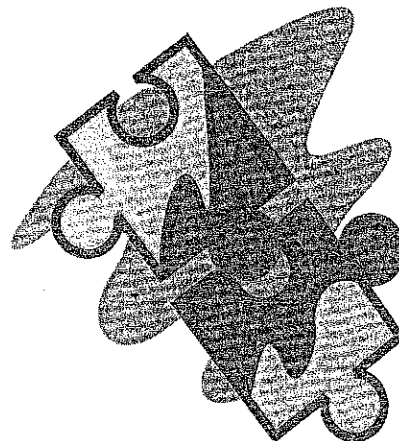
## Materials:

### *For Each Student:*

- Large piece of construction paper
- Pencil

### *For Each Student Group:*

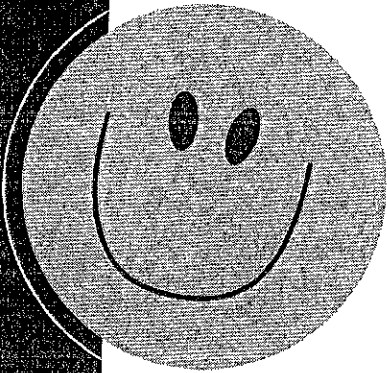
- Large piece of construction paper/mural paper
- Tape or glue
- Scissors



## Activity:

- Divide the students into groups of two or three.
- Give each student construction paper and a pencil.
- Tell the students to help one another trace a portion of their bodies. For example, one student's hands will be traced, another student's head, one student's leg, another student's leg, one student's arm, another student's arm.
- Give each group of students another large piece of paper, scissors, and tape or glue. The leader should draw a torso on the paper. This will eliminate the concern of students touching other students' private parts.
- Instruct the students to cut out the tracings, then tape or glue them together, like a puzzle, on a large piece of construction paper.
- Have the students share their completed *Friendship Puzzles*.
- Discuss connections that develop during a friendship and how friends influence each other.

# happy gram



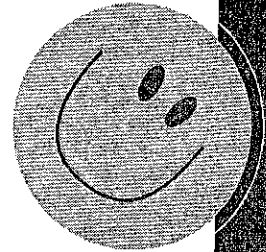
Dear \_\_\_\_\_,

I'm happy that we're friends, because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

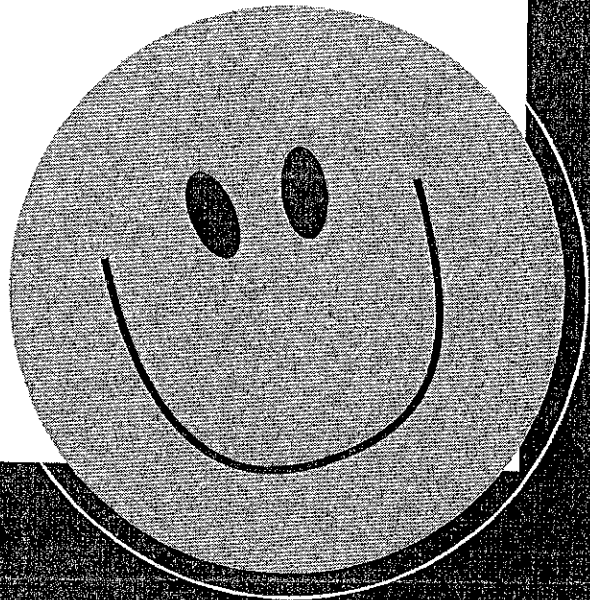
Thank you for always \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.



Your Friend,

\_\_\_\_\_



Name \_\_\_\_\_

# Friendship Word Search

G R E S P E C T F E T S  
M U P M L G H K C C R N  
I F N P A O T A G O U H  
L R M B Y I Y R A O S S  
T I L Y R D C A I P T F  
E E O J H O B K L E W R  
H N L Y O Y J E C R O O  
B D P D N A B O D A R N  
R O B Y E U S L V T T I  
G T R E S H A R E I H C  
E D N S T M H J K O Y E  
L I S T E N A E Q N J L  
B C O M P L I M E N T R  
D F T J T C A R E U V R



CARE

NICE

SHARE

COOPERATION

LISTEN

RESPECT

COMPLIMENT

PLAY

LOYAL

TRUSTWORTHY

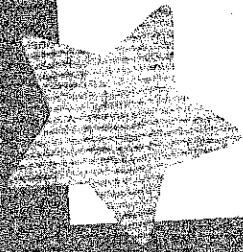
FRIEND

HONEST

SECTION 2

Activities For Students  
With Special Needs

# HONESTY



# Honesty

## Goals for this unit are:

**1. To help students distinguish between *honesty* and *dishonesty*.**

Reproduce *Honest Or Not?* (page 27) and *Am I Being Honest?* (page 28). Ask what it means to *be honest*. Discuss the difference between being *honest* and being *dishonest*. Have students complete the activity sheets to contemplate their sense of honesty. The answer to *Am I Being Honest?* is "truth."

**2. To evaluate whether honesty is always the best policy.**

Reproduce *Honesty Is...* (page 29). Ask if students believe they should *always* be honest. Discuss what *being honest* means to them and if they believe they're capable of always being honest. Discuss when a child should *not* tell the truth (e.g., telling a stranger who phones that parents are not at home). Have students complete the activity sheet. The answer to *Honesty Is...* is "Honesty is the best policy."

**3. To examine why people choose to be dishonest.**

Reproduce *One Time I Lied* (page 30). Ask each student to think of a time he/she lied. When the students have completed the activity sheet, those who feel comfortable doing so may share their responses.

**4. To discuss problems dishonesty can cause and to allow students to examine the issue of *trust*.**

Reproduce *Why I Choose Not To Lie* (page 31) and *Roadblocks To Honesty* (page 32). Ask why students choose not to lie. Discuss how we lose trust in someone who lies. When everyone has completed the *Why I Choose Not To Lie* activity sheet, students may share the reasons they choose to be honest.

**5. To review the topic of *honesty* and words/principles associated with *honesty*.**

Reproduce the *Honesty Word Search* (page 33). When everyone has completed the activity sheet, discuss how each word relates to the concept of *honesty*.

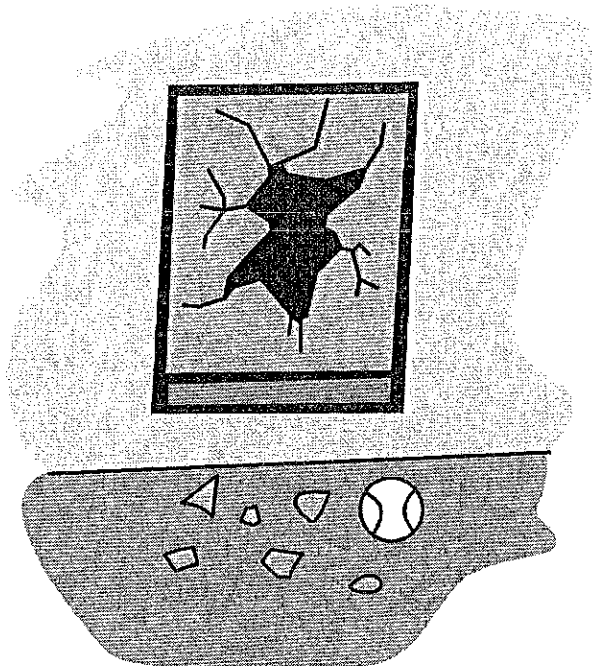


Name \_\_\_\_\_

# Honest Or Not?

Are these people being honest?  
Circle the correct response.

- |  |            |           |
|--|------------|-----------|
| Danny cheated on his spelling test.                            | <b>YES</b> | <b>NO</b> |
| Martha told the truth about breaking the vase.                 | <b>YES</b> | <b>NO</b> |
| Eric blamed his friend for the window he broke.                | <b>YES</b> | <b>NO</b> |
| Tammy admitted she took her mom's jewelry.                     | <b>YES</b> | <b>NO</b> |
| Johnny stole a videogame, but denied it when his father asked. | <b>YES</b> | <b>NO</b> |
| Sue lied when her teacher asked who forgot to feed the fish.   | <b>YES</b> | <b>NO</b> |
| Joey admitted spilling juice on the carpet.                    | <b>YES</b> | <b>NO</b> |





Name \_\_\_\_\_

# Am I Being Honest?

**Directions:** Answer the questions below about how an honest person *should* act. If you answer appropriately, you'll see a secret message.

1. If cheating in a card game is a sign of an honest person, color each square containing a 1.
2. If turning in \$10 you found on the playground is honest and trustworthy, color each square containing a 2.
3. If blaming your brother for something you did is telling the truth, color each square containing a 3.
4. If copying from your classmate's paper is a sign of honesty, color each square containing a 4.
5. If taking responsibility for breaking a window means you're telling the truth, color each square containing a 5.
6. If preventing a friend from stealing is a sign of honesty, color each square containing a 6.
7. If telling a cashier he gave you too much change is a sign of being truthful and honest, color each square containing a 7.
8. If stretching the truth and exaggerating is being honest, color each square containing an 8.

4	3	1	8	4	4	1	3	1	1	8	3	4	1	8	1	1	1	3
1	5	8	3	8	3	8	8	4	3	3	4	3	2	1	8	7	1	4
3	6	3	8	4	3	8	4	3	1	8	1	4	7	8	3	2	3	8
6	2	5	4	6	2	7	3	2	8	6	4	6	2	5	4	6	8	4
3	6	3	4	7	1	5	8	7	1	2	3	1	6	4	3	7	5	7
8	2	4	3	2	3	8	4	5	8	5	1	4	5	8	4	6	3	5
8	7	1	1	2	8	8	1	5	6	7	3	8	7	3	3	2	8	2
3	4	3	8	1	1	4	3	8	1	4	3	1	4	3	8	1	1	4

Name \_\_\_\_\_

# Honesty Is...

**Directions:** Use the key to complete the sentence about *being honest*.

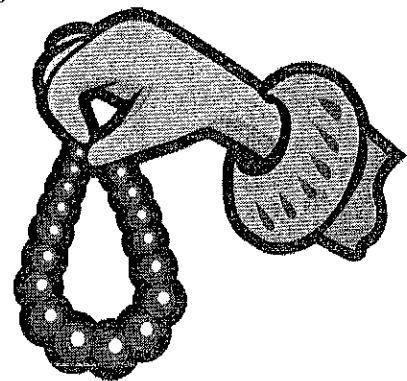
KEY:												
S	N	Y	G	T	I	Z	L	E	K	A	J	C
1	2	3	4	5	6	7	8	9	10	11	12	13
B	M	W	O	D	F	P	Q	H	R	U	V	X
14	15	16	17	18	19	20	21	22	23	24	25	26

22 17 2 9 1 5 3

6 1

5 22 9 14 9 1 5

20 17 8 6 13 3



Name \_\_\_\_\_

# One Time I Lied

**Directions:** Fill in the blanks about a time when you lied.

I once lied to \_\_\_\_\_ . He/she was  
\_\_\_\_\_ with me because I didn't tell the truth.  
He/she said it would \_\_\_\_\_  
to trust me.

At the time, I thought it was \_\_\_\_\_  
to lie about \_\_\_\_\_ .  
I soon felt \_\_\_\_\_ about lying to someone  
I cared about.

Because I felt so \_\_\_\_\_ , I decided I'd try not  
to lie again. I learned that \_\_\_\_\_  
happens when you lie.

Name \_\_\_\_\_

# Why I Choose Not To Lie

**Directions:** Lying can cause many problems and may make someone stop trusting you. On the lines below, list five reasons why *you* choose not to lie.

1

---

---

2

---

---

3

---

---

4

---

---

5

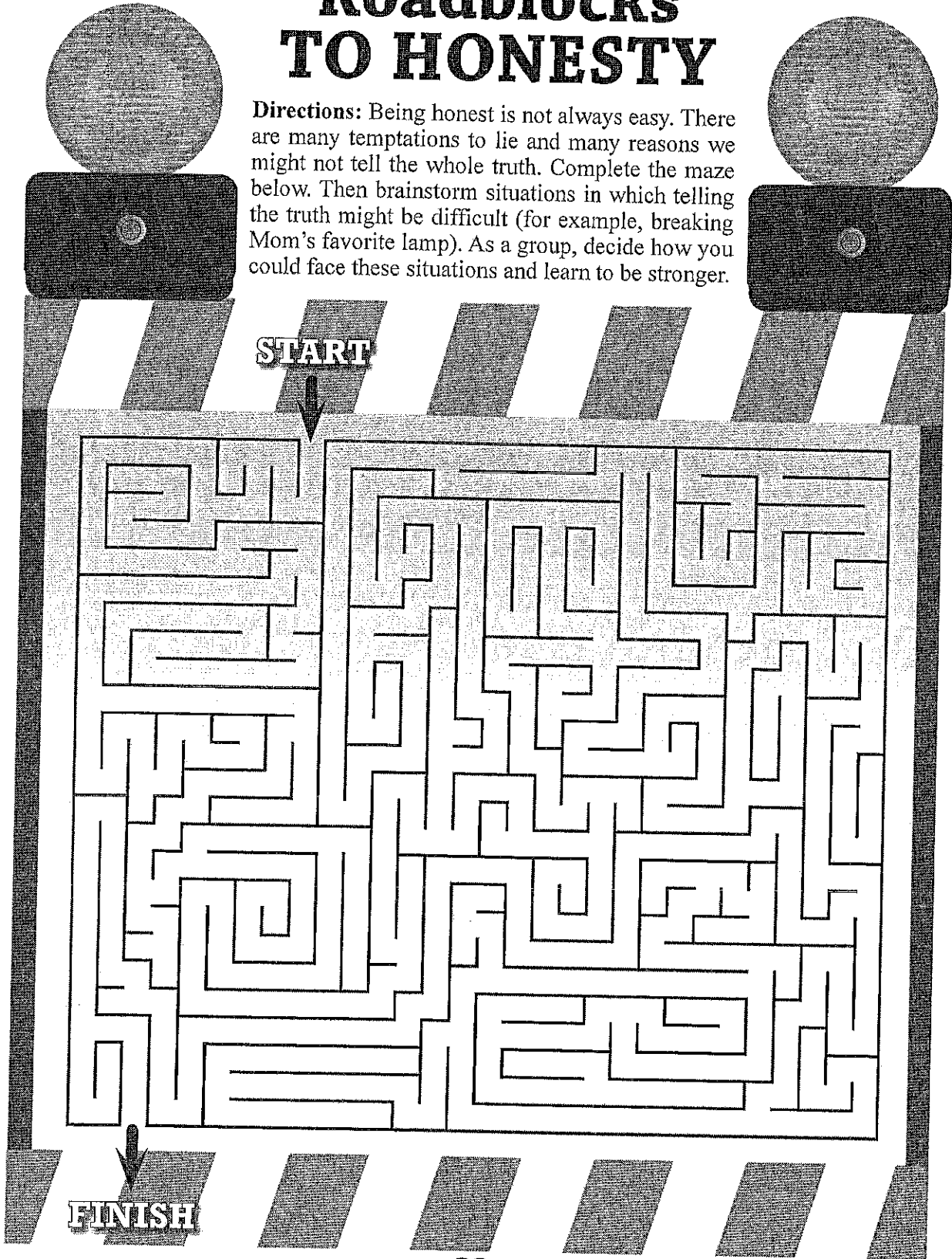
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Name \_\_\_\_\_

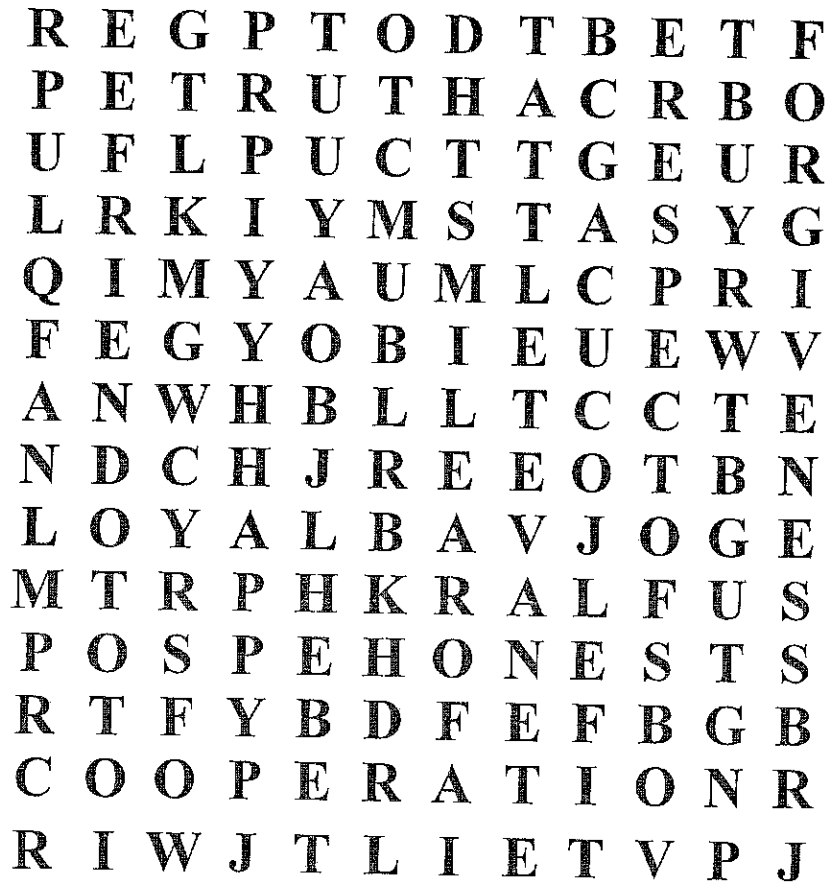
# Roadblocks TO HONESTY

**Directions:** Being honest is not always easy. There are many temptations to lie and many reasons we might not tell the whole truth. Complete the maze below. Then brainstorm situations in which telling the truth might be difficult (for example, breaking Mom's favorite lamp). As a group, decide how you could face these situations and learn to be stronger.



Name \_\_\_\_\_

# Honesty Word Search



R E G P T O D T B E T F  
P E T R U T H A C R B O  
U F L P U C T T G E U R  
L R K I Y M S T A S Y G  
Q I M Y A U M L C P R I  
F E G Y O B I E U E W V  
A N W H B L L T C C T E  
N D C H J R E E O T B N  
L O Y A L B A V J O G E  
M T R P H K R A L F U S  
P O S P E H O N E S T S  
R T F Y B D F E F B G B  
C O O P E R A T I O N R  
R I W J T L I E T V P J



- |             |          |        |
|-------------|----------|--------|
| TRUTH       | FRIEND   | LOYAL  |
| FORGIVENESS | RELIABLE | TATTLE |
| HONEST      | LIE      | HAPPY  |
| COOPERATION | RESPECT  | SMILE  |





SECTION 3

Activities For Students  
With Special Needs



# ANGER MANAGEMENT



# Anger Management

## Goals for this unit are:

**1. To help students recognize what situations anger them.**

Ask what makes students angry and what they do when they're angry. Reassure them that it's OK to be angry, but emphasize the need to make good choices even when upset. Have students brainstorm appropriate choices or options available when they're angry. Write the responses on the chalkboard and discuss each response with the students.

**2. To have students illustrate their anger.**

Reproduce *Draw Pictures Of What Your Anger Looks Like* (page 38). Students should think of something that angers them and make faces to show how their anger looks. Using crayons, have the students draw their angry expressions on the activity sheet. Ask volunteers to share their drawings.

**3. To have students analyze anger occurring in different situations.**

This goal includes three activities. Reproduce *Rate Your Anger* (page 39). Review the directions. When everyone has completed the activity sheet, have students discuss their responses. (*Note: If appropriate, reproduce an activity sheet for yourself. Record each response to determine similarities and differences.*) To gather more information regarding what makes students angry, reproduce *Do You Get Angry When...?* (page 40) and *People, Places, And Situations That Make Me Mad* (page 41).

**4. To help students recognize inappropriate anger-management strategies.**

Reproduce the *Inappropriate Ways To Handle Anger Word Search* (page 42). When everyone has completed the activity sheet, discuss why each suggestion describes inappropriate anger management.

