

# THANK YOU FOR YOUR PURCHASE!



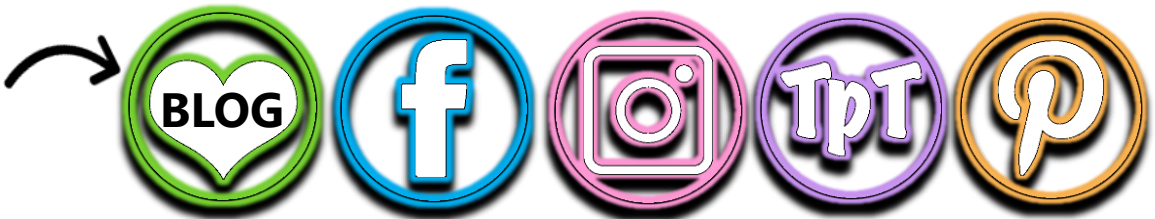
Did you know that when you leave feedback on TPT you earn credits towards future purchases?

★★★★★ Extremely satisfied

I truly appreciate your feedback to help my little store grow.

## LET'S BE FRIENDS

Access my  
Freebie  
Library



Stay updated on new product announcements (they are 50% off for the first 24 hrs posted!) by following me on TPT, checking out my website, and subscribing to my newsletter.



If you have any questions or concerns please email me at:  
[heartandmindteaching@gmail.com](mailto:heartandmindteaching@gmail.com)

♥  
*Ashley*

# GOOGLE SLIDES

Your resource comes with a digital version for use in Google Slides via Google Classroom. Follow these steps to upload your resource.

1 Click here  [Passport to SEL](#)

2 You will be prompted to make a copy of the resource. Click on the blue box that says “Make a copy” and the resource will go directly into your Google drive.

Google Drive

Copy document

Would you like to make a copy of Career Interest Inventory?

Make a copy



3 Go to your Google Drive and locate the copy of the file. You can rename the file at this point or add/delete slides.

4 Next, go to your Google Classroom and add an assignment. Select the Google Drive Symbol and select the resource you want to assign.

5 From here, you should see a grey box that says “Students can view file.” Click the grey box. A dropdown menu should appear. Select, “Make a copy for each student.”

**YOU HAVE TO MAKE A COPY FOR EACH STUDENT!**

Otherwise they will all be editing the same file.

Click “Assign” in the top right corner if you’re ready to post!

This product is meant to be used in “edit” mode (not “presentation” mode). Edit mode is the only mode that allows drag & drop and writing in text boxes.

Helpful links for using Google Classroom:

[Teacher Tips for using Google Classroom \(TPT blog\)](#)

[Getting Started with Google Classroom \(youtube video\)](#)

# PASSPORT to SOCIAL EMOTIONAL LEARNING

## Session Objective:

- \*Students will identify social-emotional traits that lead to success.
- \*Students will create a plan to improve their social-emotional skills.

## Materials:

- \*Passports (one for each student) cut out and glued in advance.
- \*Travel itineraries (one for each student) and accompanying handouts.
- \*Travel map printed out.
- \*Passport stamps (one from each location for each student).

## Guiding Questions:

- \*Why are social emotional skills important to develop and improve?

## Session Details

\*Today we are learning about social-emotional skills which are the abilities that help us understand and manage our emotions, build healthy relationships, and make responsible decisions. We are going to travel to 10 different places that each represent a Social-Emotional Skill. Then we will determine which are our strengths and which ones we need to work on. Time to travel, let's start in the U.S.A. (Show the Travel Map). USA represents the skill of Identifying Emotions, which is recognizing different feelings and emotional states that we and others experience. Let's go through the checklist on our passports to see if this is a skill we need to work on. If you have 2 or more checks on the checklist for identifying emotions, you can add the USA stamp to your passport because you have acquired that skill. (Pass out the USA stamp to only the students who have that skill, they can glue or tape it to their passport). If not, don't worry we will be learning how to get that stamp later. Let's travel to our next location, Canada, and the skill is Stress Management. (Continue through each category till you return to the USA). Now that we have determined which skills we need to work on, let's create our travel itinerary. Each of us will have a unique travel itinerary because we all have different skills we need to improve. If you did not get a passport stamp for a certain skill, this is where we will learn how to earn it and develop that skill. (Give students the handouts for only the stamps they did not earn). Let's start with Identifying Emotions, does anyone need to learn more about this skill? (Go through the planning page with ways to improve and examples). Now let's make a plan of action of how you are going to improve your identification of emotions, once you have a plan created you have earned that passport stamp. Let's practice identifying emotions (pass out the accompanying handout). Go through each skill in the same way until each skill has been addressed.

