

# Reason - Respect - Responsibility

## School-wide Expectations

- ★ **Reason:** "The power of our mind to seek to understand and think logically"
- ★ **Respect:** "Respecting the abilities, qualities, differences, and similarities of all, including ourselves"
- ★ **Responsibility:** "Students, staff, and parents taking responsibility for their own actions and behaviors"





Reason - smart brain

Respect - kind heart

Responsibility - do your job



# Definitions:

**Reason-** I will use my smart brain to think before acting/doing.

Am I making a good choice?

**Respect-** I will use my kind heart to be nice to others.

Am I treating others how I would want to be treated? (*Golden Rule*)

**Responsibility-** I will do my job even if no one is looking.

Am I doing the right thing?

# Classroom Expectations

## Be Respectful - Kind Heart

- Follow voice level expectations
- Listen when others are speaking
- Keep classroom clean
- Use appropriate language
- Practice kindness

## Be Responsible - Do Your Job

- Follow directions
- Try your best
- Take care of EVERYONE'S property
- Stay organized
- Take ownership of actions

## Be Reasonable - Smart Brain

- Control your body by: keeping your hands, feet, and objects to yourself
- Walk in the classroom
- Be safe in the classroom
  - What does this look like?
- Advocate for self and others

# Hallway Expectations

## Be Respectful - Kind Heart

- Appropriate voice level
  - Quiet voices, respectful of learning
- Walk on the right side of the hallway

## Be Responsible - Do Your Job

- Follow adult directions
- Keep hallways clean
- Be where you are expected to be
- NO PHONES! (Off and in your locker during the school day)

## Be Reasonable - Smart Brain

- Walk at all times
  - Do NOT stop to talk to friends
- Keep your hands and feet to yourself!
  - Control your body :)
- Use your passing time wisely!
  - Do what you need to do, and go back to class

# Playground Expectations

## Be Respectful - Kind Heart

- Share equipment
- Use positive problem solving skills
- Use good sportsmanship
- Use kind words/language and invite others to play

## Be Responsible - Do Your Job

- Follow adult directions
- Line up when whistle blows
- Make good decisions and own up to your actions

## Be Reasonable - Smart Brain

- Stay in playground area
- Keep hands and feet to yourself at all times
- Use equipment correctly
- Follow playground rules

# Bathroom Expectations

## Be Respectful - Kind Heart

- Give privacy to others
- Take care of business quickly (get in and out)
- Treat the bathroom like the one at home!

## Be Responsible - Do Your Job

- Use sink AND toilet as intended
- Wash hands with soap and water
- Throw trash away in the correct place
- Report issues to adults

## Be Reasonable - Smart Brain

- Keep water in the sink
- Walk at all times
- Flush the toilet
- Tell adult if help is needed

# Lunchroom Expectations

## Be Respectful - Kind Heart

- Follow adult directions
- Use manners (please and thank you)
- Act like you're sitting in your own kitchen
- Invite others to sit with you

## Be Responsible - Do Your Job

- Clean up after yourself (by checking the table AND floor around you)
- Throw trash away in garbage
- Use an indoor voice (NO yelling/screaming)

## Be Reasonable - Smart Brain

- Stay in seat
- Walk at all times
- Do not share food OR touch other people's food!



# Reason, Respect, & Responsibility

Hartland students use reason, respect, and responsibility  
to show that we know how to follow expectations  
and be awesome students at our school!



# Friendship & Kindness

5th Grade - September Focus



# Agenda



## Today we will:

- Talk about how kindness can help us to make new friends
- Eagle Check-In
- Positive Relationships Video
- "Get to Know Me" Activity
- Closing: "Eagles - Take Flight"

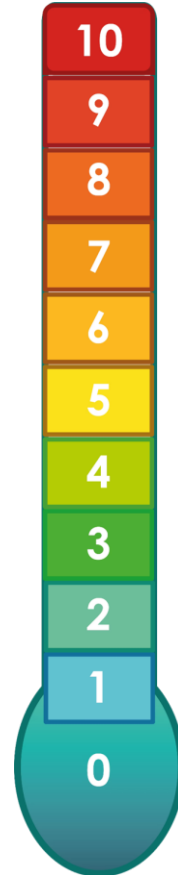
Making new friends  
and meeting new  
people can be hard!

Picture yourself when  
you walked into 5th  
grade: how  
comfortable were you  
feeling about making  
new friends?

The most nervous and  
uncomfortable you've  
ever been



Not nervous at all



# Eagle Check In

In regards to making new friendships, how does this make you feel?



How intense is your feeling?



**POSITIVE**

**RELATIONSHIPS**

# Guide to Making New Friends

Why are friends important?

What are ways you can make new friends?

What traits do you want in a friend?

How are you a good friend to other people?

How can you use respect to gain and keep friends?

# Get to Know Me Game

We're going to practice some ways to make friends. One way to make new friends is to practice asking questions and showing that we're listening.

1. Pair up with someone you DON'T know!
2. One student (the speaker) will talk for 30 seconds while the other (the listener) listens.
3. After 30 seconds, stop and the listener will share with the speaker what they heard, and ask two follow-up questions.
4. Switch!

## Suggested Conversation Starters:

- Who is your favorite character in a book or television show, and why?
- What is your favorite part about living in Hartland?
- What is your least favorite food, and why?
- Who is your role model, and why?
- What do you want to be when you grow up?



# Eagles - Take Flight!

**Reflection/Discussion:** What is the most important thing you learned today, and how can you use it to make new friends? How do reason and respect help you establish positive relationships?

**Relaxation Tool:** Breathing Activity

**Practice:** Your task - Make one new friend and perform one random act of kindness!



# Understanding and Respecting Differences

5th Grade - October Focus



# Agenda:



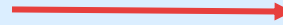
## Today we will:

- Talk about understanding and respecting differences
- Eagle Check-In
- Appreciating Differences Video
- Shoe Activity
- Closing: "Eagles - Take Flight"

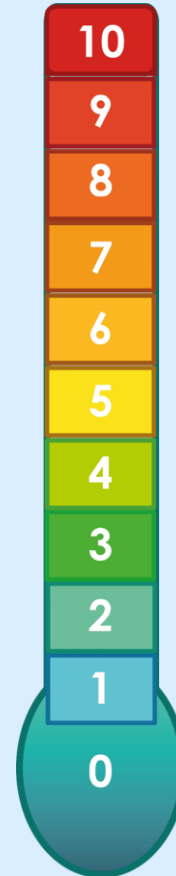
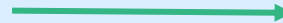
Sometimes it is hard  
to be different!!

Think about a time you  
felt like you were  
different from  
everyone else: **How did  
that situation make  
you feel?**

The most uncomfortable  
you've ever been

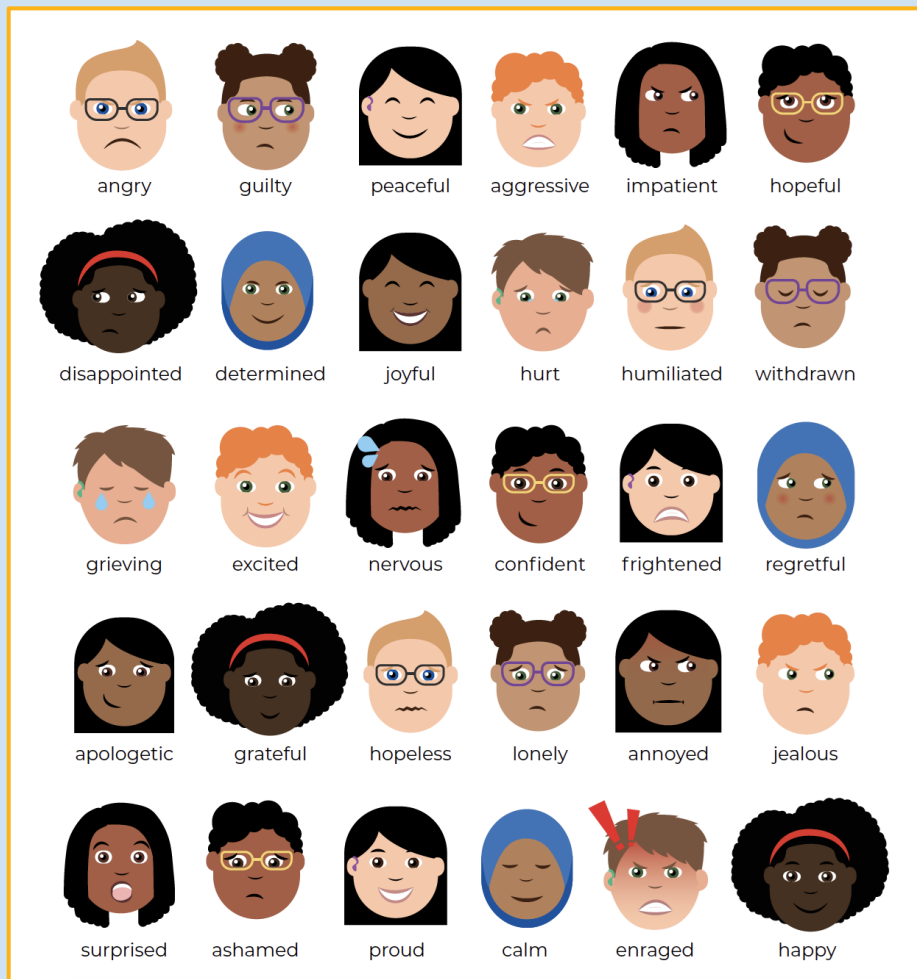


Completely  
comfortable



# Eagle Check In:

When you think about being different than everyone else, how does that make you feel?



How intense is your feeling?



What are the benefits of being similar to others?

What are the benefits of being different from others?

How can we be respectful of people who are different than us?

# Appreciating Differences

# Activity

Directions:

1. With the shoe your teacher passes out, begin answering all of the questions on the different parts of the shoe.

1. When you are done, color the shoe! We want to show our differences, and respect each other in the process!

We all come from different backgrounds and experiences. In order to show our unique selves and differences, we want to show each other "A Walk In My Shoes".





# Eagles - Take Flight! Friendship

**Reflection/Discussion:** How can we be respectful about our classmates' differences? How can we make sure we include everyone despite their differences?

**Relaxation Tool:** Breathing Activity

**Practice:** Your task - be BOLD and share something that's unique and different about you with your classmates!

# Recognize and Manage Emotions

5th Grade - November Focus





# AGENDA: EMOTIONS



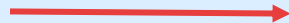
## Today we will:

- Talk about recognizing and managing our emotions
- Eagle Check-In
- Think, Feel, Do Cycle
- Activity - Discussion
- Bring it all together
- Closing: "Eagles - Take Flight"

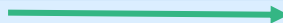
Struggling with BIG emotions can be hard!!