**5. To help students consider appropriate anger-management strategies.**

Reproduce *Appropriate Ways I Can Handle Anger* (page 43). Ask students to name appropriate ways they've handled anger. Give each student a yellow crayon and a blue crayon. Review the directions. When everyone has completed the activity sheet, discuss the students' responses.



**6. To help students realize it's OK to ask for help when angered.**

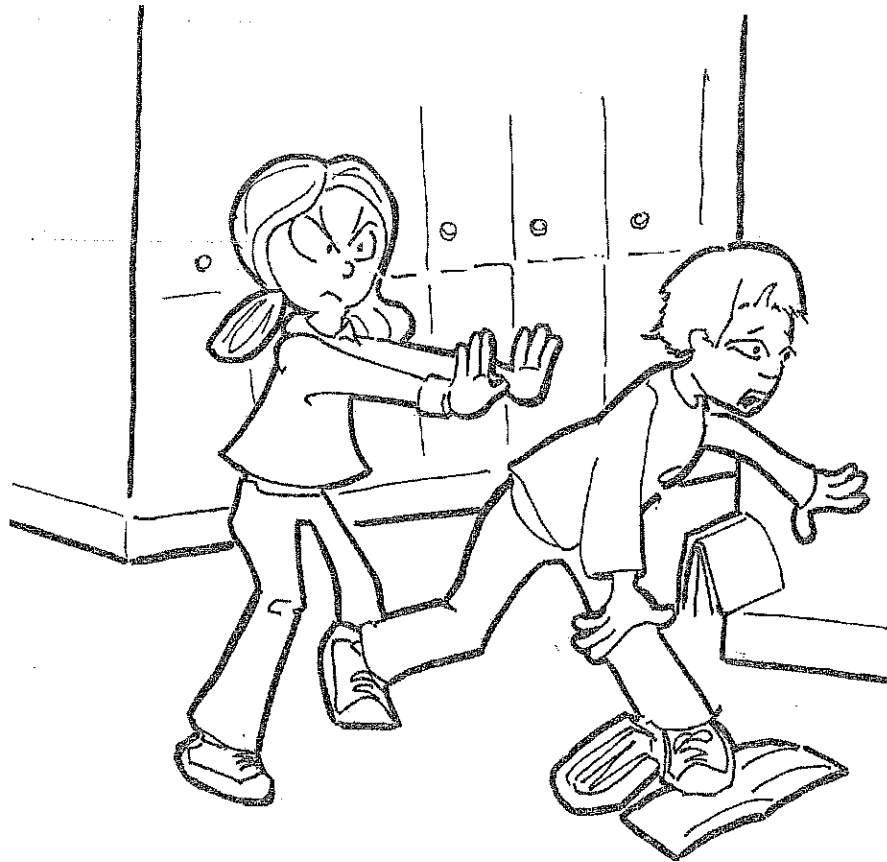
Two lessons reinforce this goal. Reproduce *When I Am Angry ...* (page 44). After everyone has completed the activity sheet, discuss students' answers. The answer to the activity sheet is: *It is OK to ask for help!* Using *Anger Scenarios* (pages 45-46), read one scenario at a time and have students discuss positive ways to handle it. (*Note: You may reproduce the scenarios, and have individuals or student pairs suggest positive ways to handle each situation.*) Have students role-play the scenarios, using the responses generated.

**7. To have students select anger-management techniques appropriate in familiar situations.**

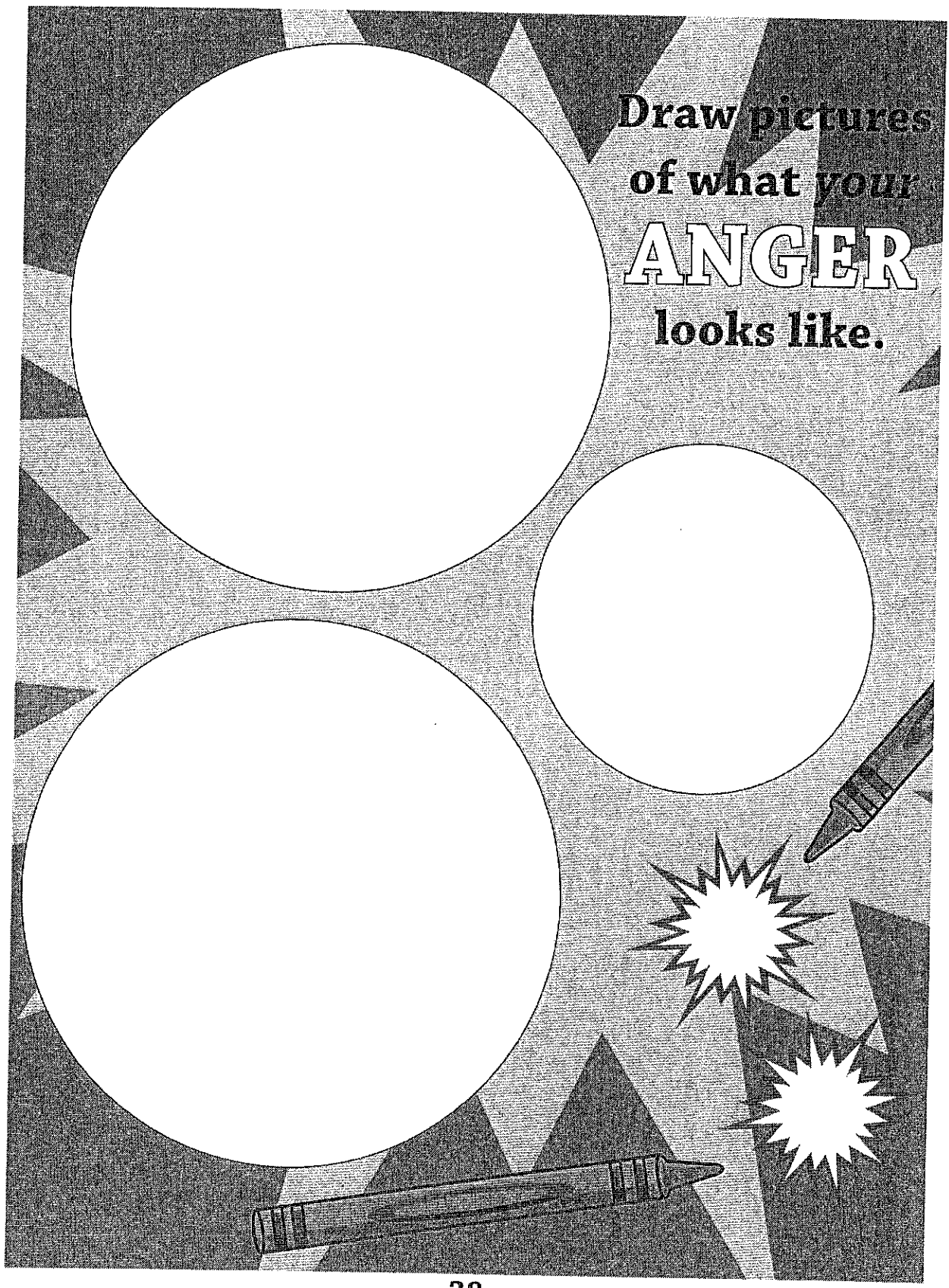
Reproduce *My Mad, Mad Day* (page 47). Decide whether students will work individually or in pairs. Younger students may need to complete this activity as a group. Ask volunteers to read their completed stories aloud.

**8. To reinforce words or concepts associated with anger management.**

Reproduce the *Anger-Control Word Search* (page 48). When everyone has completed the activity sheet, discuss how each word is associated with positive anger management.




Name \_\_\_\_\_





Name \_\_\_\_\_

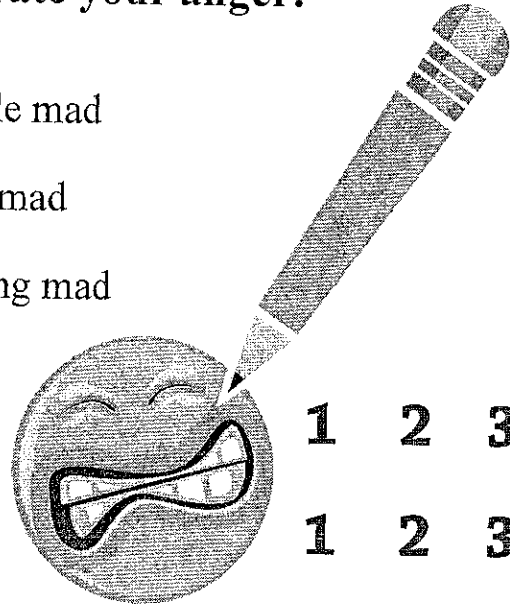
# Rate Your Anger

Use this scale to rate your anger:

 1 = A little mad

 2 = Very mad

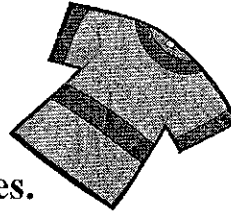
 3 = Boiling mad



1. My friend breaks my favorite toy. **1 2 3**
2. Someone calls me names. **1 2 3**
3. A friend pushes in front of me in line. **1 2 3**
4. My parents say I'm grounded. **1 2 3**
5. My brother takes my videogame. **1 2 3**
6. Someone steals my bike. **1 2 3**
7. I have to clean my room before I can go outside. **1 2 3**
8. My teacher cancels recess after others are talking. **1 2 3**
9. My sister eats all of the ice cream. **1 2 3**
10. A classmate pushes me down on the ground. **1 2 3**

Name \_\_\_\_\_

# Do You Get Angry When...?



YES

NO

A friend teases you about your clothes.

Your teacher corrects you in front of the class.

You're left out of a game.



Someone makes fun of your test grade.

You have to do something you don't want to do.

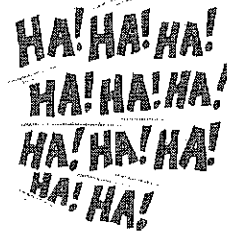
A classmate talks about you behind your back.

You lose a game.



You get hurt.

Someone laughs at your mistakes.



You fight with your best friend.

Somebody lies to you.

I get most angry when \_\_\_\_\_

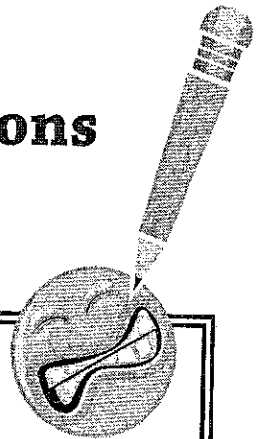
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

# People, Places, And Situations That Make Me Mad



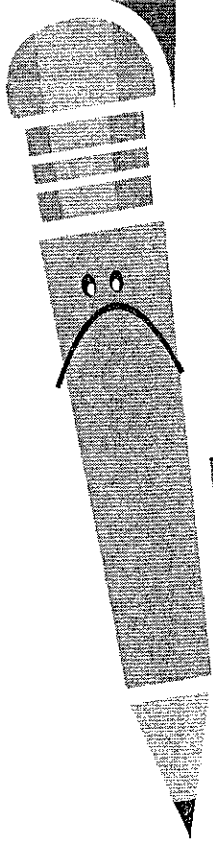
**PEOPLE**

**PLACES**

**SITUATIONS**

Name \_\_\_\_\_

# Inappropriate Ways To Handle Anger Word Search



G	J	C	S	B	K	X	E	M	Y	A	K
A	N	G	R	Y	E	R	O	K	R	B	I
E	R	S	I	Y	J	E	N	O	J	L	C
C	T	Q	R	D	F	L	E	N	L	A	K
A	T	H	X	A	H	O	M	F	J	M	E
S	C	P	R	W	Y	E	L	L	P	E	Z
D	L	N	T	E	E	N	T	O	D	O	P
T	H	R	O	W	I	T	E	M	S	T	U
A	Q	I	G	I	N	E	J	R	T	H	N
R	U	N	A	W	A	Y	B	Y	U	E	C
G	T	H	R	E	A	T	E	N	E	R	H
U	H	C	P	S	N	M	L	I	R	S	F
E	P	M	D	E	K	P	D	H	I	T	E
W	F	I	G	H	T	I	O	R	T	D	S

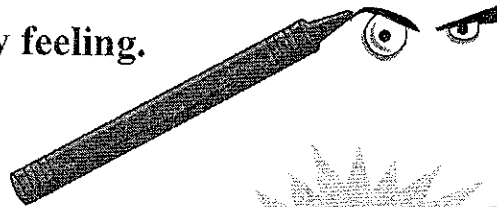
- |       |      |              |
|-------|------|--------------|
| ANGRY | CRY  | THROW ITEMS  |
| ARGUE | KICK | THREATEN     |
| FIGHT | HIT  | BLAME OTHERS |
| PUNCH | YELL | RUN AWAY     |

Name \_\_\_\_\_

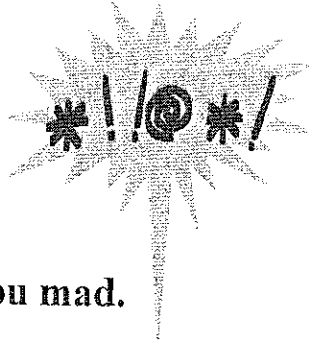
## Appropriate Ways I Can Handle Anger

Read each anger-management description below. If it's an appropriate way to handle anger, color the opposite circle *yellow*. If it's not a good way of handling anger, color the circle *blue*.

Draw your angry feeling.



Count to 10.



Take three deep breaths.

Yell at the person making you mad.

Throw something.



Hit or kick someone or something.

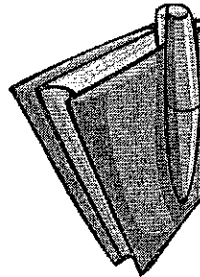
Talk about your feelings.



Listen to music.

Blame someone else for the situation.

Write your feelings in a journal.



Walk away.

A vertical column of ten empty circles for coloring, corresponding to the ten anger-management descriptions.

Name \_\_\_\_\_

# When I Am Angry...

Directions: Use the key to complete the sentence about *being honest*.

KEY:												
O	B	T	I	S	D	Y	F	P	Z	G	W	H
1	2	3	4	5	6	7	8	9	10	11	12	13
N	X	A	J	Q	C	U	K	E	L	M	R	V
14	15	16	17	18	19	20	21	22	23	24	25	26

4 3

4 5

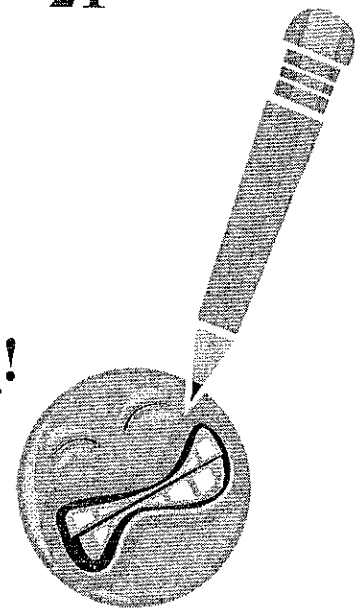
1 21

3 1

16 5 21

8 1 25

13 22 23 9 !





# Anger Scenarios

What should you do in each of these situations?

1. You studied for more than an hour last night to get a good grade on the math test. During the test, a friend peeks at your paper. Instead of studying, he played games all night. You don't want to get him into trouble, but what he's doing isn't fair.
2. A student who rides the bus has been calling you names. The bus driver doesn't seem to hear him, but all the other students have. You want the name-calling to stop.
3. A boy in the back of the classroom keeps throwing paper at you. Your teacher is busy and hasn't noticed.
4. During gym class, you accidentally hit a friend with the basketball. He thinks you meant to do it and starts yelling at you.
5. In the lunch line, a girl kicks your ankles. You ask her to stop, but she keeps kicking you. Your teacher is at the front of the line and cannot see what's happening.
6. After working hard in art class, you walk to the front of the room to ask your teacher to come and see your picture. When you get back to your seat, one of your classmates has erased your name and put his name on your picture.
7. During recess, an older student comments on your sneakers. Everyone on the playground laughs at her remarks.

8. You and your sister are playing a game when she tells your mom you're cheating. Your mother doesn't believe you when you say you didn't do anything wrong.

9. While you're eating breakfast, a friend throws food at a cafeteria monitor. The adult thinks you threw the food. She sends you to the principal.

10. You notice a five-dollar bill on the floor. A girl picks it up and puts it in her pocket, then says she'll beat you up if you tell anyone.

11. After free time, your teacher notices that someone left a game out. The teacher says you must pick things up after using them. You try to explain, but your classmate doesn't admit taking the game out.

12. Your neighbor thinks you and your friends, who were playing baseball in a nearby field, broke a window in her home. You tell her you didn't break the window, but she threatens to tell your parents.

13. You worked hard on your science project the last few nights. On the way to school, a boy runs into you and you drop the project in a puddle. You yell at the boy, but he laughs and runs off.

14. Two friends walking home with you throw rocks at mailboxes. Within a few minutes, a police officer shows up and your friends run off. You're the only one left, and the police officer wants answers.

Name \_\_\_\_\_

# My Mad, Mad Day



**Directions:** Fill in each blank with the *most appropriate* anger-management technique listed.

On my way to school, I tripped over my shoelace. I got really mad, so

I \_\_\_\_\_ to calm down. When  
(took three deep breaths/kicked a tree)

I arrived at school, I realized I forgot my homework. My teacher raised his voice at me in front of everybody. This made me angry and embarrassed, but I didn't want to miss play time, so I decided to

\_\_\_\_\_. My teammates wouldn't speak  
(yell at him/count to 10)

to me after I lost the kickball game in gym class. That upset me.

I told myself to \_\_\_\_\_. When  
(calm down/blame my classmates for the loss)

my class went to lunch, I spilled milk on my pants. My teacher saw

I was about to scream and asked me to make a good choice. I told

him I wanted to \_\_\_\_\_. I told my  
(talk with my counselor/pound the table)

counselor about all the bad things that had happened today. I finally

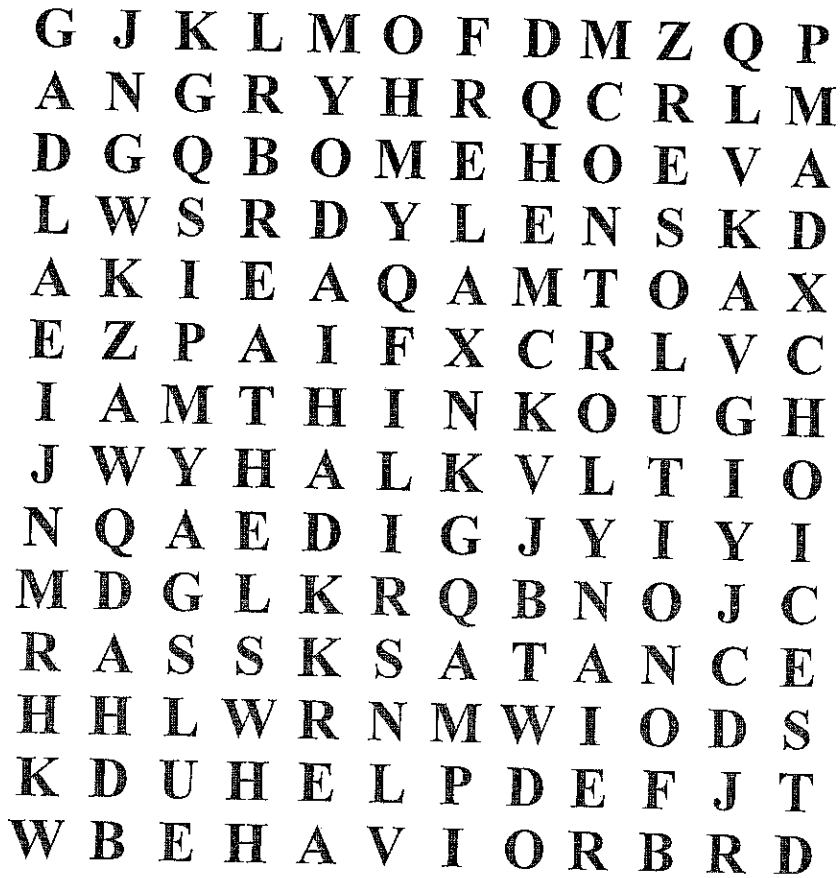
calmed down by \_\_\_\_\_.  
(coloring out my frustrations/using a bad word)

By the time I got home, I was in a better mood and could tell my

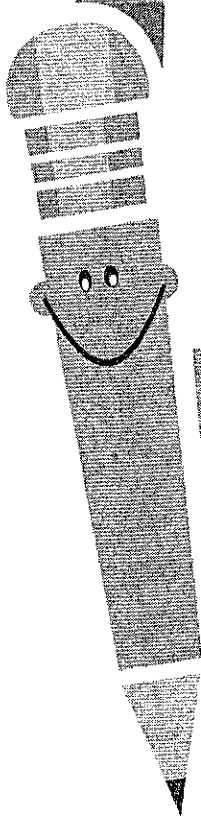
parents about the good choices I made even when I was mad.