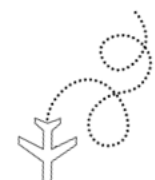
## ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Self-Management: Self-discipline and self-control. (B-SMS 2)
- \*Behavior: Self-Management: Effective coping skills. (B-SMS 7)
- \*Behavior: Social Skills: Positive, respectful and supportive relationships with students who are similar to and different from them. (B-SS 2)
- \*Behavior: Social Skills: Empathy (B-SS 4)

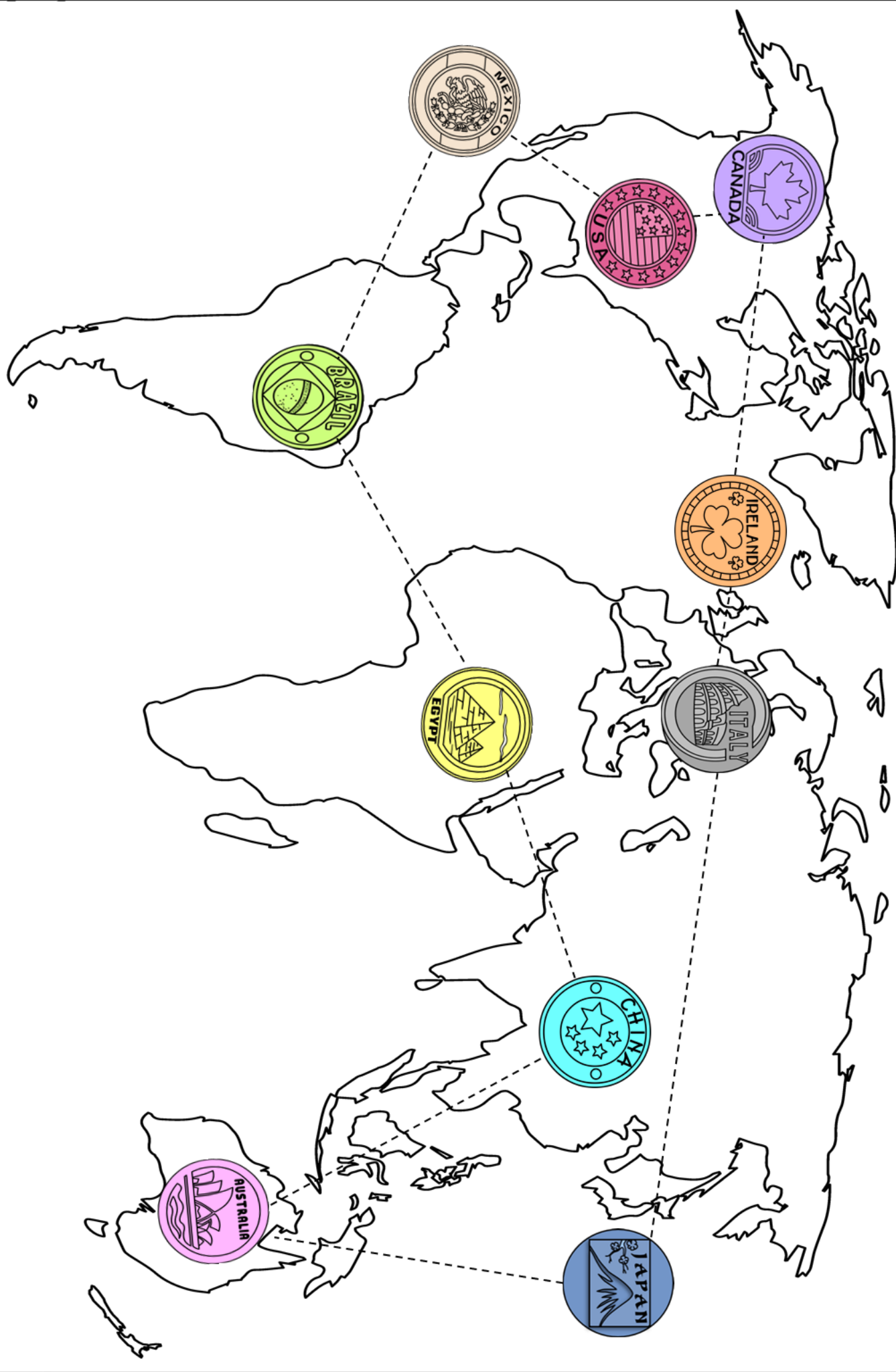
## SEL Competencies:

- \*Self-awareness: identifying emotions, recognizing strengths, self-confidence.
- \*Self-management: impulse control, stress management, self-discipline, goal setting.
- \*Social awareness: empathy, respect for others.
- \*Relationship skills: teamwork, relationship building.
- \*Responsible decision-making: identifying problems, solving problems.