Think about when you have had to deal with BIG emotions: **How do you feel you manage big emotions?**

I have big reactions to my emotions

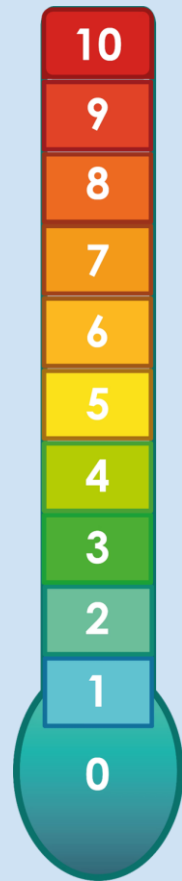
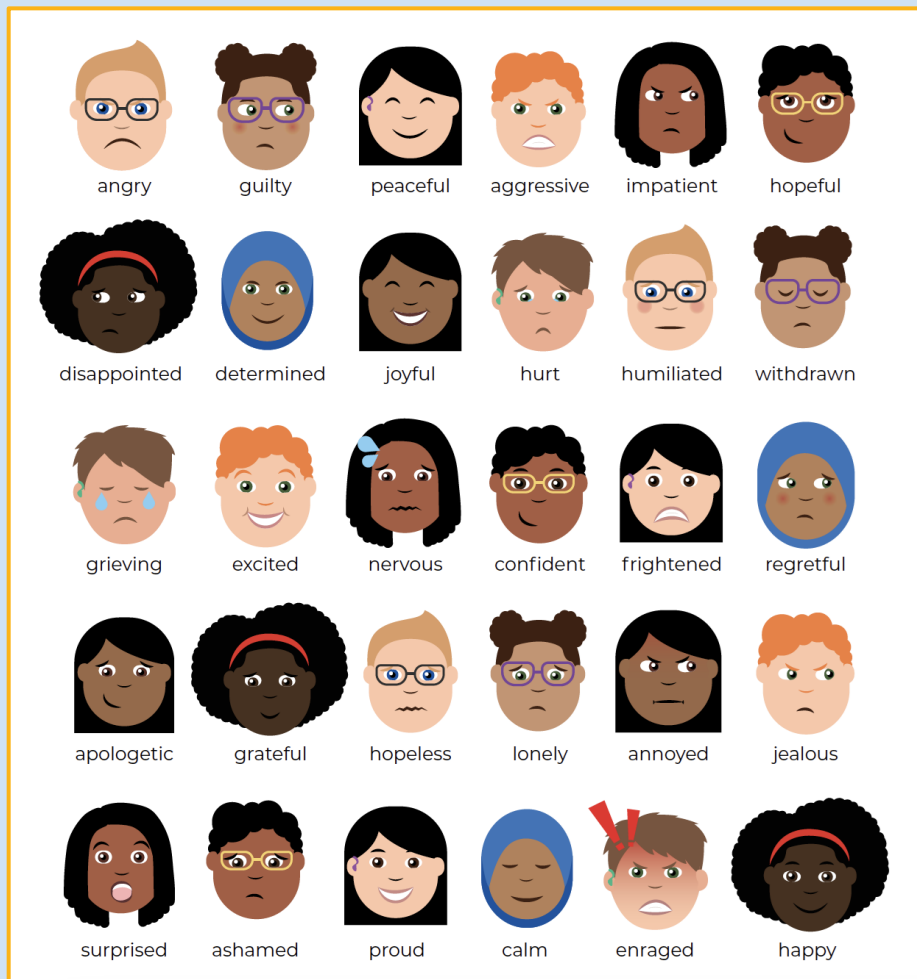


I can manage them no problem!



# Eagle Check In (Emotions):

When BIG  
emotions are  
present, how do  
you feel?



How intense is  
your feeling?

# Think, Feel, Do

The think-feel-do cycle shows that in every **situation** we have **thoughts** about what is happening.

**Thoughts** influence our **feelings**, and our **feelings** affect how we **behave**.

Our **behavior** can make **situations** better or worse!



# Thought, Feeling or Behavior?



Decide whether each example is a thought, feeling, or behavior.

- Angry
- Slam a door
- "No one wants me on their team."
- "The party is going to be so fun."
- Jealous
- Happy
- Being cut in line
- "No one likes me."
- Sad
- Frustrated
- Yell at a friend
- "I know he did that on purpose."

**Provide an example of a thought, feeling, and behavior for each situation.**

- You walk into the lunchroom and there's no room at the table where you want to sit.
- You didn't finish your homework yesterday, and now you're supposed to go to school and turn it in.
- Your teacher has just asked you a question and you don't know the answer.

With a partner,  
talk through each  
of these situations

What do you notice  
about these  
situations and your  
reactions?

How do you react  
and respect others  
when big emotions  
are present?

## Discussion: Respond to Each Situation



# Bringing It All Together

All **feelings** and **thoughts** are okay and give us good information about what matters to us!

Not all **behaviors** are okay.  
**Behaviors** that hurt us or other people are never okay.

Whatever **behavior** we choose affects the next **situation**, or thing that happens to us. Even though it may not always seem like it, we always have choices in how we act.





# Eagles - Take Flight! Emotions

**Reflection/Discussion**: Think of a time when you had big emotions and you acted with reason, respect, or responsibility. How did your response help the situation?

**Relaxation Tool** (Breathing Activity)

**Practice**: Your task - practice seeing how your behavior/reaction can make a situation better or worse.



# Gratitude and Generosity

5th Grade - December Focus



# Agenda - Gratitude:



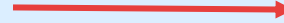
## Today we will:

- Talk about gratitude and generosity
- Eagle Check-In
- Generosity Video
- Card making activity
- Closing: "Eagles - Take Flight"

STOP! Appreciate what is around you!

Think about how often you stop and are grateful for what you have? How often do you appreciate what is around you?

I am ALWAYS grateful



10

9

8

7

6

5

4

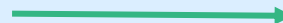
3

2

1

























0

I am NEVER grateful



# Eagle Check In (Gratitude):

When you think about having gratitude or being generous, how does that make you feel?

 angry	 guilty	 peaceful	 aggressive	 impatient	 hopeful
 disappointed	 determined	 joyful	 hurt	 humiliated	 withdrawn
 grieving	 excited	 nervous	 confident	 frightened	 regretful
 apologetic	 grateful	 hopeless	 lonely	 annoyed	 jealous
 surprised	 ashamed	 proud	 calm	 enraged	 happy



How intense is your feeling?

How does generosity help others and ourselves?

What is something that you have given away?

How are generosity and gratitude connected?



# Being Generous

# Gratitude Activity



Directions:

There are lots of different ways we can be generous to our family, our friends, and our community.

Generosity helps to show your respect, responsibility and kindness to those around you.

Your job is to write a "Happy New Year" card for an elderly community member OR to a local veteran who may be lonely during the holiday season.

## Include:

- Heartfelt message
- A kind wish for the upcoming new year (2026)
- Tell them about yourself (student from Farms, age, first name, etc)
- Color a picture (Make it look beautiful!)



# Eagles - Take Flight! Gratitude

**Reflection/Discussion:** Why is generosity so important? How does generosity relate to the 3R's in Hartland?

**Relaxation Tool:** Breathing Activity

**Practice:** Your task - find a way to be generous with your time or resources over the holiday break!

# Reason - Respect - Responsibility



## School-Wide Expectations

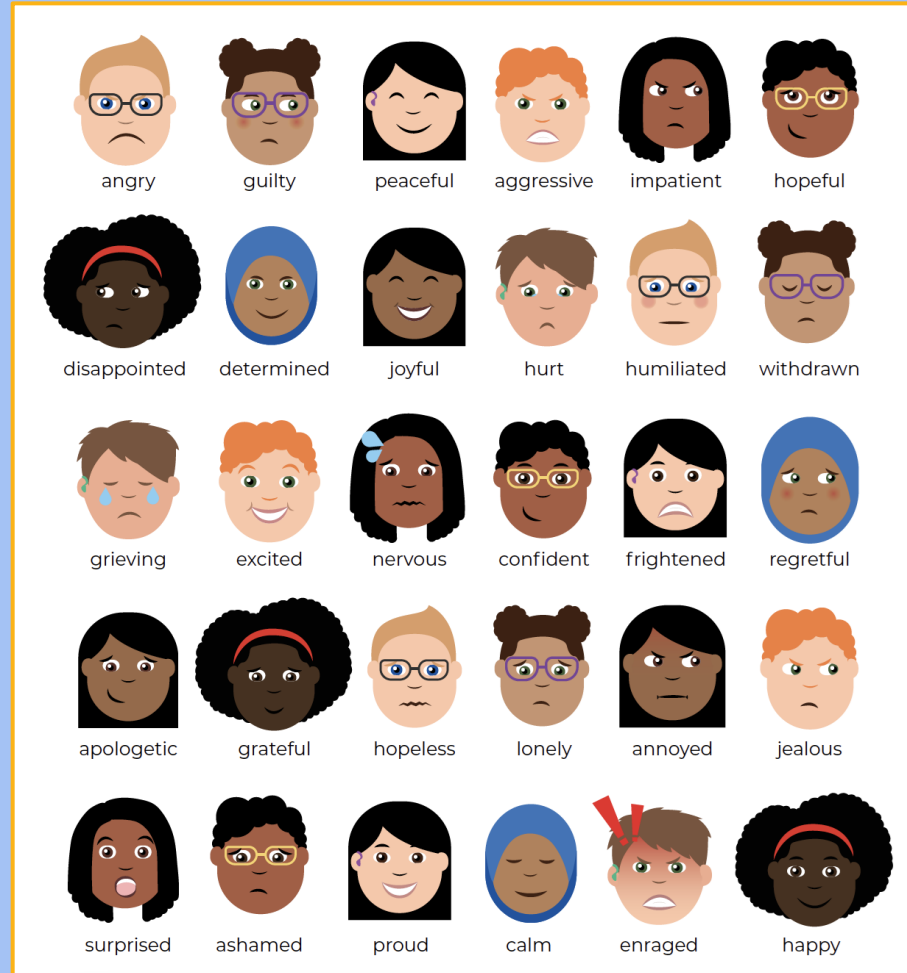
Hartland Consolidated Schools, in cooperation with the community, will provide a positive environment for the development of productive and caring individuals of all ages.  
We are teaching for learning for life.





# Eagle Check In (reminder):

In regards to the  
3R's, how does  
that make you  
feel?



How intense is  
your feeling?

# \*REMINDER



Reason - smart brain

Respect - kind heart

Responsibility - do your job



# Definitions (reminder):

**Reason-** I will use my smart brain to think before acting/doing.

Am I making a good choice?

**Respect-** I will use my kind heart to be nice to others.

Am I treating others how I would want to be treated? (*Golden Rule*)

**Responsibility-** I will do my job even if no one is looking.

Am I doing the right thing?

# Classroom Expectations: Reminder



## Be Respectful - Kind Heart

- Follow voice level expectations
- Listen when others are speaking
- Keep classroom clean
- Use appropriate language
- Practice kindness

## Be Responsible - Do Your Job

- Follow directions
- Try your best
- Take care of EVERYONE'S property
- Stay organized
- Take ownership of actions

## Be Reasonable - Smart Brain

- Control your body by: keeping your hands, feet, and objects to yourself
- Walk in the classroom
- Be safe in the classroom
  - What does this look like?
- Advocate for self and others

# Hallway Expectations: Reminder

## Be Respectful - Kind Heart

- Appropriate voice level
  - Quiet voices, respectful of learning
- Walk on the right side of the hallway

## Be Responsible - Do Your Job

- Follow adult directions
- Keep hallways clean
- Be where you are expected to be
- NO PHONES! (Off and in your locker during the school day)

## Be Reasonable - Smart Brain

- Walk at all times
  - Do NOT stop to talk to friends
- Keep your hands and feet to yourself!
  - Control your body :)
- Use your passing time wisely!
  - Do what you need to do, and go back to class

# Playground Expectations: Reminder

## **Be Respectful - Kind Heart**

- Share equipment
- Use positive problem solving skills
- Use good sportsmanship
- Use kind words/language and invite others to play

## **Be Responsible - Do Your Job**

- Follow adult directions
- Line up when whistle blows
- Make good decisions and own up to your actions

## **Be Reasonable - Smart Brain**

- Stay in playground area
- Keep hands and feet to yourself at all times
- Use equipment correctly
- Follow playground rules

# Bathroom Expectations: Reminder

## **Be Respectful - Kind Heart**

- Give privacy to others
- Take care of business quickly (get in and out)
- Treat the bathroom like the one at home!

## **Be Responsible - Do Your Job**

- Use sink AND toilet as intended
- Wash hands with soap and water
- Throw trash away in the correct place
- Report issues to adults

## **Be Reasonable - Smart Brain**

- Keep water in the sink
- Walk at all times
- Flush the toilet
- Tell adult if help is needed

# Lunchroom Expectations: Reminder

## **Be Respectful - Kind Heart**

- Follow adult directions
- Use manners (please and thank you)
- Act like you're sitting in your own kitchen
- Invite others to sit with you

## **Be Responsible - Do Your Job**

- Clean up after yourself (by checking the table AND floor around you)
- Throw trash away in garbage
- Use an indoor voice (NO yelling/screaming)

## **Be Reasonable - Smart Brain**

- Stay in seat
- Walk at all times
- Do not share food OR touch other people's food!



# Review: Think, feel, Do - Cycle

The way we think about things affects how we feel and how we act.

A feeling is something we experience in our bodies and minds.

We can usually express a feeling with only one word, like *mad* or *happy*.

Let's also think about thoughts!

How do you define the word *thought*?