Name \_\_\_\_\_

# Anger Control Word Search



G J K L M O F D M Z Q P  
A N G R Y H R Q C R L M  
D G Q B O M E H O E V A  
L W S R D Y L E N S K D  
A K I E A Q A M T O A X  
E Z P A I F X C R L V C  
I A M T H I N K O U G H  
J W Y H A L K V L T I O  
N Q A E D I G J Y I Y I  
M D G L K R Q B N O J C  
R A S S K S A T A N C E  
H H L W R N M W I O D S  
K D U H E L P D E F J T  
W B E H A V I O R B R D



ANGRY

DRAW

HELP

MAD

BEHAVIOR

CONTROL

CHOICES

RELAX

BREATHE

THINK

WALK

RESOLUTION



SECTION 4

Activities For Students  
With Special Needs



LISTENING



# Listening

## Goals for this unit are:

**1. To review or examine why *listening* is important.**

Reproduce *I Show Good Listening Skills* (page 51) and/or *I Listen* (page 52). After students brainstorm the important aspects of *listening*, ask if they believe they're good listeners. Distribute one or both activity sheets and have students assess their listening skills and share their answers with the group. (*Note: After reviewing the activity sheet[s], you may augment the lesson by asking students to assess their listening abilities on a scale of 1 [poor] to 5 [very good].*)

**2. To have students consider why they might not pay attention and what could happen when they don't listen.**

Reproduce *It's Hard To Listen When...* (page 53) and *What Could Happen?* (page 54). Ask why students might not pay attention. Give each student *It's Hard To Listen When...*, a red crayon, and blue crayon. After everyone has completed the activity sheet, tally the answers for similarities and differences. Distribute *What Could Happen?* After the students complete the activity sheet, discuss their answers. Allow them to describe personal results of *not listening*.

**3. To have students practice *listening* and assess their listening abilities.**

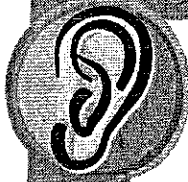
Reproduce *When I Listen, I Need To...* (page 56). Have the students participate in the *What Did You Hear?* activity (page 55). Stress the importance of paying attention when attempting to listen. Distribute *When I Listen, I Need To...* to reinforce the need to pay attention to details. The answer to *When I Listen, I Need To...* is "pay attention."

**4. To evaluate the unit's concepts.**

Distribute the *Listening Word Search* (page 57). After the students complete the activity, discuss each word's relevance to good listening.

Name \_\_\_\_\_

# I Show Good Listening Skills



I show I am a good listener by \_\_\_\_\_

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Good listening skills are important because \_\_\_\_\_

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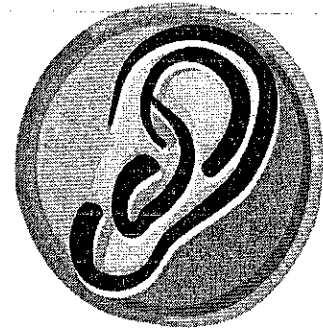
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**QUIET**  
*Please*



Name \_\_\_\_\_

# I Listen



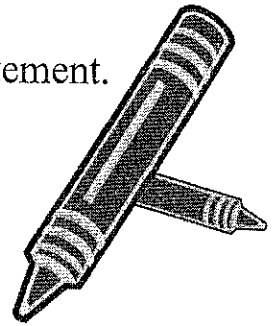
**Directions:** Circle the number that indicates how well you listen.

	NOT AT ALL	SOMETIMES	ALWAYS
1. I listen to my parents.	<b>1</b>	<b>2</b>	<b>3</b>
2. I listen to my teacher.	<b>1</b>	<b>2</b>	<b>3</b>
3. I listen to the doctor.	<b>1</b>	<b>2</b>	<b>3</b>
4. I listen to police officers.	<b>1</b>	<b>2</b>	<b>3</b>
5. I listen to the bus driver.	<b>1</b>	<b>2</b>	<b>3</b>
6. I listen to my brothers or sisters.	<b>1</b>	<b>2</b>	<b>3</b>
7. I listen to my gym teacher.	<b>1</b>	<b>2</b>	<b>3</b>
8. I listen to the nurse.	<b>1</b>	<b>2</b>	<b>3</b>
9. I listen to all adults.	<b>1</b>	<b>2</b>	<b>3</b>
10. I listen to my friends.	<b>1</b>	<b>2</b>	<b>3</b>

Name \_\_\_\_\_

# It's Hard To Listen When...

Directions: Color the box *blue* if you agree with the statement.  
Color the box *red* if you disagree.

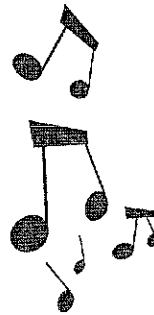


It's hard to listen when...

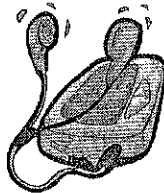
others in the room are noisy

someone is yelling

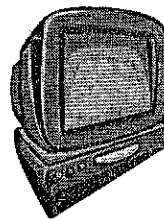
music is playing



I'm worried



television is on



the room is very quiet

I'm tired or sick



there's a thunderstorm

Name \_\_\_\_\_

# What Could Happen?

**Directions:** On the space provided, write what could happen in each situation if you were *not* listening.

Your mother gives you special instructions about being picked up after school by a family friend.



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Your gym teacher explains the rules of baseball.



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Your friend is telling you what to wear to his birthday party.

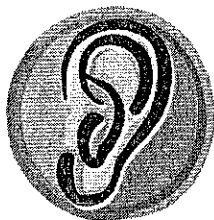


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Your teacher gives instructions about completing the math assignment.



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# What Did You Hear?

## Materials:

### *For Each Student:*

- Paper
- Pencil

### *For The Leader:*

- Watch with a second hand or a timer

## Activity:

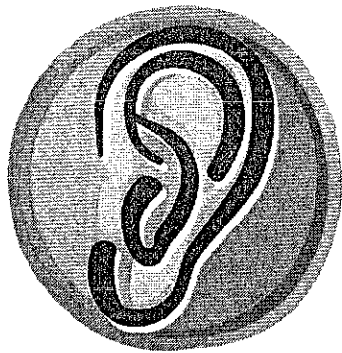
- Distribute a piece of paper and a pencil to each student. Have the students either close their eyes or place their heads face down on their desks.
- Make specific noises (tap your foot, clear your throat, open and shut a door, etc.).
- When one minute has elapsed, tell the students to open their eyes or lift their heads and list each noise they heard. (*Note: If writing is difficult, have the students name the sounds they heard.*)
- Have students share their responses and discuss what they heard.
- Have each student explain the importance of paying attention when listening.

Name \_\_\_\_\_

# When I Listen, I Need To...

Directions: Use the key to complete the sentence about *listening*.

KEY:												
B	N	S	I	C	M	T	G	P	J	D	W	Q
1	2	3	4	5	6	7	8	9	10	11	12	13
O	F	X	P	L	Z	A	H	U	K	V	E	Y
14	15	16	17	18	19	20	21	22	23	24	25	26

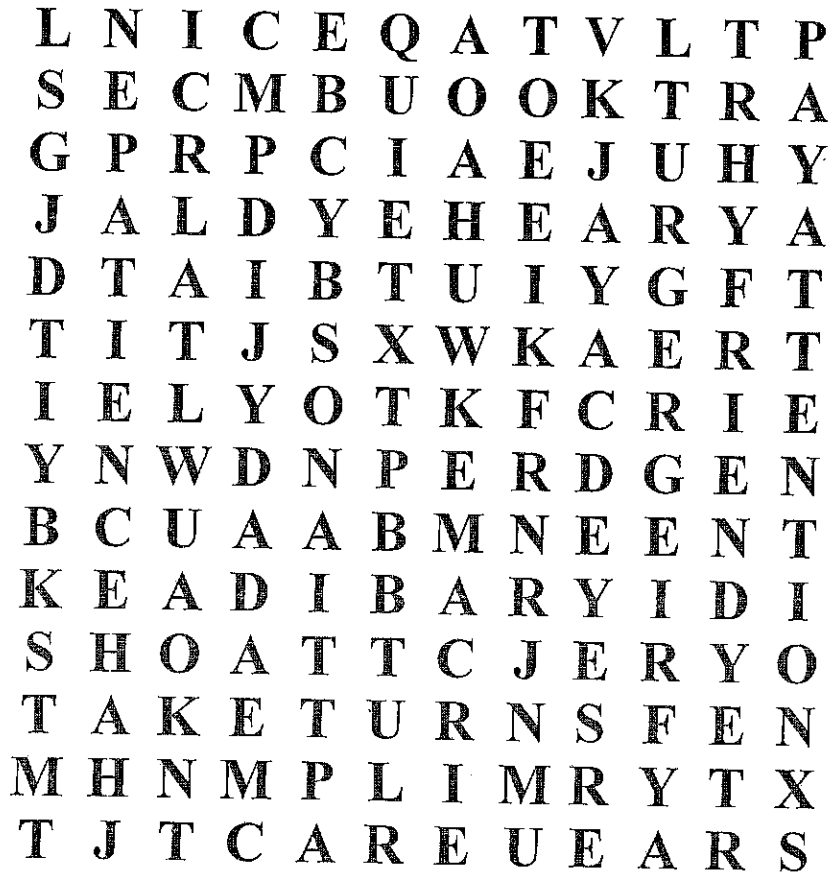


9 20 26

20 7 7 25 2 7 4 14 2

Name \_\_\_\_\_

# Listening Word Search



L N I C E Q A T V L T P  
S E C M B U O O K T R A  
G P R P C I A E J U H Y  
J A L D Y E H E A R Y A  
D T A I B T U I Y G F T  
T I T J S X W K A E R T  
I E L Y O T K F C R I E  
Y N W D N P E R D G E N  
B C U A A B M N E E N T  
K E A D I B A R Y I D I  
S H O A T T C J E R Y O  
T A K E T U R N S F E N  
M H N M P L I M R Y T X  
T J T C A R E U E A R S



EARS

LISTEN

EYES

TAKE TURNS

CARE

FRIEND

HEAR

QUIET

NICE

PAY ATTENTION

PATIENCE

WAIT



SECTION 5

Activities For Students  
With Special Needs



# FEELINGS





# Feelings

## Goals for this unit are:

1. **To have students identify different types of feelings and when they may experience them.**

Reproduce *Feeling Faces* (page 62), *Finding Faces* (page 63), and/or *I Feel... When...* (page 64). Have students discuss what they believe *feelings* are, name several emotions, think about how they look when experiencing particular feelings, and name situations that make them feel certain ways. Distribute *Feeling Faces*, *Finding Faces*, scissors, and a glue stick. Have students share their completed work. Distribute *I Feel... When...* and have students think of situations, people, items, etc. that cause them to have the feelings listed. Students may share their completed work.

2. **To focus on *sadness, happiness, and fright.***

Discuss things that make students sad, happy, and scared. Reproduce *Three Things That Make Me Happy* (page 65), *Three Things That Make Me Sad* (page 66), and *Draw Something That Is Scary To You* (page 67). When everyone has completed the activity sheets, students may share their responses.

3. **To focus on *frustration and anger.***

Reproduce *Draw How You Would Feel If Someone Took Your Favorite Toy* (page 68). Ask students to think of a favorite possession or activity and how they might feel if it was taken from them. Discuss the suggested feelings. Have the students complete the activity sheet, then share the emotions they've drawn. Discuss *anger* and *frustration*.

4. **To emphasize that different people may feel differently in the same situation.**

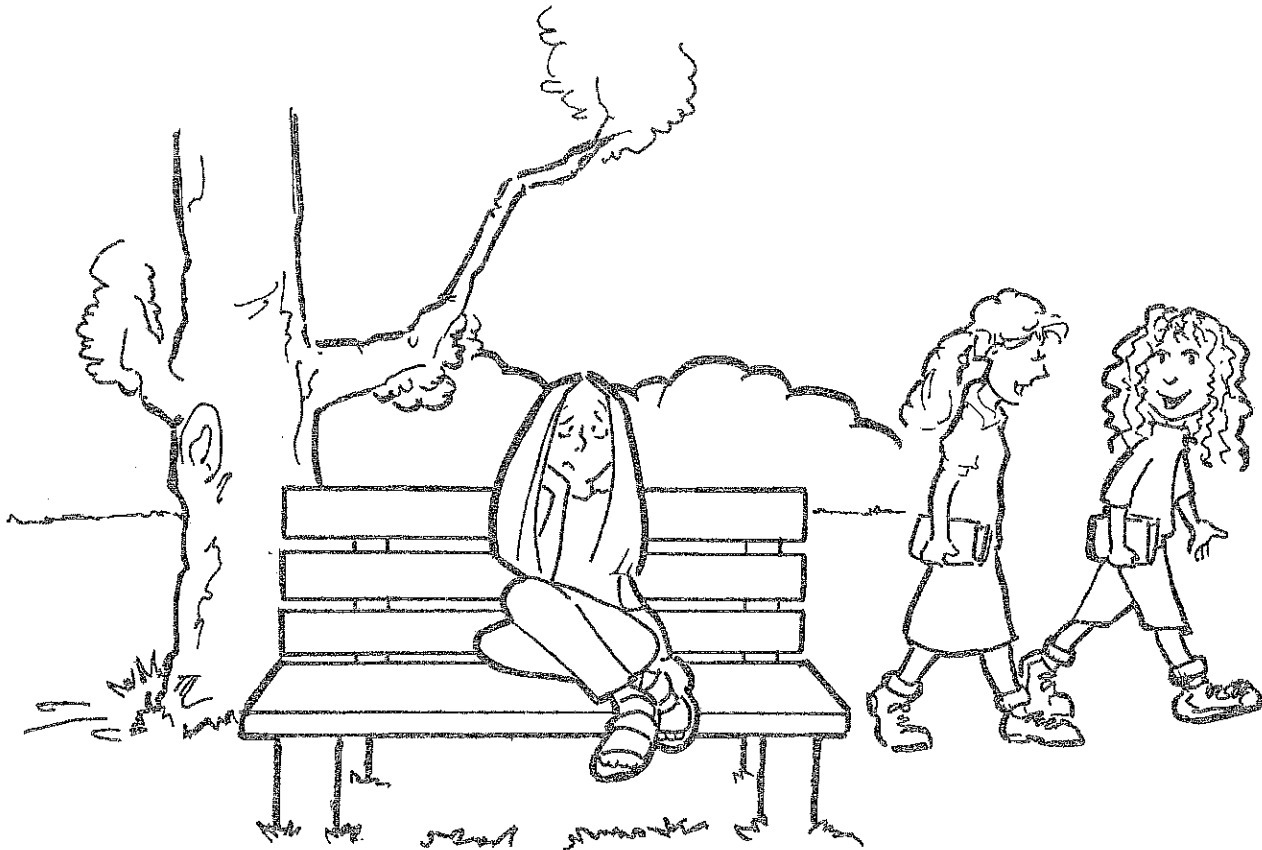
Reproduce *How I Feel* (page 69) and *Crossword Of Feelings* (page 70). Tell students that feelings are personal and there are no right or wrong ways to feel. Emphasize that all emotions are OK and that different people may have different feelings in the same situations. When everyone has completed *How I Feel*, discuss different responses to the same questions. To reinforce the concept of *different emotions in the same situation*, distribute the *Crossword Of Feelings* for the students to complete.

**5. To further emphasize students' knowledge of feelings resulting from particular situations.**

Reproduce *All My Feelings* (page 71) for each student and *The Feelings Show* (page 72) for the leader. Cut the *Feelings Cards* apart and place them in a container. When everyone has completed the activity sheet, allow students to share their *feelings stories*. Divide the class into two or three smaller groups. Each group takes a *Feelings Card* from the container, reads the word on the card, discusses its meaning, and thinks of at least three situations in which that feeling might be experienced. Repeat this process until every emotion in the container has been discussed.

**6. To reinforce the meaning of each *feelings word* discussed in the unit.**

Reproduce *Feelings Word Search* (page 73). When everyone has completed the activity sheet, review the meaning of each *feelings word* and identify situations in which each feeling might be experienced.

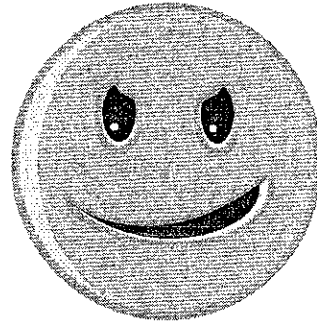


Name \_\_\_\_\_

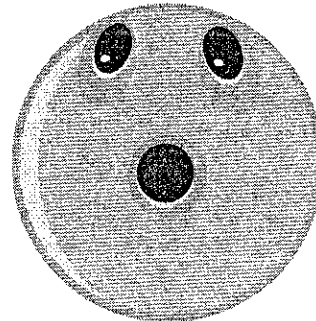
# Feeling Faces

Directions: Draw a line from each face to the matching feeling.

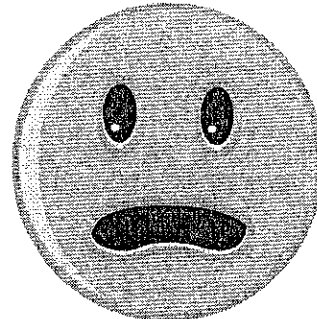
**Happiness**



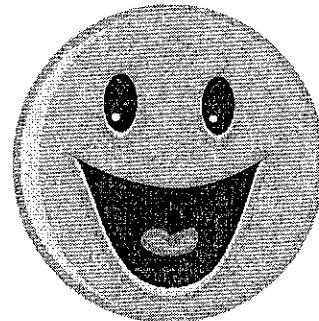
**Sadness**



**Anger**



**Surprise**

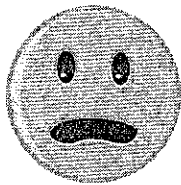


Name \_\_\_\_\_

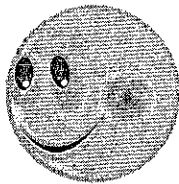
# Finding Faces

Directions: Cut out each face and glue it next to the matching situation.

If my family won the lottery, I'd feel ...	When there's no one to play with, I feel...
I have no idea how to do long division. I feel...	My little brother smashed my videogame system. I feel...
After I watched a scary movie, I felt...	My dog just died. I feel...
When I tripped in the hallway and everyone laughed, I felt...	I got a 100% on my spelling test. I felt...
I got caught stealing chewing gum. I felt...	It's my first day at a new school. I feel...



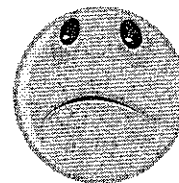
Scared



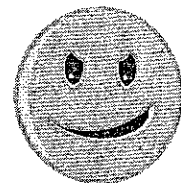
Embarrassed



Happy



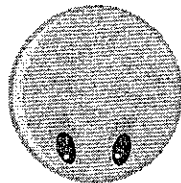
Guilty



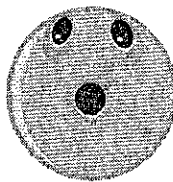
Angry



Sad



Lonely



Confused



Excited



Shy

Name \_\_\_\_\_

# I Feel... When...



I feel mad when \_\_\_\_\_.

I feel sad when \_\_\_\_\_.

I feel happy when \_\_\_\_\_.

I feel frustrated when \_\_\_\_\_.