# TRAVEL MAP






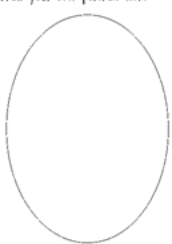
# Passport Stamps



# CHOOSE YOUR STYLE PASSPORT

## Style #1 Cut and Paste Version Pages 7-13

Step 1: Cut in half →

	<p>PASSPORT</p>  <p>to EXECUTIVE FUNCTIONING</p>
<p>Draw your self-portrait here:</p> 	<p>Name:</p> <p>Date:</p> <p>Signature:</p>

© 2011 Fun4Learning

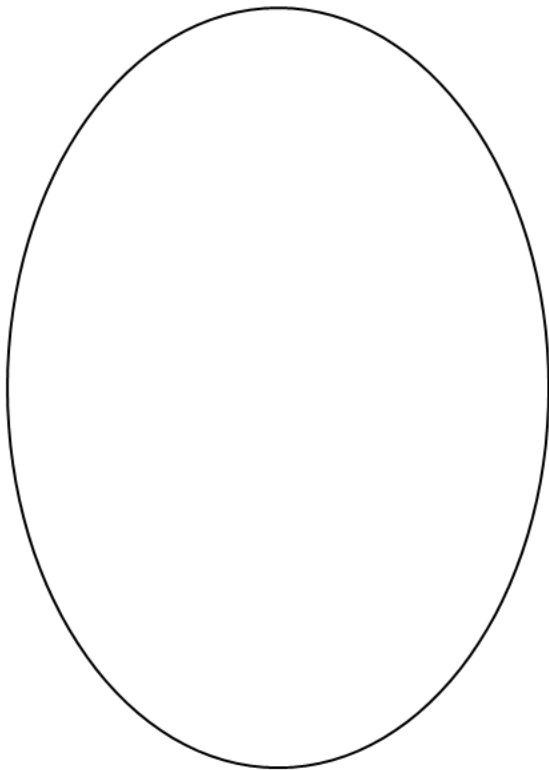
Step 2: Glue or  
tape this bottom  
half to the inside  
of the top half.

# PASSPORT



to **SOCIAL  
EMOTIONAL  
LEARNING**

Draw your self-portrait here:



Name:

Date:

Signature:



# SOCIAL EMOTIONAL LEARNING SKILLS

The abilities that help us understand and manage our emotions, build healthy relationships, and make responsible decisions.

COLLECT ALL 10 PASSPORT STAMPS



Identifying emotions



Self-confidence



Stress Management



Empathy



Goal setting



Self-control



Teamwork



Responsible-  
Decision making



Respect for others



Friendship skills

Time to travel, let's start in the U.S.A.

## IDENTIFYING EMOTIONS

MEANS:

Recognizing different feelings and emotional states that we and others experience.



CHECK ALL THAT APPLY TO YOU:

☐

I recognize different emotions in myself.

☐

I recognize different emotions in others.

☐

I recognize verbal and non-verbal emotional cues in others.

☐

I think about what effects my emotions.

IS THIS SOMETHING I NEED TO

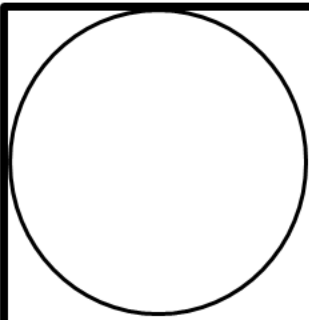
WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



YES





# STRESS MANAGEMENT

MEANS:

Strategies used to cope with and reduce the effects of stress on their well-being.



CHECK ALL THAT APPLY TO YOU:

- ☐ I recognize signs of stress.
- ☐ I use coping skills to calm down.
- ☐ I am aware of what stresses me out.
- ☐ I can regulate my emotions when I am stressed.