**Thoughts:** The ideas or words that we hear inside our heads, and the explanations we tell ourselves of what's going on



## Feelings

Usually one word  
(happy, sad, scared)

Experienced in the whole body

Can't be argued with -  
we feel what we feel!



## Thoughts

Usually more than one word  
("I'm good at this," "this test will be terrible")

Experienced in the mind

Can be fact-checked -  
thoughts can be true or false!



# Understanding Thoughts and Feelings

We are going to work together (in teams, partners, or as a whole class) to categorize these words and phrases as **thoughts** or **feelings**.

**When you're finished, discuss:**

- What are the differences between thoughts and feelings?
- Were some examples hard to label as either a *thought* or a *feeling*? Why?

Angry	Guilty	Everyone will laugh at me.
I'm terrible at this!	She has brown hair.	I don't have any friends.
Happy	I love going to parties.	Energetic
Sad	Anxious	Tired
They won't like me.	Joyful	My hair looks stupid.
This will be so much fun!	Dogs are scary.	I should have done something else.
I might be uncomfortable, but I'll be okay.	Irritated	Cranky
Frustrated	I don't want to do that.	This birthday party will be so much fun!
Excited	I won't be able to do this.	This is the best present I have ever received!
I'm not going to like this.	Enraged	I never get to do anything fun.
That's nice.	Confused	Frightened
Scared	Disappointed	Relieved



# Eagles - Take Flight! Reminder

Reflection/Discussion: How well do you feel like you followed the 3R's first semester? How can you continue (or do better) second semester?

Relaxation Tool: Breathing Activity

Practice: Your task - Pick one of the 3R's to focus heavily on (Reason, Respect, or Responsibility).

# Problem Solving

5th Grade - February Focus



# Agenda - Problem Solving:



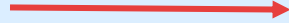
## Today we will:

- Talk about problem solving
- Eagle Check-In
- Talk about Conflict
- Video about Conflict Resolution
- Resources
- Closing: "Eagles - Take Flight"

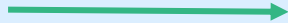
Problem solving can sometimes be challenging!

Think about a time when you had a disagreement or argument with a friend/classmate. How did you respond to that problem?

I freaked out - I do not know how to solve problems

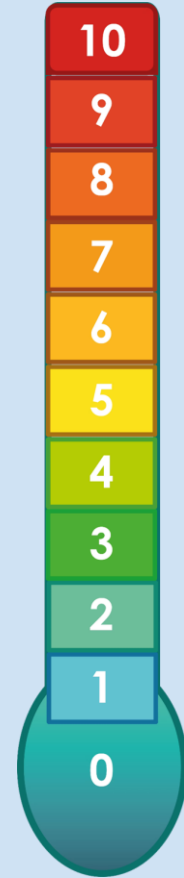
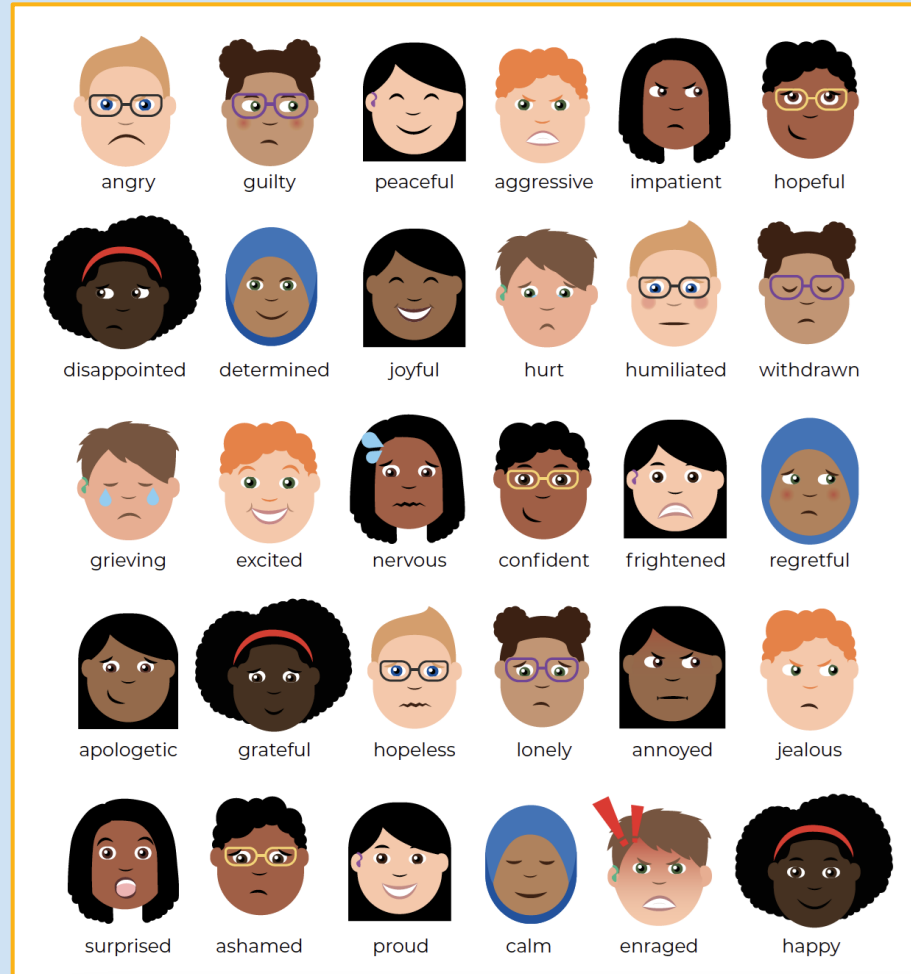


I stayed calm and solved it on my own



# Eagle Check In (Problem Solving):

How does conflict with friends or classmates make you feel?



How intense is your feeling?



What is Conflict?

# Facts About Conflict

Conflict happens even in the strongest relationships

Conflict that leads to unsafe behaviors is never okay!

The way we deal with conflict can be healthy and helpful or unhelpful and even hurtful

It is okay to disagree!



How we can  
avoid conflict:

1. Stop
2. Watch my words
3. Listen up
4. Find a solution

How do these  
steps help you  
resolve conflict?



# Resolving Conflict

# Additional tools to help solving conflict...

## Pause

Can I take a break to help calm me down?

pause



Use My Words



## Use My Words

Can I say what I'm feeling or what I want?

## Think About My Options

What are my choices?

Brainstorm My Options



## Get Help

Who can help me solve this problem?

Get Help



Use Empathy



## Use Empathy

What clues are there about the other person's thoughts and feelings?

Use Listening Skills



## Listen

What is the other person telling me?

# Eagles - Take Flight! Problem Solving

**Reflection/Discussion:** How does problem solving help everyone involved?  
How does problem solving relate to responsibility and reason?

**Relaxation Tool:** Breathing Activity

**Practice:** Your task - Next time you have a problem with your friends or classmates, practice talking through your thoughts and feelings. How can you solve the problem?



# Grit

(Perseverance and Resilience)

5th Grade - March Focus



# Agenda (Grit):



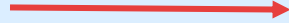
## Today we will:

- Talk about Grit (which means perseverance and resilience)
- Eagle Check-In
- Perseverance Video
- Grit Pie Activity
- Closing: "Eagles - Take Flight"

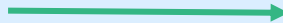
Overcoming challenges  
can be hard!!

Think about a time you  
did something that was  
very hard (for you): How  
did you feel when you  
were trying to do  
something really hard?

I give up really easily!  
If something doesn't go  
my way I get  
frustrated!



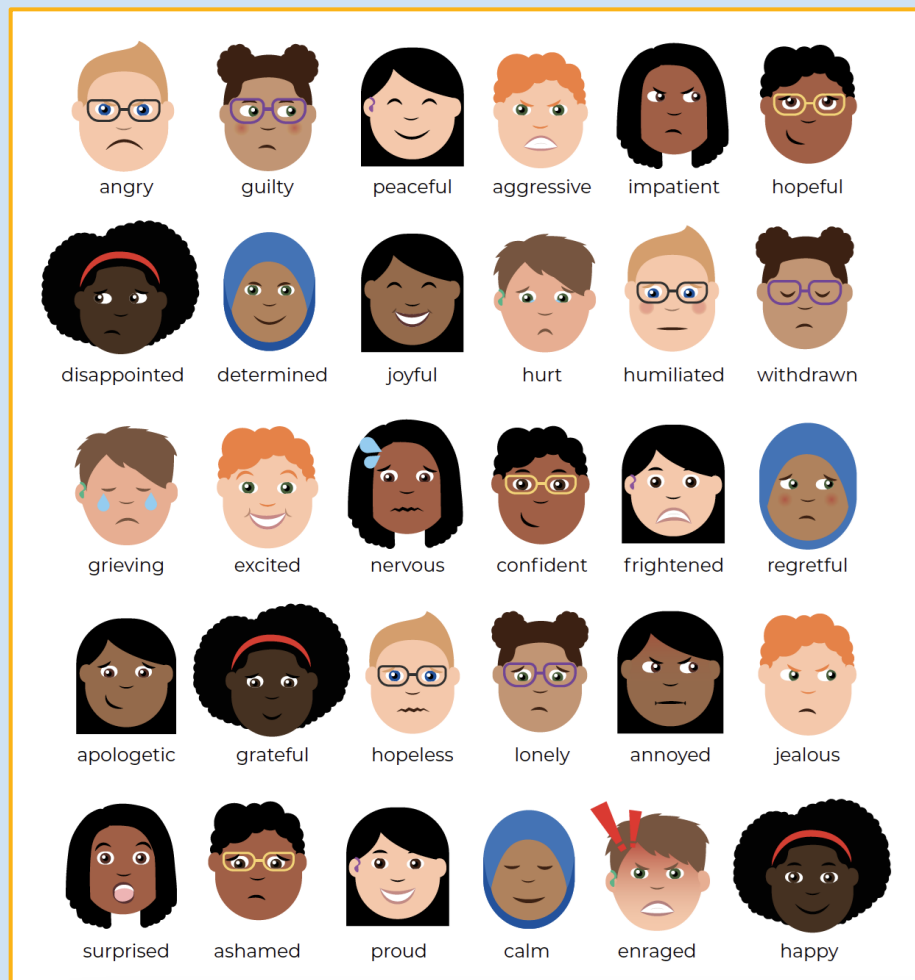
I can keep trying over and  
over again until I get it  
right!





# Eagle Check In (grit):

When things are hard, how do you feel?



How intense is your feeling?

A person with long hair, wearing a dark t-shirt and black pants, is hanging from a green pull-up bar. They are looking up at the bar with a determined expression. The background shows a brick building and parked cars.

# Not Giving Up

# Perseverance

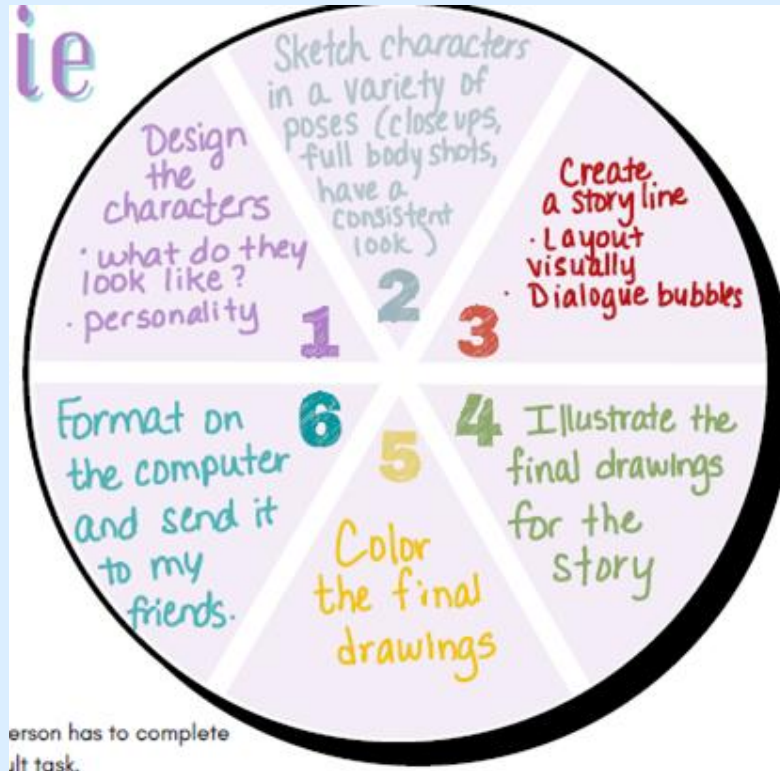
What happens when you persevere?

