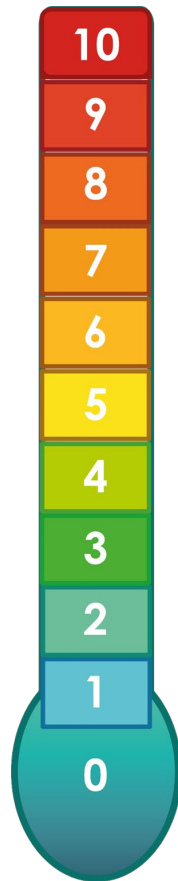
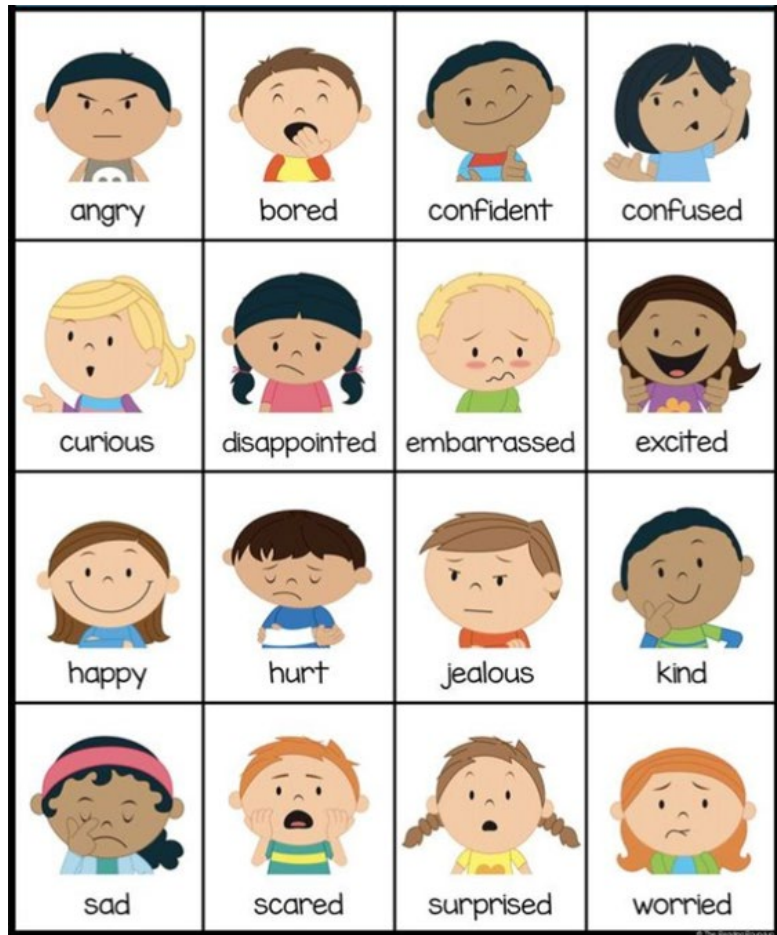


# Reason - Respect - Responsibility

## 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"





The most you have ever felt this

How are you feeling about starting this school year?

# Teaching Point



In this lesson, we are going to learn  
how to use kind hearts and  
smart brains to do our job and  
be awesome students  
at our school!





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?

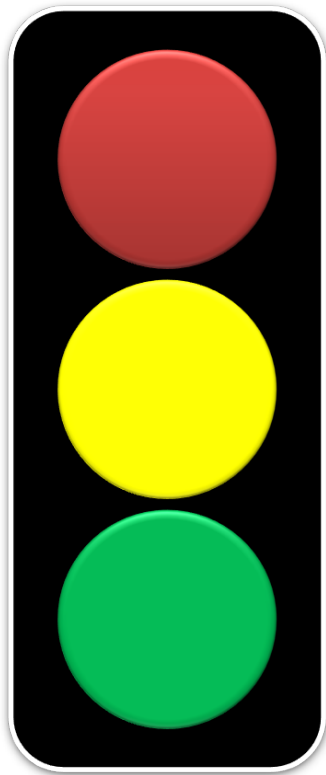
**Respect-** I will use my kind heart to be nice to others.

Am I treating others with kindness?

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

Am I doing the right thing?

# Voice Levels



= No Voice

= Whisper

= Talking

# Lesson 1: Classroom Expectations



# Classroom Expectations

## Be Reasonable (Be Safe)

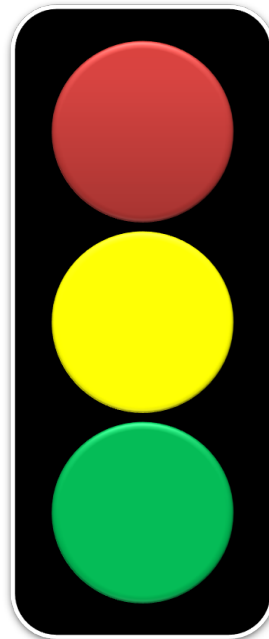
- Keep hands, feet, and objects to yourself
- Stay in assigned seat, with feet on floor
- Walk in the classroom
- Follow all safety procedures
- Advocate for self and others

## Be Respectful

- Follow voice level expectations
- Raise your hand to speak
- Wait your turn to share
- Listen to the person speaking
- Respect school property
- Keep classroom clean
- Use appropriate language
- Practice kindness

## Be Responsible

- Follow directions
- Try your best
- Take care of your property
- Stay organized
- Return borrowed items
- Take ownership of actions





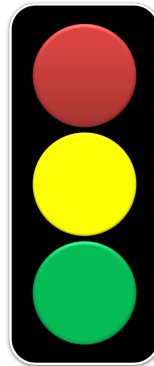
# Whole Body Listening



# What does that look like?



Voice Level



# Lesson 2: Hallway Expectations



# Hallway Expectations

## Be Reasonable (Be Safe)

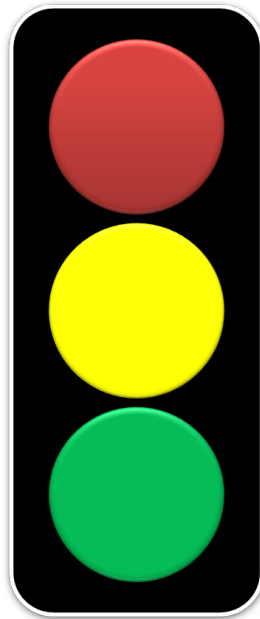
- Walk at all times
- Face forward
- Stay in line with class

## Be Respectful

- Admire displays with eyes only
- Be mindful of other classes

## Be Responsible

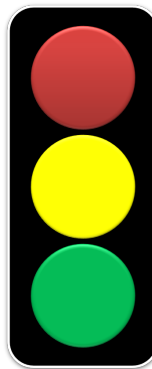
- Follow adult directions
- Keep hallways clean
- Be where you are expected to be



# What does that look like?



Voice Level



# Lesson 3: Playground Expectations



VILLAGE ELEMENTARY'S  
RECESS EXPECTATIONS





# Playground Expectations

## Be Reasonable (Be Safe)

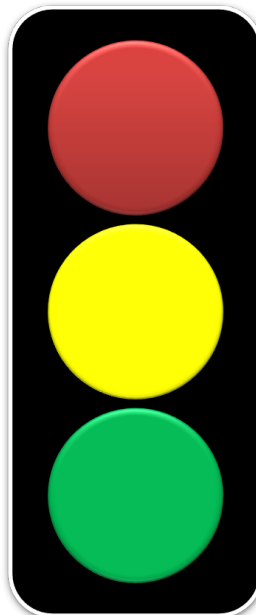
- Stay in playground area
- Keep hands and feet to yourself at all times
- Use toys and equipment correctly
- Follow playground rules

## Be Respectful

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

## Be Responsible

- Follow adult directions
- Line up when whistle blows
- Take ownership of actions



# Lesson 4: Bathroom Expectations





# Bathroom Expectations

## Be Reasonable (Be Safe)

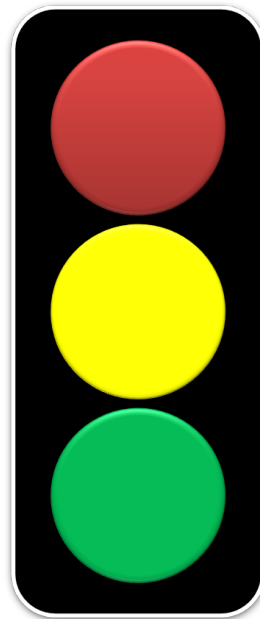
- Keep water in the sink
- Walk at all times
- Flush the toilet
- Tell adult if help is needed

## Be Respectful

- Give privacy to others
- Take care of business quickly (get in and out)

## Be Responsible

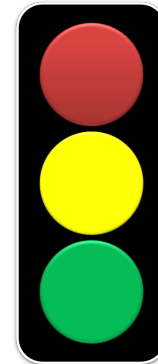
- Use toilet as intended
- Report issues to adults
- Wash hands with soap and water
- Throw trash away in the correct place



# What does that look like?



Voice Level



# Lesson 5: Lunchroom Expectations



# Lunchroom Expectations

## Be Reasonable (Be Safe)

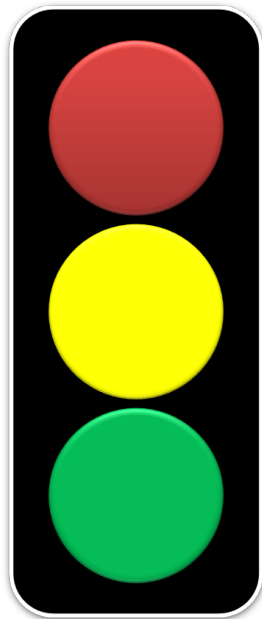
- Stay in seat
- Walk at all times
- Do not share food

## Be Respectful

- Follow adult directions
- Use manners (please and thank you)
- Raise hand for help

## Be Responsible

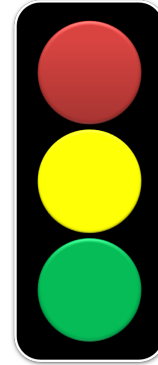
- Clean up after yourself
- Throw away trash in garbage
- Stay focused on eating



# What does that look like?



Voice Level



# Arrival / Dismissal Expectations

## Be Reasonable (Be Safe)

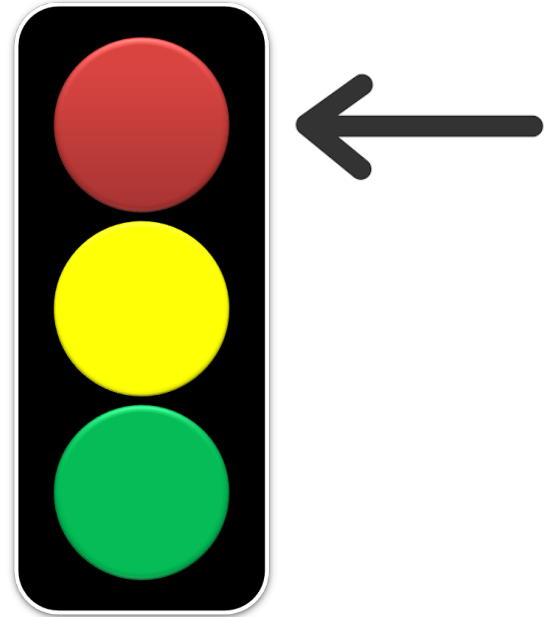
- Walk at all times
- Watch where you are walking
- Look and listen
- Stay on sidewalk

## Be Respectful

- Keep space neat and organized
- Follow adult directions

## Be Responsible

- Wait in your assigned spot
- Listen for dismissal instructions
- Keep all belongings closed (backpack, water bottle, lunchbox)



# 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:

## Relationships with Reason & Respect

### Reason

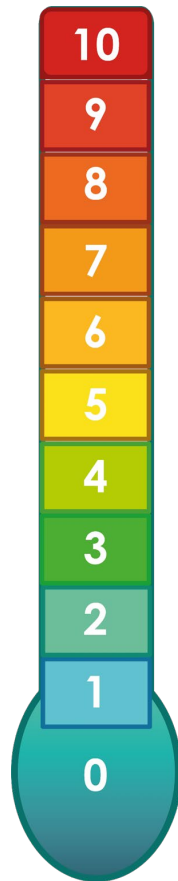
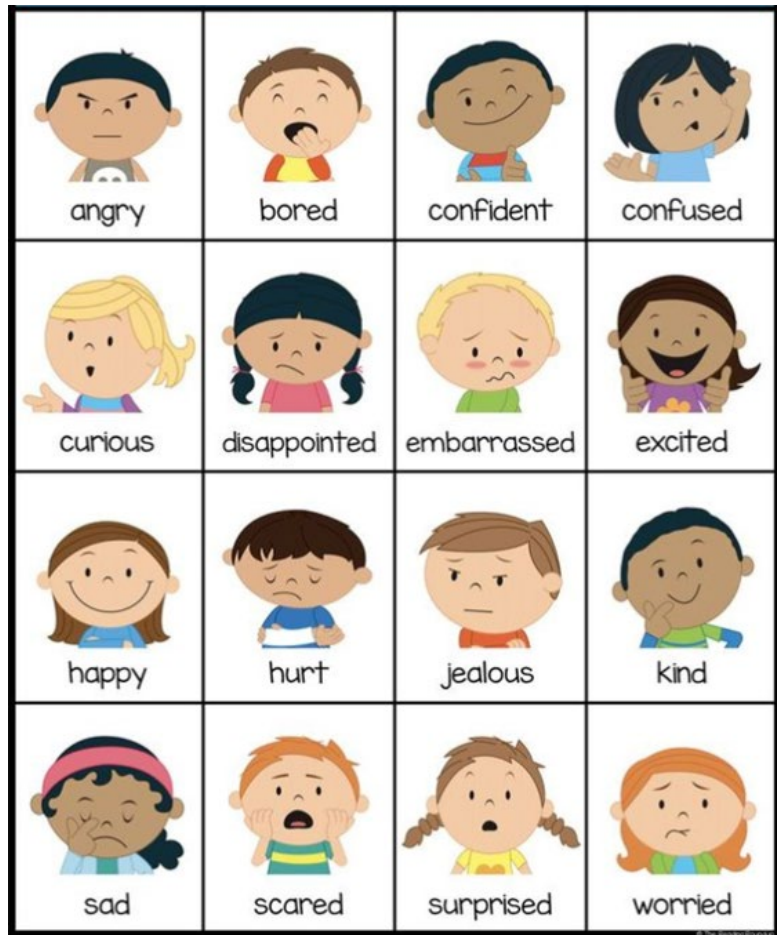
"The power of our mind to seek to understand and think logically"

### Respect

"Respecting the abilities, qualities, differences, and similarities of all, including ourselves"







The most you have ever felt this

Have you ever tried to make a new friend before? How did you feel?

The least you have ever felt this

# Teaching Point



In this lesson, we are going to learn  
how to use our smart brains  
and kind hearts to  
make and keep new friends  
and learn new skills to be kind  
to everyone.



# Possible Barriers

Why can it be hard to make new friends?

*Here's an example of how you can talk to someone new!*

1. Look at the person
2. Introduce yourself
3. Ask if they want to play

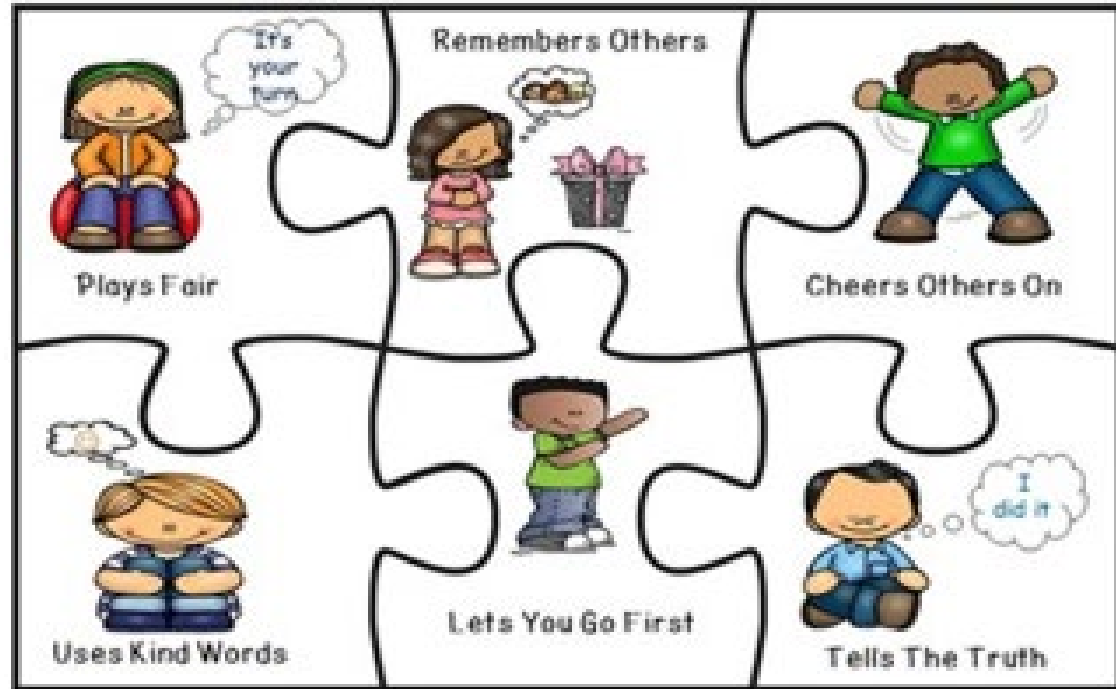
## Role Play:

- You are new student and want to make friends on the playground. What steps do you take? What do you do?
- You are on the playground and you see a new student, how do you go about including them?