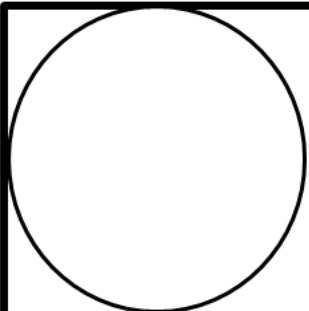
IS THIS SOMETHING I NEED TO

WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



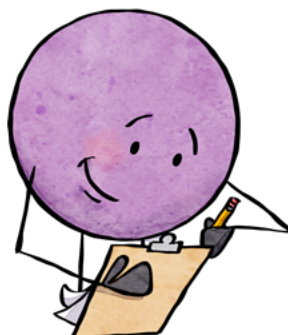
YES



# GOAL SETTING

MEANS:

Identifying something specific that you want to achieve and creating a plan to reach it.



CHECK ALL THAT APPLY TO YOU:

- ☐ I set short and long term goals.
- ☐ I prioritize my tasks.
- ☐ I break down my goals into smaller, manageable steps.
- ☐ I set realistic goals for how much I can get done in a certain amount of time.

IS THIS SOMETHING I NEED TO

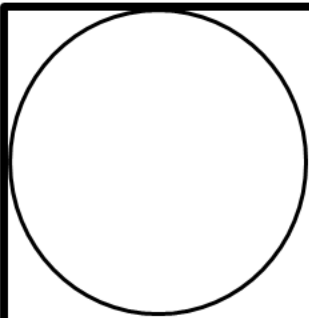
WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



YES

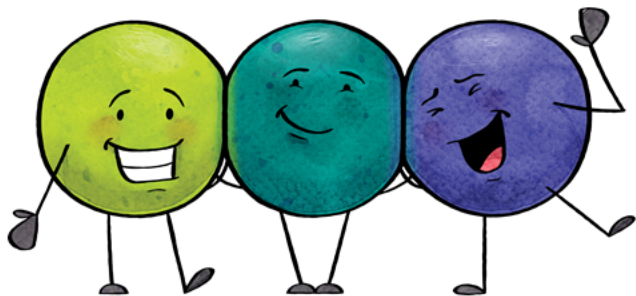




# TEAM- WORK

MEANS:

Working together to  
achieve a common goal.



CHECK ALL THAT APPLY TO YOU:

☐

I work well with others.

☐

I do my part as a team member.

☐

I do what is best for the team,  
not just myself.

☐

I listen and take into account  
the opinions and ideas of  
others.

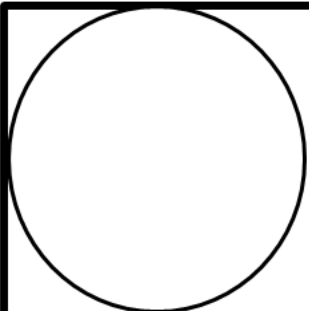
IS THIS SOMETHING I NEED TO

WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



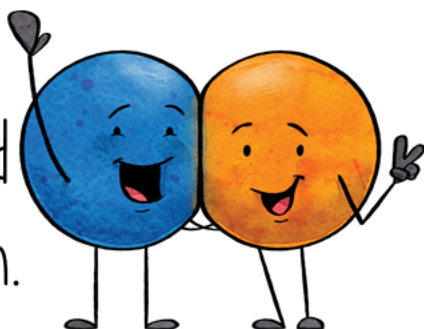
YES



# RESPECT FOR OTHERS

MEANS:

Recognizing the rights of  
every person and treating  
them with  
kindness and  
consideration.



CHECK ALL THAT APPLY TO YOU:

☐

I speak and act kindly and  
politely.

☐

I respect the boundaries and  
personal space of others.

☐

I listen to parents, teachers,  
and other leadership figures.

☐

I accept differences and  
embrace diversity.

IS THIS SOMETHING I NEED TO

WORK ON? (LESS THAN 2 CHECKS ABOVE)

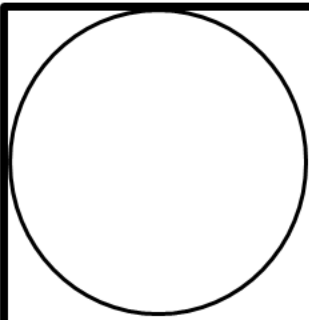
NO



YES



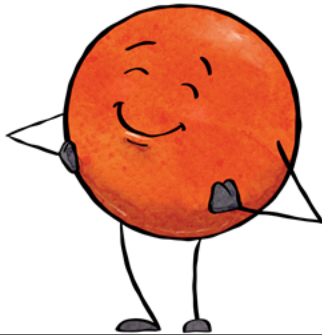




# SELF-CONFIDENCE

MEANS:

Believing in your abilities and worth. Having a positive view of yourself and your capabilities.



