



## Digital Lesson Bundle Outline | Kindergarten–Grade 2

# Act it Out

## Objectives

Students will:

- Understand the value of their strengths and acknowledge their weaknesses.
- Define the concept of an emotion, identify emotions they commonly feel, and consider how these emotions affect their behavior.
- Apply strategies for regulating and controlling their behavior.
- Set a future goal for self-management.

## Overview

In this module, students in Kindergarten through Grade 2 explore the concepts of self-awareness and self-management through an emphasis on role playing—ultimately creating a puppet show that stars themselves as the main character. Students will begin by investigating the idea of strengths and weaknesses through a series of discussions and role play scenarios and they will create a puppet version of themselves that demonstrates these personal qualities. Students will then learn about emotions, including when people feel different ways and how these emotions affect behavior. Students will use their puppets as they navigate emotions in a variety of life-like situations. The module will then conclude with a focus on self-management as students consider how to control their impulses. They will create a puppet show that shares a situation in which self-management is needed and they will set a goal for how to approach similar situations in the future!

The accompanying presentation was created with PowerPoint so that it can be used in a variety of classrooms. If you are using a laptop with an LCD projector, simply progress through the PowerPoint by clicking to advance. All of the interactive aspects of the presentation are set to occur with a simple click. This includes images, text boxes, and links which will appear in your web browser. If you are using an interactive whiteboard, tap on each slide with your finger or stylus to activate the interactive aspects of the presentation. There will be information on how to proceed in the notes section for each slide.

## Content Areas

Health, Wellness, English Language Arts

## Activity Duration

4 sessions (50–60 minutes each)

## Grade Level

Grades K–2



## Essential Questions

- What are our strengths and weaknesses?
- What are emotions and how can they affect our behavior?
- How can we control our behavior and make positive choices?

## Materials

### All days

- Device with the ability to project, one for the teacher
- Coloring materials (markers or crayons), enough for students to share

### Day 1

- Handout 1: Puppet Outline, one per student
- Handout 2: Props, one per student
- Children's scissors, enough for students to share
- Large craft sticks or paint sticks, one per student
- Small craft sticks, two or three per student
- Glue sticks, enough for students to share
- Paper bags, gallon-size plastic bags or folders (labeled with students' names), one per student

### Day 2

- Students' completed puppet materials from Day 1
- Handout 3: Charades Slips, one copy cut out in advance and placed in a bowl or container

### Day 3 only

- Fast song and slow song, prepared in advance (see page 11–12 for more information)
- Device to play songs

### Days 3 and 4

- Students' completed puppet materials from Day 1
- Handout 4: Storyboard, one per student
- Handout 1: at least one additional copy per student
- Handout 2: one additional copy per student
- Large pieces of blank paper (for students to use as a show backdrop) or a couple pieces of paper taped together, one per student
- Large craft sticks or paint sticks, one per student
- Small craft sticks, two or three per student
- Glue sticks, enough for students to share

### Day 4 only

- Handout 5: My Goal, one per student



## Teacher Prep

- Read through the lesson instructions and the corresponding slide presentation in advance.
- Make sure the materials are ready to go prior to each day's lesson.
- Prepare Day 3's songs: See page 11–12 for more information.

## Background

Students need more than just academic knowledge to thrive: A foundation of emotional intelligence developed through social and emotional learning is crucial as well. Emotional intelligence refers to one's ability to perceive, control, and evaluate emotions. Social and emotional learning therefore teaches children how to better understand their emotions, manage their behavior, and navigate interactions with others. In addition, social and emotional learning guides children in learning how to set and achieve goals, overcome obstacles, and develop healthy relationships. These are skills needed to succeed in school, be prepared for the workforce, and become positive and healthy members of society.

When children are equipped with a foundation of social and emotional knowledge and skills, they are more likely to have academic success. Nearly half of children who have suffered three or more adverse childhood experiences have low levels of engagement in school, and over forty percent of these children demonstrate negative behaviors such as arguing too much, bullying, or being cruel to others. However, research shows that effective social and emotional education has the power to strengthen attachment to school and reduce negative classroom behavior, which are two significant predictors of who will not only stay in school, but succeed in school.