# Skill Building

A good friend...



# Activity: Friend Behaviors

Directions: Thumbs up for a kind friend, thumbs down for unkind friend.

 <p>Makes me laugh</p>	 <p>Yells at me</p>	 <p>Takes turns</p>	 <p>Helps me</p>
 <p>Laughs at me</p>	 <p>Does not listen when I talk</p>	 <p>Sits with me at lunch</p>	 <p>Tells the truth</p>
 <p>Listens when I talk</p>	 <p>Shares things with me</p>	 <p>Hurts me</p>	 <p>Makes me feel sad</p>





# Kindness Activity

What are qualities of a good friend?



# Kindness is helping

## How can we help at school?

- Take care of our things
- Asking a friend in your class to play
- Helping someone who got hurt

## How can we help at home?

- Getting dressed for mom or dad
- Putting our dishes in the sink

**Helping makes people feel happy!**



# Smile at others



Practice smiling at someone today and notice what happens next!



Give someone else items you don't  
play with or need anymore.



Share a time when you did this,  
how did it make you feel?

Say thank you



# Do something nice for someone

This little girl  
made this man  
card.

If someone made  
you a special card,  
how would you  
feel?



# Kindness Matters!

When we are kind, we are being responsible and respectful in our relationships!



# Reason & Respect



**Hartland students use reason and respect in their relationships with others.**

- ❖ **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*)



# Kindness around Hartland!

- Lakes Elementary
- Round Elementary
- Village Elementary
- Creekside Elementary

# Friendship & Kindness:

## Relationships with Reason & Respect



### Reason

















"The power of our mind to seek to understand and think logically"

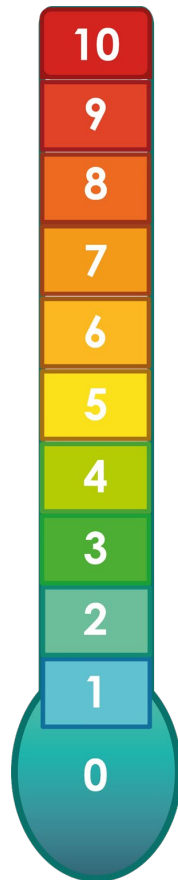
### Respect

"Respecting the abilities, qualities, differences, and Similarities of all, including ourselves"



3rd -4th Grade  
Feelings Chart

 angry	 bored	 confident	 confused
 curious	 disappointed	 embarrassed	 excited
 happy	 hurt	 jealous	 kind
 sad	 scared	 surprised	 worried



The most you have  
ever felt this

Have you ever  
tried to make a  
new friend  
before? How  
did you feel?

The least you have  
ever felt this



# Teaching Point 3<sup>rd</sup>-4<sup>th</sup> Grade

R<sup>3</sup>

In this lesson, we are going to learn  
how to use our smart brains and kind hearts  
and to make and keep new friends and learn new  
skills to be kind to everyone.



# Possible Barriers 3<sup>rd</sup>-4<sup>th</sup> Grade

Why can it be hard to make new friends?

*Here's an example of how you can talk to someone new!*

1. Look at the person
2. Introduce yourself
3. Ask if they want to play

## Role Play:

- You are new student and want to make friends on the playground. What steps do you take? What do you do?
- You are on the playground and you see a new student, how do you go about including them?



# Skill Building 3<sup>rd</sup> - 4<sup>th</sup> Grade



You know someone is being a good friend if they are...

- ★ **F**orgiving (Forgiving mistakes and not holding grudges)
- ★ **R**espectful (Value your friends' feelings, opinions, and boundaries)
- ★ **I**s supportive (Being there for your friends when they're happy or sad or having a hard time)
- ★ **E**ncouraging (Encourage your friends to be the best versions of themselves and cheer them on)
- ★ **N**ice (Friendly and polite)
- ★ **D**ependable and trustworthy (Keeping your promises, telling the truth, and being reliable)

# Activity: Scenarios

Using the **FRIEND** acronym, discuss what positive friendship quality the students in the scenarios are using:

1. Keaton sees Elsie trip and fall and her lunch goes all over the floor. Keaton helps Elise up and then helps her pick up her lunch.
1. Mabel sees her friend Andie crying and goes over to ask her if she needs help.
2. James accidentally hurt Lucas's feelings by commenting about his clothes. James notices Lucas appears upset and quickly apologizes. Lucas forgives James.



# Kindness Activity 3<sup>rd</sup> - 4<sup>th</sup> Grade

What are qualities of a good friend?



# Friendship and Kindness



# Kindness Video Reflection

- What was the bird trying to do?
- How did you feel about the bird in the beginning of the video?
- Did the way the dog felt about the bird change? Why?
- What did the dog do after he saw the babies?
- What did the bird do after the dog did something kind?

*People are often unkind for reasons we may not understand...*

*we don't always have the full picture.*

*\*\*\*Always be kind...especially when it is hard\*\*\**

# Kindness Matters! 3<sup>rd</sup> - 4<sup>th</sup> Grade

When we are kind, we are being reasonable,  
and respectful in our relationships!





# Reason & Respect 3<sup>rd</sup> - 4<sup>th</sup> Grade



Hartland students use reason and respect in their relationships with others.

**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*)



# Kindness around Hartland! 3<sup>rd</sup>-4<sup>th</sup> Grade

- Lakes Elementary
- Round Elementary
- Village Elementary
- Creekside Elementary



# Kindness at Lakes Elementary

## What is the Kindness Tree???

- The Kindness Tree celebrates acts of kindness that students are "caught" doing
- The tree starts with no leaves at the beginning of the year and then grows as students do kind things for others. Each leaf represents something kind a student did for someone else
- Our tree starts with no leaves, but is fills up quick with acts of kindness

## How does it work?????

1. Do something kind for someone
2. Your teacher might notice and give you a Kindness leaf (but don't ask for one!)
1. Write your name on the Kindness leaf and return it to your teacher
2. The leaf gets put on the tree
3. When you walk by the tree...see if you can find your leaf!



# Kindness at Round Elementary



Round's Kindness bulletin board celebrates acts of kindness that students are "caught" doing



# Kindness at Village Elementary



## Village Victory Assembly

Village Elementary comes together as a whole for school-wide celebrations, as well as to recognize students that have shown reason, respect and responsibility at school.





# Kindness at Creekside

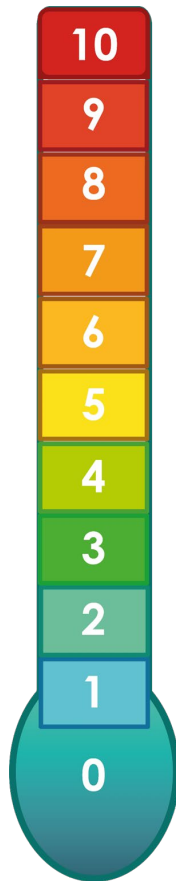
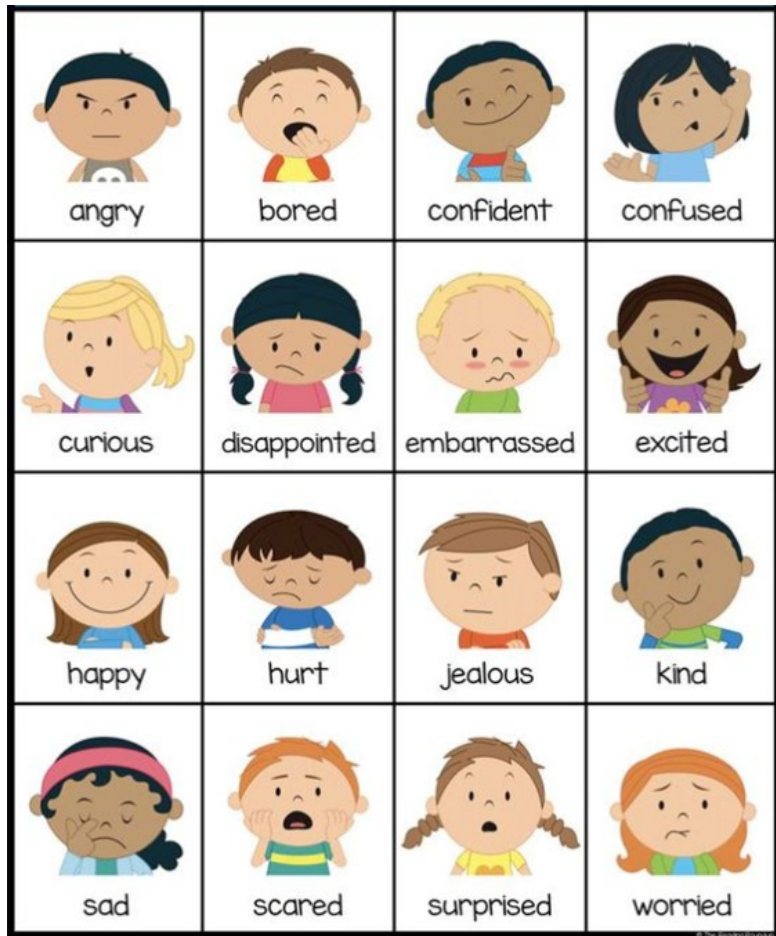


# Understanding Differences Using Respect

## Respect

"Respecting the abilities, qualities, achievements, differences and similarities of all, including ourselves."






Think about a time you felt different. How did it feel?



# Teaching Point

In this lesson, we will learn that understanding differences means knowing that everybody deserves to be treated with respect.

It also means accepting people for who they are, rather than how they look, what they believe, how they speak or what they wear.

Because we are all different, we see things differently.



# Possible Barriers

- Differences can feel scary!
- It is difficult to imagine what others are thinking and feeling
- We never know what others are going through



# Skill Building

Discuss: How are these pictures the same? How are they different?



# Skill Building JK - 2<sup>nd</sup> Grade



How are these dogs the same? How are they different?



# Activity

There are differences we can see with our eyes (visible) versus differences we can't always see (invisible).

Visible Differences: Hair, clothing, skin color, eye color, height

Invisible Differences: likes, dislikes, differences in the ways our brains work



# Activity JK - 2<sup>nd</sup> Grade

Find someone in your class who:

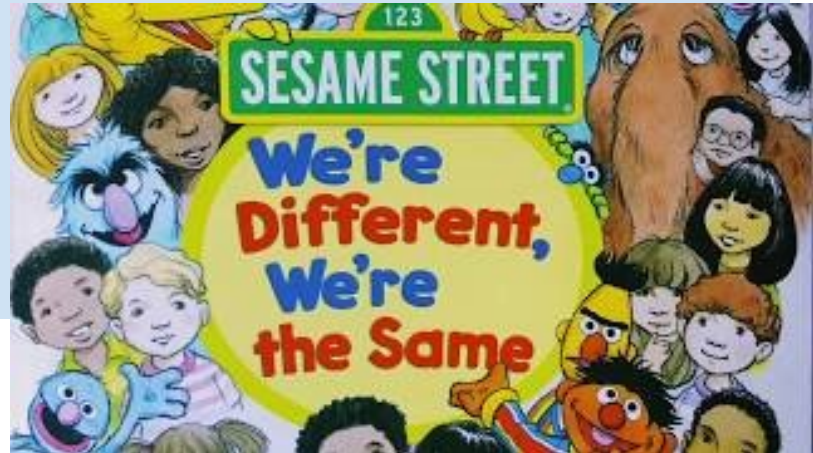
1. Has the SAME color shirt as you (visible similarity)
2. Likes the SAME food as you (invisible similarity)
3. Has DIFFERENT color hair than you (visible difference)
4. Has a DIFFERENT favorite color (invisible difference)



# Activity: Read Aloud and Discussion

Discussion:

1. Is it ok to be friends with people different than us?
2. What should we do if we see someone being mean to someone because they are different?



Activity: Why is it important to understand differences???





# Activity: Video Discussion



## The role of kindness with understanding differences

1. How did you feel about the bird at the beginning of the video?
2. How did you feel about the bird when you realized she was trying to feed her babies? Did your feelings change?
3. What did the dog do when he realized the bird was trying to feed her babies?
4. Do we always know what other people are feeling and thinking?

We don't always know what people are thinking and feeling,  
so be kind!!!!

# Respect

Hartland students will respect different abilities, qualities, achievements, differences and similarities of all.

**Respect** - When we understand others, we learn how to respect them better - even if they're different from us.

LIFE WOULD BE BORING IF WE WERE ALL THE SAME!

What would it be like if we had only 1 color crayon to color with?



Fun video: Animal friends (optional)

[Turkey and Dog Best Friends are Inseparable | The Dodo Odd Couples](#)

# Understanding Differences

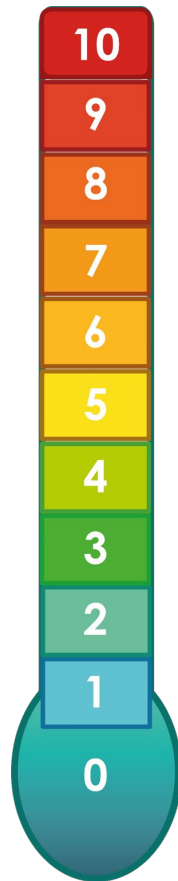
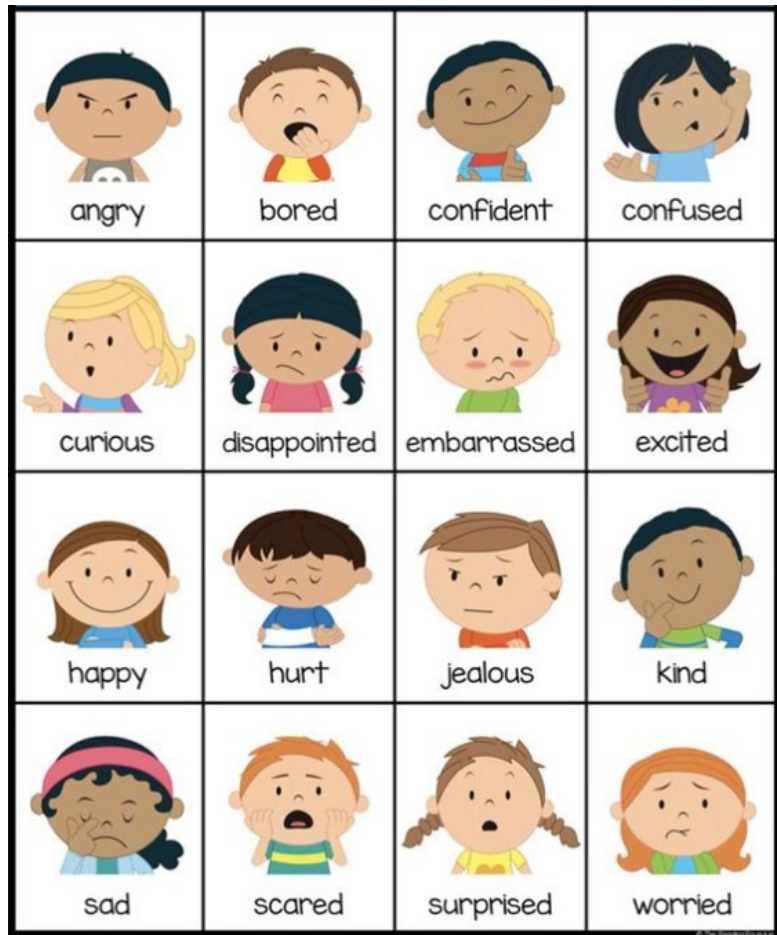
3<sup>rd</sup> & 4<sup>th</sup> Grade

Using Respect

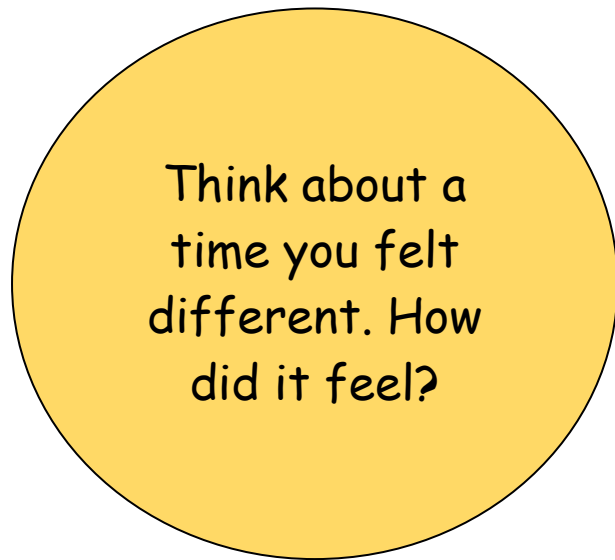
## Respect

"Respecting the abilities, qualities, achievements, differences and similarities of all, including ourselves."