CHECK ALL THAT APPLY TO YOU:

- ☐ I believe I can improve my skills.
- ☐ I can do anything I put my mind to.
- ☐ I know my strengths and weaknesses.
- ☐ I have a positive self-image.

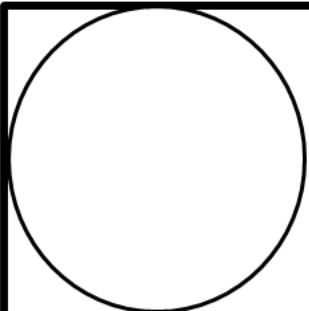
IS THIS SOMETHING I NEED TO

WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



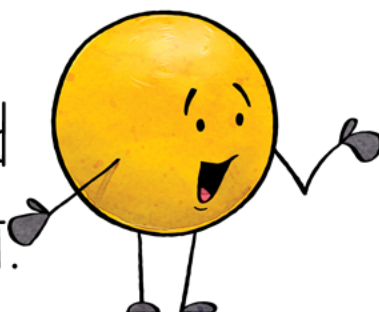
YES



# EMPATHY

MEANS:

Understanding the feelings, thoughts, and experiences of others with compassion and not judgement.



CHECK ALL THAT APPLY TO YOU:

- ☐ I think of others' perspectives.
- ☐ I imagine what the other person must feel.
- ☐ I treat others with kindness.
- ☐ I do not judge others.

IS THIS SOMETHING I NEED TO

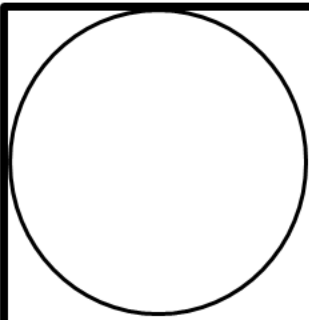
WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



YES





# SELF-CONTROL

MEANS:

The ability to control and manage your thoughts, impulses, emotions, and behaviors.



CHECK ALL THAT APPLY TO YOU:

☐

I think before I act.

☐

I can resist temptations and distractions.

☐

I do not put off important tasks

☐

I wait my turn.

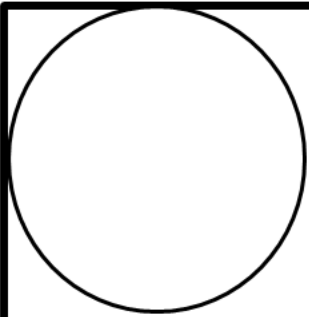
IS THIS SOMETHING I NEED TO

WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



YES



# RESPONSIBLE DECISION MAKING

MEANS:

The process of making choices that are well-considered, ethical, and align with your goals and values.



CHECK ALL THAT APPLY TO YOU:

☐

I reflect on my previous decisions.

☐

I do not often get stuck on problems I cannot solve.

☐

I can see multiple ways to solve a problem, not just one.

☐

I consider consequences of each decision before I make it.

IS THIS SOMETHING I NEED TO

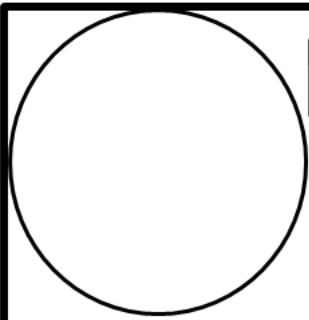
WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



YES

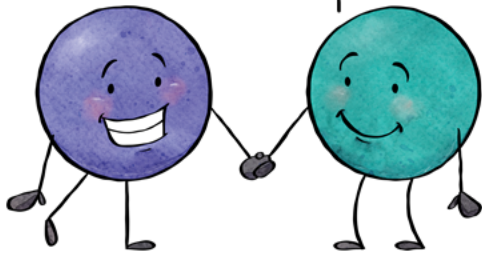




# FRIENDSHIP SKILLS

MEANS:

The abilities and qualities that enable us to start, maintain, and nurture relationships with others.



CHECK ALL THAT APPLY TO YOU:

- ☐ I can make and keep friendships
- ☐ I share and take turns.
- ☐ I apologize when I make a mistake and forgive others.
- ☐ I listen and am there for my friends when they need me.