The Collaborative for Academic, Social, and Emotional Learning is the leading organization advancing the promotion of integrated academic, social, and emotional learning for children in Pre-K through Grade 12. This organization has developed the following five interrelated core competencies for effective social and emotional learning:

- **Self-Awareness** concentrates on understanding your emotions and thoughts and how they influence your behavior. Skills include self-perception, self-confidence, and self-efficacy.
- **Self-Management** emphasizes your ability to regulate your emotions and behaviors in different situations, as well as how to set and work toward goals. Skills include impulse control, executive function, stress-management, and self-discipline.
- **Responsible Decision Making** is the ability to make positive choices and take responsibility for positive and negative outcomes. Skills include identifying problems, analyzing situations, solving problems, and reflection.
- **Social-Awareness** focuses on your ability to empathize with others. Skills include empathy, appreciating differences, and respect.
- **Relationship Skills** revolve around your ability to relate well to others. Skills include impulse control, executive function, stress-management, resisting negative peer pressure, and reflection.

**Source:** Wings for Kids. [www.wingsforkids.org](http://www.wingsforkids.org).

The goal of this guide is to give educators a collection of resources designed to strengthen students' emotional intelligence through a social and emotional learning curriculum that focuses on the first two



core competencies: self-awareness and self-management. It provides slide-by-slide instructions to ensure educators are prepared to explain, discuss, and facilitate the hands-on content in the presentation. The presentation is designed to cover four class sessions, but it can be flexible depending on the students' needs and the time available. Additional extension ideas are included at the end of the manuscript.

The first three days of lessons follow an inquiry-driven 5E instructional model: Engage, Explore, Explain, Elaborate, and Evaluate, followed by a wrap-up day that concludes with sharing. Over the course of four class sessions, students will explore the competencies of self-awareness and self-management through the lens of their corresponding sections in the Words to Live By:

*I love and accept who I am on the inside  
and know my emotions are nothing to hide.*

*Life's full of surprises that make me feel different ways.  
If I can control myself, I'll have much better days.*

Students will begin the module by analyzing the concepts of strengths and weaknesses. They will consider the idea of "inside" qualities, and they will role play various scenarios in which one person's strength could be used to help another person's weakness. They will then create a personal puppet that can be used to explain their own strengths and weaknesses.

Next, students will investigate emotions. They will sing a song to explore how they act when they feel various ways, and they will use their puppets to consider the emotions they feel in different situations. They will also explore the emotions and reactions that surprises can elicit, and they will learn about and apply a strategy that will help them control their impulses.

Students will then ultimately apply what they have learned to create a storyboard and puppet show that portrays a surprise, the emotions they felt as a result of the surprise, and how they controlled their behavior to react to the surprise in a calm and kind manner. After performing their puppet shows for their peers, students will conclude by setting a goal that will help them continue to positively manage their behavior in the future.

## **DAY 1, Slide 1**

- Instruct the class to sit on the floor in a circle or semi-circle, and join the students by sitting at their level. Then begin the first session by reading the following Words to Live By excerpt aloud:  

*"I soar with wings. Let me tell you why. I learn lots of skills that help me reach the sky. I love and accept who I am on the inside..."*
- Repeat the last line: *"I love and accept who I am on the inside..."*
- Click once and ask students: What does "on the inside" mean? Ensure students understand that it is important to love and accept who they are on the inside...as well as the outside! It is wonderful to love yourself and appreciate what makes you unique and special. But that begins on the inside. What's on the outside can and will change—like the clothes you wear or your hairstyle. It's what is on the inside that makes you, and so it's important to love yourself from the inside out!



- Click again to display a few different traits/qualities. Read them one at a time and have the class help you decide whether these words describe a person on the outside or inside. As students answer, click to reveal the answer next to each word.
  - Tall [click to reveal “outside”]
  - Loves to read [click to reveal “inside”]
  - Doesn’t like sports [click to reveal “inside”]
  - Curly hair [click to reveal “outside”]
  - Friendly [click to reveal “inside”]

### Day 1, Slide 2

- Click once and encourage students to think about one “inside” quality that they like about themselves, and challenge them to come up with a silent hand signal, gesture, or movement that demonstrates this quality.
- Explain, for instance, that if someone enjoys drawing, they could pretend one hand is a piece of paper and then use the other hand to pretend to draw on it.
- Give students a moment to think of a gesture or movement. Then instruct students to stand up, and silently begin making their gesture. As students make these movements, encourage them to look around and observe what their peers are doing.

