



## Notes for Teaching

Time:  
One-25 minute session

Learning Goal: I can demonstrate patience and self-control in a variety of settings.

Vocabulary:  
-Emotions  
-Facial Expression  
-Feelings  
-Patient  
-Impulsive  
-Self-Control

Materials:  
-Bubbles  
-The book *Listening to My Body* by Gabi Garcia or listen to it online. [Listening to My Body by Gabi Garcia](#)

# Kindergarten

## CONTROLLING OUR EMOTIONS

### Quote of the Day:

If you do not have control over your mouth, you will not have control over your future. -Germany Kent

1. Gather students and without saying anything, start blowing bubbles. Let the children react in the normal way that they would. They will giggle and try to pop them. You want them to get excited.
2. Calm the children back down and have them sit down in a circle.  
*Say: This time when I blow bubbles I want you to stay calm. No laughing, popping the bubbles or getting up.*
3. Blow the bubbles again making sure the bubbles are landing on the students making it very hard not to react.
4. *Say: Now I want you to think about how hard it was to not react to the bubbles the second time. Think about what you had to do to control your excitement. Turn and talk with a partner and tell them what you had to do to control your desire to react to the bubbles.*
5. Use the following questions to guide discussion: *Was it hard or easy? Why did you want to play with the bubbles? What are some other things that are hard to resist? Define and talk about being impulsive. Can you control you behavior? What makes it hard sometimes? What is self-control?*
6. *Say: Our learning goal for today is to add strategies to our strategy suitcase on how we can control the emotion of excitement.*
7. Read or listen to the book, *Listening to My Body* by Gabi Garcia.
8. After the story. *Say: Who can share a strategy they heard in the book today that they would like to use to control their emotions.*
9. *Write down what they list to be added to their strategy chart that is kept somewhere visible in the room for the students to refer to.*
10. *Say: Now I am going to blow the bubbles again and I want you to use one of our strategies from the list we just made and see if that helps make it easier to ignore the bubbles.*
11. Blow the bubbles and monitor to make sure the students are using strategies from the list.



## Notes for Teaching

**Time:**  
One-25 minute session

**Learning Goal:** I can make responsible decisions

**Vocabulary:**  
-Responsible

**Materials:**  
-[Hard Decisions Scenario Sheet](#)

# 1<sup>st</sup> grade

## I CAN MAKE HARD DECISIONS

### Quote of the Day:

Sometimes the hardest thing and the right thing are the same. –The Fray

### Lesson Instructions:

1. Have two items that the children would want. It does not have to be monetary items. It could be no homework, iPad time, or extra recess time.
2. Give the students the option between the items or choices you share.
3. Allow the children to share what decision they would make and why.
4. Have them talk with a partner about time they had to make a hard decision.
5. Next, use the "Hard Decisions Scenario Sheet" for an activity.
6. Explain the rules of the activity. Students can work in groups to act out the activity and then make a decision, or they can work together to discuss the scenarios and decide.
7. Ask the students to share with one another how they would choose? What do they think about when they are making a decision? What do they consider? How do they know if it is a good decision?
8. Have students share the toughest decisions at the end of the activity.



## Notes for Teaching

**Time:**  
One-25 minute session

**Learning Goal:** I can demonstrate patience and self-control in a variety of settings.

**Vocabulary:**  
-Diversity  
-Global Citizen

**Materials:**  
- [Crayon Handout](#)

# 3rd Grade

## OUR UNIQUE QUALITIES

### Quote of the Day:

The beauty of the world lies in the diversity of its people. –Unknown

### Lesson Instructions:

1. Begin the lesson with a discussion about why it is important to accept people who are different from us. Use the following questions for prompting:
  - a. What would class be like if there were 15 of the same exact student?!
  - b. How are we different? How are we the same?
2. Write some of their responses on the board or on a poster in the room.
3. Give students time to make two lists. One list of their strengths and another list of things they are working on, or "areas of improvement."
4. Leave time for sharing of strengths and areas of growth. See if they can find a pairing, of a friend that has a strength that is something they are working on improving. Remind students that strengths and growth areas are pieces of what makes us all different. Tell the class that one person's strength may be another's weakness. We need one another to grow and change, making the world a better place.
5. Introduce the crayon activity. Tell students they are to think about one thing that makes them unique. Something they like about themselves or that maybe a friend has pointed out that is cool about them. They should write their unique quality on the crayon and then can decorate it to represent themselves as well.
6. If time remains, have students share their qualities.