IS THIS SOMETHING I NEED TO

WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



YES



# TRAVEL SUMMARY

CIRCLE THE STAMPS THAT YOU STILL NEED:



Identifying Emotions



Stress Management



Goal Setting



Teamwork



Respect for others



Self-Confidence



Empathy



Self-control



Responsible Decision-Making



Friendship Skills



# CHOOSE YOUR STYLE PASSPORT

## Style #2 Fold and Staple

### Version

Pages 15-21

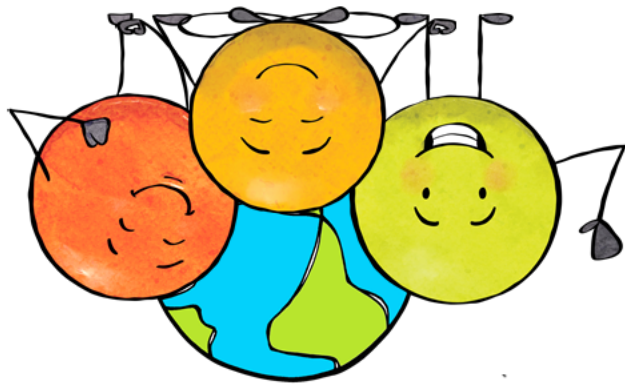
[Video example](#) of how to fold the passport.

Step 1: Fold in half  
pushing top of  
paper backward

The top section of the passport template is titled "PASSPORT" and "EXECUTIVE FUNCTIONING SKILLS". It features a cartoon character and text that reads: "The skills you need to control your thinking, feelings, and behavior to reach a goal." The bottom section has fields for "Name:", "Date:", and "Signature:", and a large oval for a self-portrait. A dotted line runs vertically down the center, separating the two sections.

Step 2: Fold on  
dotted line, pushing  
the left side  
backward

# to SOCIAL EMOTIONAL LEARNING



# PASSPORT

The abilities that help us  
understand and manage our  
emotions, build healthy  
relationships, and make  
responsible decisions.

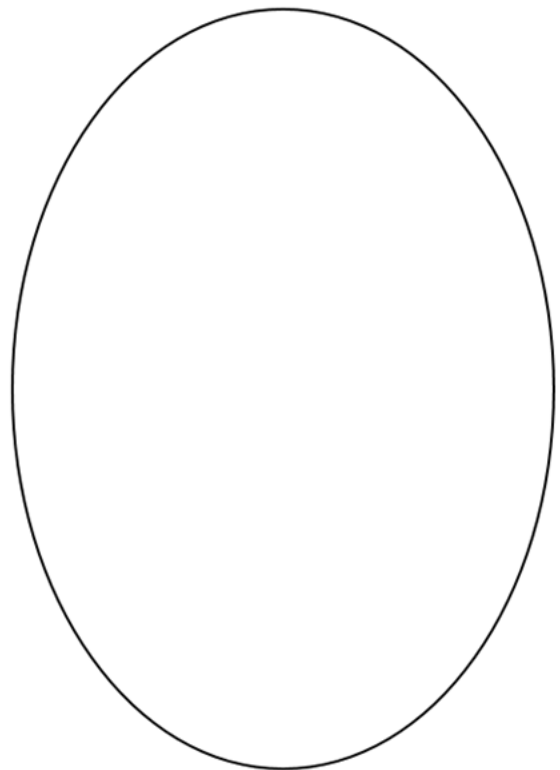
# SOCIAL EMOTIONAL LEARNING SKILLS

Name:

Date:

Signature:

Draw your self-portrait here:



WORK ON? (LESS THAN 2 CHECKS ABOVE)

YES  NO 

IS THIS SOMETHING I NEED TO emotions.

CHECK ALL THAT APPLY TO YOU:

☐ I recognize different emotions in myself.

☐ I recognize different emotions in others.

☐ I recognize verbal and non-verbal emotional cues in others.

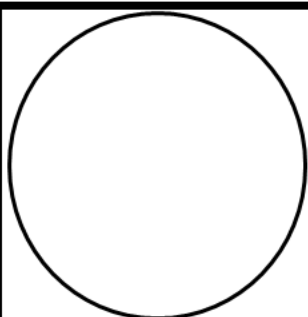
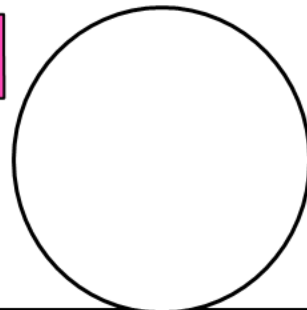
☐ I think about what effects my emotions.



MEANS:

Recognizing different feelings and emotional states that we and others experience.

## IDENTIFYING EMOTIONS



## STRESS MANAGEMENT

MEANS:

Strategies used to cope with and reduce the effects of stress on their well-being.