### Day 1, Slide 3

- Click once. Once students have a chance to look around and observe their peers, instruct them to sit back down.
- Then ask: What did you notice as you looked around?
- Lead the class in making the observation that most (if not all) students were making different movements. This shows that we are all unique and all have different qualities that we like about ourselves!
- Click once and explain that these qualities are called our *strengths*. Strengths are things that we are good at and proud of about ourselves.
- Click again and explain: Because we are all different, we all have different strengths.
- Ask a few students to verbally share the strength that they just acted out. You may choose to kick off the discussion by sharing your own.
- Once a few students have shared, stress again that everyone has their own strengths. While we may share some of the same strengths, we also have different strengths.

### Day 1, Slide 4

- Move on to introduce the concept of a weakness. Explain that a weakness is something that you may not be very good at or something that you have to work really hard at. We should never be embarrassed about our weaknesses, because everyone has them! It just means that we have to work a little harder in this area.



- Click once to display the weakness: It is hard for me to be neat and organized.
  - Ask the class to:
    1. Consider if they have this weakness. If they do, encourage them to give a thumbs up. Remind students that weaknesses are never something to be ashamed of.
    2. Discuss:
      - How could someone get better at this weakness?
      - Who could we ask to help us with this weakness?
  - Click once to remove this weakness and display the next one. Continue to follow the directions above for the following three weaknesses\*:
    - Math is hard for me.
    - I can have trouble listening.
    - Reading is hard for me.
- \*Note: If there are other weakness(es) with which your class struggles, feel free to edit the presentation!
- Click once more to remove the final weakness and again display the original picture. Before moving to the next side, reiterate that every person in the world has weaknesses, and no one should ever be embarrassed about them! Instead, we should try to work on our weaknesses so they get better, and ask for help when we need it.

### Day 1, Slide 5

- Ask students if they've ever been able to use one of their strengths to help someone else with one of their weaknesses. Or, in simpler words: Have you ever used what you're good at to help someone else? Invite a couple students to share.
- Ask for two student volunteers who would like to be actors. Tell one volunteer that s/he is now Student #1, and tell the other student that s/he is now Student #2.
- Click once to display two stick figures with the following descriptors:
  - Student #1: Is shy
  - Student #2: Makes friends easily
- Read the descriptors to the class and then ask: How could one of these students use his/her strength to help the other student?
- Invite a couple students to share their ideas. Then ask the volunteer actors to act out how Student #2 could help Student #1. If the students are unsure, you may suggest that Student #2 ask Student #1 if s/he would like to play a game together.
- Next, divide the class into pairs, and assign one student in each pair to be Student #1 and the other student to be Student #2.



- Explain that each pair is going to act out a few new scenarios.
- Click once to display each of the following scenarios. Each time, instruct the student pairs to act out how one student could use their strength to help the other student with their weakness.
  - Scenario 2:
    - Student #1: Has trouble with letter sounds
    - Student #2: Loves to read aloud
  - Scenario 3:
    - Student #1: Always follows directions
    - Student #2: Forgets the teacher's directions
  - Scenario 4:
    - Student #1: Thinks math facts are hard
    - Student #2: Loves solving math problems

### Day 1, Slide 6

- Bring the class back together, and prompt students to consider what they learned. Say: Everyone (including adults!) has strengths *and* weakness.
- Ask: What is important to remember about our strengths?
  - Allow students to share their ideas.
  - Then click and read the following bulleted summary, perform the accompanying action as you read each line, and instruct the class to repeat after you:
    - State them and be proud. [Action: Put both hands in the air.]
    - Show them to others and not be shy. [Action: Put both hands out in front of you with your palms up, like you are offering something to someone.]
    - Use them to help others in a kind way. [Action: Gently fist-bump a peer.]
- Ask: What is important to remember about our weaknesses?
  - Allow students to share their ideas.
  - Click again and read the following bulleted summary, perform the accompanying action as you read each one, and instruct the class to repeat after you:
    - Admit them and don't be embarrassed. [Action: Shoulder shrug with arms out to the side.]
    - Work on them so you can get better. [Action: Muscle arms!]
    - Ask for help when you need it! [Action: Raise your hand.]
- Click once and tell students that when they think about and share their strengths and weaknesses, they are showing: I love and accept who I am on the inside!