I feel proud when \_\_\_\_\_.

I feel excited when \_\_\_\_\_.

I feel disappointed when \_\_\_\_\_.

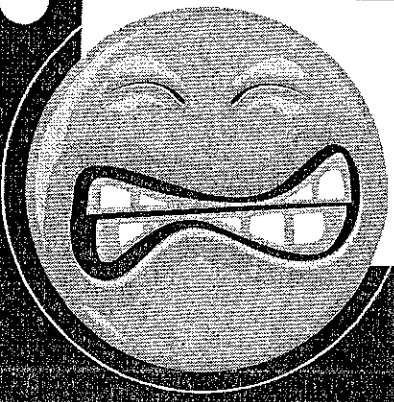
I feel afraid when \_\_\_\_\_.

I feel nervous when \_\_\_\_\_.

I feel hurt when \_\_\_\_\_.

I feel surprised when \_\_\_\_\_.

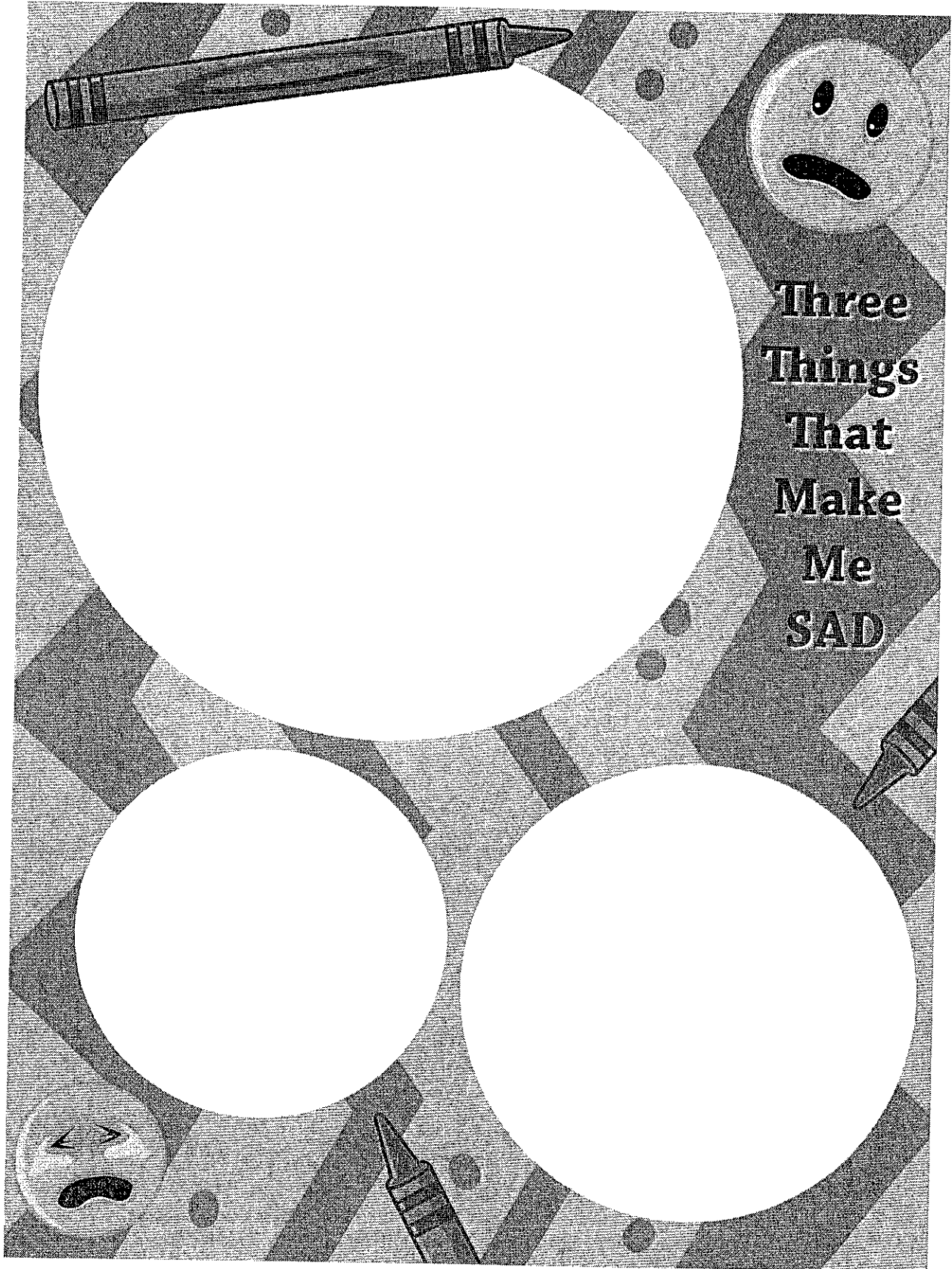
\_\_\_\_\_.



Name \_\_\_\_\_



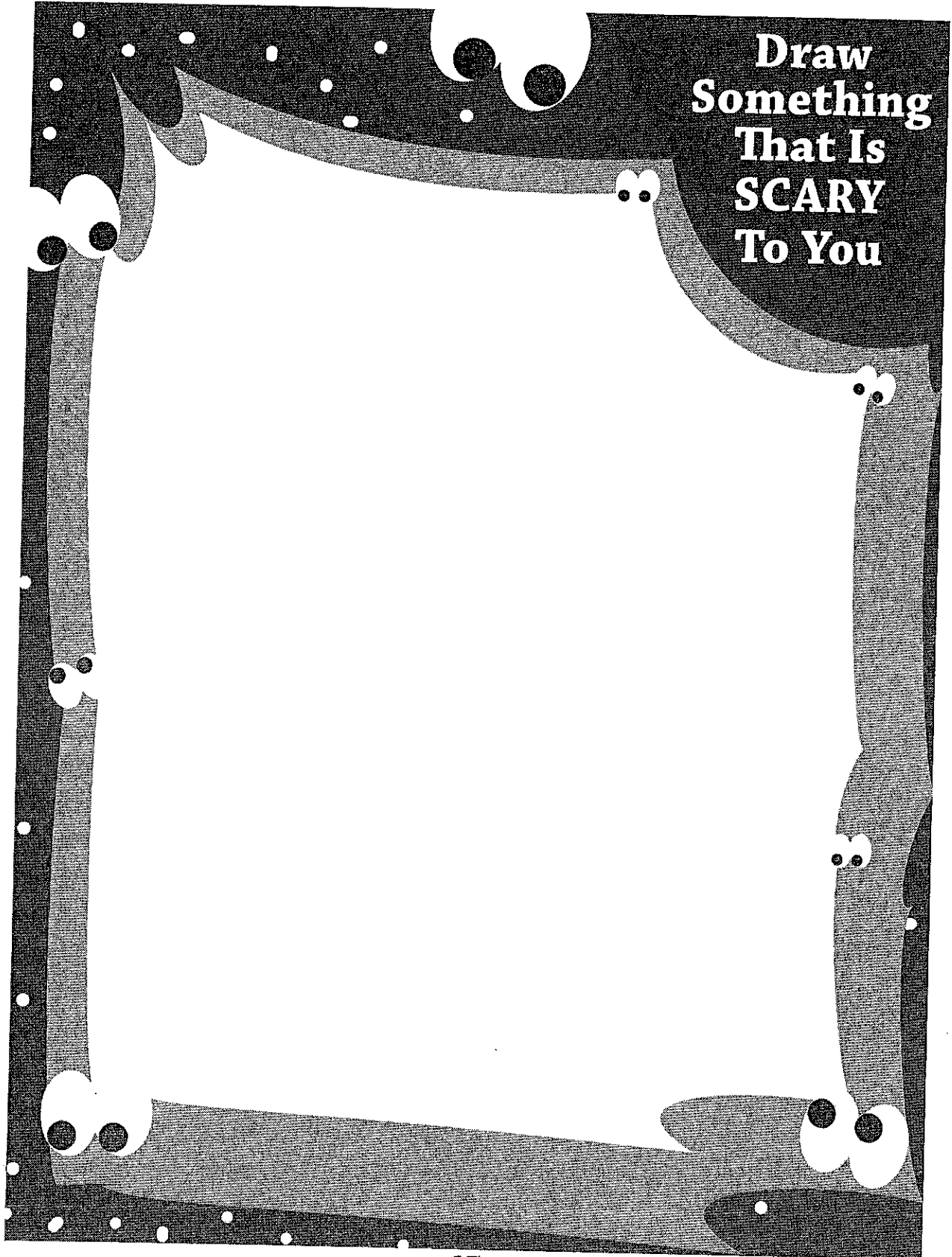
Name \_\_\_\_\_



**Three  
Things  
That  
Make  
Me  
SAD**



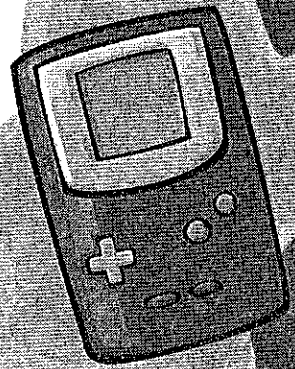
Name \_\_\_\_\_



Name \_\_\_\_\_



**Draw How You Would Feel If  
Someone Took Your Favorite Toy**



Name \_\_\_\_\_

# How I Feel

**Directions:** In each blank, write the feeling *you* would have. You and your friend may have different answers. You may use a word more than once.

**SAD**

**EMBARRASSED**

**WORRIED**

**HAPPY**

**EXCITED**

**MAD**

**PROUD**

**GUILTY**

**JEALOUS**

**DISAPPOINTED**

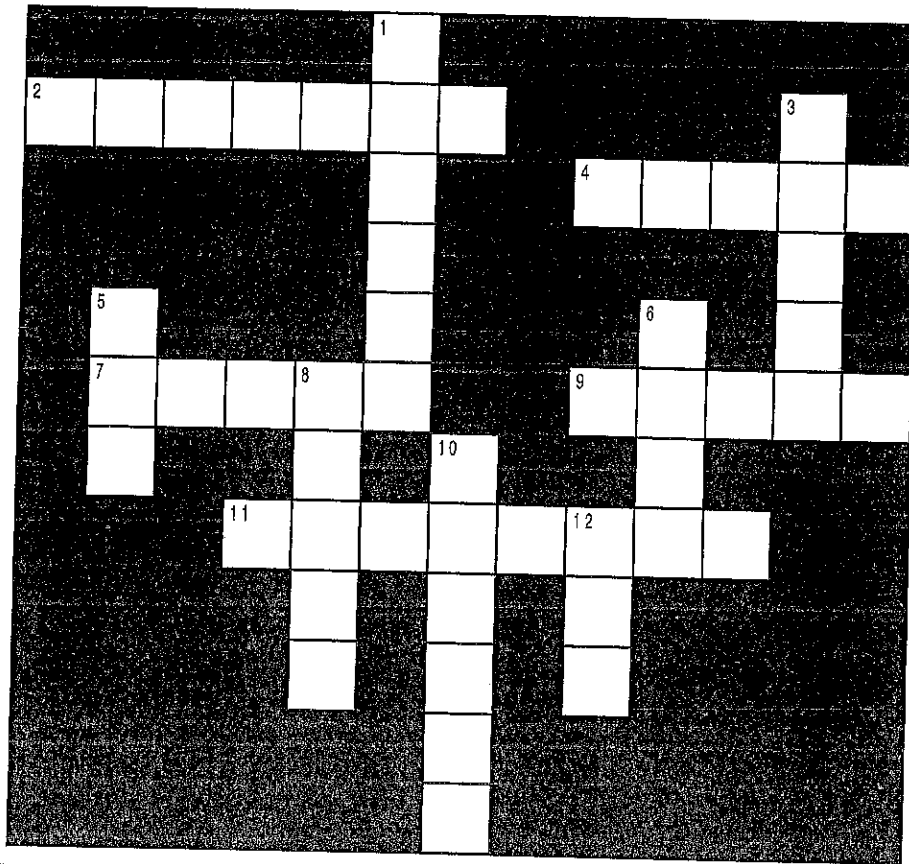
**GLAD**

**UPSET**

1. When I scored a perfect grade on my spelling test, I felt \_\_\_\_\_.
2. My sister yelled at me in front of my friends. I felt \_\_\_\_\_.
3. Mom was over 20 minutes late. While waiting for her to pick me up, I felt \_\_\_\_\_.
4. On my birthday, I was \_\_\_\_\_ to open my presents.
5. A friend cheated so he could win a game we were playing. This made me \_\_\_\_\_.
6. My father let me watch my favorite TV show because I did all my homework when I came home from school. I was \_\_\_\_\_.
7. I spent a long time painting the planets for my science project, but a classmate won first prize. This made me feel \_\_\_\_\_.
8. My neighbor is moving. This makes me \_\_\_\_\_, because I love walking her dog and playing with him.
9. Because I lied when my teacher asked if I broke the toy, Tommy got into trouble. I felt \_\_\_\_\_.
10. Because I was late for gym class, I didn't have a partner for the relay race. I was \_\_\_\_\_ because I had to sit and watch everyone else run around.

Name \_\_\_\_\_

# Crossword Of Feelings



## WORD BANK:

Angry	Brave	Love	Proud	Guilty	Nervous
Bored	Afraid	Confused	Shy	Happy	Sad

### ACROSS

- When I read my report in front of the class, I felt \_\_\_\_\_.
- If someone called me a name, I might feel \_\_\_\_\_.
- I'm going to the amusement park this weekend. I'm \_\_\_\_\_.
- When there's nothing to do, I feel \_\_\_\_\_.
- I'm trying to understand this new math, but keep getting mixed up and \_\_\_\_\_.

### DOWN

- I broke the lamp, and I feel \_\_\_\_\_.
- I must be \_\_\_\_\_, because I climbed to the top branch.
- I'm the new kid at school, and I feel \_\_\_\_\_.
- I feel \_\_\_\_\_ for my family.
- When I did my best work at school and got 100%, I felt \_\_\_\_\_.
- Another word for *scared* is \_\_\_\_\_.
- I had a fight with my best friend. I'm feeling \_\_\_\_\_.

Name \_\_\_\_\_

# All My Feelings

**Directions:** Write an appropriate feeling in each blank.

Yesterday was my birthday. I woke up feeling \_\_\_\_\_ about all that was to happen on my special day. Mom was making French toast, which is my favorite! I didn't have much time to eat before my bus came, so I felt a little \_\_\_\_\_. At school, I was really \_\_\_\_\_ that everyone forgot it was my birthday. I became even \_\_\_\_\_ because no one saw the birthday cupcake Mom packed in my lunch. Near the end of the day, I took something to the office for my teacher. When I came back, everyone in my classroom jumped out and yelled, "Happy Birthday!" I was so \_\_\_\_\_! It was a great party, and everyone said how hard it was to keep it the secret. When I went home, I told my parents about my day and how I felt when I thought everyone forgot. They were surprised that I felt so \_\_\_\_\_. After a great dinner and more birthday cake, I opened my presents. That made me feel \_\_\_\_\_. I got the videogame I wanted, which made me \_\_\_\_\_. Even though I experienced a lot of feelings, yesterday was a really good day. I am \_\_\_\_\_ it turned out the way it did.

# The Feelings Show

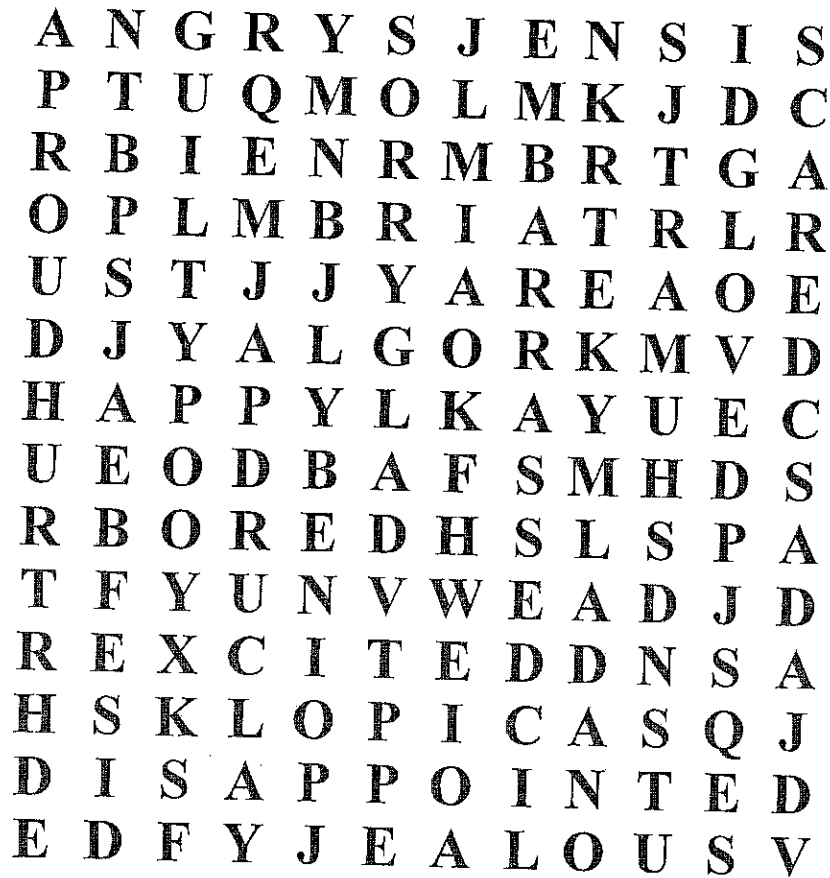
**Directions:** Divide the class into two or three smaller groups. Have each group take a card from the pile, read the *feeling word* written on it, discuss its meaning, and think of at least three situations in which that feeling might be experienced. Repeat this process until every emotion in the pile has been discussed.

CUT THESE *FEELINGS CARDS* APART.

<b>Happiness</b>	<b>Sadness</b>
<b>Pride</b>	<b>Anger</b>
<b>Excitement</b>	<b>Nervousness</b>
<b>Frustration</b>	<b>Surprise</b>
<b>Worry</b>	<b>Disappointment</b>
<b>Confusion</b>	<b>Gladness</b>
<b>Jealousy</b>	<b>Guilt</b>

Name \_\_\_\_\_

# Feelings Word Search



A N G R Y S J E N S I S  
P T U Q M O L M K J D C  
R B I E N R M B R T G A  
O P L M B R I A T R L R  
U S T J J Y A R E A O E  
D J Y A L G O R K M V D  
H A P P Y L K A Y U E C  
U E O D B A F S M H D S  
R B O R E D H S L S P A  
T F Y U N V W E A D J D  
R E X C I T E D D N S A  
H S K L O P I C A S Q J  
D I S A P P O I N T E D  
E D F Y J E A L O U S V

HAPPY

EXCITED

SAD

PROUD

ANGRY

SCARED

HURT

JEALOUS

BORED

LOVED

SORRY

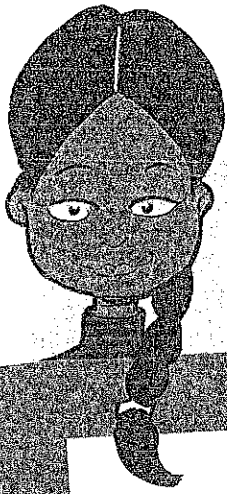
GLAD

EMBARRASSED

DISAPPOINTED

GUILTY





**SECTION 6**

**Activities For Students  
With Special Needs**



**RESPECT**



# Respect

## Goals for this unit are:

### 1. To examine respectful behavior.

Reproduce *Do You Show Respect?* (page 77). Have students briefly brainstorm what it means to *show respect*, then think about whether they consistently show respect. After everyone has completed the activity sheet, ask if students still feel the same way about *showing respect*. Conclude by discussing the quotation at the bottom of the page.

### 2. To have students think of specific examples of how they've shown respect to others.

Reproduce *I Show Respect By...* (page 78). Discuss *showing respect* (following the Golden Rule and treating others as we would like to be treated). Have the students participate in the *Respect At School* role-plays (page 79) and/or the *Pass It On* activity (page 80). Have the students complete *I Show Respect By...*. The answer is "following *The Golden Rule*."