How does perseverance help you reach goals?

How is grit related to perseverance?



# My Personal Grit Pie



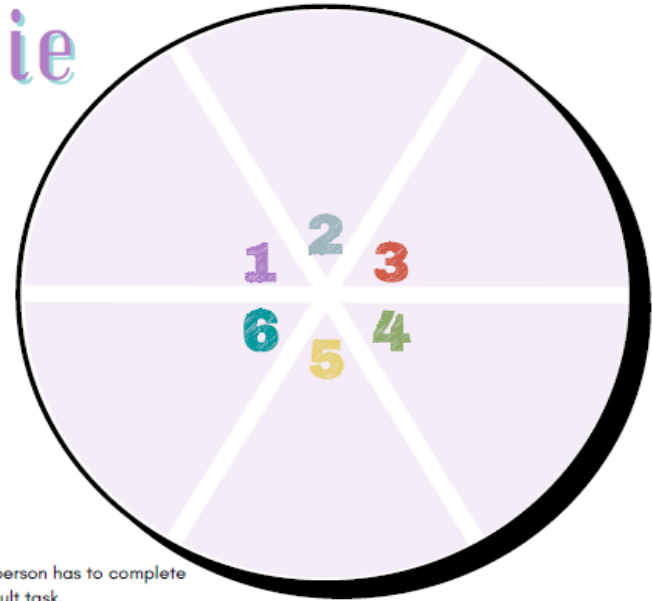
Example: Create a comic strip

Name: \_\_\_\_\_

END GOAL \_\_\_\_\_

My personal  
**GRIT**  
Pie

The grit pie represents your difficult task. Each slice of the pie symbolizes a step in completing your task. Decide what each slice represents for your task and write it down inside that piece. Color in each piece as you complete the step it represents.



1. Each person has to complete a difficult task.
2. You must finish what you start.
3. You get to choose your own challenge. No one gets to pick the "hard thing" for anyone else.



# Eagles - Take Flight! Grit

**Reflection/Discussion:** How does having grit help you with having reason, respect, and responsibility?

**Relaxation Tool:** Breathing Activity

**Practice:** Your task - throughout the month, take steps to complete your personal grit pie! (Follow the steps you just created)

# Honesty/Trust

5th Grade - April Focus



# Agenda (Honesty):



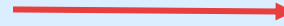
## Today we will:

- Talk about talk about honesty, trust, and owning up to your actions
- Eagle Check-In
- Owning your actions video
- Cause and Effect Activity
- Closing: "Eagles - Take Flight"

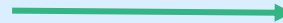
Being honest and trustworthy is very important!

Think about a time when someone was not being trustworthy or honest. How did that make you feel?

I felt very hurt and upset at the situation



I don't care about people being honest



# Eagle Check In (Honesty):

How do you feel  
when you choose  
to be honest or  
dishonest?



How intense is  
your feeling?





Honesty = No Excuses

Can you think of a time when you were at fault but you blamed someone else?

Can you think of a time when something you did caused someone to react positively or negatively?

# Cause and Effect

*Read these scenarios to your class. Students are to choose a positive and a negative outcome for each scenario*

- You borrowed some recess equipment, and left it on the playground. Your teacher notices the equipment is missing, and asks the class about it. How can you own up to your actions and take responsibility? What would it look like to not take responsibility?
- You are sitting at the lunch table, and you and your friends are playing with your food. The food is ending up on the floor. Mrs. Briskey comes over to the table and tells the table that whoever is responsible for the mess should clean it up. How can you own up to your actions and take responsibility? What would it look like to not take responsibility?
- You went home and told your parents that you were being bullied by someone at school. Your told your parents that they have been calling you names, refusing to play with you, and giving your dirty looks. However, you didn't want to get in trouble so you didn't tell your parents that you have done the same things. How can you own up to your actions and take responsibility? What would it look like to not take responsibility?



# Eagles - Take Flight! Honesty

**Reflection/Discussion:** What does the quote "Do the right thing even when no one is watching" mean to you? How does this help you use the 3R's?

**Relaxation Tool:** Breathing Activity

**Practice:** Your task - Identify a time this week when you choose to do the honest thing, even when you could have been dishonest and got away with it?

# Sportsmanship

5th Grade - May Focus



# Agenda Sportsmanship:



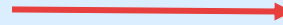
## Today we will:

- Talk about how to be a good sport
- Eagle Check-In
- Video
- Shoe activity
- Closing: "Eagles - Take Flight"

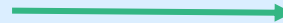
Working together can  
be hard!

Think about a time  
when you lost in a  
teamwork related  
setting. How did you  
handle losing?

I couldn't handle losing  
- I blamed everyone  
around me

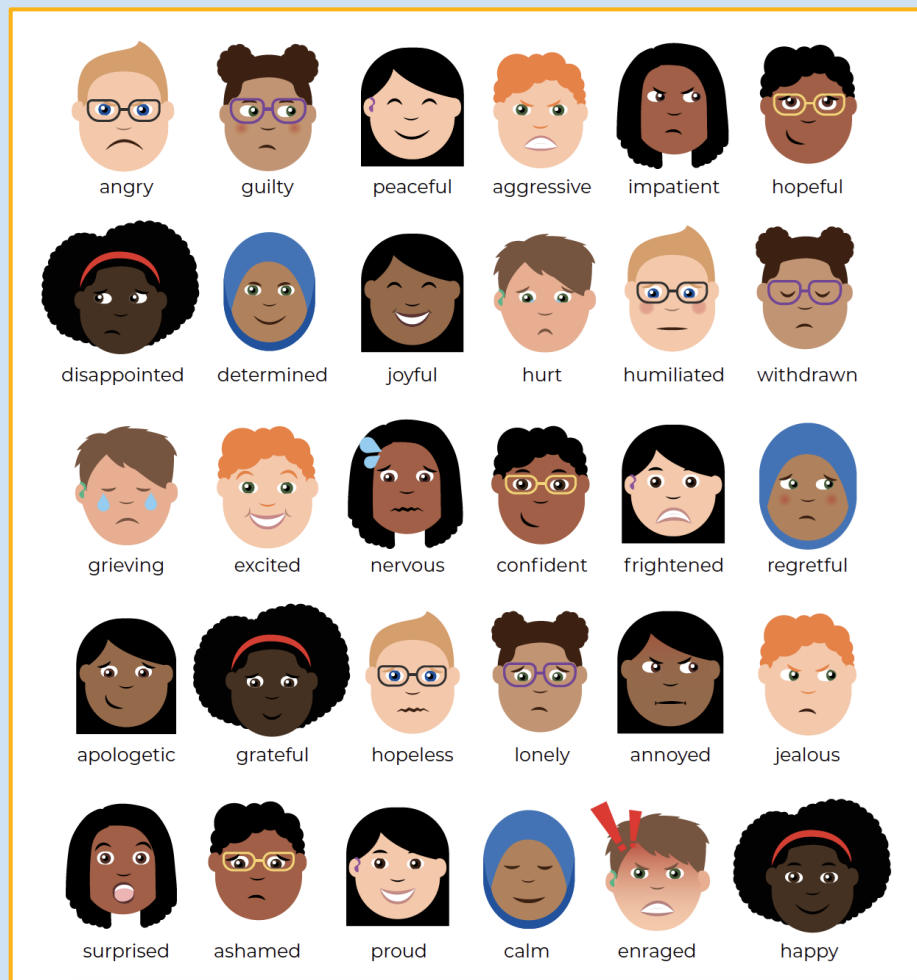


It didn't bother me.  
I tried my best!



# Eagle Check In (sportsmanship):

How does working  
together (or in a  
group) make you  
feel?



How intense is  
your feeling?



How did the players show good sportsmanship?

When is it hard to show good sportsmanship?

How can you practice good sportsmanship?

# Having good Sportsmanship





# Tower Building

Teachers: divide the class into 4 separate groups, spread out around the classroom

Students: Your job will be to make the **TALLEST** tower out of.....shoes! Your goal is to make the tower as tall as possible without it falling over. You need to work as a team and use **EVERYONE'S** shoes on your team as part of your tower. You will have 3 minutes to accomplish this!





# Eagles - Take Flight! Sportsmanship

**Reflection/Discussion:** How does having good sportsmanship relate to the 3R's?

**Relaxation Tool:** Breathing Activity

**Practice:** Your task - How can you apply good sportsmanship strategies this month? (Think about Field Day!!)

# Reason - Respect - Responsibility

## School-wide Expectations (Reminder)

- ★ **Reason:** "The power of our mind to seek to understand and think logically"
- ★ **Respect:** "Respecting the abilities, qualities, differences, and similarities of all, including ourselves"
- ★ **Responsibility:** "Students, staff, and parents taking responsibility for their own actions and behaviors"





HARTLAND EAGLES:

Reason - smart brain

Respect - kind heart

Responsibility - do your job



# RRR Definitions:

**Reason-** I will use my smart brain to think before acting/doing.

Am I making a good choice?

**Respect-** I will use my kind heart to be nice to others.

Am I treating others how I would want to be treated? (*Golden Rule*)

**Responsibility-** I will do my job even if no one is looking.

Am I doing the right thing?

# RRR Classroom Expectations

## Be Respectful - Kind Heart

- Follow voice level expectations
- Listen when others are speaking
- Keep classroom clean
- Use appropriate language
- Practice kindness

## Be Responsible - Do Your Job

- Follow directions
- Try your best
- Take care of EVERYONE'S property
- Stay organized
- Take ownership of actions

## Be Reasonable - Smart Brain

- Control your body by: keeping your hands, feet, and objects to yourself
- Walk in the classroom
- Be safe in the classroom
  - What does this look like?
- Advocate for self and others

# RRR Hallway Expectations

## Be Respectful - Kind Heart

- Appropriate voice level
  - Quiet voices, respectful of learning
- Walk on the right side of the hallway

## Be Responsible - Do Your Job

- Follow adult directions
- Keep hallways clean
- Be where you are expected to be
- NO PHONES! (Off and in your locker during the school day)

## Be Reasonable - Smart Brain

- Walk at all times
  - Do NOT stop to talk to friends
- Keep your hands and feet to yourself!
  - Control your body :)
- Use your passing time wisely!
  - Do what you need to do, and go back to class

# RRR Playground Expectations

## Be Respectful - Kind Heart

- Share equipment
- Use positive problem solving skills
- Use good sportsmanship
- Use kind words/language and invite others to play

## Be Responsible - Do Your Job

- Follow adult directions
- Line up when whistle blows
- Make good decisions and own up to your actions

## Be Reasonable - Smart Brain

- Stay in playground area
- Keep hands and feet to yourself at all times
- Use equipment correctly
- Follow playground rules



# RRR Bathroom Expectations

## Be Respectful - Kind Heart

- Give privacy to others
- Take care of business quickly (get in and out)
- Treat the bathroom like the one at home!

## Be Responsible - Do Your Job

- Use sink AND toilet as intended
- Wash hands with soap and water
- Throw trash away in the correct place
- Report issues to adults

## Be Reasonable - Smart Brain

- Keep water in the sink
- Walk at all times
- Flush the toilet
- Tell adult if help is needed



# RRR Lunchroom Expectations

## Be Respectful - Kind Heart

- Follow adult directions
- Use manners (please and thank you)
- Act like you're sitting in your own kitchen
- Invite others to sit with you

## Be Responsible - Do Your Job

- Clean up after yourself (by checking the table AND floor around you)
- Throw trash away in garbage
- Use an indoor voice (NO yelling/screaming)

## Be Reasonable - Smart Brain

- Stay in seat
- Walk at all times
- Do not share food OR touch other people's food!



# HCS Reason, Respect, & Responsibility

Hartland students use reason, respect, and responsibility  
to show that we know how to follow expectations  
and be awesome students at our school!