### Day 1, Slide 7

- Tell students that over the next few sessions, they will work on creating a puppet show that features them as the main character! Their puppet character will have the same strengths and weaknesses as their actual self.
- Explain that for the time that remains in this session, students will be creating two items for their puppet show:
  1. Click once to display a copy of *Handout 1: Puppet Outline* and explain that students will decorate this outline to create a puppet that looks like them!
  2. Click again to display *Handout 2: Props* and explain that students will draw props on this paper that could help others understand at least one of their strengths and one of their weaknesses.

*\*Tip:* You may challenge older classes or advanced students by increasing this number.

- Click once to show a completed example of both handouts. Explain that in this example, one of this student's strengths is that he is good at playing music, which is shown by the guitar on his shirt and the drum set on the Props Handout. One of his weaknesses is that he is a little disorganized, which is shown by the messy backpack on the Props Handout!
- Answer any questions that students may have and then distribute *Handout 1: Puppet Outline* and *Handout 2: Props* to each student, as well as coloring materials.
- Instruct students to raise their hand when they are done so you can review their work and provide any suggestions.

### Day 1, Slide 8

- Pass out scissors, one paint stirrer (for the puppet handle), craft sticks (for the prop handles), and a glue stick to each student.
- Click once and instruct the class to first cut out their puppet and props.
- Click again and explain that once their puppet and props are cut out, they will glue their puppets and props onto the sticks, so they become puppets! Be sure to show students that the big craft stick is for the big puppet and the smaller sticks are for their props.
- Once students have finished the assembly, have them place their completed materials into bags or folders labeled with their names.

Note: If the puppet and props can't be entirely completed this session, they may be finished in stations or as an activity in upcoming sessions before you move on to Day 2.

### DAY 2, Slide 9

- Assemble students on the floor in a circle or semi-circle. Then begin the second session by reading the following Words to Live By excerpt aloud, accentuating the italicized portion: "I love and accept who I am on the inside and *know my emotions are nothing to hide.*"
- Click once and ask students to think about what the word "emotion" means, and tell them you are going to play a game together before you discuss the answer.



- Ask students to give you a thumbs up if they have heard of a game called *charades*.
- Explain that in this game, one person silently acts something out while the other players have to guess what is happening.
- Click again and explain that in today's game, one student will secretly select a scene to act out. While they act out this scene, the rest of the class will have to guess:
  1. What is happening?
  2. What is this person feeling?
- Click once to display the following scene: Roller Coaster Ride.
- Explain that if you were the actor and you secretly selected "roller coaster ride," you would act out what it looks like to be on a roller coaster ride and how you would be feeling.
- Model what this would look like by sitting on a chair, putting your hands in the air, and pretending to move up and down. Explain that you would feel terrified, and then show students your scared face!
- Click once to remove the scenario and display a new image.
- Call on a student volunteer to select one charade slip from your bowl of cut-out *Handout 3: Charades Slips* and then act it out for the class. You may need to give the students suggestions on how to act out the scene, and that's okay...but try to encourage each student to come up with how they would feel on their own!
- As the student actors are acting out each scene, ask the class to guess:
  1. What is happening?
  2. What is the person feeling?
- After a scene and emotion is guessed correctly (or the correct answer is eventually given), ask students to raise one hand if they would feel the same way as the actor or two hands if they would feel differently. Invite a couple students who put two hands in the air to share how else they may feel in the same situation.
- Once different student volunteers have acted out each of the scenarios or after about 10 minutes have passed, tell students that you are impressed with all of the *emotions* that they were able to act out and guess.
- Ask: Do we now have a better idea of *emotions*?
- Lead students in understanding that an emotion is a feeling: It is what we feel on the inside. Everyone's emotions are unique, and sometimes people have different emotions even when they are in the same situation. Just like our strengths and weaknesses, our emotions are nothing to hide.

## Day 2, Slide 10

- Next, explain that not only do people feel many different emotions, but they may behave in different ways when they feel these emotions.
- Tell students that when people feel happy, for instance, some people may clap their hands!
- Click once and invite students to join you in singing the first verse of "If You're Happy and You Know It." Be sure to also clap your hands!