### 3. To have students identify people who show or have shown them respect and those they respect.

Reproduce *Who Respects You?* (page 81) and *People I Respect* (page 82). Review the *Who Respects You?* activity sheet, calling attention to behaviors that will help students identify actions that show respect. Have the students complete the activity sheet and share their conclusions with the group. Then have the students complete *People I Respect*. Ask each student to list three people he/she respects and explain why they deserve respect.

### 4. To review and reinforce aspects of *showing respect*.

Reproduce *Respect Word Search* (page 83). Allow students time to complete the activity, then discuss how each word relates to *showing respect*.

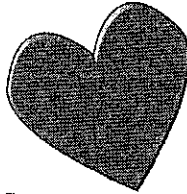
Name \_\_\_\_\_

# Do You Show Respect?

True ~~X~~ False

1. I treat other people the way I want to be treated.

2. I care about my peers.



3. I accept others' differences.



4. I'm kind to adults.

5. I try to solve problems in the most acceptable way.

6. I'm courteous.




7. I never intentionally hurt others.



8. I try to deal with my anger in peaceful ways.

9. I value and encourage others.



 **Always remember to treat other people the way you want to be treated!**

Name \_\_\_\_\_

# I Show Respect By...

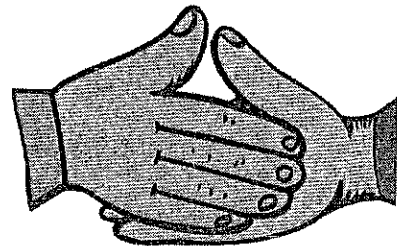
Directions: Use the key to complete the phrase about *showing respect*.

KEY:												
B	L	M	U	I	O	Q	W	D	R	V	X	N
1	2	3	4	5	6	7	8	9	10	11	12	13
F	C	J	G	T	Z	S	K	P	Y	E	A	H
14	15	16	17	18	19	20	21	22	23	24	25	26

14 6 2 2 6 8 5 13 17

18 26 24      17 6 2 9 24 13

10 4 2 24



# Respect At School

There are many opportunities to show respect at school. Select students to act out some respectful behaviors. After each role-play, ask the students to describe what would happen if these children did not follow school rules.

**Walking in the hall:** Select five students to demonstrate to the others the correct way to walk in the hall. When the role-play is complete, ask the children to tell what would happen if these children had not followed the rules for walking in the hall.

**Paying attention:** Select three students. Identify one as the teacher and the other two as students in the class. Allow the student portraying the teacher to sit at the teacher's desk. Have the other two students sit at student desks. Tell the student portraying the teacher to ask the students a question using a topic of your choice. Have the other students show the proper respect for listening to the teacher and answering a question. When the role-play is complete, ask the children to tell what would happen if these children had not followed the rules for listening quietly, paying attention to the teacher, and raising their hands when they want to answer a question.

**Waiting in the lunch line:** Select five students to demonstrate the correct way to wait in the lunch line. When the role-play is complete, ask the children to tell what would happen if these children had not followed the rules for waiting in the lunch line.

**Listening:** Select six students to demonstrate the correct way to listen when someone is speaking. Identify one student as a person reading a book to the other five students. Have the other students assume good listening positions at their desks or on the floor. Tell the student reading to begin and allow him/her to read to the others for about two or three minutes. When the role-play is complete, ask the children to tell what would happen if these children had not followed the rules for listening.

# Pass It On

## Materials:

### *For Each Student:*

- Pencil
- Index card

### *For The Leader:*

None

## Activity:

- Distribute an index card and a pencil to each student. Have the students write their name at the top of the index card.
- Say:

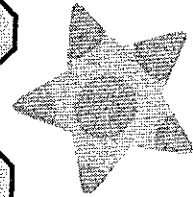
*Each of you will write something respectful about each member of the group. When I say, "Begin," pass your index card to the person on your right. Write something respectful about the person whose card you receive. When I say, "Pass," hand that card to the person on your right. Each time you get a card, write something respectful about the person whose name is on the top. We'll do this until each of you has had a chance to write something respectful about each group member. Then everyone will have his or her own index card.*

- After completing the activity, tell the students to review what is written on their cards.
- Allow the students to state whether they were surprised by what their peers wrote and discuss how *showing respect* makes them feel.

Name \_\_\_\_\_

# Who Respects You?

Name two people who have shown you respect:

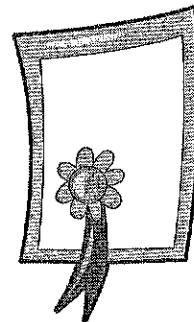


How did these people show you respect?

1. Treated me the way I wanted to be treated.
2. Treated me with respect.
3. Took good care of something he/she borrowed from me.
4. Considered my feelings.
5. Listened when I needed to talk.
6. Treated me fairly.
7. Thanked me for helping or sharing.
8. Said I'd done a good job.



**SORRY**



Name \_\_\_\_\_

# The People I Respect

Name three people you show respect to and describe how you do it.

1



---

---

---

2



---

---

---

3



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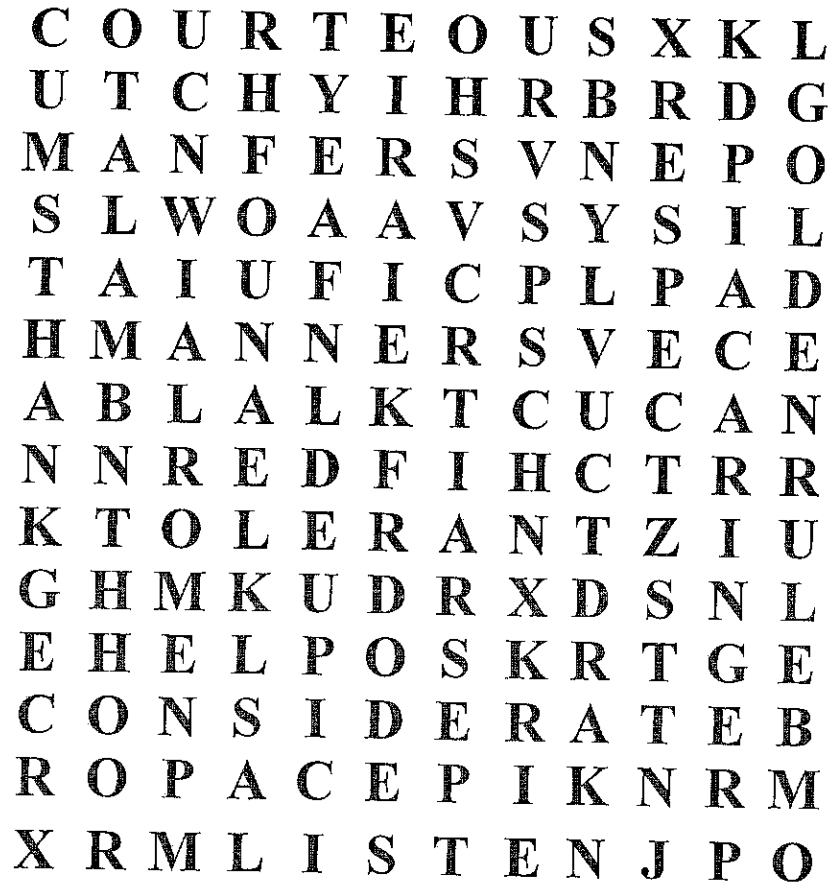
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Name \_\_\_\_\_

# Respect Word Search



C O U R T E O U S X K L  
U T C H Y I H R B R D G  
M A N F E R S V N E P O  
S L W O A A V S Y S I L  
T A I U F I C P L P A D  
H M A N N E R S V E C E  
A B L A L K T C U C A N  
N N R E D F I H C T R R  
K T O L E R A N T Z I U  
G H M K U D R X D S N L  
E H E L P O S K R T G E  
C O N S I D E R A T E B  
R O P A C E P I K N R M  
X R M L I S T E N J P O



GOLDEN RULE

FAIR

LISTEN

COURTEOUS

RESPECT

HELP

TOLERANT

MANNERS

THANK

KIND

CONSIDERATE

CARING



SECTION 7

Activities For Students  
With Special Needs



# RESPONSIBILITY



# Responsibility

## Goals for this unit are:

1. **To understand the meaning of *being responsible* and have students consider whether they're responsible people.**

Depending on group members' ability, reproduce *Are You A Responsible Person?* (page 88) and/or *I Am Responsible* (page 89). Ask how a responsible person behaves. Relate the behaviors mentioned to words in the *Responsibility Word Search* (page 96), which will be distributed at the end of the unit. For example: *Keeping promises* could be related to *dependable* or *reliable*. When everyone has completed the activity sheet(s), use the answers to discuss students' beliefs about responsibility and how they behave responsibly.

2. **To have the students identify their responsibilities.**

Reproduce *I Should Be Responsible For...* (page 90). When everyone has completed the activity sheet, have students compare responses and discuss their choices. (*Note:* Not all students have the same responsibilities. Each family has its own expectations, and differences should be respected.)

3. **To recognize others' responsible behaviors.**

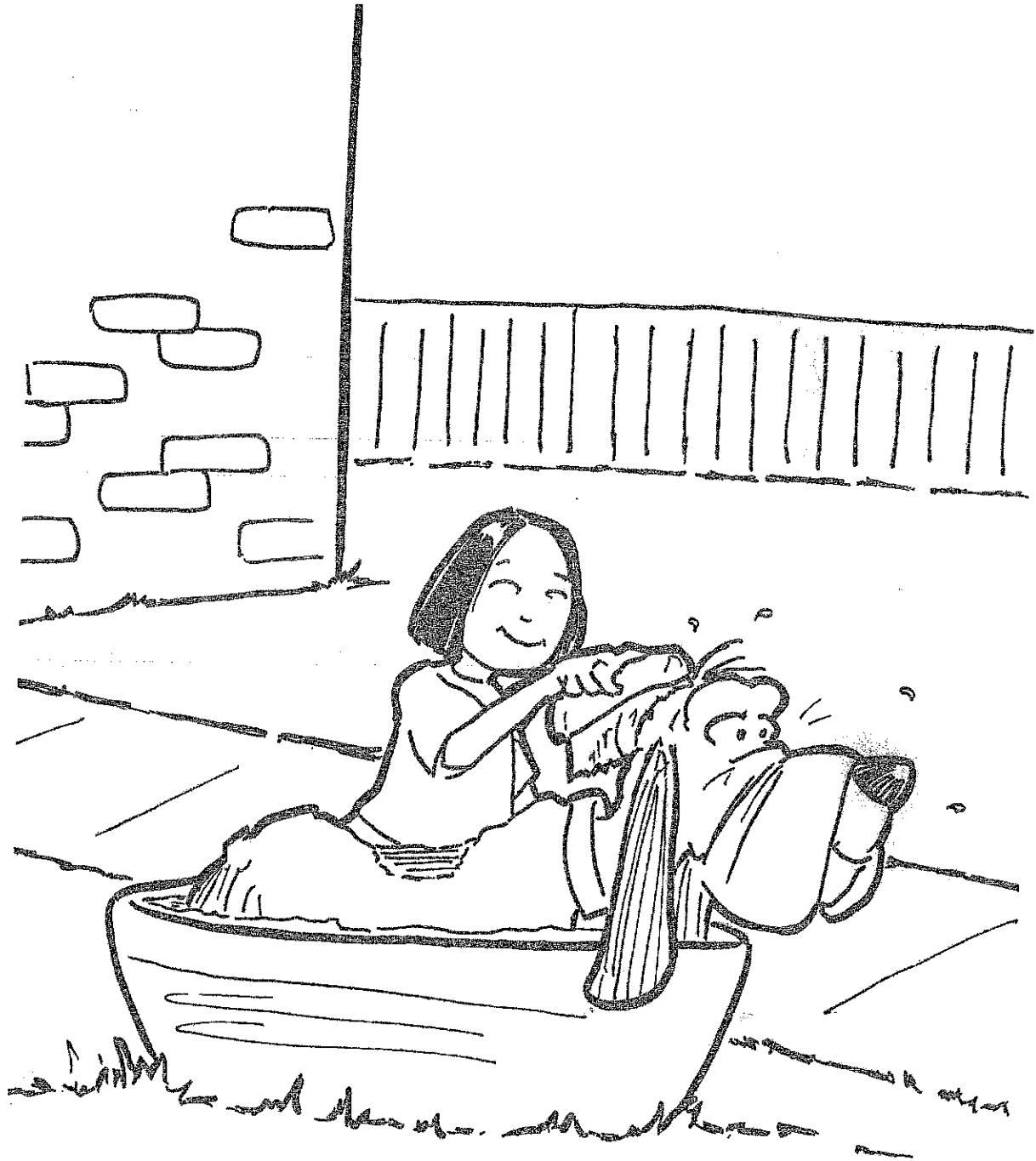
If appropriate for the students' ability, reproduce *Responsible People* (page 91). Ask students to name others they believe have shown responsible behavior. Direct the discussion to include words used in the *Responsibility Word Search*. For example, you might ask the students to name someone who made a good decision, was trustworthy, etc. Relate students' examples to *showing responsibility*. After everyone completes *Responsible People*, have the students share their choices. (*Note:* *Seeing whom a student considers to be responsible and the reasons for the selection can give the leader insight into the student's value system.*)

4. **To relate the concepts of duty, excellence, self-discipline, and accountability to responsibility.**

Reproduce the *Responsibility Flower Pattern* (page 93) and present the *Responsibility Flower* activity (page 92). Review the key aspects of *responsibility*. Have the students complete the activity and discuss the concepts.

**5. To review responsibility-related concepts.**

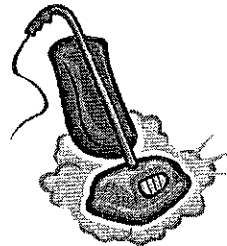
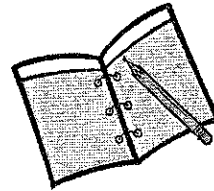
Reproduce *Responsibility Sportsmanship* (page 94), *Responsibility Sportsmanship Maze* (page 95), and *Responsibility Word Search* (page 96). Review the information on *Responsibility Sportsmanship*, instructing students to change negative statements into positive ones. When everyone has completed the two remaining activity sheets, discuss how each word in the *Responsibility Word Search* relates to *responsibility*.



Name \_\_\_\_\_

# Are You A Responsible Person?

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| 1. I complete my work when I should.                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I clean up when I make a mess.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I tell the truth.                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I help others.                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I apologize when I do something wrong.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I'm courteous.                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I always try my best.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I accept consequences when I make mistakes.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I listen to my teacher, parents, and other adults. | <input type="checkbox"/> | <input type="checkbox"/> |



I also show responsibility by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

# I Am Responsible

I show responsibility at school by:

---

---

---

I show responsibility at home by:

---

---

---

I show responsibility to my community by:

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---

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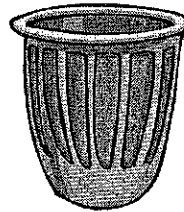


Name \_\_\_\_\_

# I Should Be Responsible For...

**Directions:** Check each item that you believe should be your responsibility.

Taking the trash out

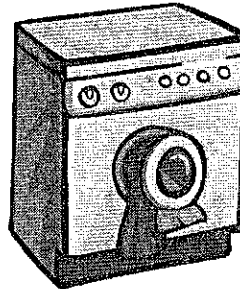


Paying the electric bill



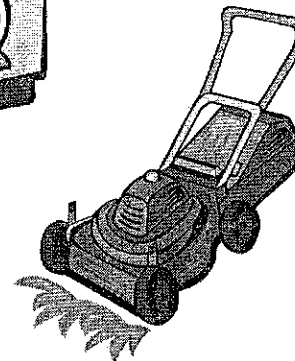
Making my doctor's appointments

Doing laundry



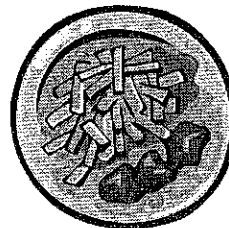
Doing homework

Mowing the lawn



Cleaning my bedroom

Making dinner



Making sure everyone listens to the teacher

Name \_\_\_\_\_

# Responsible People

**Directions:** List three responsible people you know and how they show responsibility.



Name

This person shows responsibility by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name

This person shows responsibility by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name

This person shows responsibility by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Responsibility Flower

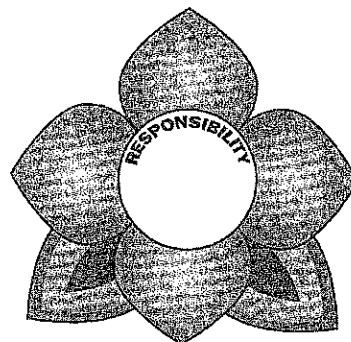
## Materials:

### For Each Student:

- Copy of *Responsibility Flower Pattern* (page 91)

### Have Available For The Group:

- Scissors
- Pencils
- Construction paper
- Crayons or markers



### For The Leader:

None

## Activity:

- Discuss these aspects of *responsibility*:

**Duty:** knowing and doing what is expected of you (It's your duty to bring your homework to school every day.)

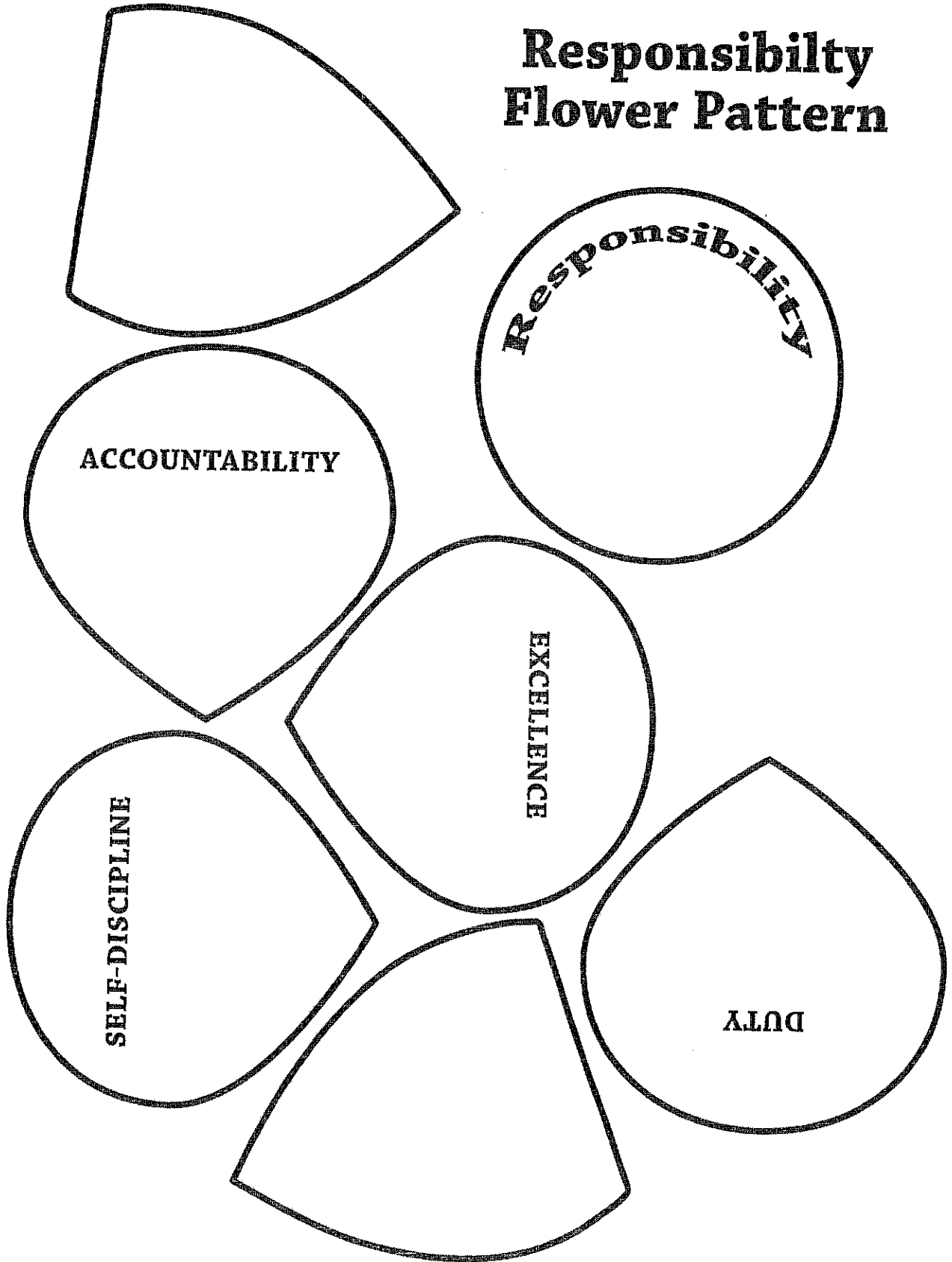
**Accountability:** accepting responsibility for your decisions, not playing the "blame game," thinking before you act, and considering the consequences of your actions (You're accountable for failing your spelling test if you chose not to study.)