COLLECT ALL 10 PASSPORT STAMPS



Identifying emotions



Self-confidence



Stress Management



Empathy



Goal setting



Self-control



Teamwork



Responsible-Decision making



Respect for others



Friendship skills

Time to travel, let's start in the U.S.A. 



WORK ON? (LESS THAN 2 CHECKS ABOVE)  
 YES  NO 

IS THIS SOMETHING I NEED TO  
 certain amount of time.

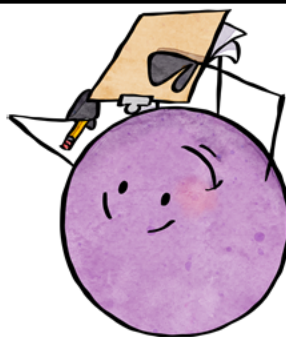
☐ I set realistic goals for how  
 much I can get done in a

☐ I break down my goals into  
 smaller, manageable steps.

☐ I prioritize my tasks.

☐ I set short and long term goals.

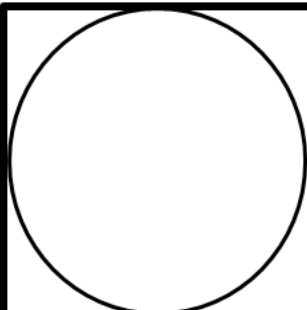
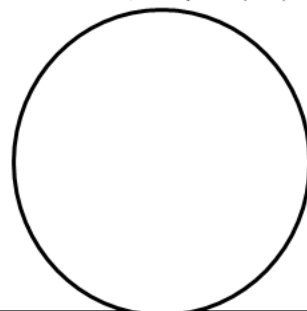
CHECK ALL THAT APPLY TO YOU:



Identifying something  
 specific that you want to  
 achieve and  
 creating a plan  
 to reach it.

MEANS:

GOAL  
 SETTING



TEAM-  
 WORK

MEANS:

Working together to  
 achieve a common goal.



CHECK ALL THAT APPLY TO YOU:

- ☐ I recognize signs of stress.
- ☐ I use coping skills to calm down.
- ☐ I am aware of what stresses me out.
- ☐ I can regulate my emotions when I am stressed.

IS THIS SOMETHING I NEED TO  
 WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO  YES 

WORK ON? (LESS THAN 2 CHECKS ABOVE)

IS THIS SOMETHING I NEED TO

☐ I accept differences and

and other leadership figures.

☐ I listen to parents, teachers,

personal space of others.

☐ I respect the boundaries and

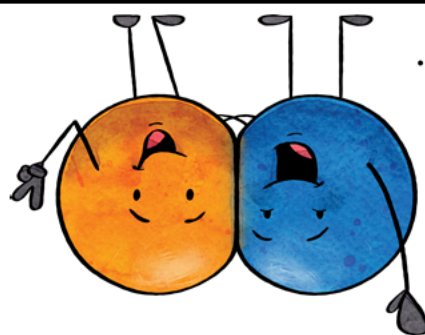
politely.

☐ I speak and act kindly and

CHECK ALL THAT APPLY TO YOU:

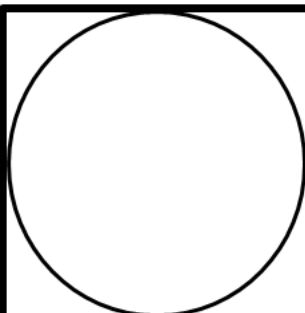
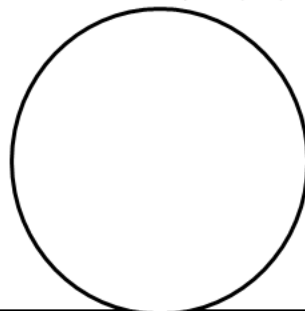
YES

NO



consideration.  
kindness and  
them with  
every person and treating  
Recognizing the rights of

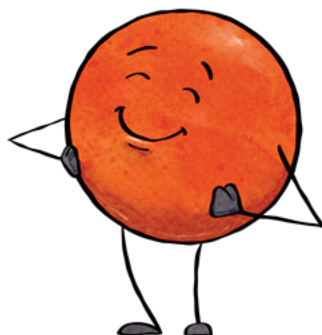
MEANS:  
**RESPECT FOR OTHERS**



**SELF-CONFIDENCE**

MEANS:

Believing in your abilities and worth. Having a positive view of yourself and your capabilities.



CHECK ALL THAT APPLY TO YOU:

☐ I work well with others.

☐ I do my part as a team member.