- Click again, and ask students to consider what else they do when they're happy. Insert one of the student's suggestions into the song, and then sing the song together as a class with these new words and this new action.
    - *For instance:* If you're happy and you know it, jump up and down!
  - Then click once to reveal a new emotion: anger.
  - Call on a student volunteer to explain one way they act when they feel angry. Lead the class in singing the song with this new emotion and new action.
  - Next, repeat that everyone responds to emotions in different ways. Ask students to think about how they act when they feel angry and give you a thumbs up when they have an idea.
  - Tell students that you are going to sing the "angry" version of the song together again, but this time every student should call out what they do when they're angry and act it out...So everyone will say and do something a little different!
- \*Tip:* Be prepared for this to be a little chaotic, but it will show students that different people act in different ways when they feel the same emotion!
- Once the class has demonstrated how they act when they are angry, continue the steps above to lead the class through "excited," "nervous," "frustrated," and "embarrassed." Once you clicked to reveal one of the new emotions, remember to:
    - Read the emotion.
    - Select a volunteer to fill in the song blanks with how they act when they feel this way.
    - Sing the song once as a class with this student's action inserted.
    - Ask every student to think about what they do when they feel this emotion.
    - Sing the song with this emotion a second time, but this time have each student call out and act out what they do when they feel this way.
  - Before you move on, ask students: When we all showed how we act when we feel an emotion, what did you notice?

## Day 2, Slide 11

- Divide students into pairs, distribute the students' puppets, and tell the class that they are now going to use their puppets (including their strength/weakness props) to create a few mini puppet shows about different emotions.
- Then click once and say: Come up with a time when you or your partner may feel disappointed. Use your puppets to act out what makes you feel disappointed, and show how you act when you're disappointed!
  - Once a couple minutes have passed, say: Now trade and act out a time when the other partner feels disappointed. Remember to also show how you act when you feel this way.
- After a couple minutes, click and say: Next, come up with a time when you or your partner may feel proud. Act out what makes you feel proud, and show how you act when you're proud.
  - Say: Now swap and act out a time when the other partner feels proud. Remember to show how you act when you're proud!

- After a couple more minutes have passed, click once again and say: Lastly, come up with another emotion that you feel sometimes. Act out a time when you feel this way, and show how you act when you feel this way.
  - Then say: Now swap and act out a time when the other partner feels this emotion. Remember to show how you act when you feel this way!
- If time allows, invite a couple pairs to share one of their puppet shows with the class.
- Then wrap up by saying: By thinking about how we feel and sharing what we feel, we are able to better understand our emotions and why we may act certain ways. Always remember: *I know my emotions are nothing to hide!*

Note: Like last session, if students can't complete their puppet shows during this session/period, they may be completed in stations or as an activity in upcoming sessions before you move on to Day 3.

### DAY 3, Slide 12

- Begin this session with students sitting in a large circle or semi-circle, and read the header (*Life's full of surprises that make me feel different ways*) aloud.
- Explain that there are all kinds of surprises: good and bad. Anything that happens that we aren't expecting is a surprise!
- Ask students to give you a thumbs up if they have ever been surprised before.
- Click again and read the following surprise scenario: Your little brother or sister breaks your new toy.
- Call on a couple students to reflect:
  - How would this surprise make you feel?
  - How would you want to react?
- Then click to reveal a new scenario: Your mom was supposed to take you to the movies, but she has to work.
- Ask student pairs to answer the same two reflection questions using a think-pair-share strategy. In a think-pair-share, students are encouraged to first think through the answer individually, then discuss their answer with a partner, and then share their thoughts with the class.
- Once a few students have shared their thoughts, click and repeat the same process with a third scenario: Your friend brought your favorite snack for you to eat during snack time!

### Day 3, Slide 13

**Teacher Prep:** Select two songs and have them ready to play on your laptop or smart phone. The **first song** must have a quick tempo, be upbeat, and fun to dance to. Try to choose a song you know your students will like and/or recognize! If you don't have a song in mind, [Kidz Bop](#) and [GoNoodle](#) are good places to start. The **second song** should be much slower and harder to dance to. Relaxing classical music like [this](#) would work well.

- Explain to students that while we never want to hide our emotions, it is also important to act in a kind and responsible way. When surprises happen, we must try to control our impulses.