The most you have  
ever felt this



The least you have  
ever felt this

# Teaching Point 3<sup>rd</sup> & 4<sup>th</sup> Grade

In this lesson, we will learn that understanding differences means knowing that everybody deserves to be treated with respect.

It also means accepting people for who they are, rather than how they look, what they believe, how they speak or what they wear.

Because we are all different, we see things differently.



# Potential Barriers

- Differences can feel scary!
- It is difficult to imagine what others are thinking and feeling (perspective taking)
- We never know what others are going through



# Skill Building 3<sup>rd</sup> & 4<sup>th</sup> Grade

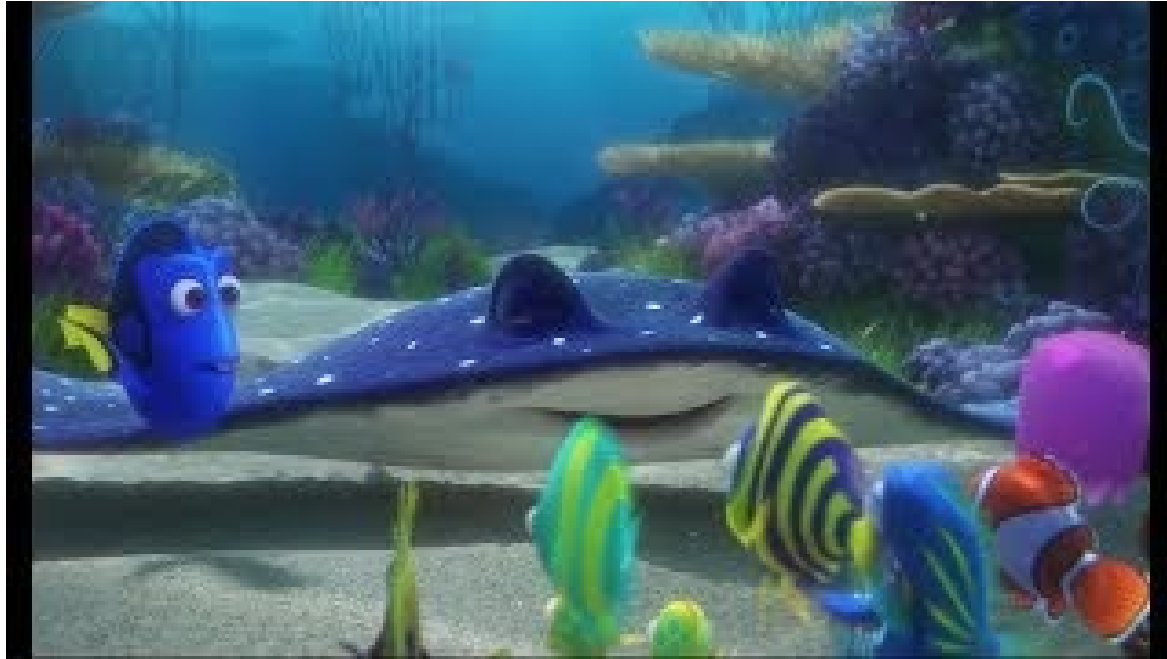
## Visible versus Invisible differences

- Discuss some examples of visible differences
- Discuss some examples of invisible differences

*Why is it important to understand BOTH visible and invisible differences???*

# Activity- Character Comparison

*Notice similar and different qualities in Dory and Nemo*





# Activity- Character Comparison 3<sup>rd</sup> & 4<sup>th</sup>

*What are the visible similarities? What are the visible differences?  
What are the invisible similarities? What are the invisible differences?*



# Activity: Don't Judge a Book by It's Cover



## Activity: Don't Judge a Book by It's Cover 3<sup>rd</sup> & 4<sup>th</sup>

### Video Reflection Questions

1. What do you think someone might assume about the old lady?
2. What do you think someone might assume about the young man?
3. The old lady and the young man are different; how did this lead to a misunderstanding?
4. What did they realize in the end that they had in common?

# Respect 3<sup>rd</sup> & 4<sup>th</sup>

Hartland students will respect different abilities qualities, achievements, differences and similarities of all.

**Respect-** When we understand others, we learn how to respect them better—even if they're different from us.

LIFE WOULD BE BORING IF WE WERE ALL THE SAME!

What would it be like if we had only 1 color crayon to color with?



Fun video: Animal friends (optional)

[The World's Cutest Interspecies Friendships | The Dodo](#)

# Recognizing & Managing Emotions Using Reason and Responsibility

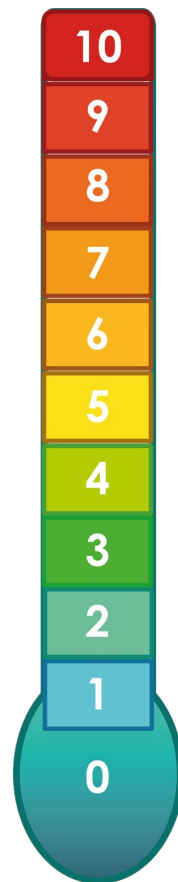
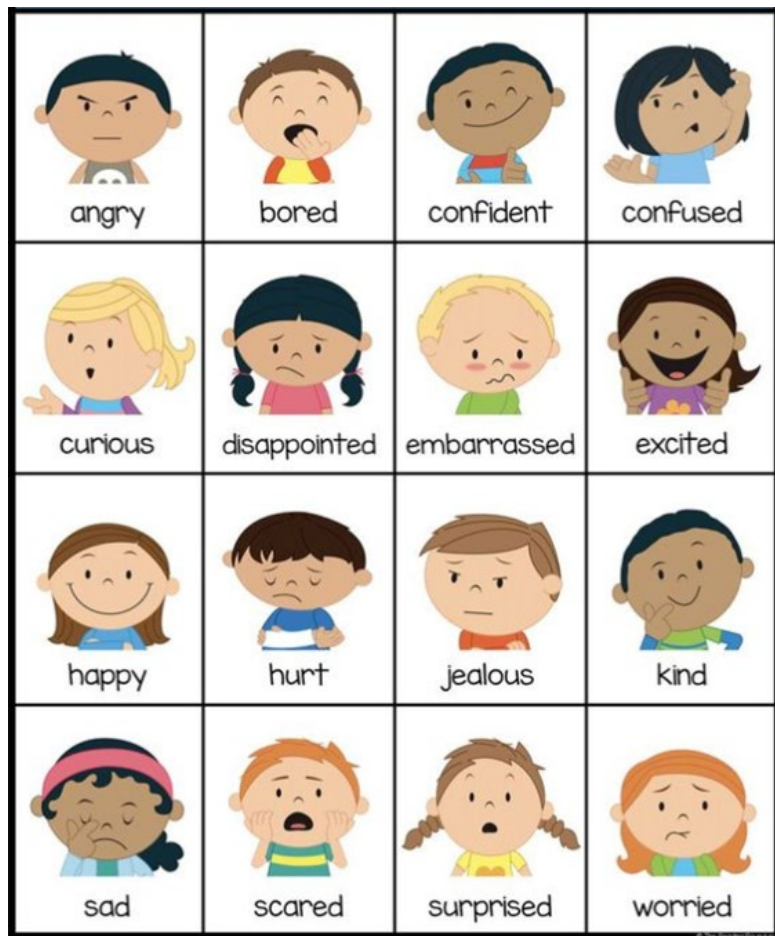
## Reason

"The power of our mind to seek to understand and think logically."

## Responsibility

"Students, staff, and parents taking responsibility for their own actions and behaviors."





The most you have ever felt this

How do you feel today?

The least you have ever felt this

# Teaching Point

In this lesson, we are going to use reason when identifying and managing our emotions. We are going to use our smart brain to make safe choices.

When do you feel happy?

When do you feel sad?

When do you feel mad?

# Potential Barriers

Are all emotions okay? Why or why not?

Here are some tips on how to identify your emotions:

1. Reflect on how you are feeling- which emotion matches
2. Think about what may have caused you to feel that emotion.
3. Decide on a strategy to help you get back to green and be ready to learn (breathing exercises, asking for help, break, etc.)



# Skill Building

Sometimes our feelings get all mixed up.  
Read the "Color Monsters" book.



# Activity- All Mixed Up

- Our brains do not work well when our emotions are all mixed up.
- Watch video: [Kids Explain How a Glitter Jar Calms Them Down](#)
- We can learn to use calming tools to get back on the green monster to help us learn.



# Activity- Discussion





Have you ever felt lots of emotions at once? What does it feel like?

It is okay to have mixed emotions, but it's better when we can have them in the right place.

What color monster should you be on if you are ready to learn?



# The **ZONES** of Regulation®

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>



# Activity

Here is a tool for  
getting back to  
green!



# Activity: Calming Tools to get back on GREEN

When I am feeling blue, yellow, or red monster I can....

- Ask for a break
- Talk to a friend or adult
- Take deep belly breaths



# Reason & Responsibility

Hartland students will use smart brains to recognize how we feel and make safe, thoughtful, reasonable, and responsible choices. We do our job by picking a tool to help us learn.



# Recognizing & Managing Emotions

Grades 3<sup>rd</sup> & 4<sup>th</sup>

## Using Reason and Responsibility

### Reason

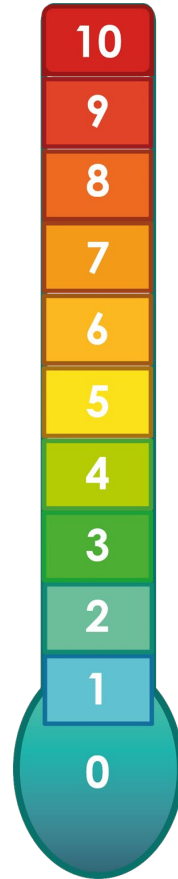
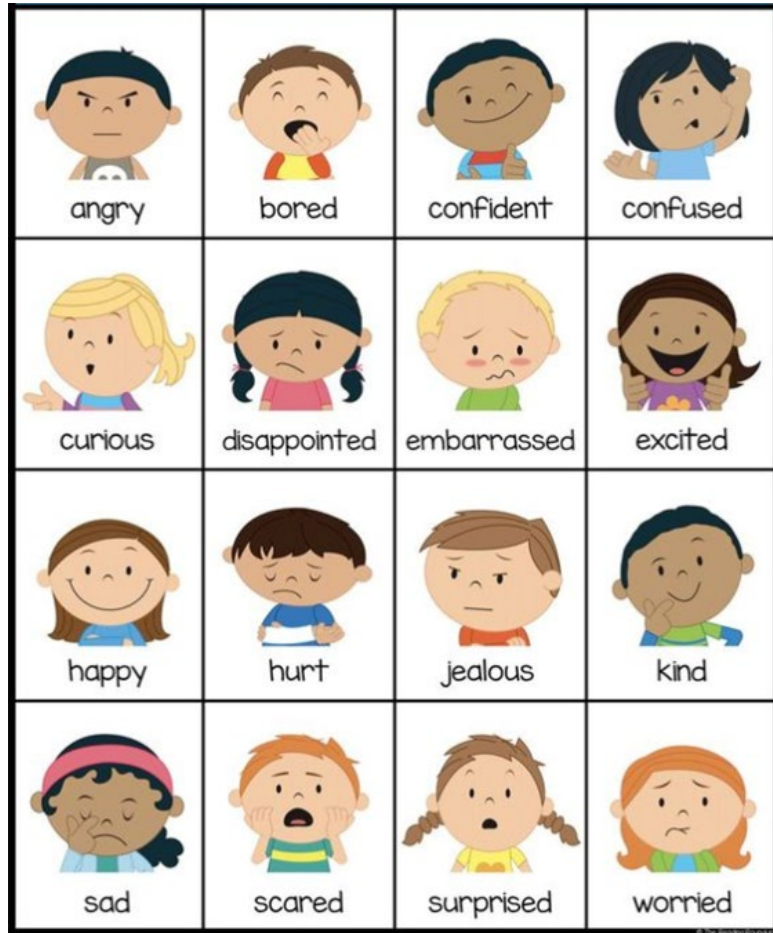
"The power of our mind to seek to understand and think logically. "

### Responsibility

"Students, staff, and parents taking responsibility for their own actions and behaviors."







The most you have ever felt this

How do you feel today?

The least you have ever felt this

# Teaching Point      3<sup>rd</sup> & 4<sup>th</sup> Grades

In this lesson:

We are going to use reason when identifying and managing our emotions.

We are going to use our mind to think logically about our emotions.

We will also learn how to take responsibility for our actions and behaviors.

# Potential Barriers 3<sup>rd</sup> & 4<sup>th</sup> Grades





Are all emotions okay? Why or why not?

Here are tips on how to identify your emotions:

1. Reflect on the emotion you choose (in check-in).
2. Think about what may have caused you to feel that emotion.
3. If you are not on green, decide on a strategy to help you get back to green and ready to learn (breathing exercises, asking for help, break, etc.)

# Skill Building: Zones Review

## The **ZONES** of Regulation<sup>®</sup>

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

# Activity- Discussion 3<sup>rd</sup> & 4<sup>th</sup>

- Have you ever felt lots of emotions at once? What does it feel like?
- Our brains learn best when we are on GREEN.

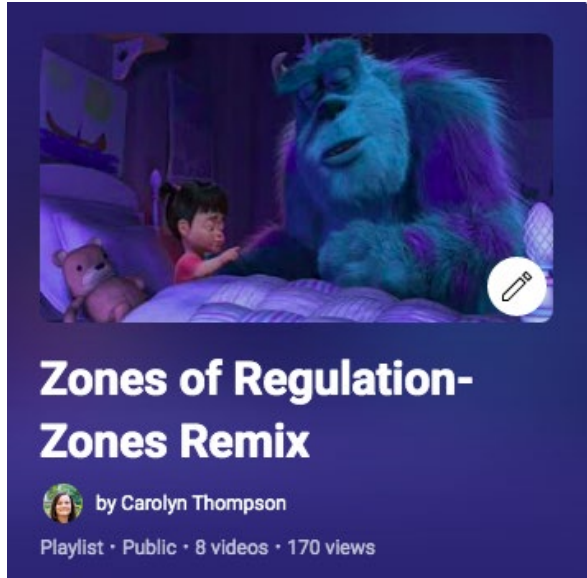
**The green zone is used to describe when you're in a calm state of alertness.**

Being in the green zone means you are calm, focused, happy, or ready to learn.

This is predominantly the state you want to be in.