## Notes for Teachers

### Time:

One-two 25 minute sessions

### Materials:

- Sales add for refrigerator
- Handout, Monetary Incentives

### Vocabulary:

-Incentive: a thing that motivates or encourages one to do something. A payment or concession to stimulate greater output or investment.

# 7<sup>th</sup> Grade

## MONETARY INCENTIVES

1. Give students a scenario about how your refrigerator broke over the weekend: *"Last weekend I was so frustrated. I opened the refrigerator and it was no longer cold inside! Everything was spoiling. My food is currently sitting in coolers in my garage. I have to get a new one, and refrigerators aren't cheap! I am trying to consider how to buy one at the most affordable price, I need to be a smart shopper and let my money go as far as possible."*
2. Pair students up into groups and have them brainstorm the answers to these questions.
  - What are some things a smart shopper may do? (compare prices, look at sales, clip coupons, use rebates, consider credit card incentives)
  - What does it mean when an item is on sale? (an item is temporarily less than the original price)
  - What else might a smart shopper do? (Keep probing with this question until you get a reasonable set of responses.)
3. Hand out the sales add for a refrigerator to each person.
4. Have students predict which refrigerator think is going to be the best value.
5. For additional practice, work through the scenarios on the handout, "Monetary Incentives" determining the best deal, including tax.
6. Give students independent work practicing this skill.

# Personal Finance | 7<sup>th</sup> Grade

## HANDOUT: MONETARY INCENTIVES



Select the best deal for the items described. Explain your reasoning in the space provided.

1. You have a \$2.00 coupon good on any size bottle of lotion. Which bottle is the better buy if you use the coupon?
  - A. Lotion costs \$4.98 for a 12 oz. bottle.
  - B. Lotion costs \$10.99 for a 24 oz. bottle.

Best choice per ounce: \_\_\_\_\_

Best choice with coupon: \_\_\_\_\_

2. You are allowed to invite three friends to a football game to watch your favorite team. Ticket prices include tax and are \$45.00 for one, \$75.00 for two, and \$150 for a group of four. If you purchase the tickets before the 15<sup>th</sup> of the month, you get 5% off the total price. Today is the 10<sup>th</sup>. What is the total cost if you purchase five tickets today?

Total cost for five tickets: \_\_\_\_\_

3. Carol plans to buy four boxes of cereal. Evaluate the three ads, and choose the best deal for Carol.
  - A. Honey Nut Cheerios, 20% off one box. Regular Price: \$4.50 - Total Cost \_\_\_\_\_
  - B. Cinnamon Toast Crunch, Buy 2, Get One Free! Regular Price: \$4.50 - Total Cost \_\_\_\_\_
  - C. Captain Crunch, Save \$1.00. Regular Price: \$4.50. - Total Cost \_\_\_\_\_

Best Choice: \_\_\_\_\_

Total Cost for three boxes: \_\_\_\_\_

4. Which offer is better, before taxes?

Sarah needs three pairs of pants. The regular price is \$39.00 per pair. Store A is offering a rebate of \$10 per pair (limit 2 per family). She also found a store selling the same pants at the same price, but they are offering a "buy one, get the second one half off." Which offer is better, before taxes?

Best choice for three pair: \_\_\_\_\_

Total cost for three pair: \_\_\_\_\_



# 8<sup>th</sup> Grade

## LESSON: PERCEPTION IS REALITY

### Quote of the Day:

Persons appear to us according to the light we throw upon them from our own minds. -Laura Ingalls Wilder

## Notes for Teaching

Time:  
One-25 minute session

Objectives: I can analyze external influences on me, positive and negative, and determine how to utilize or avoid them.