- Tell the class that they are going to play a game similar to Freeze Dance to learn what it means to “control our impulses.”
- Explain that like Freeze Dance, students must dance when they hear music and must freeze when the music stops. However, this game has two extra rules!
  - When students hear the fast song, they must dance quickly. Play a sample of the fast song so students know what to expect.
  - When students hear the slow song, they must dance slowly. Play a sample of the slow song so students know what to expect.
- Then say: “3, 2, 1: Dance!”, begin one of the songs, and instruct students to get up and start dancing!
- Once you have played one song for several seconds, stop it (which is when students should freeze), and then begin playing music again. Don’t always flip back and forth between the two songs. Sometimes, play the same song in a row so students don’t know what to expect!
- Once the class seems to be used to the game’s rules, announce a rule change: Students must now dance *slowly* to the fast song and *quickly* to the slow song.
- Spend two or three minutes playing and alternating short segments of each song, reminding students of the new rules if need be.
- After a few minutes have passed, stop the music and instruct students to return to sitting in a circle.
- Ask students to think-pair-share which version of the game was more difficult and why.
- Summarize the students’ thoughts by explaining that the second game required them to control their impulses. Explain that an impulse is your gut reaction: It is what your body *wants* to do before you have a chance to think about it. For instance, when students heard the fast dance music, their impulse was to dance quickly...not slowly. Go on to explain that the game proved that they can control their impulses. When they thought about it, they could dance slowly while listening to a fast song and dance quickly when listening to a slow song. It just required a little more thought and control!

### Day 3, Slide 14

- Tell students that now that they understand what an impulse is, it’s also important to understand how to control them. Click once and explain that one way to help us stop, think and control our impulses is with a Control Check!
- Tell students that before we act, we should stop and try to control how we...
  - Click once to display: “Think.”
    - Explain that we can ask ourselves if our minds are clear and focused. Have we thought about how we feel before we say or do anything?
  - Click a second time to display: “Say.”
    - Explain that we can make sure the words we are about to say are gentle and kind.
  - Click a third time to display: “Do.”
    - Explain that, before we act, we should make sure our actions are going to be calm and kind.



- Tell students that Control Checks are good to use when we are surprised because they help us stop and think... and then act in kinder and calmer ways!

### Day 3, Slide 15

- Tell students that you are going to go back to a couple of the surprises that you discussed at the beginning of this session.
- Click to re-display a picture of the first surprise, and say: Surprise! Your little brother or sister breaks your new toy.
- As a class, discuss: If you stopped and did a Control Check, how could you react to this surprise in a calm and kind way?
- Click once to redisplay one more surprise picture, and say: Surprise! Your mom was supposed to take you to the movies, but she has to work.
- Instruct partners to discuss the same Control Check question: If you stopped and did a Control Check, how could you react to this surprise in a calm and kind way?

### Day 3, Slide 16

- Announce that for the rest of this session, student will create a puppet show that features a surprise and a Control Check.
- Click once and explain that students will first plan for their puppet show by completing a storyboard. Point to the storyboard displayed on the presentation and explain that people who make puppet shows, plays, television shows and movies first create a storyboard to plan out the action. It's similar to a comic strip or graphic novel! Explain that a storyboard doesn't have to be a complicated picture...It is just a simple sketch that shows the most important details! They will then use this plan to help them put on their puppet show.
- Explain that in their Control Check Storyboard, students will sketch three pictures that show:
  1. What surprised me?
  2. How do I feel?
  3. How will I respond after I do a Control Check?
- Once you answer any questions, encourage students to think quietly about a surprise that has happened to them or a surprise that could happen to them. Once they have a surprise in mind, they should raise their hand and you will give them a copy of *Handout 4: Storyboard* so they can get started.
- If any students can't think of a surprise, encourage them to use one of the surprises that you discussed at the beginning of the session.

\*Tip: If you think students would benefit from the extra guidance, create a sample Control Check Storyboard together before they begin their own.

### Day 3, Slide 17

- Once about ten minutes have passed and/or students are beginning to finish up their storyboards, tell the class that they must share their storyboard with you before they move on.