# Activity: Guess the Zone



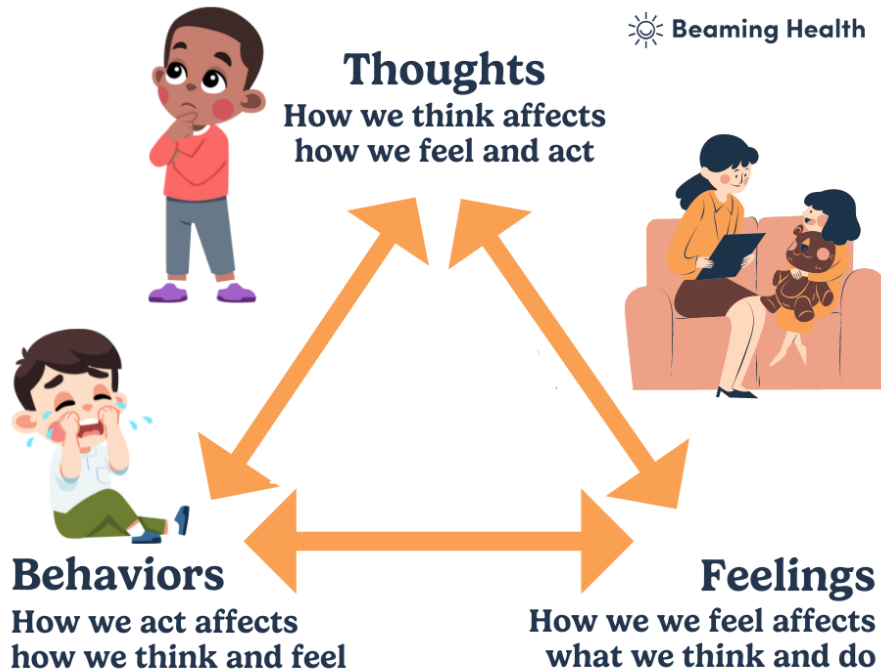
## The **ZONES** of Regulation®

BLUE ZONE		GREEN ZONE		YELLOW ZONE		RED ZONE	
BLUE ZONE		GREEN ZONE		YELLOW ZONE		RED ZONE	
Sad Sick Tired Bored Moving Slowly		Happy Calm Feeling Okay Focused Ready to Learn		Frustrated Worried Silly/Wiggly Excited Loss of Some Control		Mad/Angry Mean Terrified Yelling/Hitting Out of Control	

Watch the You tube Clips to see what zone these characters are in.

Click on the image above to watch the playlist. Their will be 8 videos.

# Skill Building: Think, Feel, Do



# Activity: Flip the Negative Thoughts

*Practice flipping the negative thoughts into positive thoughts.*

1. I am going to fail my math test. I am so bad at math.
2. I have no friends, nobody likes me.
3. Everyone is better than me at soccer
4. Bad things always happen to me.
5. Everyone gets to do fun things, but I never do fun things.





# Skill Building: Calming Tools

 *When feeling yellow, red, or blue...what else can you do???* 

**Deep breathing:**

→ [Just Breathe](#) - Breathing techniques at 2:00 mark.

**Asking for help:**

- Ask a friend, ask an adult
- How can you help yourself?

**Break:**

- Can you take a break?
- If so how and where?
- How long of break is necessary?

# Reason & Responsibility 3<sup>rd</sup> & 4<sup>th</sup> Grades

Hartland students will use smart brains to recognize how we feel and make safe, thoughtful, reasonable, and responsible choices. We do our job by picking a tool to help us learn.





# Gratitude

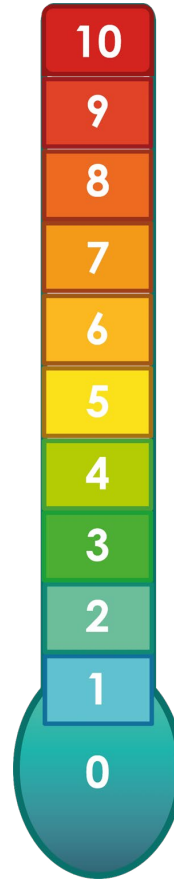
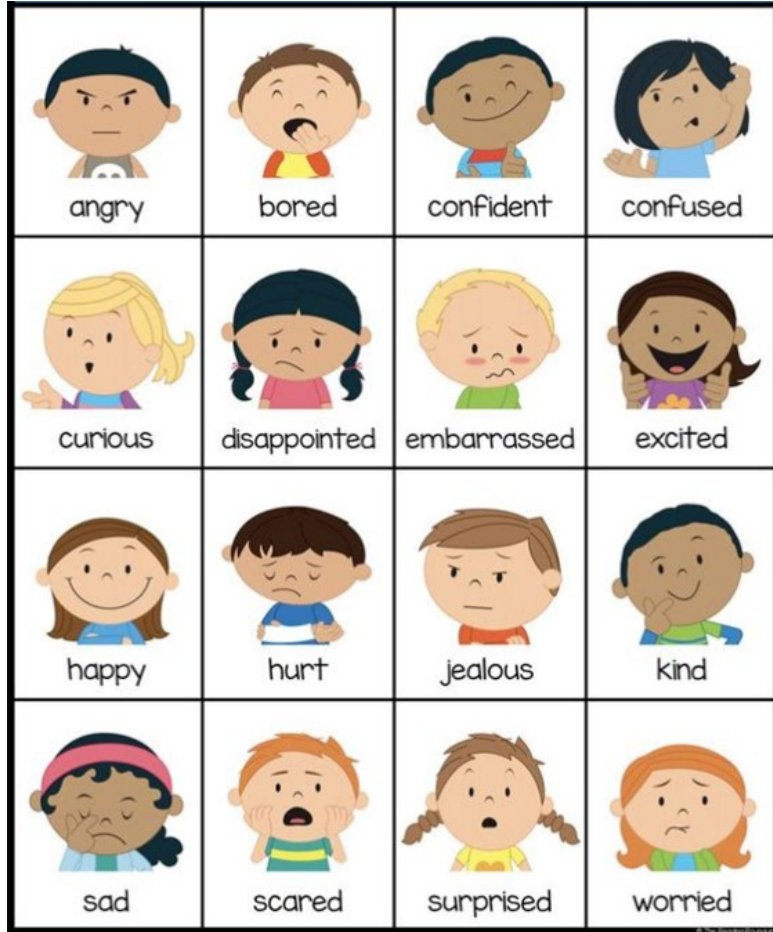
## Using Reason, Respect and Responsibility

**Reason:** "The power of our mind to seek to understand and think logically."

**Respect:** "Respecting the abilities, qualities, achievements, differences and similarities of all, including ourselves."

**Responsibility:** "Students, staff, and parents taking responsibility for their own actions and behaviors."





The most you have ever felt this

How do you feel after something really good happens to you?

The least you have ever felt this

# Teaching Point



In this lesson, we will learn what gratitude is and how to practice gratitude everyday! We can use our smart brains to see the good in our day, our kind hearts to show we are thankful, and do our job to practice taking responsibility for our thoughts.



# Potential Barriers

Have you ever felt like something was not fair?

- Someone got to the swing before you did
- Your friend got a new toy that you don't have
- You could not go outside because it was raining

Did this make you feel like you were having a bad day?

When this happens, you have the choice to try to turn your bad day into a good day. Just look around you!

# Skill Building



Name three things that you see or hear that make you happy or that you are grateful for.

# Activity



Create a "Thank You" card for someone you are grateful for in the school!





# Reason, Respect & Responsibility

**Hartland students use reason, respect and responsibility to show gratitude.**

**Reason** - I will use my smart brain to see the good in my day!

Am I using positive thinking to see the good?

**Respect** - I will use my kind heart to show I am thankful.

Am I using my kind heart to say thank you?

**Responsibility** - I will take responsibility for my own thoughts.

Am I changing my thoughts from good to bad?





# Gratitude

Grades 3<sup>rd</sup>-4<sup>th</sup>

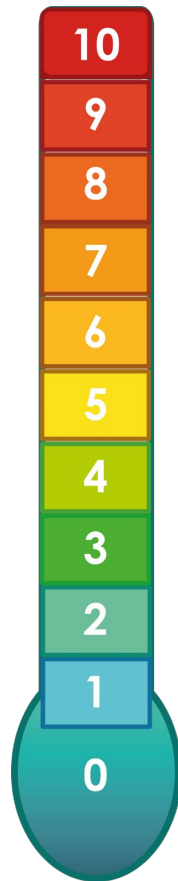
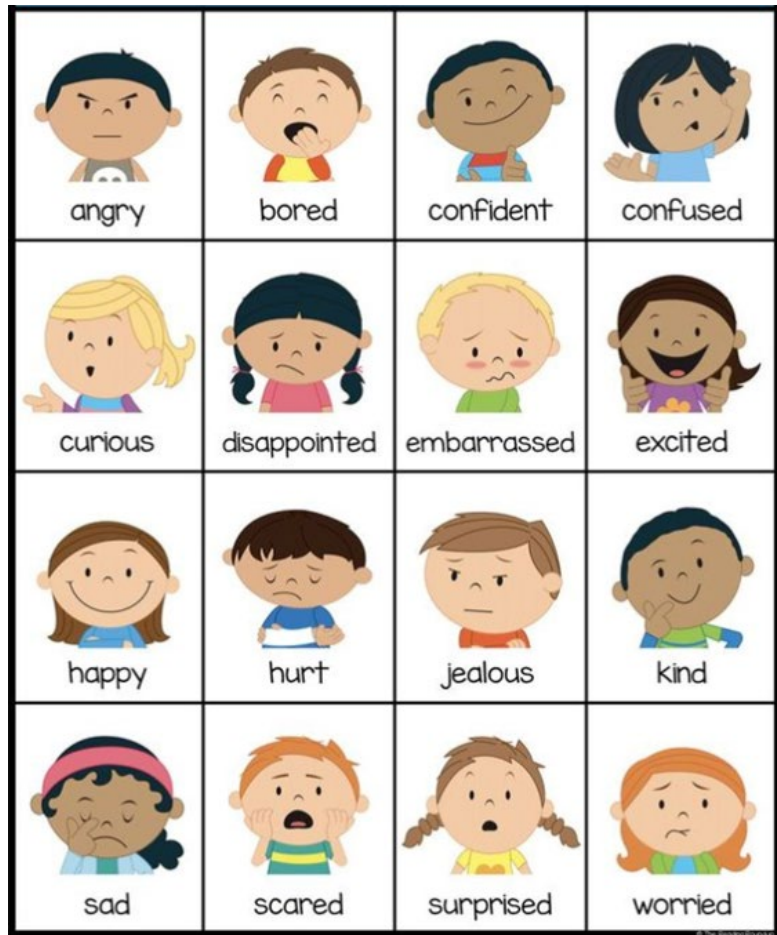
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← The most you have ever felt this

How do you feel  
after something  
really good  
happens in your  
life?

← The least you have ever felt this

# Teaching Point 3<sup>rd</sup> & 4<sup>th</sup> Grade



In this lesson, we will learn what gratitude is and how to practice gratitude everyday! We can use our smart brains to see the good in our day, our kind hearts to show we are thankful, and do our job to practice taking responsibility for our thoughts.



# Potential Barriers 3<sup>rd</sup> & 4<sup>th</sup> Grade

The way we look at or think about a situation can impact how we feel!

Do you ever feel like something isn't fair?

What are some things that might happen during your day that could make you feel like things are not going your way?

# Skill Building 3<sup>rd</sup> & 4<sup>th</sup> Grade



What is gratitude?

What are ways that you show gratitude?

# Activity 3<sup>rd</sup> & 4<sup>th</sup> Grade



Create a "Thank You" card for someone you are grateful for in the school



Give out "Gratitude Cards" to your classmates or create your own cards to give out.

# Reason, Respect & Responsibility 3<sup>rd</sup> & 4<sup>th</sup> Grade

**Hartland students use reason, respect and responsibility to show gratitude.**

**Reason** - I will use my smart brain to see the good in my day!

Am I using positive thinking to see the good?

**Respect** - I will use my kind heart to show I am thankful.

Am I using my kind heart to say thank you?

**Responsibility** - I will take responsibility for my own thoughts.

Am I changing my attitude from positive to negative?







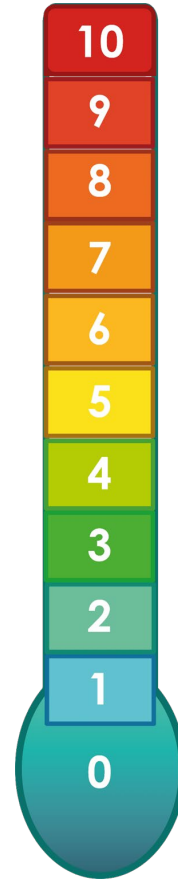
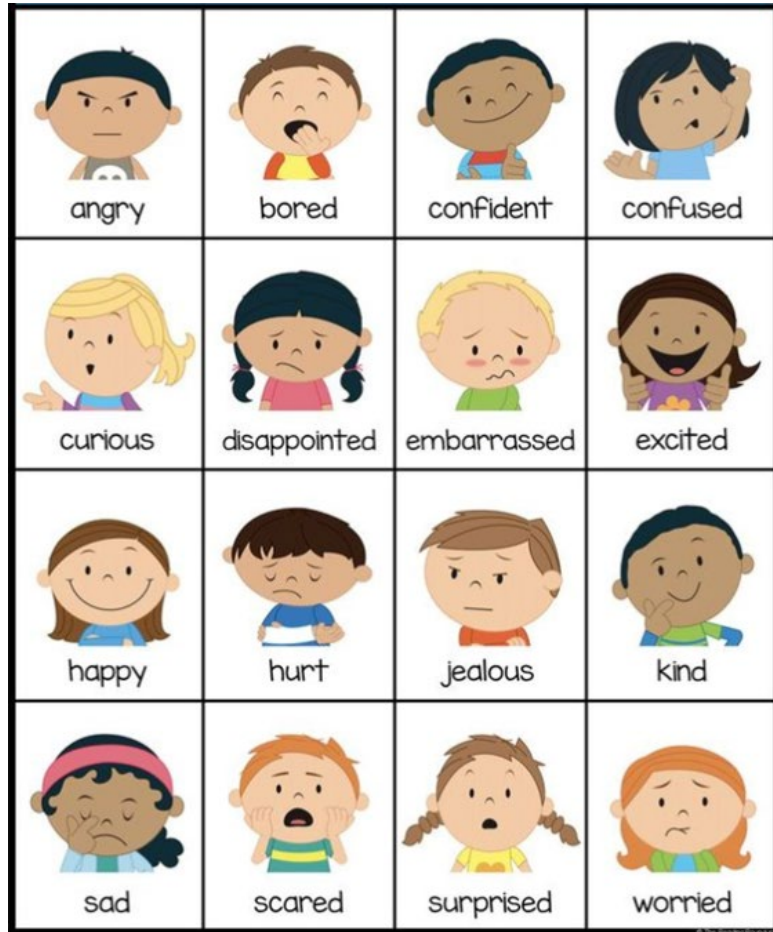
# Reason, Respect, Responsibility School-Wide Expectations

**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"





The most you have ever felt this

How are you feeling about being back at school?

The least you have ever felt this

# Teaching Point

In this lesson, we are going to review how to use kind hearts and smart brains to do our job and be awesome students at our school!





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?

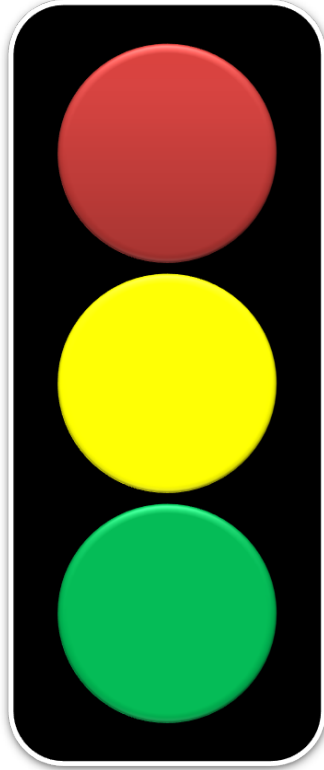
**Respect-** I will use my kind heart to be nice to others.

Am I treating others with kindness?

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

Am I doing the right thing?