# Friendship & Kindness

## 6<sup>th</sup> Grade

6th Grade - September



# Agenda



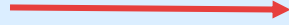
Today we will:

- Talk about healthy relationships with friends, Eagle Check-In
- Kid President
- "Healthy Friendships" Activity
- Closing

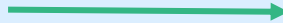
Maintaining your  
friendships can be  
hard!!

Think about a time when  
you felt like someone was  
not being a good friend  
to you. How did this make  
you feel?

The most upset you've  
ever been

































Not upset at all



# Eagle Check In (friendship):

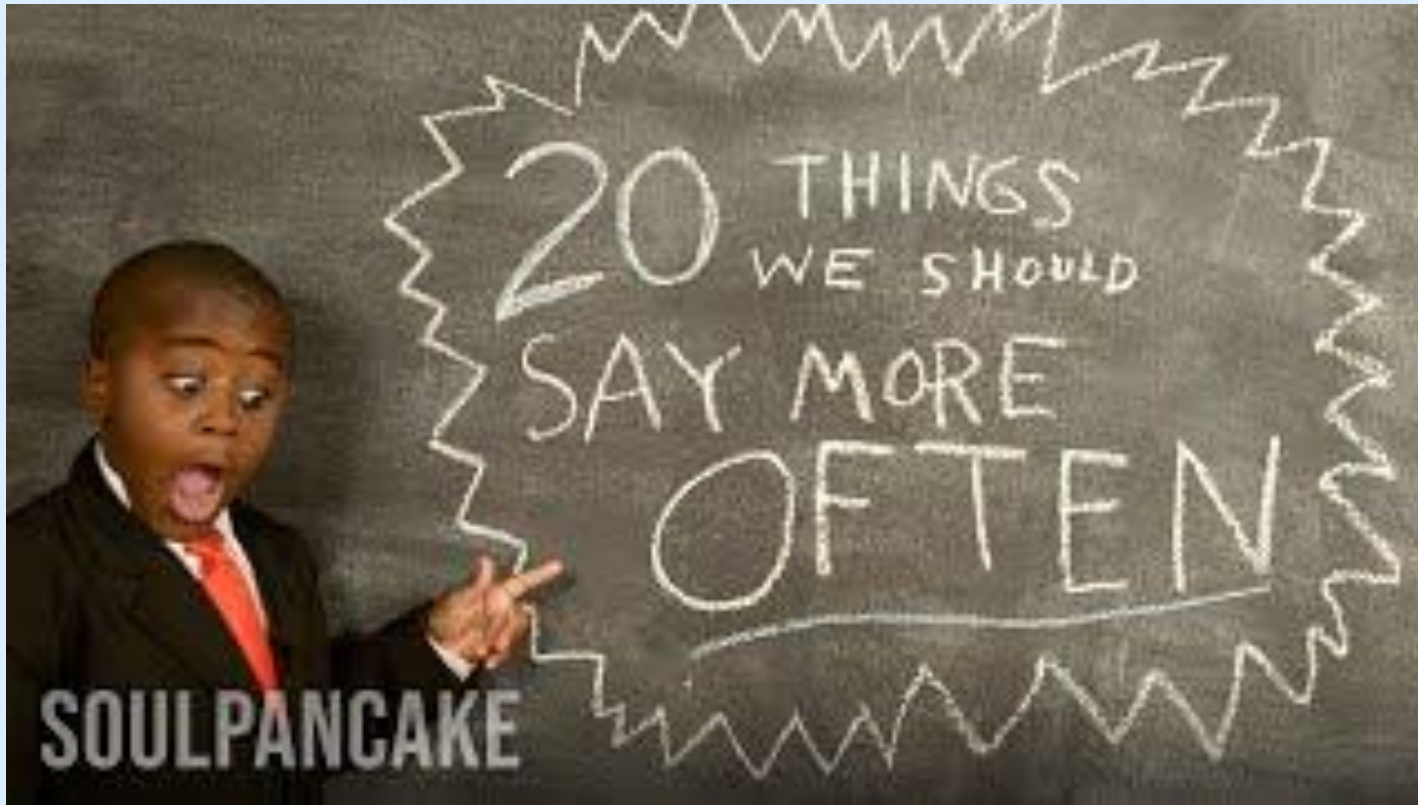
When you have experienced a healthy friendship, how did that make you feel?

 angry	 guilty	 peaceful	 aggressive	 impatient	 hopeful
 disappointed	 determined	 joyful	 hurt	 humiliated	 withdrawn
 grieving	 excited	 nervous	 confident	 frightened	 regretful
 apologetic	 grateful	 hopeless	 lonely	 annoyed	 jealous
 surprised	 ashamed	 proud	 calm	 enraged	 happy



10  
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8  
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1  
0

How intense was your feeling?



## Kid President's Guide to Finding Kind Things to Say

What was the most important thing that Kid President mentioned about kindness?

Which one of these do you use the most in your friendships?

Which one do you need to use more often with your friends?

Which one would you like to hear more often?

How does reason and respect play into what Kid President said about kindness?



# Healthy Friendships

We're going to talk about what makes a healthy friendship, and how to surround yourself with *good* friends!

1. Pair up with a friend
2. One student (the speaker) will talk for 30 seconds while the other (the listener) listens.
3. After 30 seconds, **stop** and the listener will share with the speaker what they heard, and how it related to a healthy friendship.
4. Switch!

## Potential Challenges in Friendships:

- What are your top three qualities you look for in a friend?
- How do you handle conflict with a good friend?
- Have you ever felt pressured to keep or get rid of a friend? How did you handle this? (Or how would you handle this?)
- How do you handle friendships when someone is not being respectful to you or your feelings?



# Eagles - Take Flight! 6<sup>th</sup> Grade

**Reflection:** What is the most important you learned today, and how can you use it to have healthy friendships? How does respect help friendships?

**Relaxation Tool:** Breathing Activity

**Practice:** Your task - share with a close friend the thing you appreciate most about your friendship and perform one random act of kindness!

# Understanding and Respecting Differences

6<sup>th</sup> Grade

6th Grade - October Focus



# Agenda - Respecting Differences:



## Today we will:

- Talk about understanding and respecting each other's differences
- Eagle Check-In
- Video
- Hand Activity
- Closing: "Eagles - Take Flight"

Being different can be scary - but good!

Think about something that stands out about yourself. How does being different in this way make you feel?

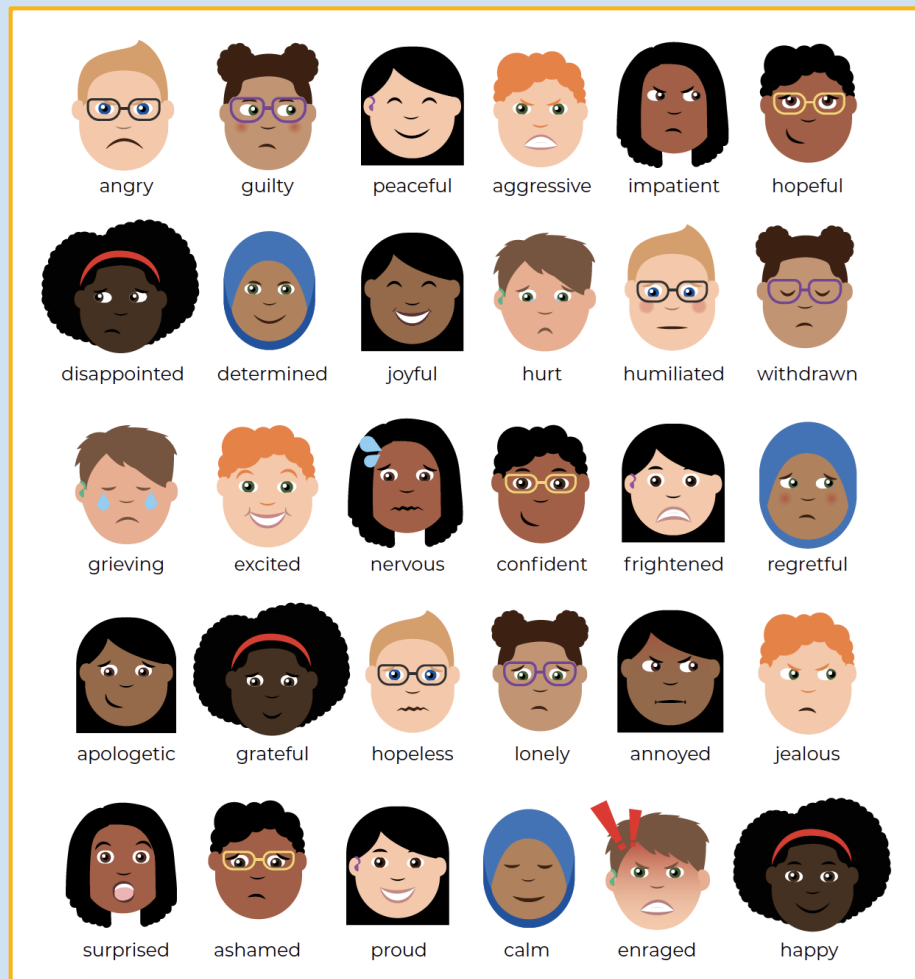
The most nervous and uncomfortable you've ever been

Not nervous at all



# Eagle Check In (respecting differences):

In regards to  
being different,  
how does that  
make you feel?



How intense is  
your feeling?



# Appreciating Differences - 6th

What are the benefits of being similar to others?

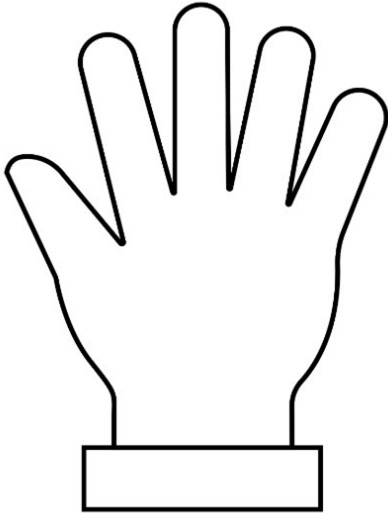
What are the benefits of being different from others?

How can we be respectful of people who are different than us?

# Hand Print

Finding similarities and differences can be a lot of fun!! We want to learn more about each other, and be respectful and kind to everyone around us.

We are going to decorate a hand to symbolize our similarities and differences!



Directions:

1. On each of the fingers, write something you have in common with one or more of your classmates
1. On the PALM of the hand, write something that is unique and ONLY applies to YOU.
1. We will then color these and display them around the school!





# Eagles - Take Flight! Differences

**Reflection/Discussion**: How can we be respectful about our classmates' differences? How can we make sure we include everyone despite their differences?

**Relaxation Tool**: Breathing Activity

**Practice**: Your task - be BOLD and share something that's unique and different about you with your classmates!

# Recognize and Manage Emotions

6<sup>th</sup> Grade

6th Grade - November Focus



# Agenda - Emotions:



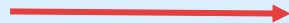
## Today we will:

- Talk about recognizing and managing our emotions
- Eagle Check-In
- Think, Feel, Do Cycle
- Scenario
- Partner Discussion
- Closing: "Eagles - Take Flight"

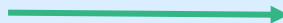
Struggling with BIG emotions can be hard!!

Think about when you have had to deal with BIG emotions: How do you feel you manage big emotions?