- Once you approve their storyboard, students can begin getting ready for their puppet show! Click once and explain that students will need to prepare:
  - Puppets: If any new puppets are needed to tell the story on their storyboard, students can use additional copies of *Handout 1: Puppet Outline* and craft sticks to create them.
  - Props: Students can use *Handout 2: Props* and craft sticks to make any new props that are needed.
  - Backdrop: Students should consider: Where does my story take place? Students may use a large piece of paper (or a couple pieces of paper taped together) to draw a backdrop.
- Display all of the materials in an easily-accessible location and make sure students know where to find everything they need. It will be easiest to have everything in one place! Because students have already created puppets and props, they should be able to work independently on this phase and decide what they need for their own show.
- As the session is wrapping up, have students put their materials back into their labeled bags or folders, and tell them that next session they will finish their puppet show and perform!

#### DAY 4, Slide 18

- Distribute each student's puppet show materials and begin the session by reminding students of the steps they must complete to prepare for their puppet show:
  - Puppets: Students can use *Handout 1: Puppet Outline* and craft sticks to create any new puppets that are needed.
  - Props: Students can use *Handout 2: Props* and craft sticks to make any new props that are needed.
  - Backdrop: Students should consider: Where does my story take place? Students may use a large piece of paper (or a couple pieces of paper taped together) to draw a backdrop.
- Tell students that once they finish these steps, they should begin to practice! They should use their storyboard as a reminder of the story they planned.
- Deduct 20 minutes from the end of the session and set the timer on the presentation. Tell students how much time they have left until showtime and then instruct students to get to work. Occasionally remind them of the time that remains!

#### Day 4, Slide 19

- Once the timer goes off, it's presentation time! Arrange students in groups of two or three and assign the groups to specific areas around the classroom. Try to choose locations where the students can tape or prop their backdrop against a wall or table.
- Explain that students should take turns performing their shows for each other. As they watch each other's shows, they should think about the emotion that their partner's puppet felt and how they controlled their actions! At the end of each show, the student(s) in the audience should think about the show and say:
  - Click once: I think you felt \_\_\_\_\_!
  - Click again: I could tell you did a Control Check because\_\_\_\_\_.

### Day 4, Slide 20

- Bring the class back together and conclude by passing out a copy of *Handout 5: My Goal* to each student. Read through it together and explain that every student will set a goal for the next time they feel the emotion that they acted out in their puppet show.
- Give the example: If my puppet show was about a time when I felt embarrassed, I might say: The next time I feel **embarrassed**, I will **take a deep breath and remember that everyone makes mistakes!** I could then draw a picture of myself closing my eyes and taking a deep breath.
- Encourage each student to think about what they could try to do in the future to control their impulses and make positive choices.
- Before students get to work, read aloud the following portion of the Words to Live By and encourage students to join you as you say:

I soar with wings.

Let me tell you why.

I learn lots of skills that help me reach the sky.

I love and accept who I am on the inside  
and know my emotions are nothing to hide.

Life's full of surprises that make me feel different ways.

If I can control myself, I'll have much better days.

- Explain that by setting a goal, students are using all of the skills they have learned to soar, reach the sky and have much better days!
- Then encourage students to begin their goal-setting. If you think it will be helpful for students to discuss their goal with a peer before working individually, encourage them to do so.
- Once students' work is complete, collect their goal sheets and display them in the classroom. Or, if this is not possible, try to incorporate time for goal-sharing into the next several sessions.

## Extension Ideas

- Students can regularly revisit their goal statement, consider if it has been achieved, and brainstorm any additional steps that could be taken to help them achieve it.
- Students can create a flier advertising their puppet show that shows what the audience will learn from watching their show.
- The instructor can host a performance day in which the students share their puppet shows with their families or the instructor can film the students' skits using a smartphone and share the clips with their families.





## K-2 National Curriculum Standards

### National Health Standards

- 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
- 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal
- 8.2.2 Encourage peers to make positive health choices.