# Voice Levels



= No Voice

= Whisper

= Talking

# Lesson 1: Classroom Expectations



# Classroom Expectations

## Be Reasonable (Be Safe)

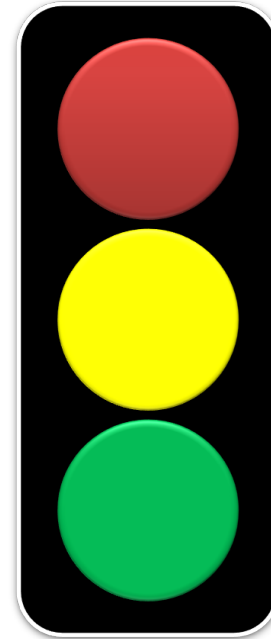
- Keep hands, feet, and objects to yourself
- Stay in assigned seat, with feet on floor
- Walk in the classroom
- Follow all safety procedures
- Advocate for self and others

## Be Respectful

- Follow voice level expectations
- Raise your hand to speak
- Wait your turn to share
- Listen to the person speaking
- Respect school property
- Keep classroom clean
- Use appropriate language
- Practice kindness

## Be Responsible

- Follow directions
- Try your best
- Take care of your property
- Stay organized
- Return borrowed items
- Take ownership of actions





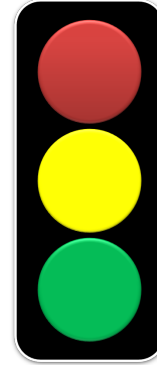
# Whole Body Listening



# What does that look like?



Voice Level



# Lesson 2: Hallway Expectations



# Hallway Expectations

## Be Reasonable (Be Safe)

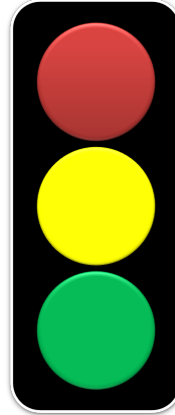
- Walk at all times
- Face forward
- Stay in line with class

## Be Respectful

- Admire displays with eyes only
- Be mindful of other classes

## Be Responsible

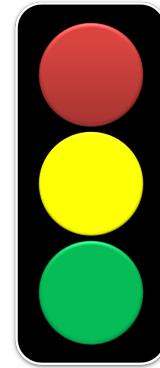
- Follow adult directions
- Keep hallways clean
- Be where you are expected to be



# What does that look like?



Voice Level



# Lesson 3: Playground Expectations



VILLAGE ELEMENTARY'S  
RECESS EXPECTATIONS



# Playground Expectations

## Be Reasonable (Be Safe)

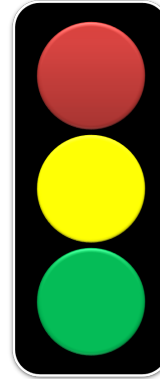
- Stay in playground area
- Keep hands and feet to yourself at all times
- Use toys and equipment correctly
- Follow playground rules

## Be Respectful

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

## Be Responsible

- Follow adult directions
- Line up when whistle blows
- Take ownership of actions



# Lesson 4: Bathroom Expectations





# Bathroom Expectations

## Be Reasonable (Be Safe)

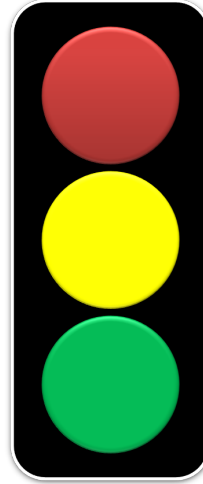
- Keep water in the sink
- Walk at all times
- Flush the toilet
- Tell adult if help is needed

## Be Respectful

- Give privacy to others
- Take care of business quickly (get in and out)

## Be Responsible

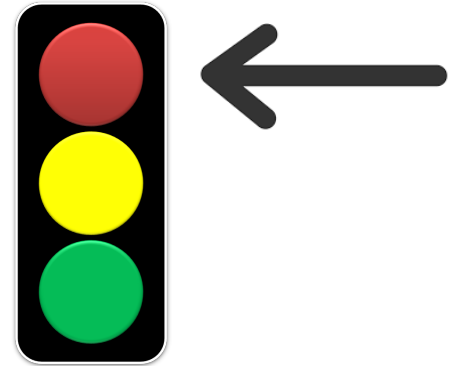
- Use toilet as intended
- Report issues to adults
- Wash hands with soap and water
- Throw trash away in the correct place



# What does that look like?



Voice Level



# Lesson 5: Lunchroom Expectations



# Lunchroom Expectations

## Be Reasonable (Be Safe)

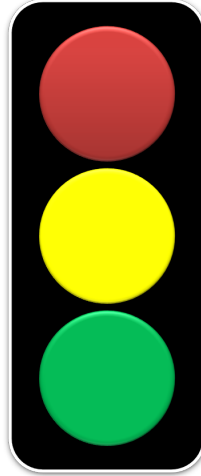
- Stay in seat
- Walk at all times
- Do not share food

## Be Respectful

- Follow adult directions
- Use manners (please and thank you)
- Raise hand for help

## Be Responsible

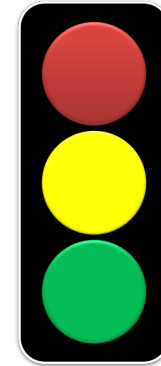
- Clean up after yourself
- Throw away trash in garbage
- Stay focused on eating



# What does that look like? 3<sup>rd</sup> & 4<sup>th</sup>



Voice Level



# Arrival/Dismissal Expectations

## Be Reasonable (Be Safe)

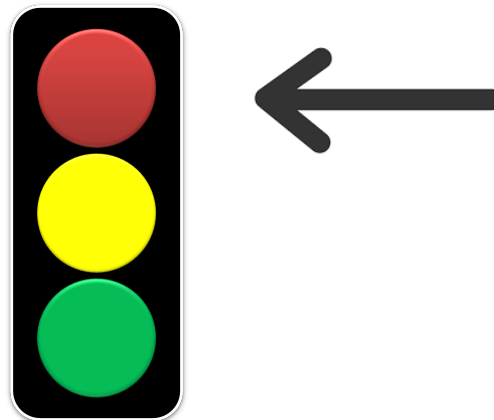
- Walk at all times
- Watch where you are walking
- Look and listen
- Stay on sidewalk

## Be Respectful

- Keep space neat and organized
- Follow adult directions

## Be Responsible

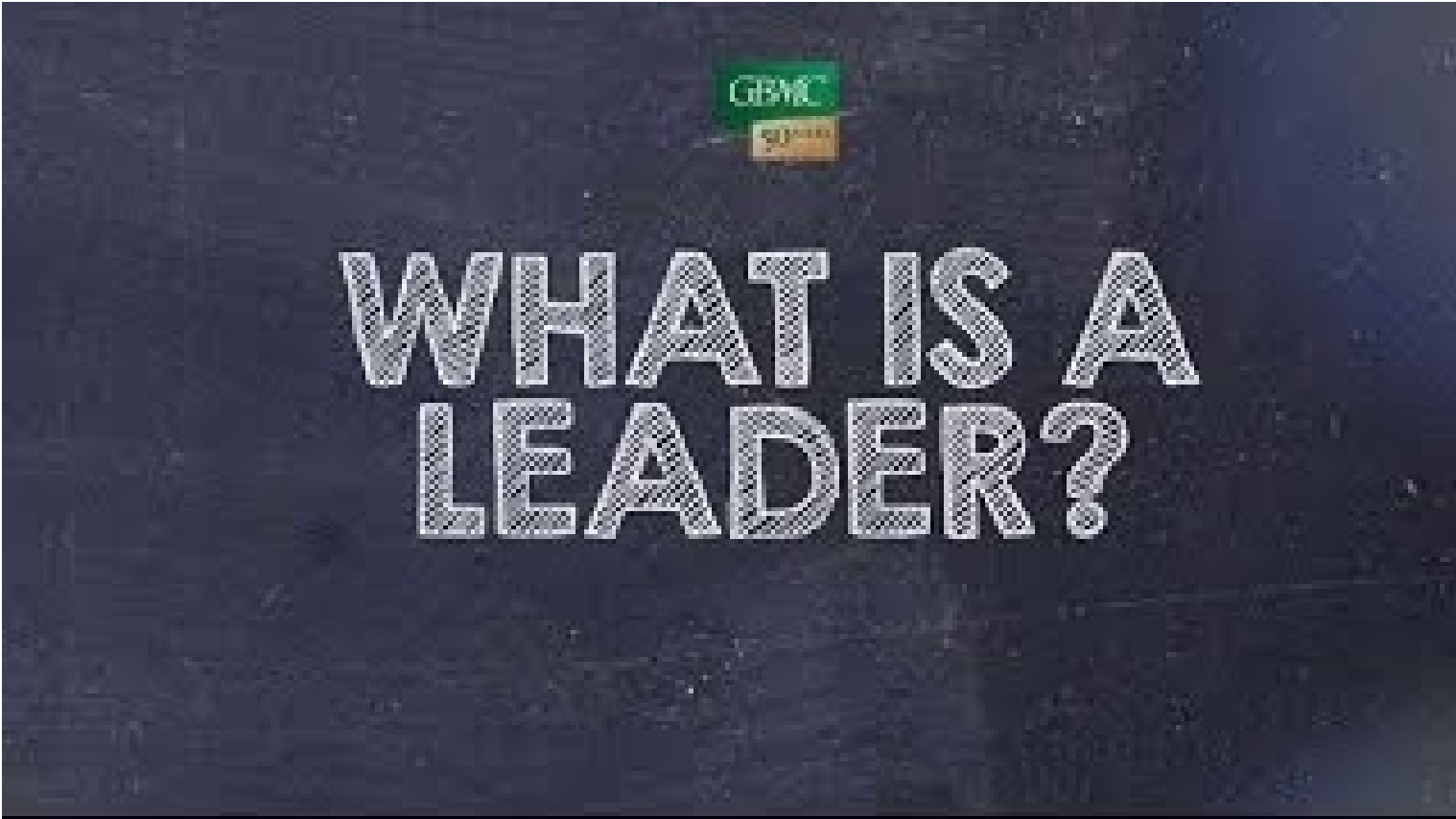
- Wait in your assigned spot
- Listen for dismissal instructions
- Keep all belongings closed (backpack, water bottle, lunchbox)





## Discussion:

- ★ What is a leader?
- ★ Who is someone you know that is a leader?
- ★ What makes them a leader?





# Skill Building

- Being a leader means always using reason, respect, and responsibility, **even when it might not be 'cool'**.
- Leaders show others how to follow expectations by modeling appropriate behaviors. They do this without a reminder and even when **no one is looking**.

**Do you think these students are showing leadership?**

- Other students are talking in line, so James yells "be quiet!" to remind others not to talk while in line.
- While everyone is waiting in line to get lunch, Sarah starts to push others. Jackson quietly reminds her we need to have safe bodies and wait our turn.

# Skill Building 3<sup>rd</sup> & 4<sup>th</sup>

**Scenario: Other students are talking in line, so James yells "be quiet!" to remind others not to talk while in line.**

## **Discuss:**

- In this scenario, what could James have done differently to show leadership skills?
- When is a time that you have shown leadership skills?

# Reason, Respect, & Responsibility



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





# Problem Solving

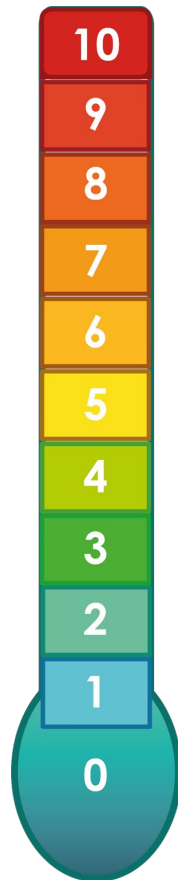
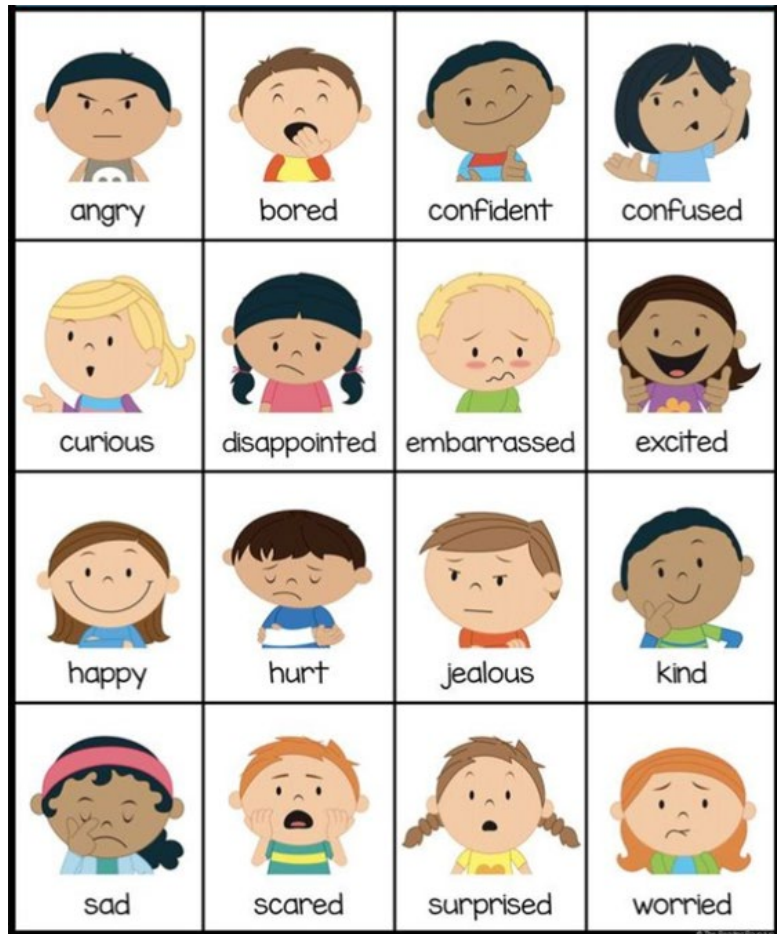
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**Reason**: "the power of our mind to seek to understand and think logically"

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**Responsibility**: "Students, staff, and parents taking responsibility for their own actions and behaviors"





The most you have ever felt this

Think of a time when you had a problem. What did you feel and how intense was the feeling?

The least you have ever felt this

# Teaching Point

In this lesson, we will learn what problems are and how to solve problems with reason, respect, and responsibility.



# Step One: What is the problem?

- A problem is something that needs to be fixed.
- When we have a problem, we have a hard time deciding what to do next.

Share a problem you have had at school

Someone  
is not  
sharing

I lost a  
game

Someone  
broke a  
rule

Someone  
will not  
let me  
play

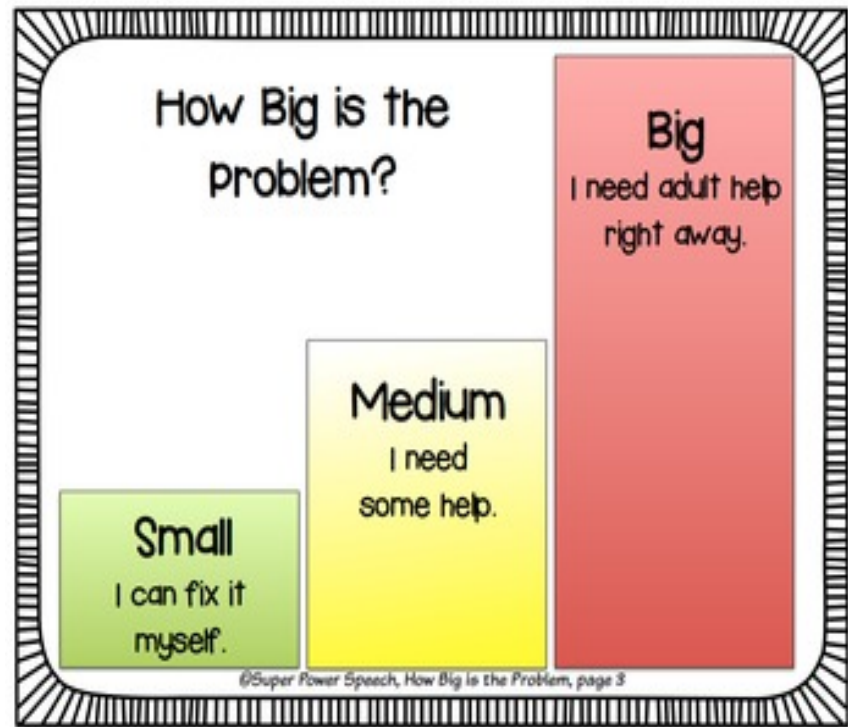
Someone  
is hitting  
me

Someone  
is not  
taking  
turns

I fell  
down and  
got hurt

# Step Two: How big is the problem?

- **Big Problems**- problems that require teacher help
  - *Ex: Someone hurt you, you are unsafe*
- **Medium Problems**- problems that you can try to figure out on your own first, and might require teacher help if you can't solve the problem
  - *Ex: Someone called you a name, you are being left out*
- **Small Problems**- problems that can be ignored or solved quickly
  - *Ex: You did not get called on to answer a question, you did not get picked to be first in line*





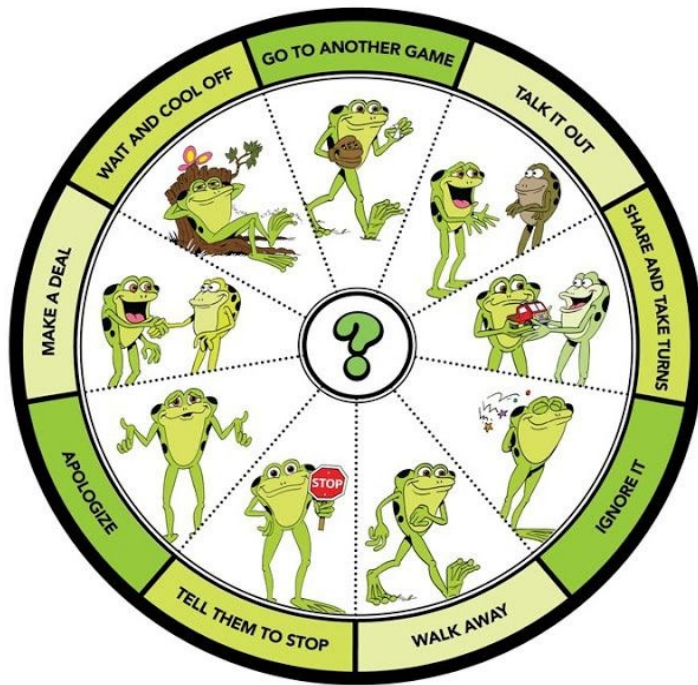


# Step Three: How can I solve the problem?

When someone is being unsafe or unkind

Other ways to solve problems

1. STOP! 
2. I feel \_\_\_\_\_, when you  
\_\_\_\_\_
3. Please 
4. Tell adult if needed



## Step Four: Try it out



Try one of your solutions.