I have big reactions to my emotions

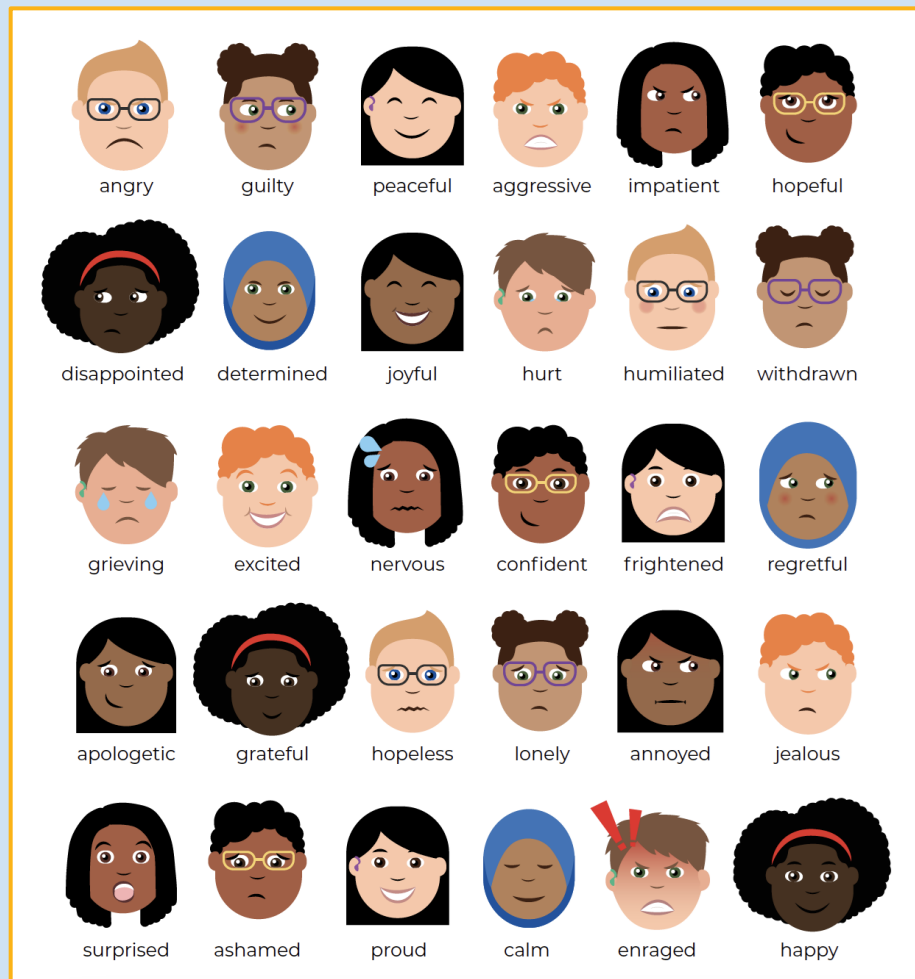


I can manage them no problem!



# Eagle Check In (6<sup>th</sup> grade - emotions):

When big emotions  
are present, how  
do you feel?

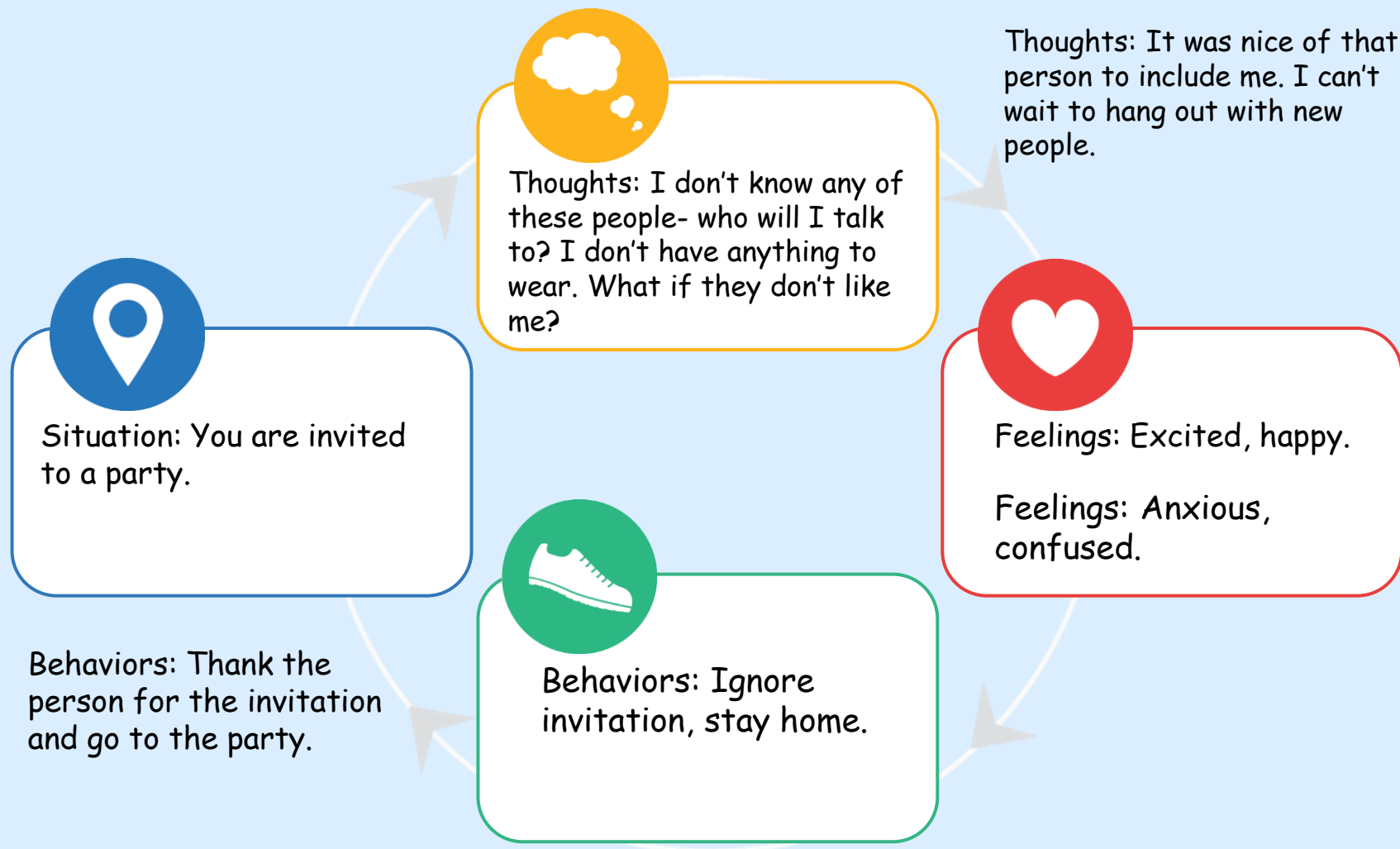


How intense is  
your feeling?

# Think-Feel-Do Cycle

This model helps show us how our **feelings** are connected to our **thoughts** and **behaviors**.





# Think, Feel, Do - 6th

In small groups, discuss 1-2 thoughts, feelings, and behaviors you would have in these situations:

- Your teacher asks you to stay behind after class to discuss your assignment
- Your best friend has not responded to your texts in 3 hours
- Your friend wants you to try out for the school play with them
- Your name is called over the intercom to go to the office
- While you're outside, a stray ball from a nearby soccer game accidentally gets kicked in your direction







# Eagles - Take Flight! Emotions - 6th

**Reflection/Discussion:** Think of a time when you had big emotions and you acted with reason, respect, or responsibility. How did your response help the situation?

**Relaxation Tool:** Breathing Activity

**Practice:** Your task - practice seeing how your behavior/reaction can make a situation better or worse.

# Gratitude and Generosity

## 6<sup>th</sup> Grade

6th Grade - December Focus



# Agenda - Gratitude 6<sup>th</sup> Grade:



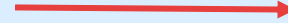
## Today we will:

- Talk about gratitude and generosity
- Eagle Check-In
- Gratitude Video
- Activity
- Closing: "Eagles - Take Flight"

STOP! Appreciate  
what is around you!

Think about how often  
you stop and are  
grateful for what you  
have? How often do  
you appreciate what is  
around you?

I am ALWAYS grateful



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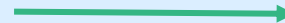
3

2

1

0

I am NEVER grateful



# Eagle Check In (gratitude 6<sup>th</sup>):

When you think  
about having  
gratitude or being  
generous, how  
does that make  
you feel?



How intense is  
your feeling?



What are you grateful for?

How can you practice gratitude in your everyday life?

How does gratitude help us to be respectful and generous people?

What Video Focuses On

# Gratitude Activity - 6th

Gratitude is all about recognizing what we have, and being *specific* about what it is we are grateful for.

This could be you are intentionally grateful for the way your mom takes care of you when you are sick, not just being grateful for your mom.

Look at the chart below. Think of one or two *specific* things you are grateful for. Be prepared to share!

Family	Favorite Moments
School	Accomplishments
Challenges you overcame	Hobbies/Sports



# Eagles - Take Flight! Gratitude 6<sup>th</sup>

**Reflection/Discussion:** Why is gratitude so important? How does gratitude help to show the 3R's in Hartland?

**Relaxation Tool:** Breathing Activity

**Practice:** Your task - Find one SPECIFIC thing to be grateful for each day and share it with your family



# Reason - Respect - Responsibility



## School-Wide Expectations

### Reminder - 6th

Hartland Consolidated Schools, in cooperation with the community, will provide a positive environment for the development of productive and caring individuals of all ages.

We are teaching for learning for life.



# Eagle Check In (reminder 6<sup>th</sup>):

In regards to the  
3R's, how does  
that make you  
feel?



How intense is  
your feeling?

## REMINDER 6TH



Reason - smart brain

Respect - kind heart

Responsibility - do your job



# Definitions: Reminder 6<sup>th</sup> Grade

**Reason-** I will use my smart brain to think before acting/doing.

Am I making a good choice?

**Respect-** I will use my kind heart to be nice to others.

Am I treating others how I would want to be treated? (*Golden Rule*)

**Responsibility-** I will do my job even if no one is looking.

Am I doing the right thing?

# 6<sup>th</sup> Grade Classroom Expectations



## Be Respectful - Kind Heart

- Follow voice level expectations
- Listen when others are speaking
- Keep classroom clean
- Use appropriate language
- Practice kindness

## Be Responsible - Do Your Job

- Follow directions
- Try your best
- Take care of EVERYONE'S property
- Stay organized
- Take ownership of actions

## Be Reasonable - Smart Brain

- Control your body by: keeping your hands, feet, and objects to yourself
- Walk in the classroom
- Be safe in the classroom
  - What does this look like?
- Advocate for self and others

# 6<sup>th</sup> Grade Hallway Expectations

## Be Respectful - Kind Heart

- Appropriate voice level
  - Quiet voices, respectful of learning
- Walk on the right side of the hallway

## Be Responsible - Do Your Job

- Follow adult directions
- Keep hallways clean
- Be where you are expected to be
- NO PHONES! (Off and in your locker during the school day)

## Be Reasonable - Smart Brain

- Walk at all times
  - Do NOT stop to talk to friends
- Keep your hands and feet to yourself!
  - Control your body :)
- Use your passing time wisely!
  - Do what you need to do, and go back to class

# 6<sup>th</sup> Grade Playground Expectations

## **Be Respectful - Kind Heart**

- Share equipment
- Use positive problem solving skills
- Use good sportsmanship
- Use kind words/language and invite others to play

## **Be Responsible - Do Your Job**

- Follow adult directions
- Line up when whistle blows
- Make good decisions and own up to your actions

## **Be Reasonable - Smart Brain**

- Stay in playground area
- Keep hands and feet to yourself at all times
- Use equipment correctly
- Follow playground rules

# 6<sup>th</sup> Grade Bathroom Expectations

## **Be Respectful - Kind Heart**

- Give privacy to others
- Take care of business quickly (get in and out)
- Treat the bathroom like the one at home!

## **Be Responsible - Do Your Job**

- Use sink AND toilet as intended
- Wash hands with soap and water
- Throw trash away in the correct place
- Report issues to adults

## **Be Reasonable - Smart Brain**

- Keep water in the sink
- Walk at all times
- Flush the toilet
- Tell adult if help is needed



# 6<sup>th</sup> Grade Lunchroom Expectations

## **Be Respectful - Kind Heart**

- Follow adult directions
- Use manners (please and thank you)
- Act like you're sitting in your own kitchen
- Invite others to sit with you

## **Be Responsible - Do Your Job**

- Clean up after yourself (by checking the table AND floor around you)
- Throw trash away in garbage
- Use an indoor voice (NO yelling/screaming)

## **Be Reasonable - Smart Brain**

- Stay in seat
- Walk at all times
- Do not share food OR touch other people's food!