**Excellence:** always trying your best, remembering that *excellence* doesn't mean *perfection* (You studied hard and got 90% on your math quiz.)

**Self-Discipline:** being in charge of everything you say and do, having good habits that lead to responsible decisions (You do all your chores at home before watching TV.)

- Have the group brainstorm examples of each concept.
- Distribute *Responsibility Flower Patterns*, scissors, pencils, crayons or markers, and construction paper. Have the students cut out the patterns provided to make a responsible flower, which they may decorate any way they like. The students should draw a picture or write a phrase appropriate for each concept. The flower pieces may be glued to construction paper and displayed.

# Responsibility Flower Pattern



Name \_\_\_\_\_

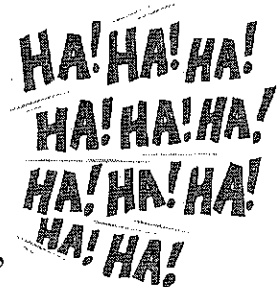
# Responsible Sportsmanship

*Being a good sport* is part of being a responsible person. Everyone likes to win, but learning to lose gracefully is very important. Change each statement below to something a good sport might say.



“Ha, ha! We won!”

\_\_\_\_\_



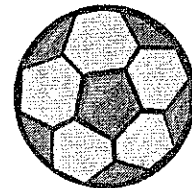
“We lost because you dropped the ball.”

\_\_\_\_\_



“I don’t want to play any more.”

\_\_\_\_\_



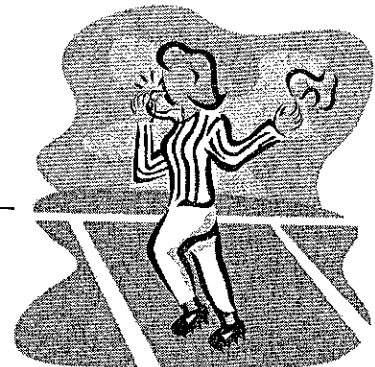
You guys don’t know what you’re doing.”

\_\_\_\_\_



“Those referees are dumb.”

\_\_\_\_\_



“I’m the best player here.”

\_\_\_\_\_

Name \_\_\_\_\_

# Responsibility Sportsmanship Maze



**START**



See if you can find your way through the good sportsmanship in the maze.

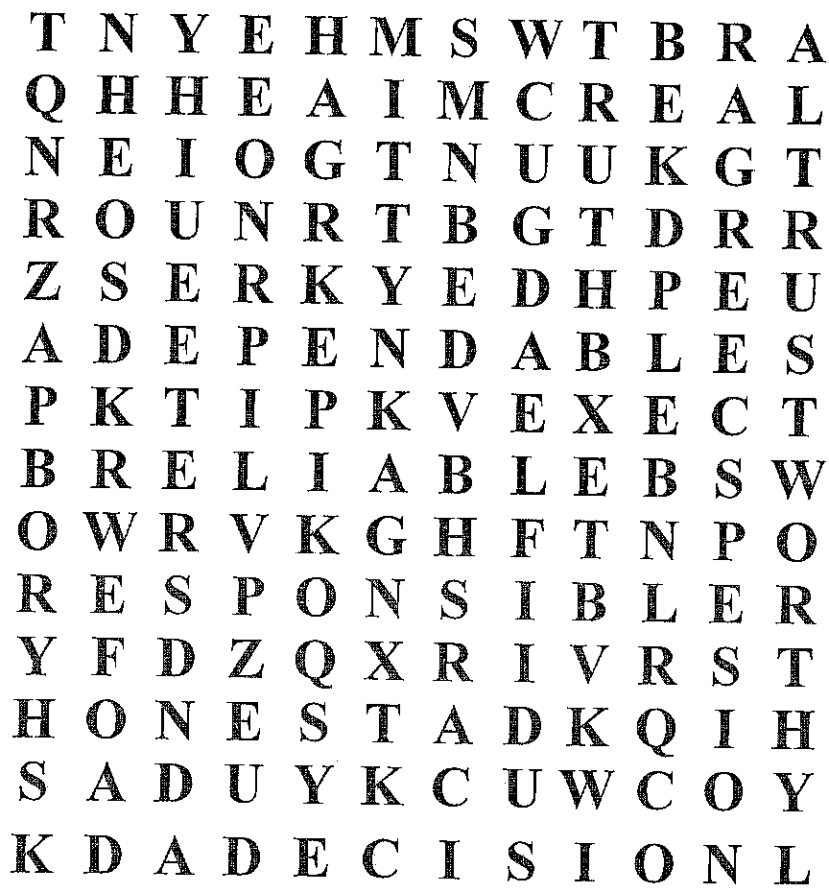
The maze contains the following phrases:

- Let's do our best.
- Good shot!
- GREAT GAME!
- You beat us fair & square.
- Let's shake hands.
- Great job Ref!
- Let's work together team!

The maze is decorated with basketball icons and hoop illustrations. The bottom border features a checkered pattern and a row of basketballs.

Name \_\_\_\_\_

# Responsibility Word Search



T N Y E H M S W T B R A  
Q H H E A I M C R E A L  
N E I O G T N U U K G T  
R O U N R T B G T D R R  
Z S E R K Y E D H P E U  
A D E P E N D A B L E S  
P K T I P K V E X E C T  
B R E L I A B L E B S W  
O W R V K G H F T N P O  
R E S P O N S I B L E R  
Y F D Z Q X R I V R S T  
H O N E S T A D K Q I H  
S A D U Y K C U W C O Y  
K D A D E C I S I O N L



RESPONSIBLE

DECISION

RELIABLE

TRUSTWORTHY

THINK

AGREE

DEPENDABLE

HONEST

TRUTH



SECTION 8

Activities For Students  
With Special Needs



# SELF AWARENESS



# Self-Awareness

## Goals for this unit are:

1. To help students understand the meaning of *self-awareness* and how it pertains to them.

Depending on students' abilities, reproduce *My Wonderful Self* (page 99) and/or *All About Me* (pages 100-102). Ask students to name one thing they like about themselves and one thing they dislike. Explain that knowing things about themselves is called *self-awareness*. When everyone has completed the activity sheet(s), discuss what students may have realized about themselves.

2. To have students consider their likes and dislikes, talents, and backgrounds to further their self-awareness and examine their choices in relation to family members.

Reproduce *Three Things I Like To Do In School* (page 103), *The Thing I'm Best At Is...* (page 104), and *This Is My Family* (page 105). Students may write or draw their answers. Encourage those who draw to color their pictures. Have the students share their completed work and explain their choices. Ask if any family member would answer as the students did.

3. To review concepts related to *self-awareness*.

Reproduce *Self-Awareness Word Search* (page 106). When everyone has completed the activity sheet, discuss how each word relates to *self-awareness*.



# My Wonderful Self



My name is \_\_\_\_\_.



I'm \_\_\_\_\_ years old.



My eyes are \_\_\_\_\_ and my hair is \_\_\_\_\_.

My favorite adults are \_\_\_\_\_.

My best friend's name is \_\_\_\_\_.

My favorite ice cream is \_\_\_\_\_.

My favorite school subject is \_\_\_\_\_.

When I grow up, I want to be \_\_\_\_\_.

I can tell anything to \_\_\_\_\_.

My favorite weekend activity is \_\_\_\_\_.

I'm happiest when \_\_\_\_\_.

I'm a good friend when I \_\_\_\_\_.

I'm proud when \_\_\_\_\_.

If I had one wish, it would be \_\_\_\_\_.

My three best qualities are \_\_\_\_\_.

I like me because \_\_\_\_\_.



# All About Me

## Materials:

### *For Each Student:*

- Copy of *All About Me* (page 102)
- Pencil

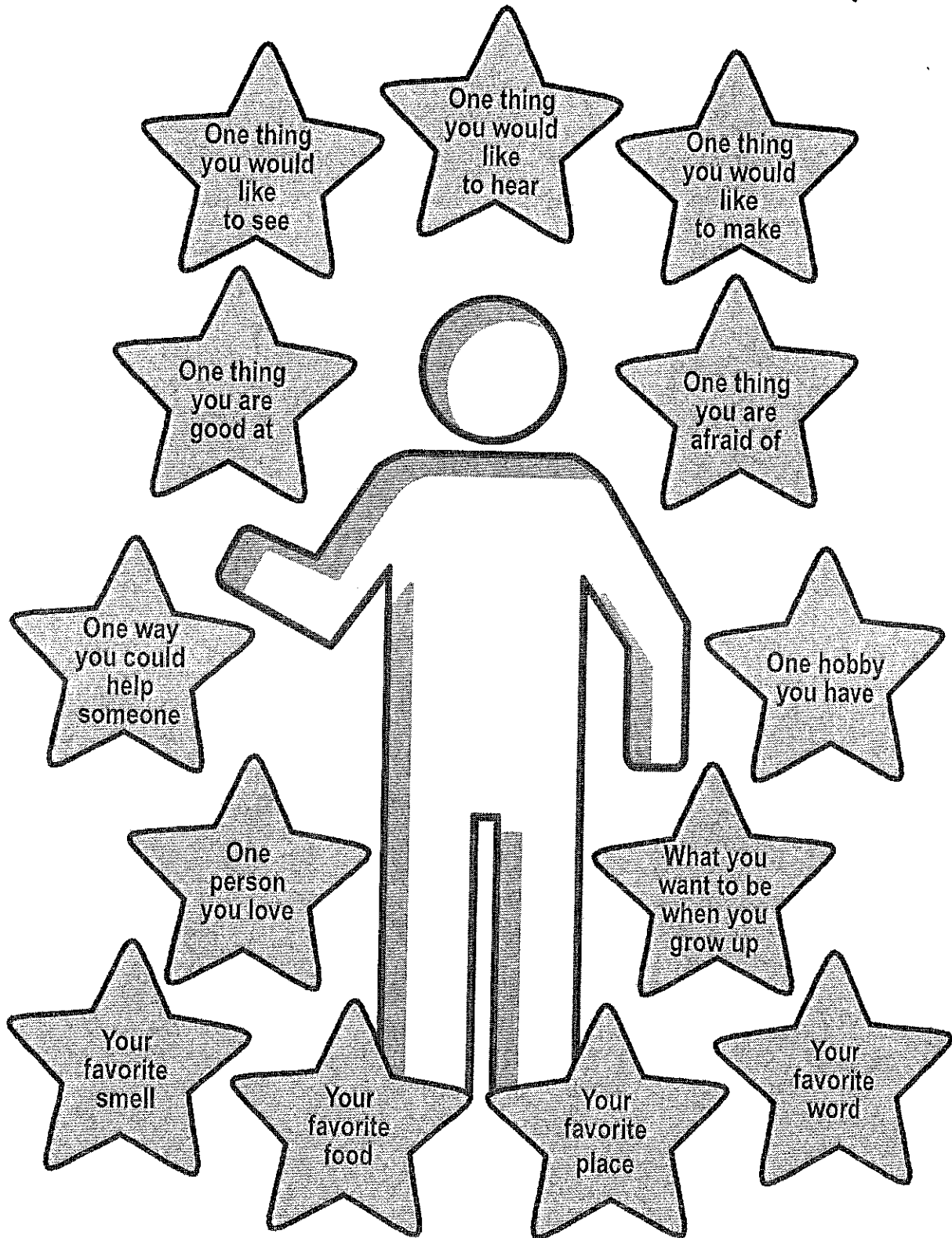
### *For The Leader:*

- Copy of *All About Me Instructor's Key* (page 101)

## Activity:

- Tell the students they will write many different things about themselves on the activity sheet. Explain that there are no right or wrong answers and that their answers may or may not be the same as other students' answers.
- Distribute *All About Me* and pencils. Have students add a face, hair, and clothing (optional) to the activity sheet. Explain that you'll ask them to write different things about themselves on the activity sheet. They should write each answer on a star. For example, if asked one thing they would like to see, the student should write the answer on the star of his/her choice. Explain that there are no right or wrong answers.
- Have the students share one or two things from their completed drawings.

# All About Me Instructor's Key



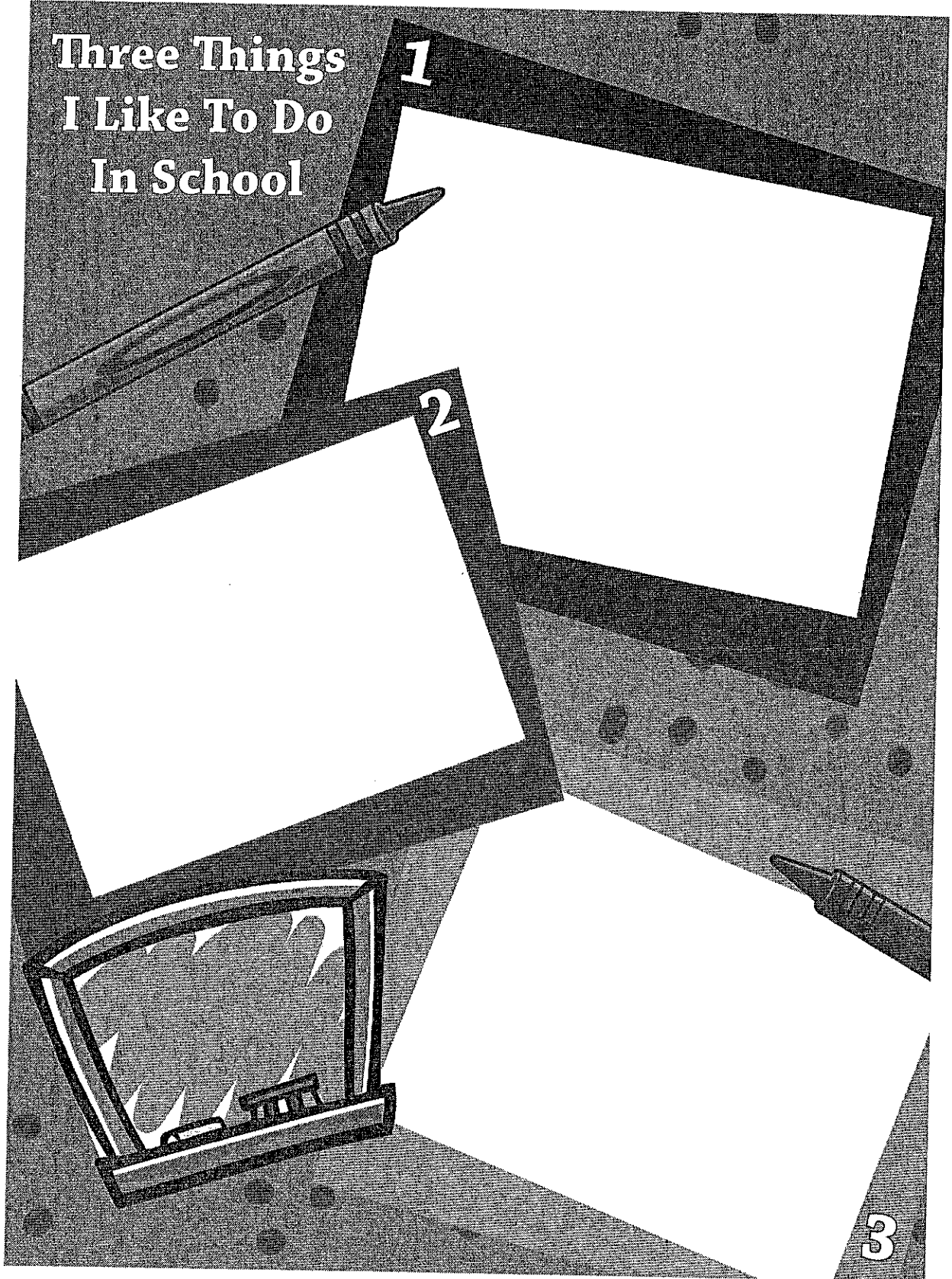
Name \_\_\_\_\_

# All About Me



Name \_\_\_\_\_

# Three Things I Like To Do In School

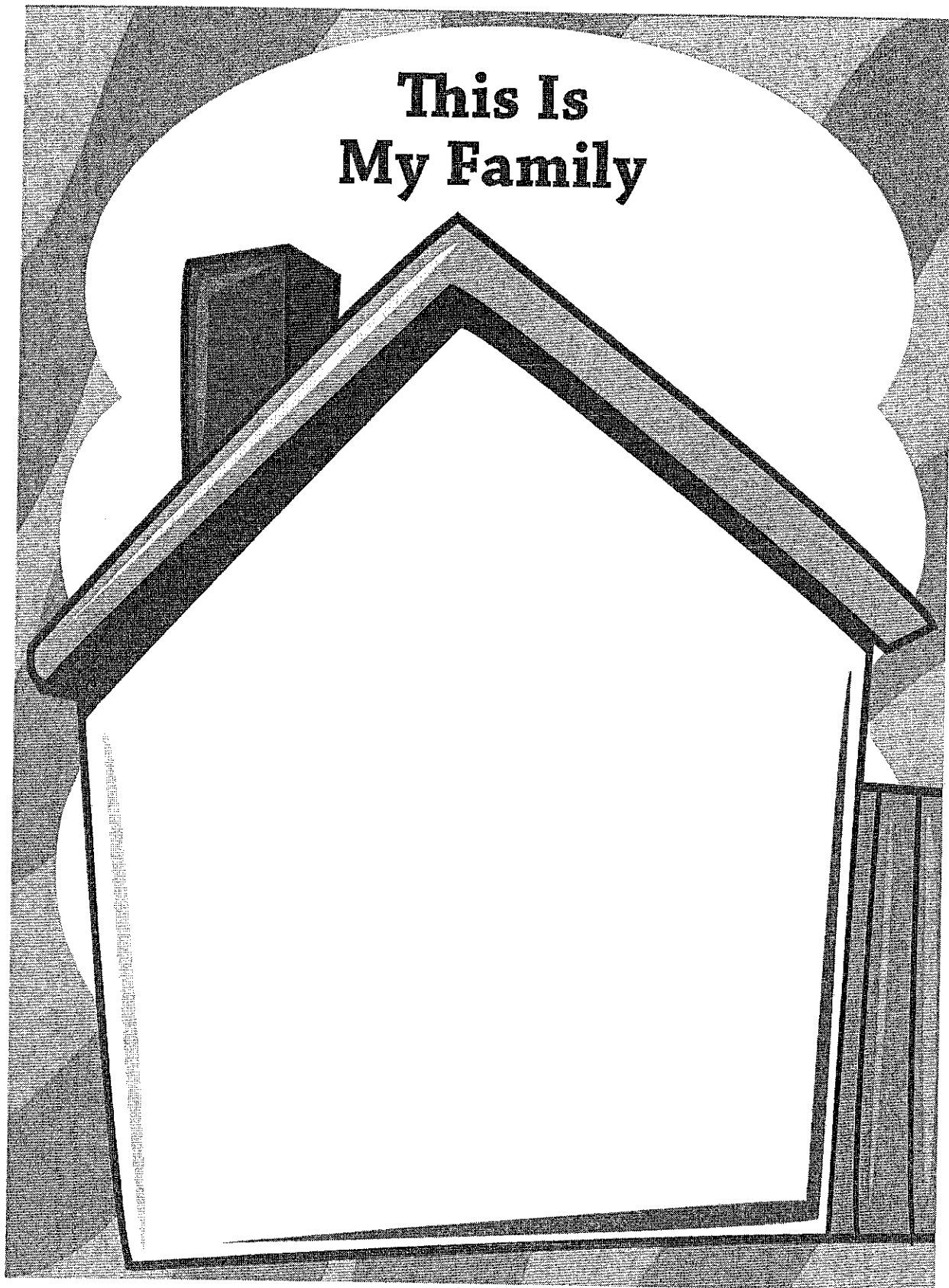


Name \_\_\_\_\_





Name \_\_\_\_\_



Name \_\_\_\_\_

# Self-Awareness Word Search



S T A L E N T S T E I V  
E P F T R A I T S A N M  
L Q R T X T E U I P D F  
F U P V L T R A D H I A  
A A P O S I T I V E V M  
W L R H E T K K K B I I  
A I O E J U C E X O D L  
R T U N I D F L S B U Y  
E I D V Y E E P L H A D  
N E H W I J A Y W H L A  
E S E L F E S T E E M V  
S L E E N H F Q K L M U  
S B C O N F I D E N C E  
J B E L I E F U X V O R



SELF-ESTEEM

POSITIVE

PROUD

TALENTS

FAMILY

QUALITIES

INDIVIDUAL

LIKES

TRAITS

CONFIDENCE

ATTITUDE

BELIEF

SELF-AWARENESS

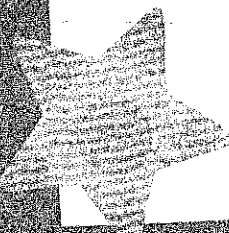


**SECTION 9**

**Activities For Students  
With Special Needs**



**SHARING**





# Sharing

## Goals for this unit are:

1. To examine the importance of *sharing*.  
Reproduce *All About Sharing* (page 109). (Note: If writing answers is not appropriate, make this an oral activity.) Ask students to brainstorm reasons why sharing is important. Have them tell the group what they share with others and why they choose to share those items. When everyone has completed *All About Sharing*, have students share their answers.