Did it work? How does everyone feel now?



Try again if the problem is not solved.

# Is it Mean or is it Bullying?

## Mean Examples:

- Someone says, "You're not good at this game," to make them feel bad
- Making fun of someone's lunch once

## Bullying Examples:

- Someone called me a name again and again

When someone says or does something  
INTENTIONALLY hurtful and they do it once, OR  
you INTENTIONALLY do it back, That's

MEAN

When someone says or does something INTENTIONALLY  
hurtful and they KEEP DOING IT even when you tell  
them to stop or show them you're upset, that's

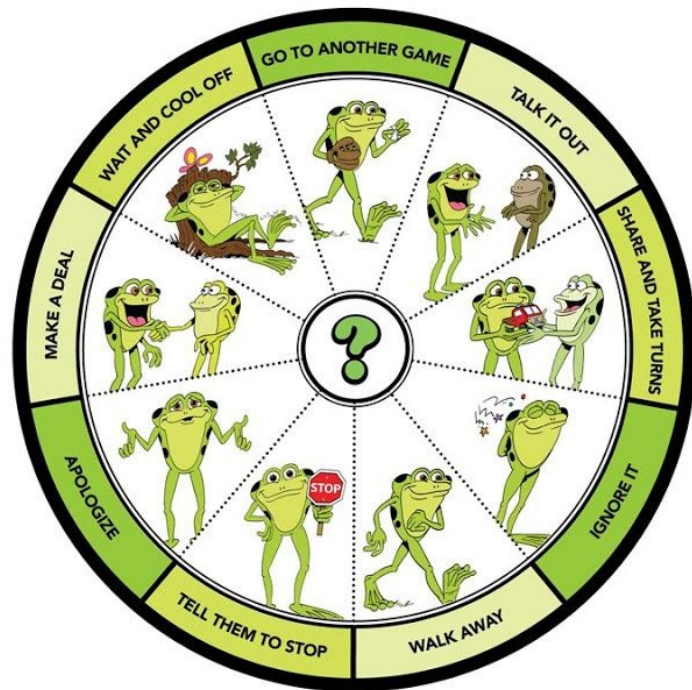
BULLYING

# Activity

Practice using the steps to solve problems below:

1. A classmate isn't sharing
2. A classmate is calling me names
3. A classmate cuts me in line

Step One: What is the problem?	Step Two: How big is the problem?	Step Three: What can I do to solve the problem?	Step Four: Try it out! Did it work?



# Reason, Respect, & Responsibility

**Hartland students use reason, respect, and responsibility when solving problems.**

- **Reason:** I will use my smart brain to think before acting/doing.
  - ◆ Am I helping to make the problem smaller?
- **Respect:** I will use my kind heart to listen and understand everyone's point of view.
  - ◆ Am I acting kind to others when I fix my problem?
- **Responsibility:** I will do my job as a problem solver and use the problem solving steps.
  - ◆ Am I using my tools to solve my problem?



# Problem Solving

## 3<sup>rd</sup> & 4<sup>th</sup> Grade

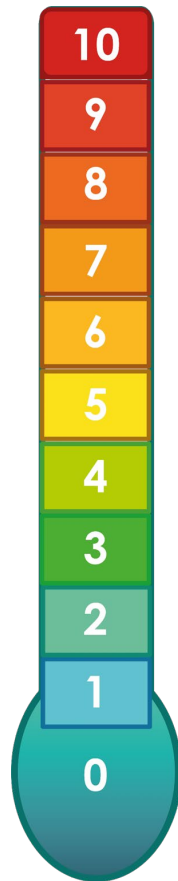
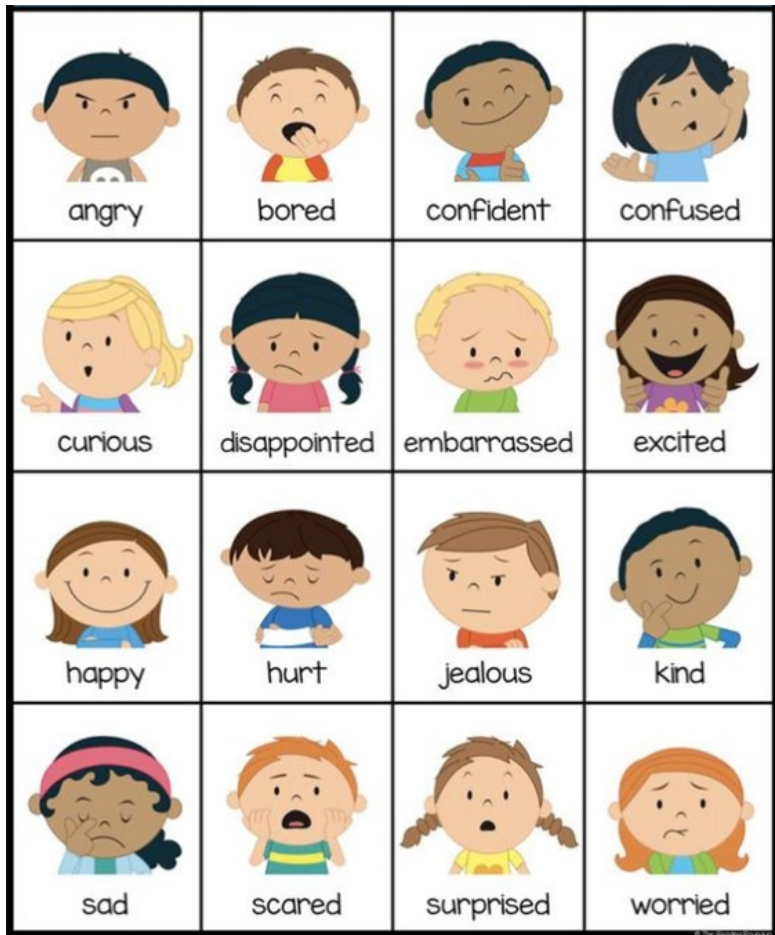
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The most you have  
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Think of a time  
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The least you have  
ever felt this

# Teaching Point 3<sup>rd</sup> & 4<sup>th</sup> Grade

In this lesson, we will learn what problems are and how to solve problems with reason, respect, and responsibility.





# Potential Barriers

When we have a problem with a friend, it can make us feel upset and confused on what to do. Sometimes the way we try to solve the problem makes the problem bigger and we need help.

## Steps to solving a problem:

1. Identify the problem
2. Determine the size of the problem
3. Come up with three solutions to the problem
4. Pick the best solution & decide whether the problem is solved

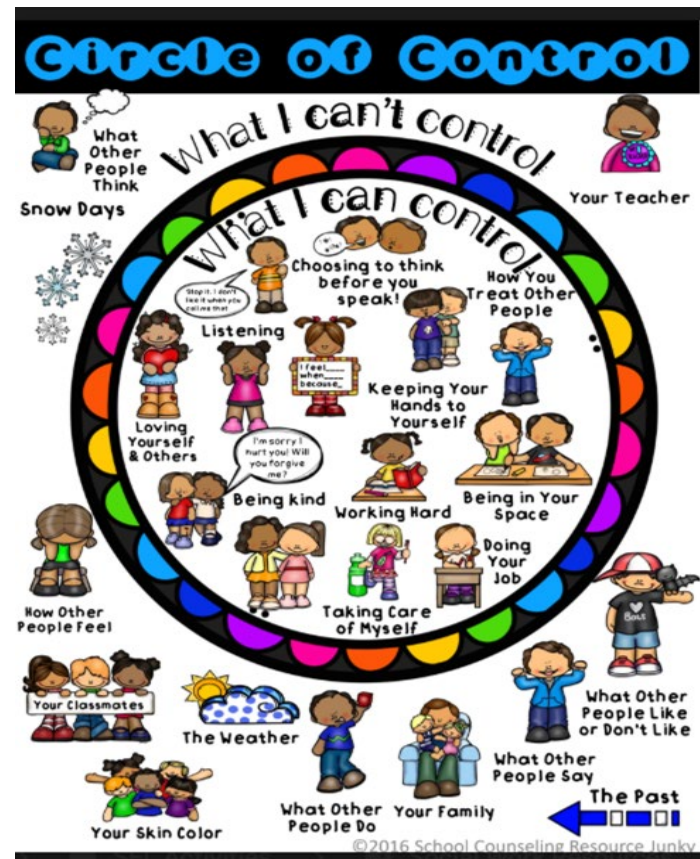
When we have a problem that involves other people, we can struggle with things that are not in our control. We can try to fix the problem, but we can only control ourselves.

# Circle of Control

When we have a problem, we can only control our own thoughts, feelings and actions. We do not have control over other people or things.

What are things that are in your control?

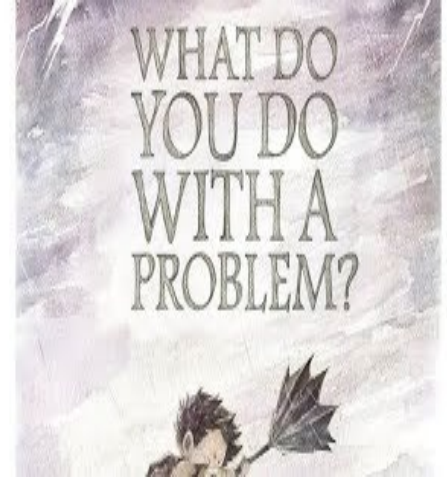
What are things that are not in your control?



# Skill Building

## Steps to solving a problem

1. Identify the problem
2. Determine the size of the problem
3. Come up with three solutions to the problem
4. Pick the best solution & decide whether the problem is solved



## Book Reflection Questions

- How did the boy feel when he first saw the problem? Have you ever felt that way?
- What changed when the boy decided to face his problem?
- What can you learn or find inside a problem, just like the boy did?

# Step One: Identify the Problem

A problem is...

- When you are not sure what to do next
- When a situation impacts others
- When you feel angry, upset, or worried
- When what you are doing already is not working

# Step Two: Size of the Problem

Glitch/Not a problem	Small Problem	Medium Problem	Big Problem	Emergency
<ul style="list-style-type: none"> <li>- There are no problems.</li> <li>- There are things that may be annoying</li> <li>- I can get bothered by glitches, but it won't last long</li> <li>- Affects only me</li> </ul>	<ul style="list-style-type: none"> <li>- These are problems that can be solved quickly</li> <li>- Can be solved without help</li> <li>- Almost all problems are small problems</li> <li>- Affects 1-2 people</li> </ul>	<ul style="list-style-type: none"> <li>- Is tricky to solve by yourself</li> <li>- These problems need a friend or grownups help</li> <li>- May affect 3-5 people</li> </ul>	<ul style="list-style-type: none"> <li>- These problem might involve injuries</li> <li>- Can last from 1 week or more</li> <li>- Can be hard to solve by myself</li> <li>- These problems need an adults helps</li> </ul>	<ul style="list-style-type: none"> <li>- These problems are very dangerous and serious</li> <li>- Can last for a long time</li> <li>- I cannot solve by myself</li> <li>- These problems need an adults help</li> <li>- No fast or easy solution</li> </ul>
EXAMPLES	EXAMPLES	EXAMPLES	EXAMPLES	EXAMPLES
<ul style="list-style-type: none"> <li>- Losing a game</li> <li>- Making a mistake</li> <li>- Being late</li> <li>- Waiting my turn</li> <li>- Following directions</li> <li>- Being told what I don't want to hear</li> </ul>	<ul style="list-style-type: none"> <li>- Not getting exactly what I want</li> <li>- Losing something</li> <li>- Having trouble with schools work</li> <li>- Surprises or changes in schedule</li> </ul>	<ul style="list-style-type: none"> <li>- Being told something that hurt my feelings</li> <li>- Conflict with friends</li> <li>- Losing something important</li> </ul>	<ul style="list-style-type: none"> <li>- Someone getting hurt</li> <li>- Fighting</li> </ul>	<ul style="list-style-type: none"> <li>- Tornado</li> <li>- Fire</li> <li>- Broken bone or serious injury</li> <li>- Someone keeps hurting me</li> </ul>

# Step Three: Solutions to the Problem

Ask yourself these questions to come up with three solutions:

- What would happen if?
- Would it be safe?
- Would it be fair?
- How would everyone feel?

# Step Four: Try it Out 3<sup>rd</sup> & 4<sup>th</sup> Grade



Try one of your solutions

Did it work? How does everyone feel now?



Try again if the problem is not solved



# Is it Rude, Mean, or is it Bullying?

## Rude Examples:

- Interrupting someone while they are talking
- Burping loudly and not saying "excuse me"

## Mean Examples:

- Saying "You're not good at this game," to make someone feel bad
- Making fun of someone's lunch once

## Bullying Examples:

- Repeatedly calling someone names or making fun of them

When someone says or does something UNINTENTIONALLY harmful and they do it once, that's

**RUDE**

When someone says or does something INTENTIONALLY hurtful and they do it once, OR you INTENTIONALLY do it back, That's

**MEAN**

When someone says or does something INTENTIONALLY hurtful and they KEEP DOING IT even when you tell them to stop or show them you're upset, that's

**BULLYING**



# Activity 3<sup>rd</sup> & 4<sup>th</sup> Grade

As a class complete the problem solving steps for the following problems:

1. During recess, Mia and Lucas both want to use the swing, but there's only one available. They start arguing, and neither wants to give up their turn.
2. During a class game, Riley keeps telling everyone what to do and doesn't let anyone else share ideas. The team starts feeling frustrated and stops having fun.
3. During recess, Max keeps pushing you and making you mad. You asked him to stop but he won't listen.

Step one: What is the problem?	Step Two: What is the problem size?	Step Three: What are solutions to the problem?	Step Four: What is the best solution and why?

# Reason, Respect, & Responsibility 3<sup>rd</sup> & 4<sup>th</sup>

**Hartland students use reason, respect, and responsibility when solving problems.**

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

Am I helping to make the problem smaller?

**Respect:** I will use my kind heart to listen and understand everyone's point of view.

Am I acting kind to others when I fix my problem?

**Responsibility:** I will do my job as a problem solver and use the problem solving steps.

Am I using my tools to solve my problem?