# Review 6th: Think, feel, Do - Cycle

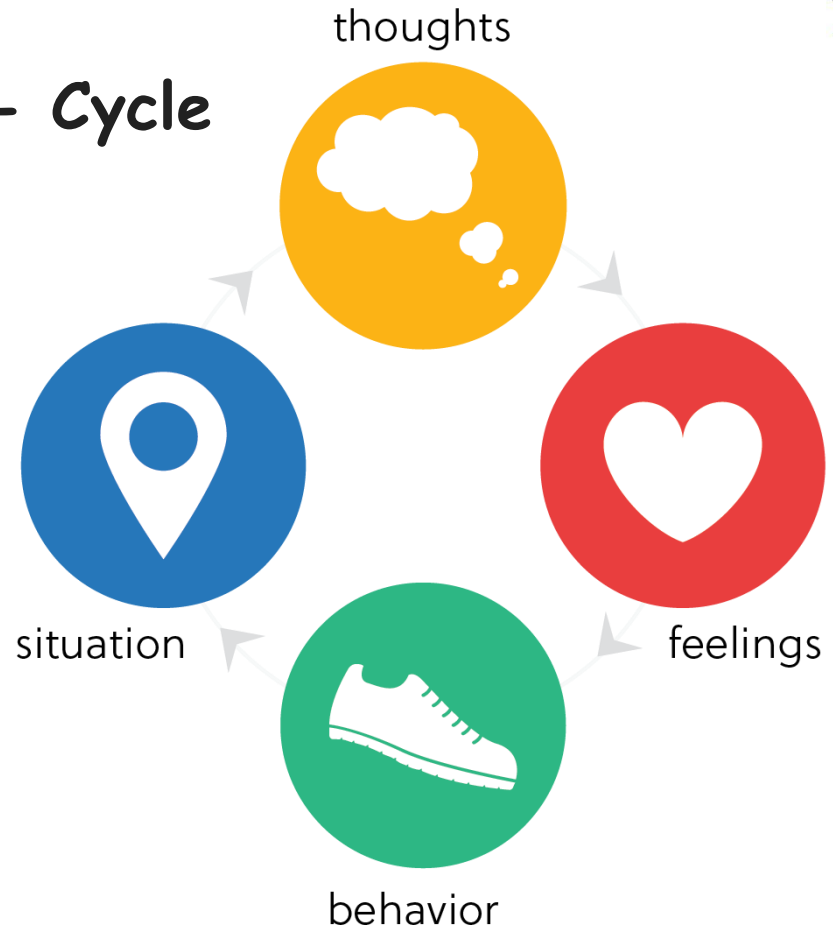
The way we think about things affects how we feel and how we act.

A feeling is something we experience in our bodies and minds.

We can usually express a feeling with only one word, like *mad* or *happy*.

Let's also think about thoughts!

How do you define the word *thought*?



**Thoughts:** The ideas or words that we hear inside our heads,  
and the explanations we tell ourselves of what's going on



## Feelings

Usually one word  
(happy, sad, scared)

Experienced in the whole body

Can't be argued with -  
we feel what we feel!



## Thoughts

Usually more than one word  
("I'm good at this," "this test will be  
terrible")

Experienced in the mind

Can be fact-checked -  
thoughts can be true or false!



# Understanding Thoughts and Feelings - 6th

We are going to work together (in teams, partners, or as a whole class) to categorize these words and phrases as **thoughts** or **feelings**.

**When you're finished, discuss:**

- What are the differences between thoughts and feelings?
- Were some examples hard to label as either a *thought* or a *feeling*? Why?

Angry	Guilty	Everyone will laugh at me.
I'm terrible at this!	She has brown hair.	I don't have any friends.
Happy	I love going to parties.	Energetic
Sad	Anxious	Tired
They won't like me.	Joyful	My hair looks stupid.
This will be so much fun!	Dogs are scary.	I should have done something else.
I might be uncomfortable, but I'll be okay.	Irritated	Cranky
Frustrated	I don't want to do that.	This birthday party will be so much fun!
Excited	I won't be able to do this.	This is the best present I have ever received!
I'm not going to like this.	Enraged	I never get to do anything fun.
That's nice.	Confused	Frightened
Scared	Disappointed	Relieved



# Eagles - Take Flight! 6<sup>th</sup> Review

Reflection/Discussion: How well do you feel like you followed the 3R's first semester? How can you continue (or do better) second semester?

Relaxation Tool: Breathing Activity

Practice: Your task - Pick one of the 3R's to focus heavily on (Reason, Respect, or Responsibility).

# Solving problems

6th grade - February Focus



# Agenda - Solving Problems 6th:



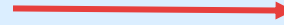
## Today we will:

- Talk about conflict and problem solving skills
- Eagle Check-In
- Conflict in relationships
- Conflict resolution video
- Conflict resolution skills
- Closing: "Eagles - Take Flight"

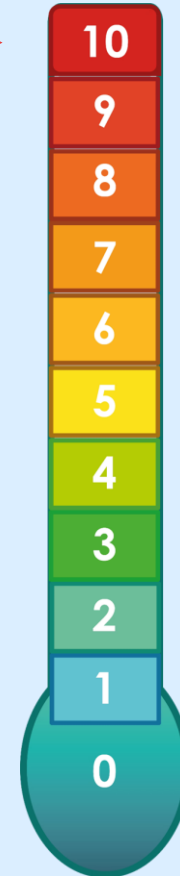
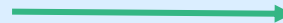
Problem solving can sometimes be challenging!

Think about a time when you needed to solve a problem related to a friend or classmate. How did you respond to that problem?

I freaked out - I do not know how to solve problems



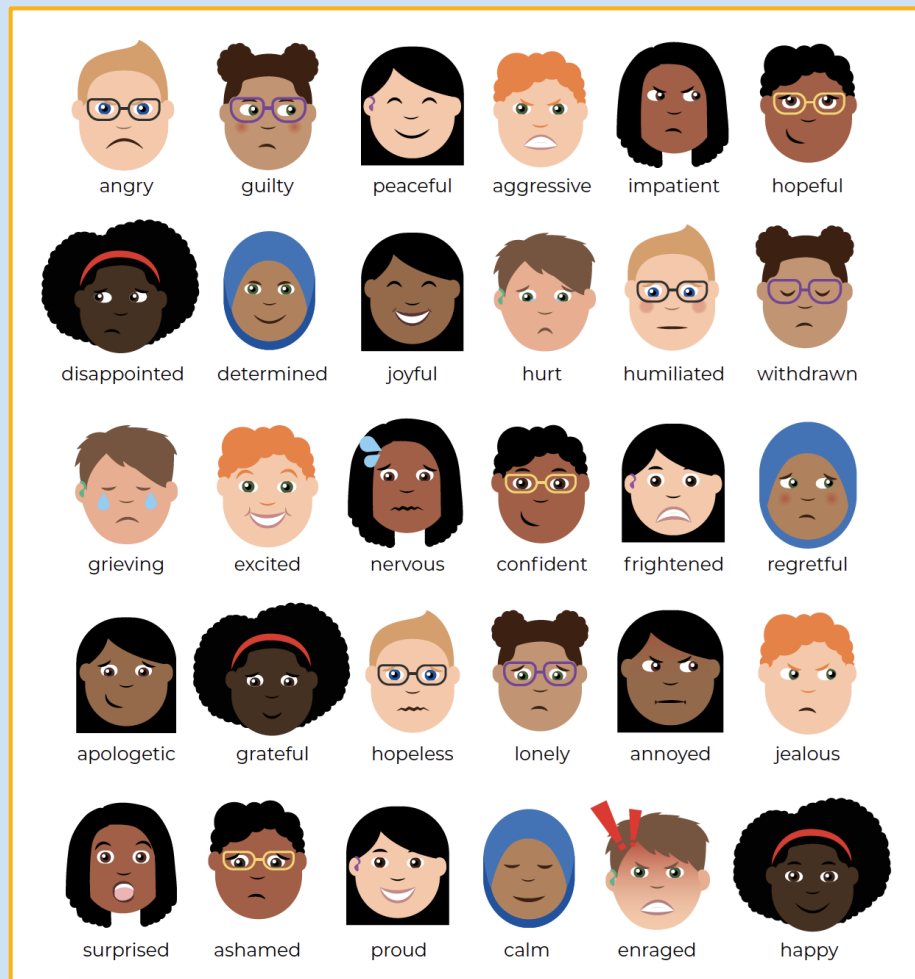
I stayed calm and solved it on my own





# Eagle Check In (solving problems 6<sup>th</sup>):

How does conflict  
with friends/  
classmates make you  
feel?



How intense is  
your feeling?

# Conflict in Relationships

Conflict happens anytime we disagree and have strong thoughts and feelings. It can happen when we don't see the same situation in the same way.

When we are in conflict with others, we often feel **tense**, **angry**, or **frustrated**, and we might notice our hearts racing, our hands sweating, or that we're feeling hot.

We also tend to have a lot of **unhelpful thoughts** during conflict.

Conflict can often lead to **unhelpful behaviors**, such as **yelling** or **saying hurtful things**, or even **behaving impulsively without thinking**. During conflicts, we may make quick judgments, or listen to our automatic thoughts without questioning them.





What are some conflicts you have experienced? How did you resolve them?

After watching this video, how do you think you can resolve them in the future?

# Resolving Conflict - 6<sup>th</sup> Grade

- What kinds of conflict resolution skills did you see people in the video using?
- Which of these skills could you try the next time you experience conflict?
- What kinds of things make it hard to use these skills during conflict?
- What could you do next time if it is hard to use these skills?

**Pause**

Count to 10 or use my 5 senses to be mindful of what's going on around me. Give myself time for my strong emotions to calm down.

**Use Listening Skills**

Fully concentrate on what the other person is saying. Repeat what you hear to confirm you are understanding correctly.

**Use Empathy**

Try to put myself in their shoes to try to understand their thoughts and feelings.

**Brainstorm My Options**

Think about or write down all of my options for solving the problem

**Speak Calmly and Directly**

Talk calmly with the person about your opinion or feelings.

**Compromise**

Find a solution that's somewhere in the middle. What can we both agree on?

**Apologize**

Say, "I'm sorry," if I've done something wrong or hurtful.

**Let Go**

Agree to disagree or practice forgiveness.

**Get Help**

If we can't solve the problem on our own, is there someone else who can help us?

**What else?**



# Eagles - Take Flight! Solutions - 6th

**Reflection/Discussion:** How does problem solving help everyone involved?  
How does problem solving relate to responsibility and reason?

**Relaxation Tool:** Breathing Activity

**Practice:** Your task - Next time you have a problem with a friend or classmate, what problem solving skills can you practice on your own?

# Grit

(Perseverance and Resilience)

6th grade - March focus



# Agenda - Grit 6<sup>th</sup> Grade:



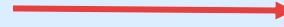
## Today we will:

- Talk about Grit (which is perseverance and resilience)
- Eagle Check-In
- Thought Patterns
- ANTs/Thinking Traps
- Common ANTs activity
- Closing: "Eagles - Take Flight"

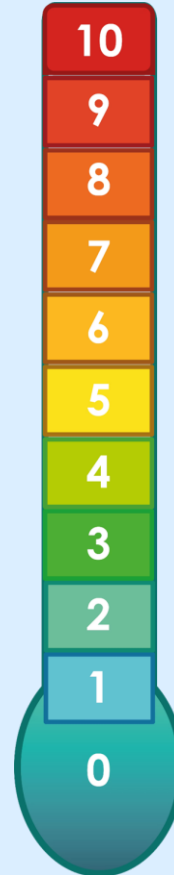
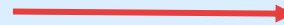
6<sup>th</sup> Grade: Overcoming challenges can be hard!!

Think about a time you did something that was very hard for you: How did you feel when you were trying to do something really hard?

I give up easily if something doesn't go my way I get frustrated!