Materials:  
-Chart paper or a T-chart created on a slide  
-[Perception is Reality Photos and Stories](#)

1. Divide the students into four groups and give each group a photo from the handout, but make sure they do not show their photo to any other group.
2. Have them write silently for 3-5 minutes on the photo describing the photo, giving them very few prompts.
3. Then allow them 5 minutes to discuss with their group and they work together to compile a list of 5 sentences that they can use to describe their picture to another group.
4. Taking turns, have each group share their descriptions. Ask the other students to imagine the person or people that they are describing along the way. Ask for thoughts and responses from members of other groups, asking them to describe what they might be imagining the photo to look like.
5. Allow each group to share their photo with the class. Ask these questions as you debrief:
  - a. Did it look like how you pictured it in your head?
  - b. What surprised you when you saw the actual photo?
  - c. What assumptions or conclusions did you draw?
  - d. Finally, share the real stories behind each photo.
6. Create a T-chart where one side is labeled "fact" and the other is the other is labeled is "story."
7. Use the following questions to guide a discussion:
  - a. What judgement did we make about the people in the photos? What is judgement? Is judgement bad/good?
  - b. What is perception? What does it mean to create a perception? Why would we saw perception is reality?
  - c. Are we able to control the judgement we make? Are we able to control the perceptions people have about us?
  - d. What things in your lives might influence the judgement you create or the perceptions you have?
  - e. What is a time that your perception of someone or something changed dramatically over time, or with the revelation of some new information?



Promote FUTURE READINESS in with your students!

Follow our annual curriculum scope for sequenced Future Holders lessons with monthly practices and weekly skills; providing common language and life skills mastery.

Aug/Sept	Oct	Nov	Dec	Jan	Feb	Mar	April/May
<i>Emotional and Social Intelligence Character and Leadership</i>		<i>Character and Leadership Finance and Economics Innovation and Entrepreneurship</i>			<i>Cultural Competency Global Citizenship and Service</i>		
Lead Yourself	Be Curious	Take Responsibility	Prioritize and Decide	Thoughts are Things	Work for Social Justice	Be the Difference	Leave Your Mark
<p>You have inherent worth and infinite potential.</p> <p>Your gifts and talents are unique. Offer them to the world.</p> <p>Know what you stand for, you always have a choice.</p> <p>How you feel will show in how you act. Pay attention.</p>	<p>Joyfully Explore. Ask Questions. Seek out new knowledge.</p> <p>Be Patient. Embrace not knowing.</p> <p>Observe. Show your interest in everything and everyone.</p> <p>Listen like your life depends on it.</p>	<p>Show ownership. Be accountable for all you think, say and do.</p> <p>Balance your wants and needs.</p> <p>Set smart goals and follow through.</p> <p>Try your best and do hard things.</p>	<p>Gather information. Understand your choices and their consequences.</p> <p>Do important things first.</p> <p>Have a plan, be organized.</p> <p>Choose among alternatives and make difficult decisions.</p>	<p>Let your imagination take you where you've never been before.</p> <p>Play with your ideas. Bring them to life.</p> <p>Be a thrill seeker. Good risks produce great outcomes.</p> <p>Make it happen. Turn your thoughts into things.</p>	<p>Recognize, respect and celebrate differences.</p> <p>Notice, name and reject bias.</p> <p>Be inclusive of everyone.</p> <p>Demonstrate empathy. Solve problems with kindness.</p>	<p>Identify problems that need solving.</p> <p>Grow relationships, use your resources.</p> <p>Care for your community. Act in service.</p> <p>Make a positive and lasting change.</p>	<p>Stick with it. Persevere. Don't give up.</p> <p>Use your talents to help others.</p> <p>Celebrate hard work.</p> <p>Leave it better than you found it.</p>