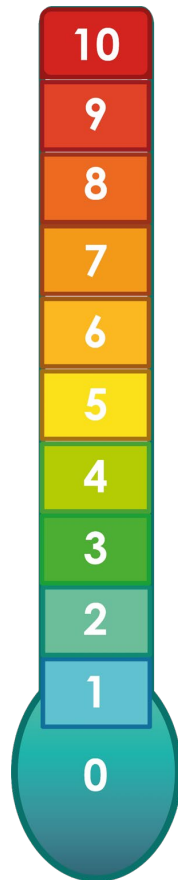
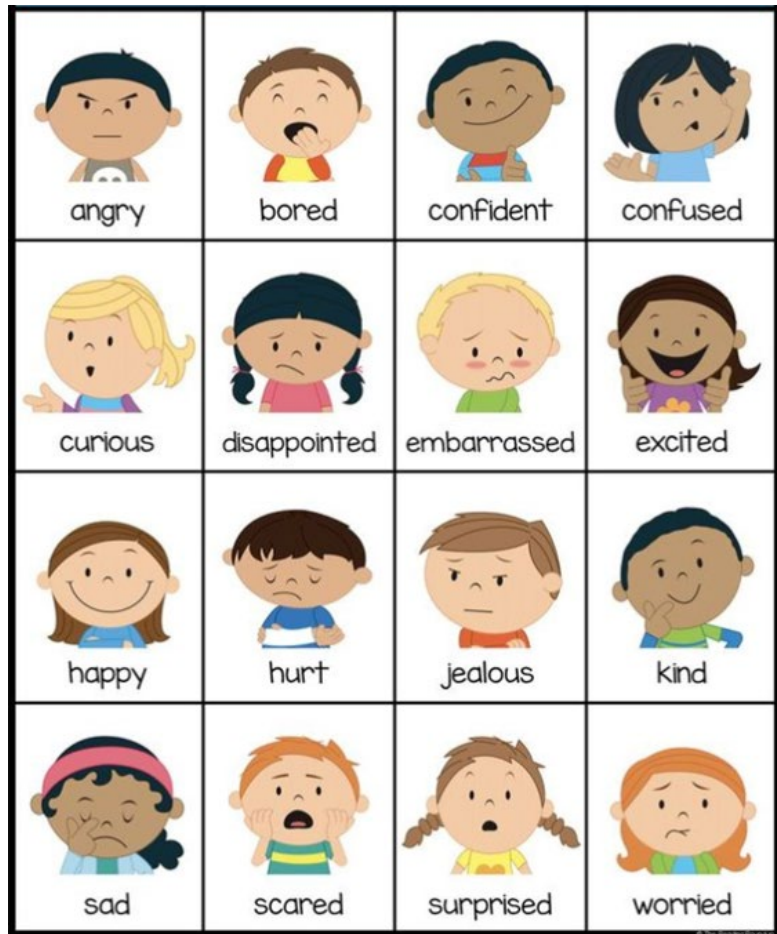
# Grit & Growth Mindset

## Using Reason and Responsibility

**Reason:** “the power of our mind to seek to understand and think logically”

**Responsibility:** “Students, staff, and parents taking responsibility for their own actions and behaviors”





The most you have ever felt this

How do you feel when something is hard to do?

The least you have ever felt this

# Teaching Point

In this lesson, we will learn how to use our smart mind and courage to do hard things (do my job) without giving up.



# Potential Barriers

What is something that you have not been able to do YET?



# Skill Building

## What is GRIT?

**G**ive it your all

**R**edo if you need to

**I**gnore giving up

**T**ake time to do your best

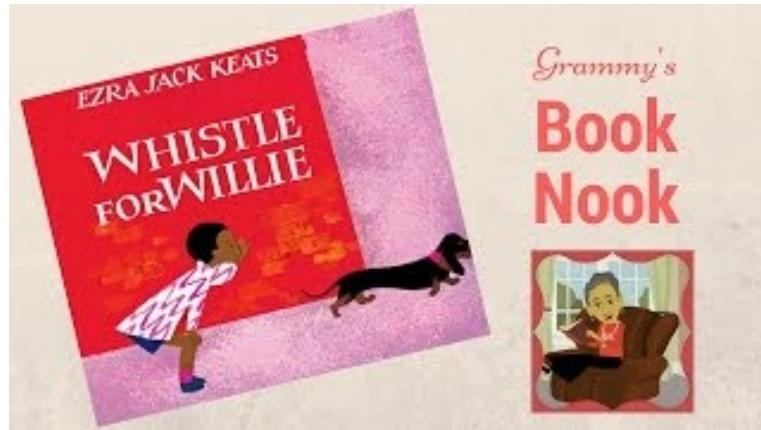


# Activity



Class discussion:

- ★ What is Peter's goal? Did he reach his goal?
- ★ What is a goal you have? What can you do to work on that goal?





# Reason & Responsibility

Hartland students use reason and responsibility to show GRIT.

**Reason-** I will use my smart brain to use positive self talk.

Am I using positive thinking to do hard things?

**Responsibility** - I will take responsibility for my actions and thoughts.

Am I working hard and not giving up?



# Grit & Growth Mindset

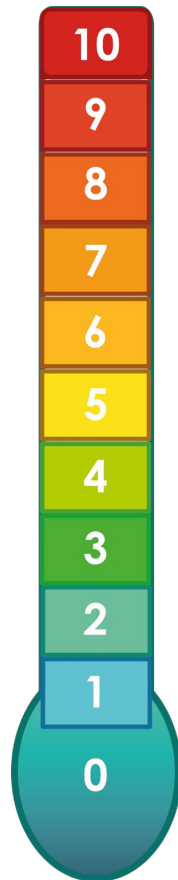
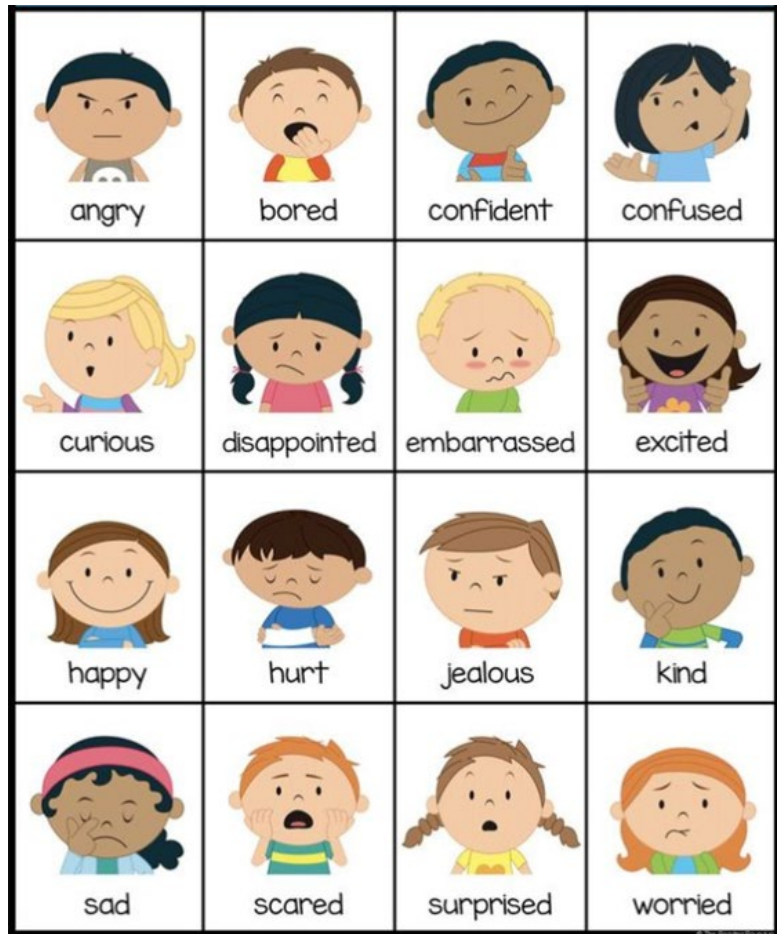
3<sup>rd</sup> & 4<sup>th</sup>

## Using Reason and Responsibility

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The most you have ever felt this

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The least you have ever felt this

# Teaching Point 3<sup>rd</sup> & 4<sup>th</sup>

In this lesson, we will learn how to use our smart mind and courage to do hard things (do my job) without giving up.

## Discuss:

What does "Keep going when the going gets tough" mean?



# Potential Barriers 3<sup>rd</sup> & 4<sup>th</sup>



- What are some things that distract us or get us to stop or quit on our task or goal?
- With a partner, discuss some of the feelings we have when we are distracted or want to quit.

# Skill Building 3<sup>rd</sup> & 4<sup>th</sup>

## What is GRIT?

**G**ive it your all

**R**edo if you need to

**I**gnore giving up

**T**ake time to do your best



# Activity 3<sup>rd</sup> & 4<sup>th</sup>



Divide class into pairs or small groups.

- Each group will come up with characteristics of either the tortoise or the hare.
  - Discuss ways the characters were distracted or showed GRIT.  
(Groups will share out to the class)
- What are some examples of ways you get distracted at school?
- What are some ways to show GRIT and be less distracted?

# Reason & Responsibility 3<sup>rd</sup> & 4<sup>th</sup>

Hartland students use reason and responsibility to show GRIT.

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Am I using positive thinking to do hard things?

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# Trust and Honesty:

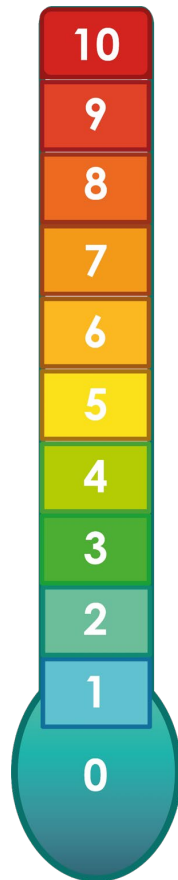
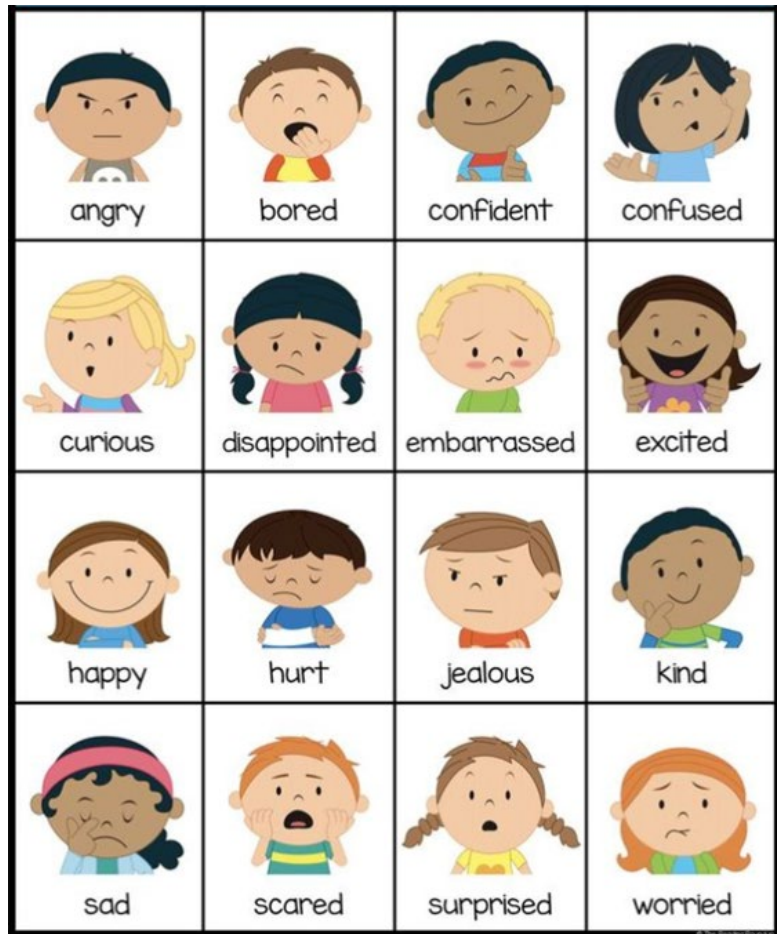
## Using Reason, Respect, and Responsibility

**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"





The most you have ever felt this

How do you feel when you tell the truth?

The least you have ever felt this

# Teaching Point

In this lesson, we will discuss the importance of using a smart brain to be honest. We build trust and show respect when we tell the truth. We do our job when we take responsibility for our actions.

Discuss:

1. Why is honesty important?
2. What are the consequences of dishonesty?

# Potential Barriers

Why is it hard to tell the truth?

*Here's some qualities of an honest person!*

1. Tells the truth, even if they may get in trouble.
2. Admits when they are wrong and have done something wrong (not blaming it on someone else).
3. Does not cheat or steal.
4. Does not exaggerate to make things seem different than they are.
5. Keeps promises and encourages others to be truthful.

## Role Play:

- You borrowed a toy from a friend and accidentally lost it.
- Your family says you can have cake after dinner if you didn't have any other treats during the day. You had some candy at school.

# Skill Building

**Honesty** is being truthful in what you say and do.

- ★ When you are being honest, you say what is real, even when it is hard or you don't want to.

**Trust** is believing you can count on someone, that they won't hurt you, or lie to you, and that they will be there for you.

## **Partner share:**

- Talk about a time when you told a lie.
- Talk about a time when you told the truth.

## **Discussion:**

- How did it feel to tell the truth vs. lying?



# Skill Building JK - 2nd

Taking responsibility for your own actions is owning up to your part without placing blame on others for what you have done.

**YOU are in charge of YOU.**

**Scenario:** At recess, your friend pushed you and you pushed them back.

You may feel that your action was fair, but was it a good choice? Did you do your job as a student?

## **Partner share:**

- What was your part in this?
- Was your behavior a good choice?
- Was it your friend's fault you acted that way? Who is in charge of your actions?
- What could you have done differently?

## **Discussion:**

- How did it feel to admit that your behavior was wrong, too?

# Skill Building JK - 2nd

- What does it mean to "exaggerate?"
  - Make something more serious, dramatic, or big
- Is exaggerating honest?

## **Exaggerating scenarios:** (It it lying: Yes or No?)

1. Another student in your class looks at you with a mad face, you tell the teacher that the other student doesn't like you.
2. You lose your pencil and you yell, "This is the worst day ever!"
3. You are playing a game with another student. The other students wins and you tell the teacher that they cheated.

# Activity

## Discussion

1. What happened after the teacher told ONE lie?
2. Did it get easier or harder for the teacher to go back and tell the truth?



*It is always best to tell the truth, even if you don't tell the truth at first.*





# Activity JK - 2nd

## Read Aloud



## Real Life Example!

A student that constantly lies or tattles and says someone hit them may not be believed if they ever truly get hurt.

# Reason, Respect and Responsibility

Hartland students use their smart brain (reason) to be honest and trustworthy in and out of school. They use their kind heart (respect) to build trust by telling the truth. They do their job (responsibility) to own up to their part. YOU are in charge of YOU!

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

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

**Responsibility-** I will do my job (the right thing).



# Trust and Honesty:

3<sup>rd</sup> & 4<sup>th</sup>

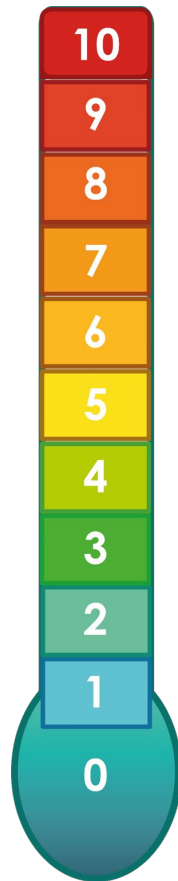
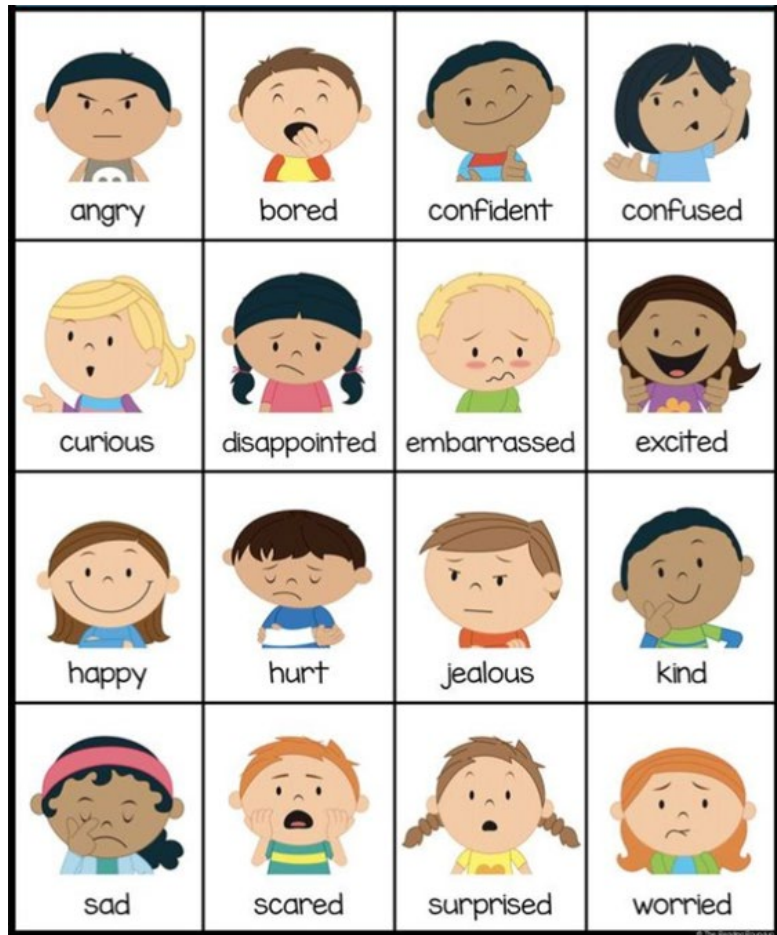
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← The most you have ever felt this

How do you feel when you tell the truth?