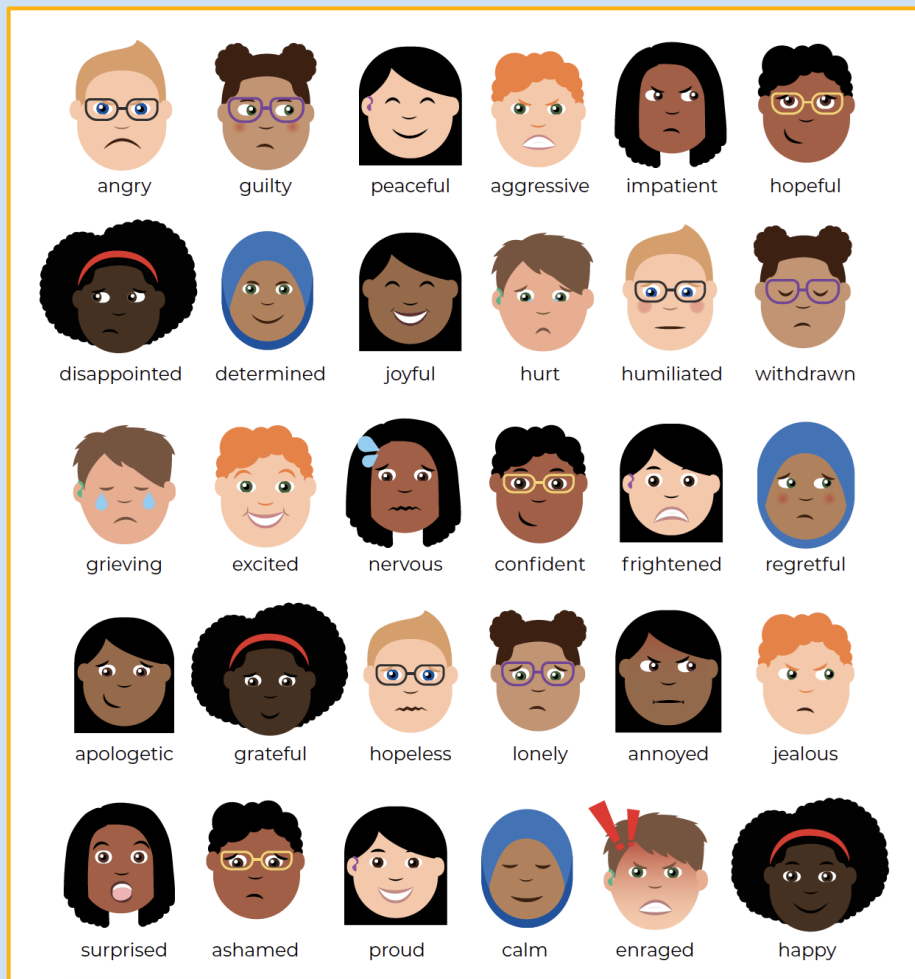
I can keep trying over and over again until I get it right!





# Eagle Check In (grit 6<sup>th</sup>):

When things are hard, how does that make you feel?



How intense is your feeling?

Have you ever noticed patterns in your thinking that are not helpful when things are hard?

Social scientists have identified 5 common thought patterns that people get stuck in - these are called "Thinking Traps". They are also called "Automatic Negative thoughts" (ANTs).



# Automatic Negative Thoughts (ANTs)

When our thoughts are negative, they usually make us feel bad and can negatively impact our behavior

"I'm never going to get a spot on the team."

People's ANTs tend to fall into patterns called thinking traps:





# Thinking Traps

Review the list of thinking traps, then (in small groups/with a partner) read through the following ANTS and identify which thinking trap they may fall into:

- "I totally failed that presentation."
- "Everyone is going to laugh at me."
- "Nothing good ever happens to me."
- "I'm going to get kicked off the team if I mess up!"
- "I shouldn't have said that, that was stupid."

Which thinking traps  
are most common  
for you?



## All-or-Nothing Thinking

Sometimes called 'black and white thinking,' this kind of thinking operates in extremes and doesn't leave room for anything in the middle.

*Examples: I can't get all of my homework done so I I'm not doing any of it; I can't believe I got a B — I'm a failure.*



## Jumping to Conclusions

Forming an opinion without enough evidence. Sometimes called "assuming the worst," there are two key types of jumping to conclusions:

- Mind reading (imagining we know what others are thinking)
- Fortune telling (predicting the future)

*Examples: They didn't say hi to me — they must hate me; If I mess up my presentation everyone will laugh at me!*



## Ignoring the good

Discounting or ignoring the good things that have happened or that you have done and thinking that good things "don't count." Paying attention to only certain types of evidence by noticing our failures but not our successes.

*Examples: I never have fun; This person can't come to my party; I don't have any friends.*



## Magnification (Catastrophizing)

Blowing things out of proportion (catastrophizing), sometimes called "making mountains out of mole hills."

*Examples: My friend didn't want to hang out this weekend — we probably won't be friends for much longer; If I get a low grade on this test, I won't be able to become a doctor!*



## Should Statements

Focusing on the past, attempting to redo history with our thoughts, thinking that we could have known things we couldn't have known. Using critical words like 'should', 'must', or 'ought' can make us feel guilty, or like we have already failed. If we apply 'shoulds' to other people the result is often frustration.

*Examples: I shouldn't have worn this outfit!; I should have known the answer to that question.*

# My Common ANTS

Reflect on a recent situation that evoked a strong emotion. With a partner talk about your thoughts and identify the possible thinking traps.



## All-or-Nothing Thinking

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*Examples: I can't get all of my homework done so I'm not doing any of it; I can't believe I got a B — I'm a failure.*

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*Examples: I shouldn't have worn this outfit!; I should have known the answer to that question.*



# Eagles - Take Flight! Grit - 6th

Reflection/Discussion: Do I have any thinking traps or ANTs that hold me back from persevering or having grit?

Relaxation Tool: Breathing Activity

Practice: Your task - Identify an ANT in your own thinking, and use perseverance to change your negative thought to a positive one.

# Honesty/Trust

6<sup>th</sup> grade

6th Grade - April Focus



# Agenda: Honesty and Trust 6th



## Today we will:

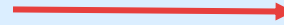
- Talk about honesty, trust, and integrity
- Eagle Check-In
- Integrity Video
- Integrity Activity
- Closing: "Eagles - Take Flight"



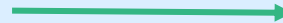
6<sup>th</sup> Grade: Being honest and trustworthy is very important!

Think about a time when someone was not being trustworthy or honest. How did that make you feel?

I felt very hurt and upset at the situation



I don't care about people being honest



# Eagle Check In (honesty 6<sup>th</sup>):

How do you feel  
when you choose  
to be honest or  
dishonest?



How intense is  
your feeling?



What did Mr. Saad say about integrity?

How can you make sure you are having integrity?

Who are your role models that show integrity in your life?

# Honesty and Integrity

# Integrity Activity



*Read these scenarios to your class. Students are to choose what they would do for each scenario and go to the corresponding side of the room—1 or 2.*

- Your friend has come over, and you are both on your mom's computer. Your friend wants you to go to a website that you know your mom does not want you to visit. However, your mom has run over to your neighbor's home for a few minutes, so you and your friend are alone. Would you...
  - **Choice 1:** ...visit the website? Your mom is not home now, and she may never know you visited it.
  - **Choice 2:** ...tell your friend that you should go to another website or do something else? You may get in trouble if you visit the website.
- You did not find the time to study for your vocabulary test, and your grandmother told you that you must get an "A" on the test to go to the mall with her this weekend. During the test, you notice that you can easily see the answers of the student who is sitting next to you. Would you...
  - **Choice 1:** ...cheat off the student's test? You know she studied and probably has the correct answers.
  - **Choice 2:** ...choose to do your own work? You may not get an "A," but you didn't cheat.
- You saw your best friend steal some money out of the backpack of another student in your class. Would you...
  - **Choice 1:** ...report what you saw to your teacher? You know your friend may be mad, but the student in your class now doesn't have money for lunch.
  - **Choice 2:** ...not say anything? You weren't the one who stole the money.



# Eagles - Take Flight! Honesty 6th

**Reflection/Discussion**: What does the quote "Do the right thing even when no one is watching" mean to you? How does this help you use the 3R's?

**Relaxation Tool**: Breathing Activity

**Practice**: Your task - Identify a time this week when you choose to do the honest thing, even when you could have been dishonest and got away with it?

# Sportsmanship

## 6<sup>th</sup> Grade

6th Grade - May Focus



# Agenda: Sportsmanshipo 6<sup>th</sup> Grade



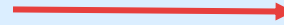
## Today we will:

- Talk about how to be a good sport
- Eagle Check-In
- Video
- Shoe activity
- Closing: "Eagles - Take Flight"

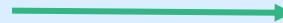
Working together can  
be hard!

Think about a time  
when you lost in a  
teamwork related  
setting. How did you  
handle losing?

I couldn't handle losing -  
I blamed everyone  
around me



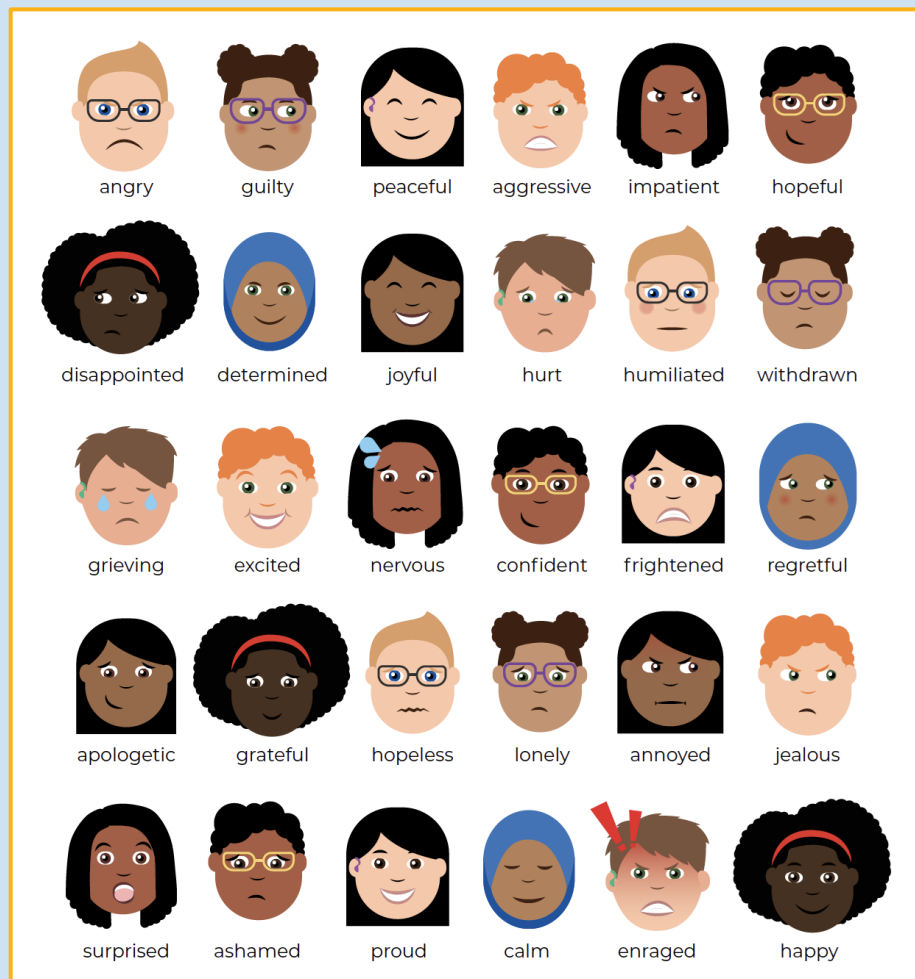
It didn't bother me.  
I tried my best!





# Eagle Check In (sportsmanship 6<sup>th</sup>):

How does working  
together (or in a  
group) make you  
feel?



How intense is  
your feeling?



# WHAT DOES SPORTSMANSHIP MEAN TO YOU?

What are some things that affect sportsmanship?

Can you think of an example when you showed positive sportsmanship?

Can you think of an example when you showed negative sportsmanship?

How does unsportsmanlike behavior affect how you feel and participate?

## About Sportsmanship

# Tower Building - 6th

Teachers: divide the class into 4 separate groups, spread out around the classroom

Students: Your job will be to make the **TALLEST** tower out of.....shoes! Your goal is to make the tower as tall as possible without it falling over. You need to work as a team and use **EVERYONE'S** shoes on your team as part of your tower. You will have 3 minutes to accomplish this task.





# Eagles - Take Flight! Sportsmanship 6th

Reflection/Discussion: How does having good sportsmanship relate to the 3R's?

Relaxation Tool: Breathing Activity

Practice: Your task - How can you apply good sportsmanship strategies this month? (Think about Field Day!!)