2. To realize that *sharing* isn't always appropriate.  
Reproduce *Sharing Objects* (page 110) and/or *Would You Share?* (page 111). Use the completed activity sheet(s) as a basis for discussing whether sharing is always appropriate and, if not, what should not be shared and why.

3. To identify language that promotes *sharing*.  
Reproduce *Sharing Words* (page 112). Have students describe times they haven't shared and tell why they chose not to share. Review the activity sheet directions. After completing the activity sheet, students should identify statements they've made or heard others make. Ask students to explain their choices.

4. To have students personalize *sharing* incidents.  
Reproduce *I Share* (page 113). Students should draw, on the activity sheet, a picture of a time they shared with someone. Ask if they'd like to share their pictures with the group.

5. To have students *share*.  
Use *The Sharing Stone* activity (page 114) to allow students to practice sharing. Then discuss whether this type of sharing was difficult.

6. To review concepts related to *sharing*.  
Reproduce *Sharing Word Search* (page 115). When everyone has completed the activity sheet, discuss how each word relates to *sharing*.

Name \_\_\_\_\_

# All About Sharing

I share with \_\_\_\_\_

\_\_\_\_\_

I always share my \_\_\_\_\_

\_\_\_\_\_

I like it when my friends share their \_\_\_\_\_

\_\_\_\_\_

I have a hard time sharing my \_\_\_\_\_

\_\_\_\_\_

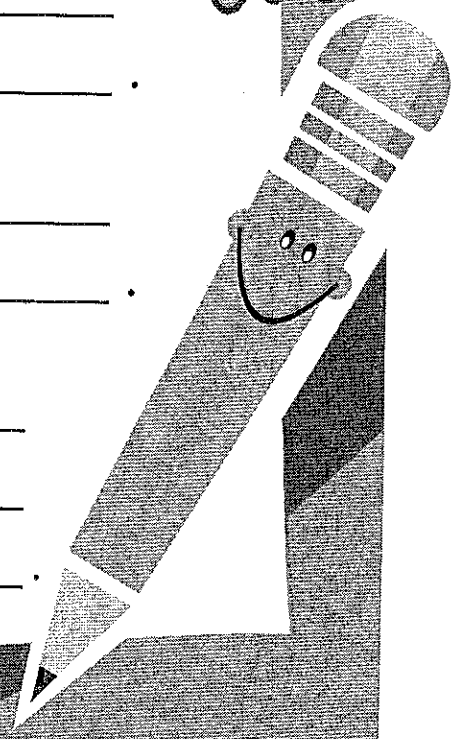
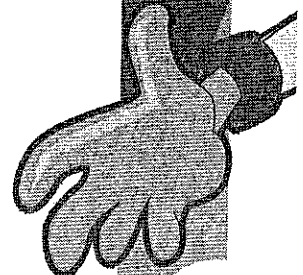
When someone shares with me, I feel \_\_\_\_\_

\_\_\_\_\_

Sharing is important because \_\_\_\_\_

\_\_\_\_\_

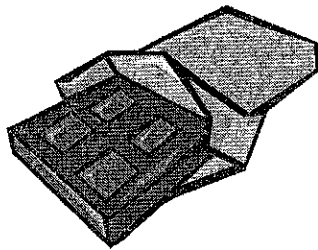
\_\_\_\_\_



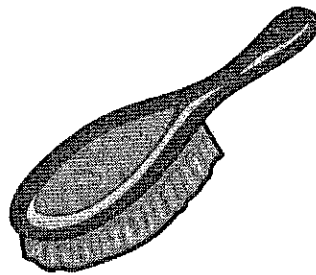
Name \_\_\_\_\_

# Sharing Objects

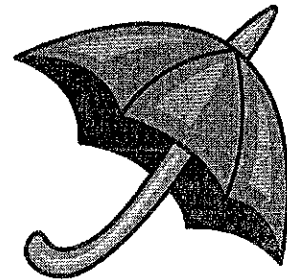
**Directions:** If an item below is one you should share, circle the picture. If the object shouldn't be shared, put an X through the picture.



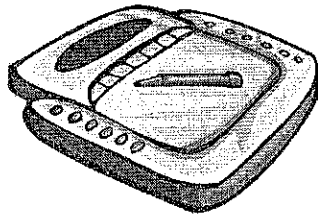
Candy



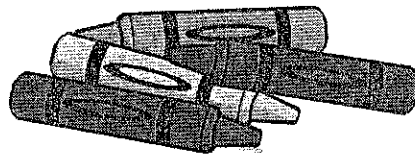
Brush



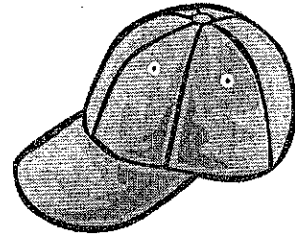
Umbrella



Game



Crayons



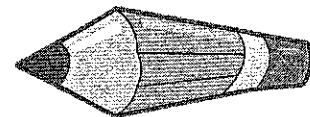
Hat



Clothes



Ball




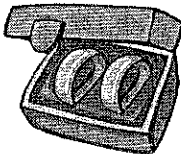
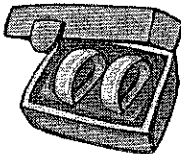

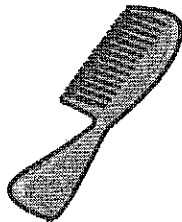
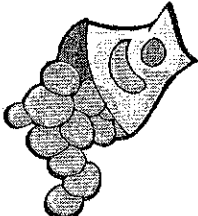

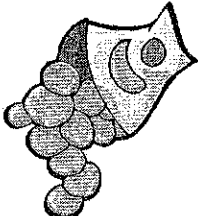


Pencil

Name \_\_\_\_\_

# Would You Share?

Would you share these items with friends?

- |                     |  |     |    |
|---------------------|--|-----|----|
| 1. Toothbrush       |     | Yes | No |
| 2. Markers          |     | Yes | No |
| 3. Videogames       |     | Yes | No |
| 4. Mom's jewelry    |   | Yes | No |
| 5. Building blocks  |   | Yes | No |
| 6. Dad's cell phone |  | Yes | No |
| 7. Comb             |   | Yes | No |
| 8. Your feelings    |   | Yes | No |
| 9. CDs              |   | Yes | No |
| 10. Snacks          |   | Yes | No |

Name \_\_\_\_\_

# Sharing Words

**Directions:** Children sometimes make the following statements. Circle friendly comments that promote sharing. At the bottom of the page, draw what you think *sharing* looks like.

**That's mine!**

**It's your turn.**

**We can make room  
for one more.**

**It's my toy, and I'll decide  
who gets to play with it.**

**You may borrow my eraser.**

**I'll take half if you  
want the other half.**

**I'm the best artist, so I  
should get the best crayons.**

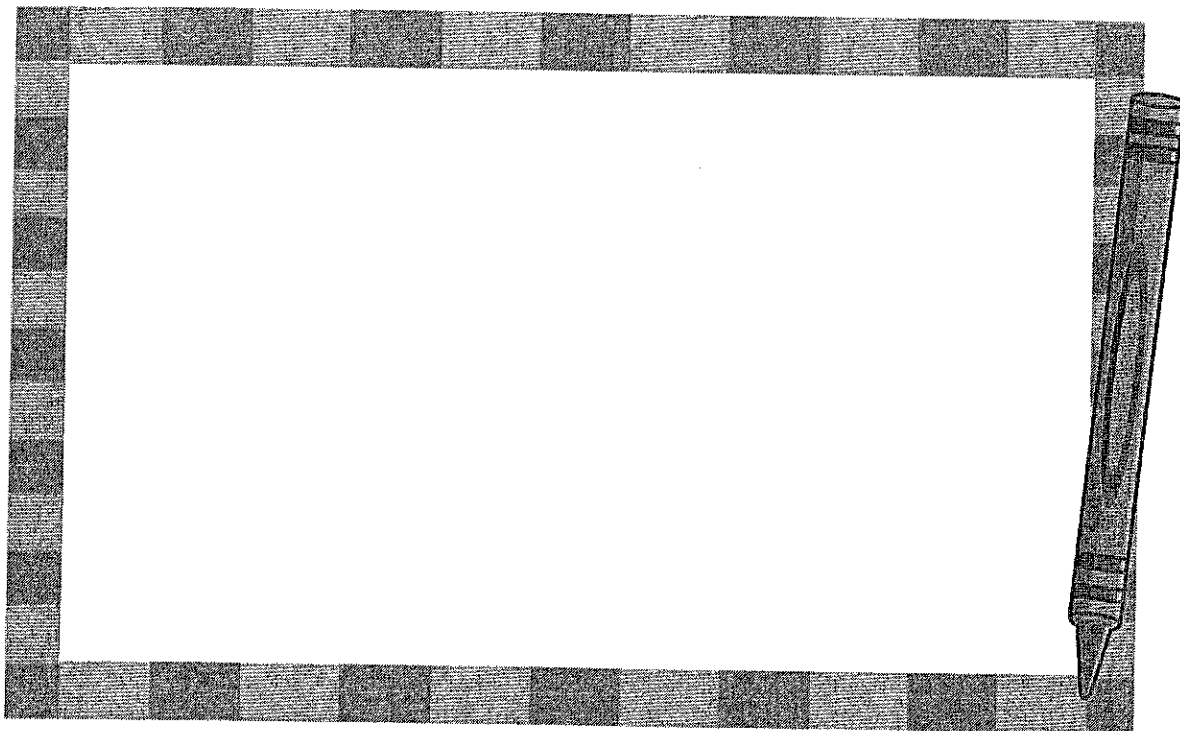
**Let's split the last cookie.**

**Come join our group.**

**I have only enough  
cupcakes for my friends.**

**I get to go first,  
since I'm the smartest.**

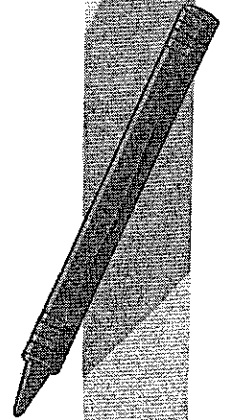
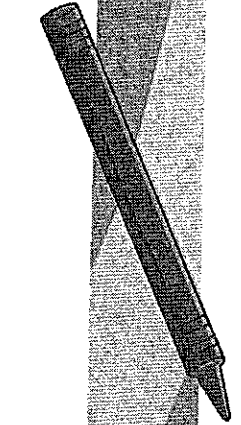
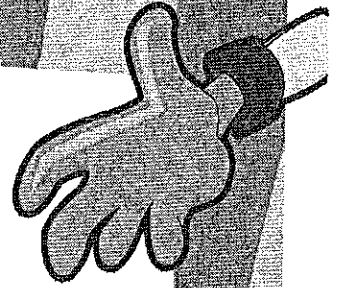
**You may use my pencil.**



Name \_\_\_\_\_

# I Share

Draw a picture of you sharing with someone.



# The Sharing Stone

## Materials:

### *For Each Student:*

None

### *For The Leader:*

- Shiny stone

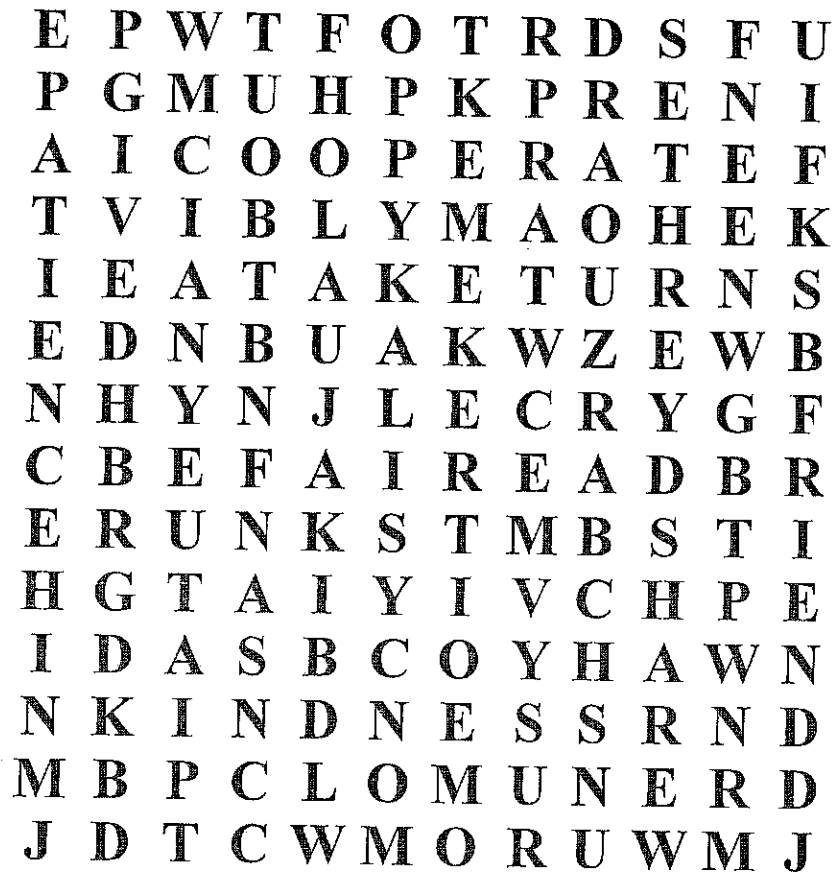
## Activity:

- The students sit in a circle.
- Show the students the stone and say it will be passed around the circle. The student holding the stone will tell something he/she would like the group to know about him/herself.
- Give the stone to one student and begin. After everyone has shared, have each student name one thing he/she learned about someone and tell how it felt to share this type of information.
- (*Note:* The leader may participate in the activity.)



Name \_\_\_\_\_

# Sharing Word Search



E P W T F O T R D S F U  
P G M U H P K P R E N I  
A I C O O P E R A T E F  
T V I B L Y M A O H E K  
I E A T A K E T U R N S  
E D N B U A K W Z E W B  
N H Y N J L E C R Y G F  
C B E F A I R E A D B R  
E R U N K S T M B S T I  
H G T A I Y I V C H P E  
I D A S B C O Y H A W N  
N K I N D N E S S R N D  
M B P C L O M U N E R D  
J D T C W M O R U W M J



NICE

SHARE

FRIEND

TAKE TURNS

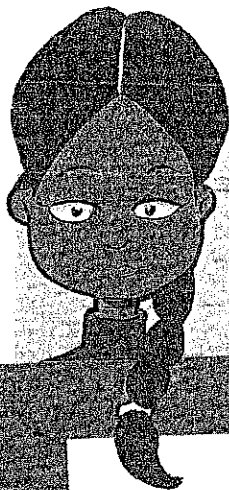
PATIENCE

COOPERATE

KINDNESS

GIVE

BE FAIR



**SECTION 10**

**Activities For Students  
With Special Needs**



**MANNERS**



# Manners

## Goals for this unit are:

### 1. To explain the meaning of *manners*.

Reproduce *Please, Thank You, And Other Mannerly Expressions* (page 119) and *My Manners* (page 120). Discuss the concept of *manners* and ask what *manners* are. Students brainstorm examples of how they've used good manners. After everyone has completed the activity sheets, discuss the responses as a group.

### 2. To evaluate how well and how consistently manners are used.

This section includes four activities. Reproduce *Manners Rating* (page 121), *Manners Are Important*, (page 122), and *Am I Using My Manners?* (page 123). Give each student a blank piece of paper. Instruct the students to fold their papers in half. On a scale of 1 through 5, with 1 meaning *not well* and 5 being *very well*, the students write a number corresponding to how they use manners, then fold their paper so their numbers cannot be seen. Distribute the activity sheets. Students should complete *Manners Rating* and discuss their answers as a group, then complete *Am I Using My Manners?* and discuss their answers. Ask the students to look at the number written on the folded paper. Those who feel OK with their use of manners raise their right hand. Those who believe they need to improve should raise their left hand. Conclude the lesson by having the students complete *Manners Are Important....* The answer is "all of the time."

### 3. To illustrate using good manners in familiar situations.

Reproduce *More Manners* (page 124). Ask for examples of how students use manners in the situations listed on the activity sheet. Have the students illustrate their examples, then share their drawings with the group.

### 4. To review concepts related to *manners*.

Reproduce *Manners Word Search* (page 125). When everyone has completed the activity sheet, discuss how each word relates to *manners*.

Name \_\_\_\_\_

# Please, Thank You, And Other Mannerly Expressions

**Directions:** In each blank, write the appropriate mannerly expression.

When I sneeze, I should \_\_\_\_\_.

When I need something passed to me, I should \_\_\_\_\_.

When eating lunch, I should \_\_\_\_\_.

When it isn't my turn, I should \_\_\_\_\_.

When my friend shares his crayons with me, I should \_\_\_\_\_.

When I need help with my work, I should \_\_\_\_\_  
when I ask my teacher or friend.

When someone says "hello" to me, I should \_\_\_\_\_.

If I use toys with my friends, I should help \_\_\_\_\_.

Please

WORD BANK

HELLO

say, "Excuse me."  
say, "Please help me."  
ask nicely  
wait patiently

THANK  
YOU

pick them up  
say, "Thank you."  
chew with my mouth closed  
say, "Hello."

Name \_\_\_\_\_

# My Manners

I show good manners at school by:

---

---

---

I show good manners at home by:

---

---

---

I show good manners to my friends by:

---

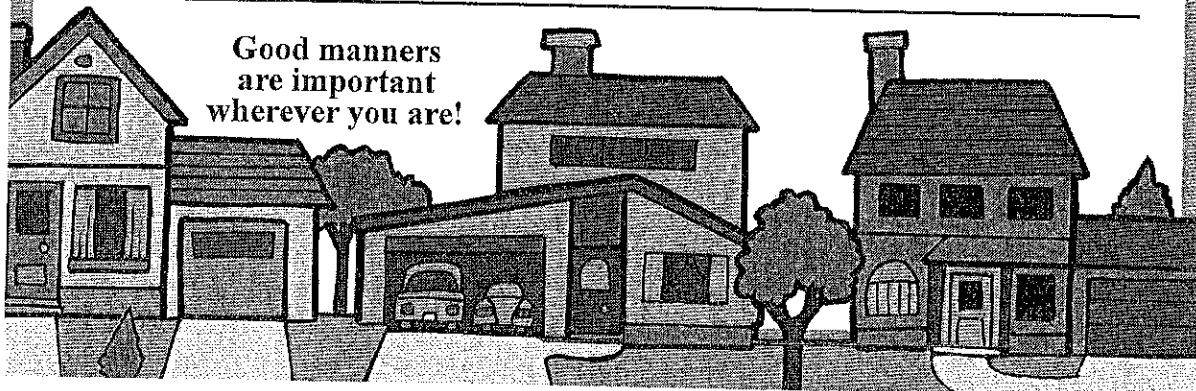
---

---

I show good manners to my community by:

---

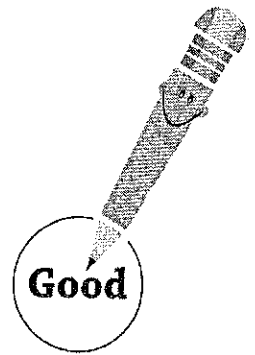
---



Name \_\_\_\_\_

# Manners Rating

**Directions:** Courtesy and good manners are important when building solid social skills. Circle the *Manners Rating* for each situation below and explain your decision.