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## Teaching Point 3<sup>rd</sup> & 4<sup>th</sup>

In this lesson, we will discuss the importance of using a smart brain to be honest. We build trust and show respect when we tell the truth. We do our job when we take responsibility for our actions.

Discuss:

1. Why is being honest with others important?
2. Why is being honest with ourselves important?

# Possible Barriers

Why is it hard to tell the truth?

*Here's some qualities of an honest person!*

1. Tells the truth, even if they may get in trouble.
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4. Does not exaggerate to make things seem different than they are.
5. Keeps promises and encourages others to be truthful.

## Role Play:

- You find \$20 on the playground at school.
- Your family says you can watch your tablet if you finished your homework, but you didn't even start it yet.

# Skill Building 3<sup>rd</sup> & 4<sup>th</sup>

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When you are being honest, you say what is real, even when it is hard or you don't want to.

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# Skill Building 3<sup>rd</sup> & 4<sup>th</sup>

- What does it mean to "exaggerate?"
- Is exaggerating honest?

Exaggerating scenarios: (Is it lying: Yes or No?)

1. Another student ran past you in the hall and accidentally bumped you. The student said "sorry" right away. You then tell your teacher the student hit you on purpose.
2. You are playing soccer and you and another player get mad and yell at each other. After recess, you tell your teacher that the other player was calling you mean names and yelling at you for no reason.
3. You read for 10 minutes, but tell your family that you read for 20 minutes for homework.



# Activity 3<sup>rd</sup> & 4<sup>th</sup>

Read Aloud



Real Life Example!

A student that constantly lies and says they forgot their completed homework at home won't be believed if one day they actually DID complete their homework and forget it at home.

# Skill Building 3<sup>rd</sup> & 4<sup>th</sup> Grades

Taking responsibility for your own actions is owning up to your part without placing blame on others for what you have done.

**YOU are in charge of YOU.**

**Scenario:** Another student steals your favorite pencil from the book fair so you take their pencil sharpener to try to get your pencil back. Your teacher catches YOU and only you get in trouble.

You may feel that your action was fair, but was it a good choice? Did you do your job as a student?

## **Partner share:**

- What was your part in this?
- Was your behavior appropriate?
- Was it your friend's fault you acted that way? Who is in charge of your actions?
- Is it fair that you received a consequence even if your friend didn't?
- What could you have done differently?

## **Discussion:**

- How did it feel to admit that your behavior was wrong even if your friend started this and did not get caught?

# Activity 3<sup>rd</sup> & 4<sup>th</sup>



**Is this student taking responsibility for his actions?**

## **Think Sheet / Behavior Contract**

**This is what happened today:**

*I threw the ball at someone's head, but only because he hit me in the head first.*

**My behavior was not reasonable, respectful, nor responsible because:**

*I should not have thrown the ball at someone even if they did it first.*

**Next time I will behave appropriately by:**

*Not play ball with that friend anymore.*

**How could this student fill out the form while taking responsibility for his actions? Fill out the form.**

# Reason, Respect and Responsibility 3<sup>rd</sup>/4<sup>th</sup>

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

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# Sportsmanship:

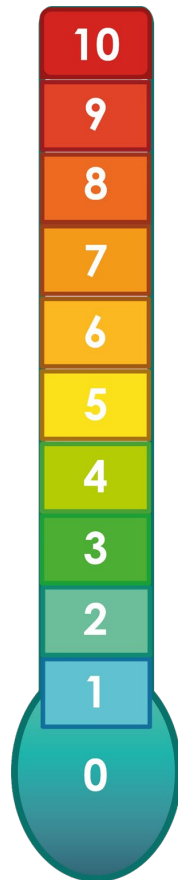
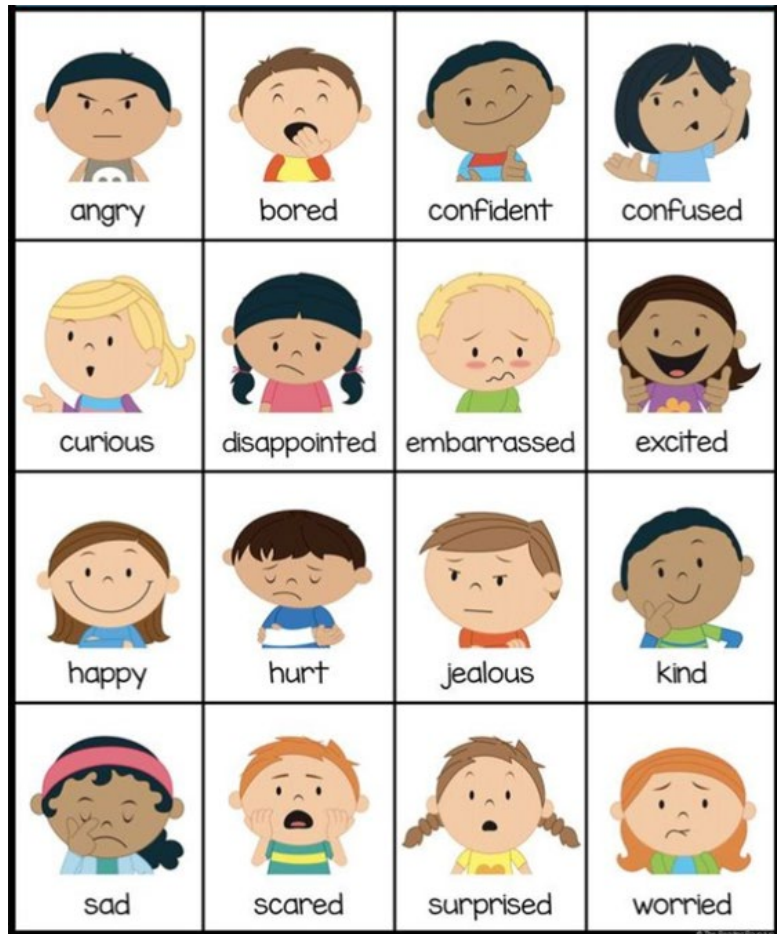
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The most you have  
ever felt this

How do you feel about  
playing games with  
others?



The least you have  
ever felt this

# Teaching Point

In this lesson, we are going to use reason, respect, and responsibility to play games in and out of the classroom. We are going to show sportsmanship by using all of the skills we have learned this year!

Discuss:

What do you think sportsmanship means?

# Potential Barriers

Discuss: What makes you feel disappointed?

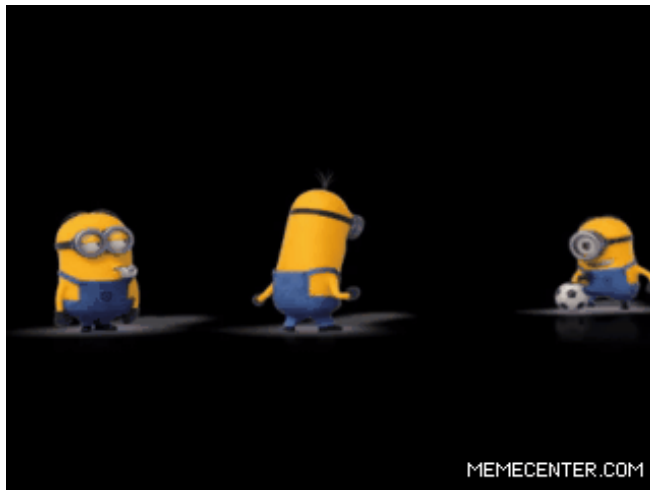
*Here's some tips of how to get back on the green monster!*

1. Belly breaths (hands on belly, rainbow breaths, counting breaths 4,3,2,1 )
2. Ask to take a break
3. Ask an adult to play with a fidget, color, do a puzzle
4. Talk to a friend or grown up about you feel
5. Positive self-talk

## Role Play:

Practice some positive self-talk for this scenario:

You want a cookie for a snack but adult says "no"





# Skill Building

**Disappointed**: An uncomfortable feeling when you don't get what you want.

Use a calming strategy to help you get back to the green monster in these situations!

1. You can't go to field day because you got sick
2. You only get one turn on the slide but your friend gets two
3. You and your friend help the teacher clean up. Your friend gets a reward and you do not.

# Skill Building JK - 2nd

**Everyone feels disappointed sometimes.**

It is not ok to throw a fit when you are disappointed, but it is ok to feel red or blue monster.

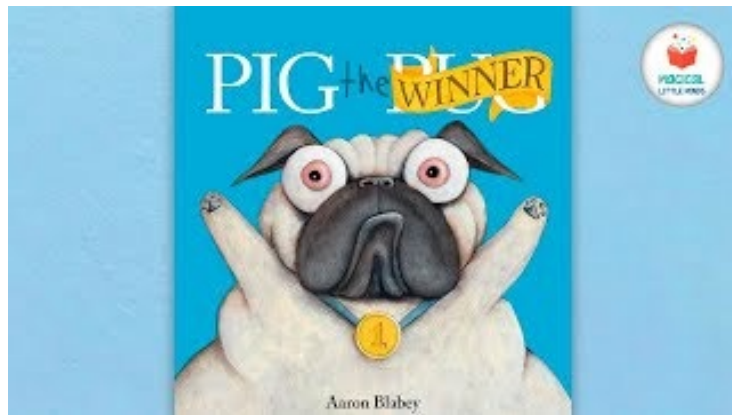
*Use a calming tool to get back on the green monster and NOT throw a fit!*

**Bonus positive self-talk song:**



# Activity

## Read Aloud



## Discussion Questions

- What did Pig do that showed poor sportsmanship?
- What words did Pig say that showed poor sportsmanship?
- How do you think Trevor felt about Pig's poor sportsmanship?
- How could Pig show better sportsmanship in another book?

# Goals for Field Day

- 1) Show sportsmanship!
- 2) Have fun!
- 3) Do your best!

P.S. No professional athlete, Youtuber, pop star, etc. ever has their Field Day games wins or losses on their website. It is fun and a special event, but winning or losing will not be the end of the world.

Notice Aidan Hutchinson does not have any field day or elementary stats.

[Aiden Hutchinson's Career](#)

# Reason, Respect, and Responsibility

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**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 with kindness?

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

Am I doing the right thing?



# Sportsmanship:

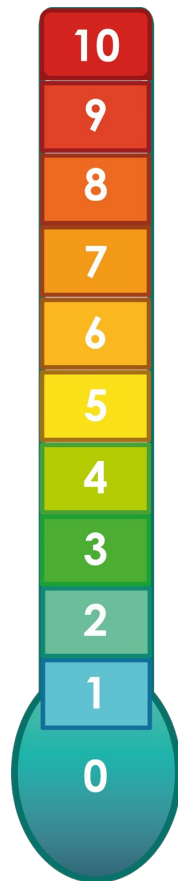
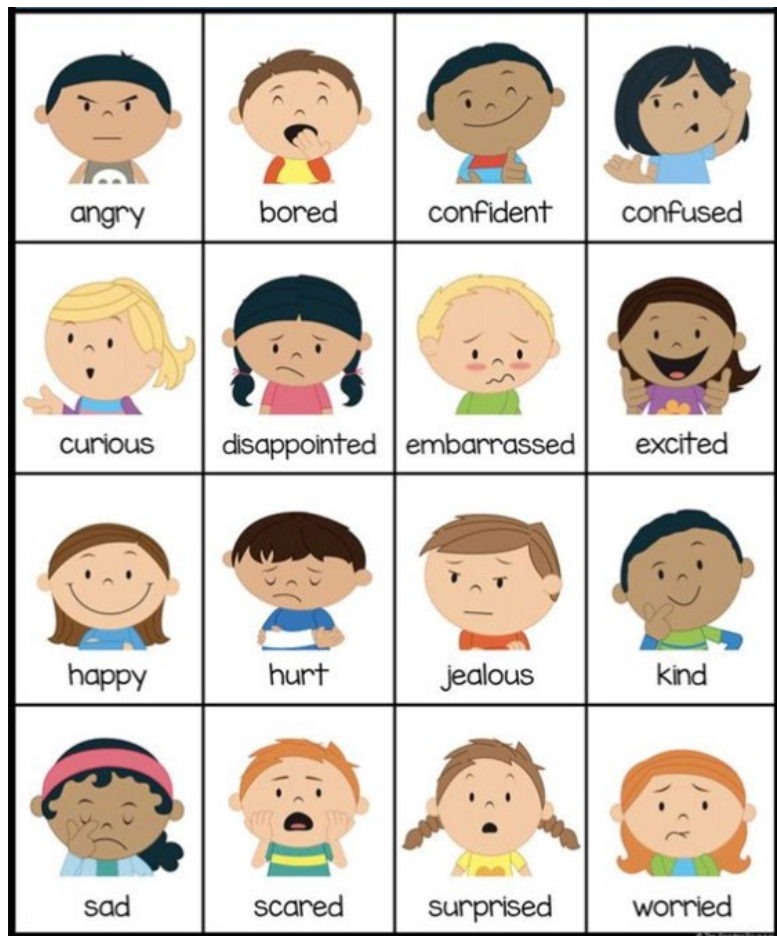
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# Potential Barriers 3<sup>rd</sup> & 4<sup>th</sup>

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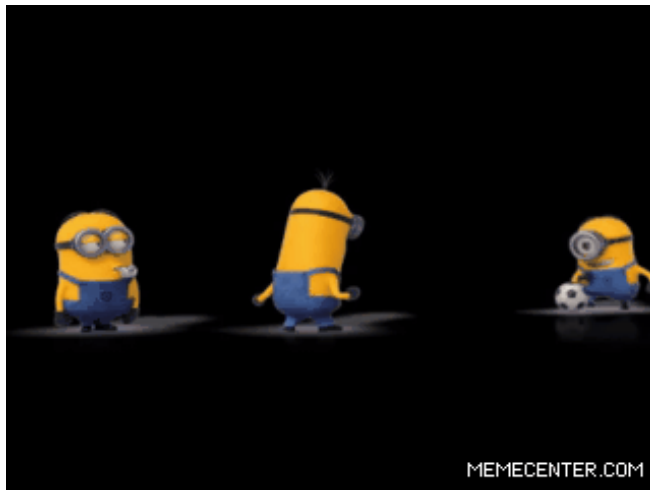
*Here's some tips to own your zone (whether Blue, Red, Green, and Yellow Zone)*

1. Belly breaths (hands on belly, rainbow breaths, counting breaths 4,3,2,1 )
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## Role Play:

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# Skill Building 3<sup>rd</sup> & 4<sup>th</sup>

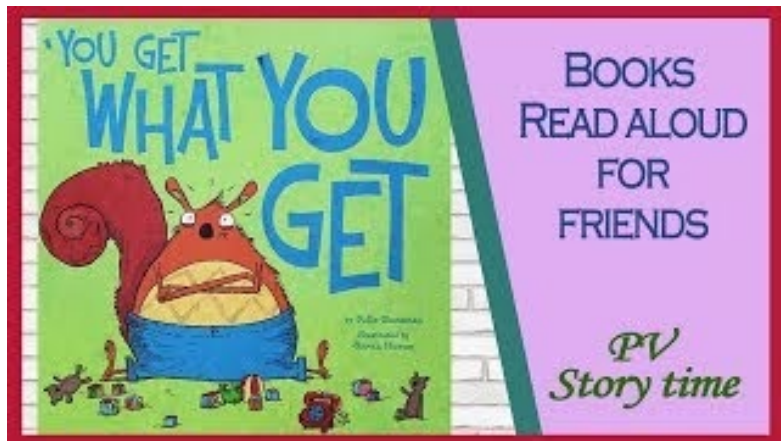
**Disappointed: An uncomfortable feeling when you don't get what you want.**

Use a calming strategy to help you own your zones in these situations!

1. You can't go to field day because you got sick
2. You and your friends worked really hard to create chalk art on the sidewalk and another kid spills water on it
3. You and your friend help the teacher clean up. Your friend gets a reward and you do not.

# Activity 3<sup>rd</sup> & 4<sup>th</sup>

## Read Aloud



## Discussion Questions

- Did Melvin like the rule?
- What did Melvin do when he was disappointed at home?
- How did Melvin feel when his sister threw a fit?
- Why is this rule so important?

# Goals for Field Day 3<sup>rd</sup> & 4<sup>th</sup>

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