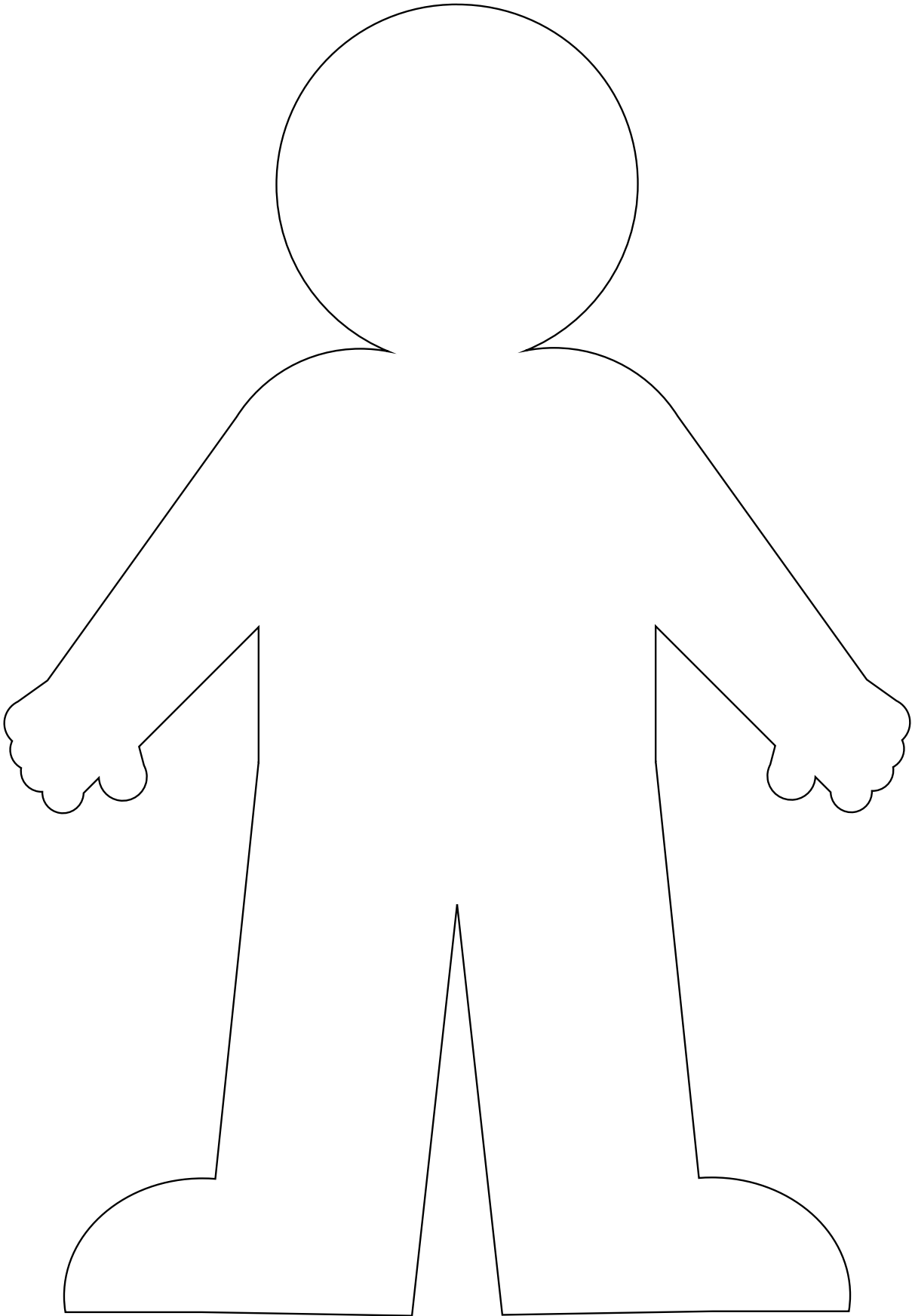
### Common Core English Language Arts

#### Speaking and Listening:

- CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- CCSS.ELA-LITERACY.SL.1.6 Produce complete sentences when appropriate to task and situation.

#### Language:

- CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).



Props

STUDENT HANDOUT 2

**Teacher Directions:** Cut out the following rectangles, fold them, and place them in a container before the class session begins.

**Scene:** Saying goodbye to someone you won't see for a long time



**Scene:** Playing with a puppy



**Scene:** Watching a scary movie



**Scene:** Making a basket during your basketball game



**Scene:** Reading a funny book



**Scene:** Eating your least favorite kind of food



<p>What surprised me?</p>	<p>How do I feel?</p>	<p>Control Check! What do I do?</p>
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I soar with wings.  
Let me tell you why.  
I learn lots of skills that help me reach the sky.

I **love and accept** who I am on the inside  
and know my emotions are nothing to hide.

Life's full of surprises that make me feel different ways.  
If I can **control myself**, I'll have much better days.

My goal:

Next time I feel \_\_\_\_\_, I will:

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