**Situation 1:** The bell was about to ring, and Kyle was in a rush to get to class. Hurrying down the hall, he bumped into another student and knocked her down. Kyle yelled, "Sorry" and kept going.

**Manners Rating:**    **Good**            **Fair**            **Poor**

---

**Situation 2:** Samantha has a strange, unattractive new hair cut. As soon as Samantha got to school, she asked how Kayla liked it. Kayla said it looked nice.

**Manners Rating:**    **Good**            **Fair**            **Poor**

---

**Situation 3:** Kids Josh didn't like wanted to join the game he was playing with Scott. Josh pretended not to hear them and looked the other way.

**Manners Rating:**    **Good**            **Fair**            **Poor**

---

**Situation 4:** Only a few slices of pizza were left. Danny was hungry, so he reached across the table and grabbed the pizza.

**Manners Rating:**    **Good**            **Fair**            **Poor**

---

**Situation 5:** Realizing she won't get to her friend's house on time, Rachel calls to apologize. She says she'll get there as soon as she can.

**Manners Rating:**    **Good**            **Fair**            **Poor**

---

Name \_\_\_\_\_

# Manners Are Important

Directions: Use the key to answer the question,  
"When are manners important?"

KEY:												
C	N	W	H	X	M	Z	A	S	K	V	E	P
1	2	3	4	5	6	7	8	9	10	11	12	13
G	O	L	B	U	F	R	I	Y	D	T	Q	J
14	15	16	17	18	19	20	21	22	23	24	25	26

**SORRY**

*When are  
manners important?*

*Please*

8 16 16

15 19

24 4 12

24 21 6 12

**THANK YOU**



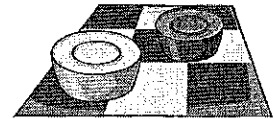
Name \_\_\_\_\_

## Am I Using My Manners?

**Directions:** Circle *yes* or *no* to indicate if manners are being used in each scenario.

1. Greg and Kerry are playing checkers. Kerry wins the game. She's so excited, she calls Greg a big loser.

**Using Manners?** YES or NO



2. Shane fell in gym class and had to see the nurse. Students were standing in front of the nurse's door. Shane said, "Excuse me" and passed between two students.

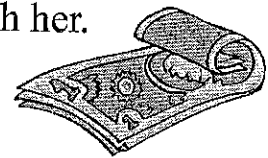
**Using Manners?** YES or NO

3. Amy won the spelling bee. Sam congratulated Amy, even though he was upset he hadn't won.

**Using Manners?** YES or NO

4. Kim received a card and money from her grandmother. She sent a thank you note and called her grandmother to talk with her.

**Using Manners?** YES or NO



5. When Alex didn't hear what his mother told him to do, he said, "Pardon me?"

**Using Manners?** YES or NO

Name \_\_\_\_\_



### At Home

Blank space for drawing oneself at home.

# More Manners

Directions: Draw yourself using good manners in each of these settings.



### At School

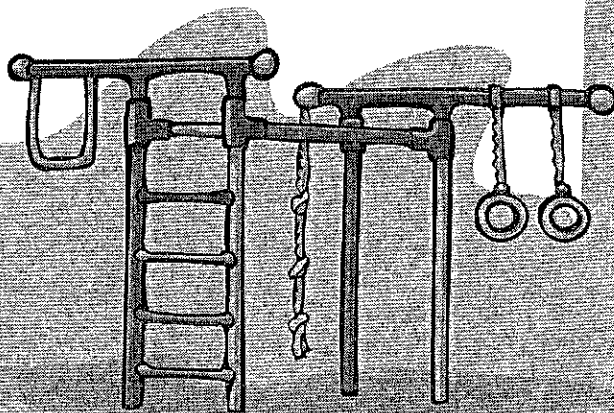
Blank space for drawing oneself at school.

### On The Playground

Blank space for drawing oneself on the playground.

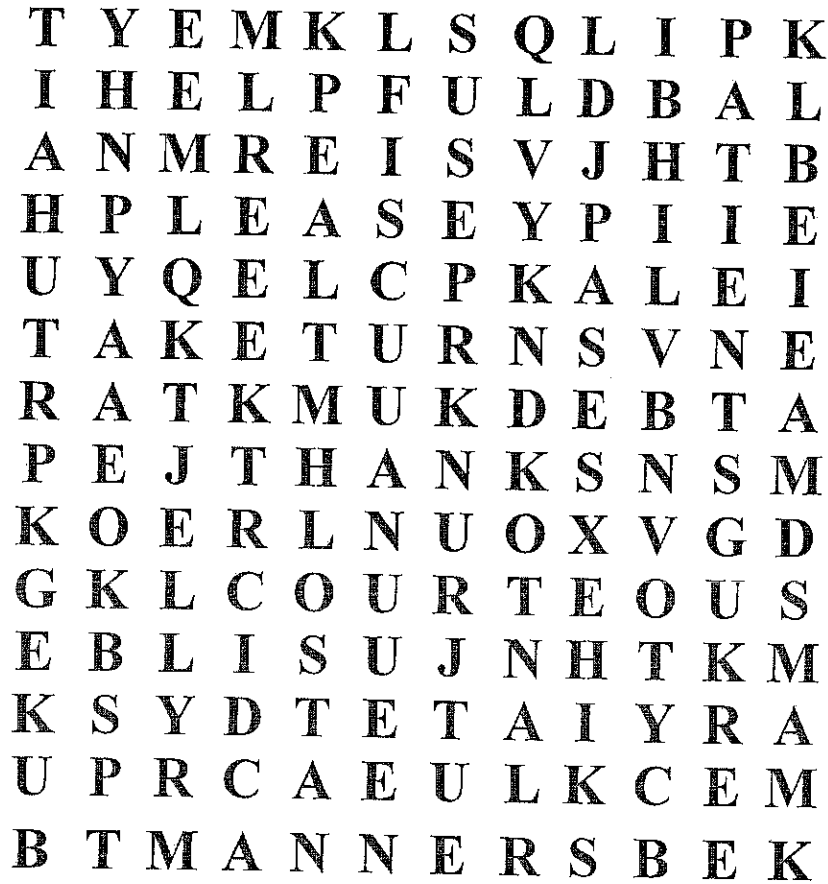
### In The Cafeteria

Blank space for drawing oneself in the cafeteria.

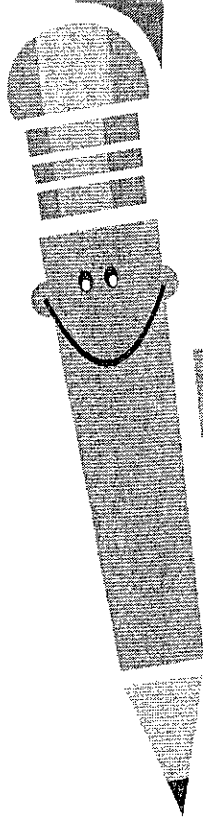


Name \_\_\_\_\_

# Manners Word Search



T Y E M K L S Q L I P K  
I H E L P F U L D B A L  
A N M R E I S V J H T B  
H P L E A S E Y P I I E  
U Y Q E L C P K A L E I  
T A K E T U R N S V N E  
R A T K M U K D E B T A  
P E J T H A N K S N S M  
K O E R L N U O X V G D  
G K L C O U R T E O U S  
E B L I S U J N H T K M  
K S Y D T E T A I Y R A  
U P R C A E U L K C E M  
B T M A N N E R S B E K



PLEASE

THANKS

NICE

MANNERS

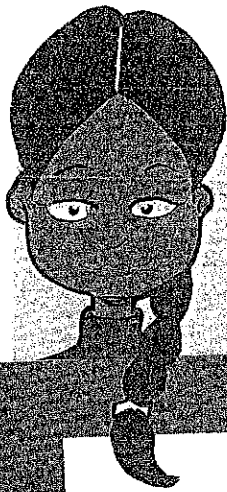
HELPFUL

POLITE

PATIENT

COURTEOUS

TAKE TURNS

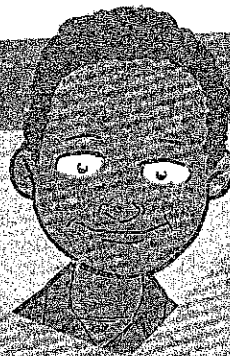


**SECTION 11**

**Activities For Students  
With Special Needs**



**TEAMWORK**



# Teamwork

## Goals for this unit are:

1. **To discuss the importance of teamwork as a life skill.**

Ask students what *teamwork* is and how they use it every day. Have them brainstorm why this skill is important and consider whether teamwork principles are always easy to apply.

2. **To have students participate in group activities that involve *showing respect, sharing, using manners, and listening.***

Reproduce *What Would You Choose?* (page 129). Divide the students into groups of three or four and give each group the activity sheet and a pencil. Review the directions with the students. Remind them they must use skills they've already learned, and tell them how much time they have to complete the activity. When the allotted time has elapsed, each group will name the 10 items members selected to take on the camping trip. Introduce the *It's In The Basket* activity (page 130). After each teamwork activity, discuss any difficulties the students encountered. Ask them what they enjoyed about the task and what was frustrating.

3. **To continue participating in group activities that promote and test teamwork-related skills.**

Reproduce *Name That Place* (page 131). Divide the students into groups of three or four. Give each group the activity sheet and a pencil. Tell the students to agree on a name for their store, five items they will sell, and what each item will cost. Tell them how long they have to complete the activity and that they'll share their completed activity with the entire group. If time allows, divide the students into new groups for the *Build It* activity (page 132). If time remains after completing this activity, divide the students again and have the new groups complete the *Teamwork Art* activity (page 133). After each teamwork activity, discuss any difficulties the students encountered. Ask the students what they enjoyed and what was frustrating.

4. **To involve students in an enjoyable, rewarding group teamwork exercise.**

Near the end of the teamwork unit, use the *Unwrapping Teamwork* activity (page 134) for an enjoyable, rewarding teamwork exercise.

5. **To review teamwork-related concepts.**

Reproduce *Teamwork Word Search* (page 135) When everyone has completed the activity sheet, discuss how each word relates to *teamwork*.

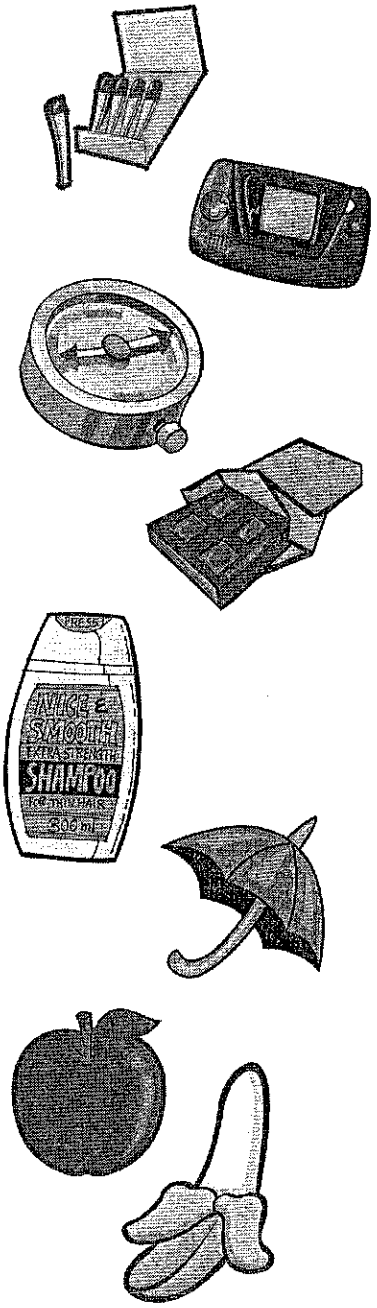
Name \_\_\_\_\_

# What Would You Choose?

**Directions:** You and three friends decide to go camping for one night. The four of you may bring only 10 items since your backpacks cannot hold more. As a group, decide which 10 of these 20 items are the most important to have on your camping trip.

1. Sleeping bags
2. Matches
3. Hand-held videogame
4. Compass
5. CD Player
6. Bottles of water
7. Book
8. Candy bars
9. Flashlight
10. Marshmallows
11. Medium-sized tent
12. Shampoo
13. Hot cocoa mix
14. Large pot
15. Two sweatshirts
16. Baseball cards
17. Umbrella
18. Fruit
19. Toilet paper
20. First aid kit

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# It's In The Basket

## Materials:

### *For Each Student Group:*

- Paper crumpled into a ball

### *For The Leader:*

- Table
- Wastebasket
- Timer (optional)

## Activity:

- Place a table in the front of the room. Put a wastebasket on the floor at one end.
- Divide the students into groups of two or three. Give each group a piece of paper crumpled into a ball.
- Tell the students they will work together to blow on their paper ball until it moves from one end of the table to the other and into the basket. If the paper ball falls off the table before reaching the basket or students attempt to move the ball by other means, the group must start over. Each group will have three chances to complete the task.
- Remind the students that teamwork involves taking turns and showing respect.
- *Optional:* You may time each group and declare the team with the shortest time the winner.



Names \_\_\_\_\_

# Name That Place

**OUR STORE'S NAME:**

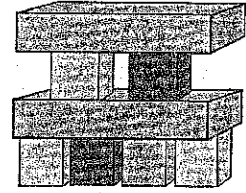
**5 Items We Will Sell**

**Price**

1	\$
2	\$
3	\$
4	\$
5	\$

*Open For  
Business*

# Build It



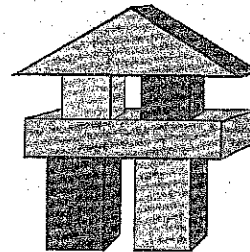
## Materials:

### For Each Student Group:

- Colored blocks of the same number and color as the model design

### For The Leader:

- Table
- Model design made of colored blocks  
(The leader constructs any type of block design, using blocks of different colors and sizes.)



## Activity:

- Place a table in the front of the room.
- Divide the students into groups of two or three.
- Display the model design on the table.
- Give each group the number and color of blocks as in the model design.
- Tell the students to work together and reproduce the model design.
- Allow 15 minutes for the groups to accurately complete the design
- Ask:

*Was it difficult to work together?*

*Was it difficult to work with specific blocks?*

*Did anyone break the rules of teamwork (yelling, grabbing materials, not taking turns, etc.)?*

*Was the activity fun?*

# Teamwork Art

## Materials:

### *For Each Student:*

- 2 crayons, markers, or pencils of different colors

### *For Each Student Group:*

- Art paper

## Activity:

- Divide the students into groups of three or four.
- Give each group art paper. Give each student two crayons, markers, or pencils of different colors.
- Tell the students they will create artwork by working cooperatively. They must use only colors they are given and not trade with anyone. Tell them what kind of picture you want them to create (a tree, house, flower, etc.). Explain that the student with the brown crayon will draw whatever in the picture should be brown. They must use all the colors, and everyone must participate. Tell the students how much time they have to complete the activity. When the allotted time has elapsed, have the groups share their creations.
- Then discuss the following questions:

*Did everyone get a chance to be creative?*

*Did one person take charge of the group? If so, how did that person get to be the leader?*

*Do you like how your creation turned out?*

*What was the hardest part of working as a team?*

*What was the easiest part of working as a team?*

*Did teammates encourage each other?*

# Unwrapping Teamwork

(This activity should be used near the end of the unit.)

## Materials:

### *For Each Student:*

None

### *For The Leader:*

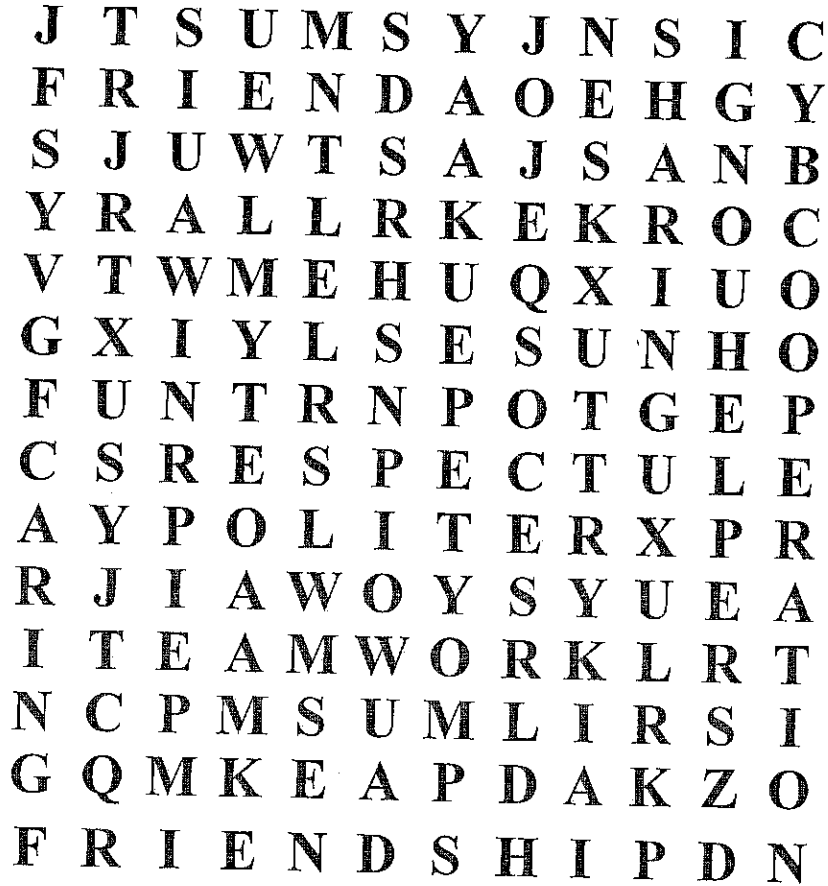
- Wrapped “present” for the class (package of cookies, board game, puzzle, etc.)
- Different kinds of wrapping paper, tissue paper, newspaper (or a combination)
- Tape
- CD player and CD of music or cassette player and tape of music

## Activity:

- Wrap the “present” in many differing layers of paper. Use a different kind of paper for each layer.
- Have the students sit in a circle. Tell the students they will pass the present to the right until the music stops.
- Hand one student the present and start the music. Look away from the group and periodically stop the music. The student holding the present when the music stops will unwrap one layer.
- Continue until the present is completely unwrapped.
- Once the present is unwrapped, ask:
  - Who unwrapped the present?*
  - Whose present is it?*
- Discuss the principles of *teamwork*. Let the students enjoy the present they unwrapped as a team.

Name \_\_\_\_\_

# Teamwork Word Search



J T S U M S Y J N S I C  
F R I E N D A O E H G Y  
S J U W T S A J S A N B  
Y R A L L R K E K R O C  
V T W M E H U Q X I U O  
G X I Y L S E S U N H O  
F U N T R N P O T G E P  
C S R E S P E C T U L E  
A Y P O L I T E R X P R  
R J I A W O Y S Y U E A  
I T E A M W O R K L R T  
N C P M S U M L I R S I  
G Q M K E A P D A K Z O  
F R I E N D S H I P D N

FRIENDSHIP

FRIEND

CARING

HELPERS

POLITE

RESPECT

RULES

SHARING

TRUST

TEAMWORK

COOPERATION

FUN