☐ I do what is best for the team, not just myself.

☐ I listen and take into account the opinions and ideas of others.

IS THIS SOMETHING I NEED TO

WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO

YES

WORK ON? (LESS THAN 2 CHECKS ABOVE)

YES  NO 

IS THIS SOMETHING I NEED TO

☐ I do not judge others.

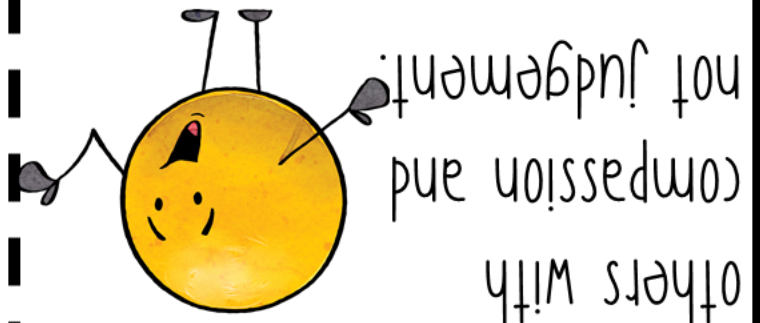
☐ I treat others with kindness.

☐ person must feel.

☐ I imagine what the other

☐ I think of others' perspectives.

CHECK ALL THAT APPLY TO YOU:

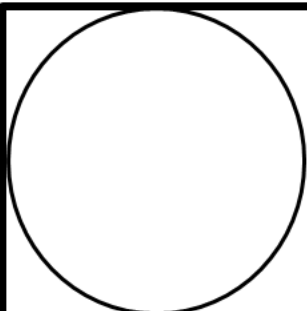
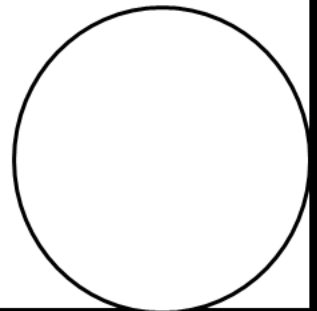


thoughts, and experiences of

Understanding the feelings,

MEANS:

EMPATHY



SELF-CONTROL

MEANS:

The ability to control and manage your thoughts, impulses, emotions, and behaviors.



CHECK ALL THAT APPLY TO YOU:

☐ I believe I can improve my skills.

☐ I can do anything I put my mind to.

☐ I know my strengths and weaknesses.

☐ I have a positive self-image.

IS THIS SOMETHING I NEED TO

WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO



YES



WORK ON? (LESS THAN 2 CHECKS ABOVE)

YES  NO 

IS THIS SOMETHING I NEED TO

decision before I make it.

☐ I consider consequences of each

a problem, not just one.

☐ I can see multiple ways to solve

problems I cannot solve.

☐ I do not often get stuck on

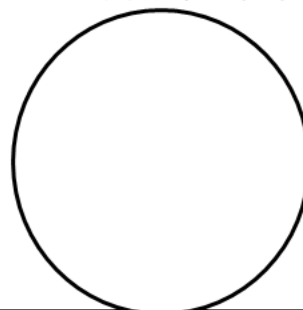
☐ I reflect on my previous decisions.

CHECK ALL THAT APPLY TO YOU:

The process of making choices that are well-considered, ethical, and align with your goals and values.

## RESPONSIBLE DECISION MAKING

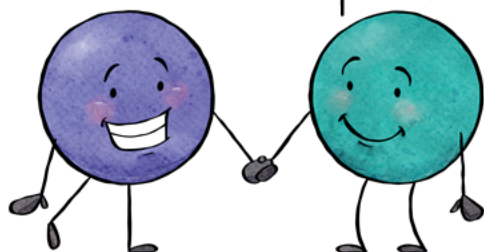
MEANS:



## FRIENDSHIP SKILLS

MEANS:

The abilities and qualities that enable us to start, maintain, and nurture relationships with others.



CHECK ALL THAT APPLY TO YOU:

☐ I think before I act.

☐ I can resist temptations and distractions.

☐ I do not put off important tasks.

☐ I wait my turn.

IS THIS SOMETHING I NEED TO

WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO 

YES 



# TRAVEL SUMMARY

CIRCLE THE STAMPS THAT  
YOU STILL NEED:

Identifying Emotions

Stress Management

Goal Setting

Teamwork



Respect for others



Self-Confidence



Empathy



Self-control



Responsible Decision-Making



Friendship Skills



CHECK ALL THAT APPLY TO YOU:

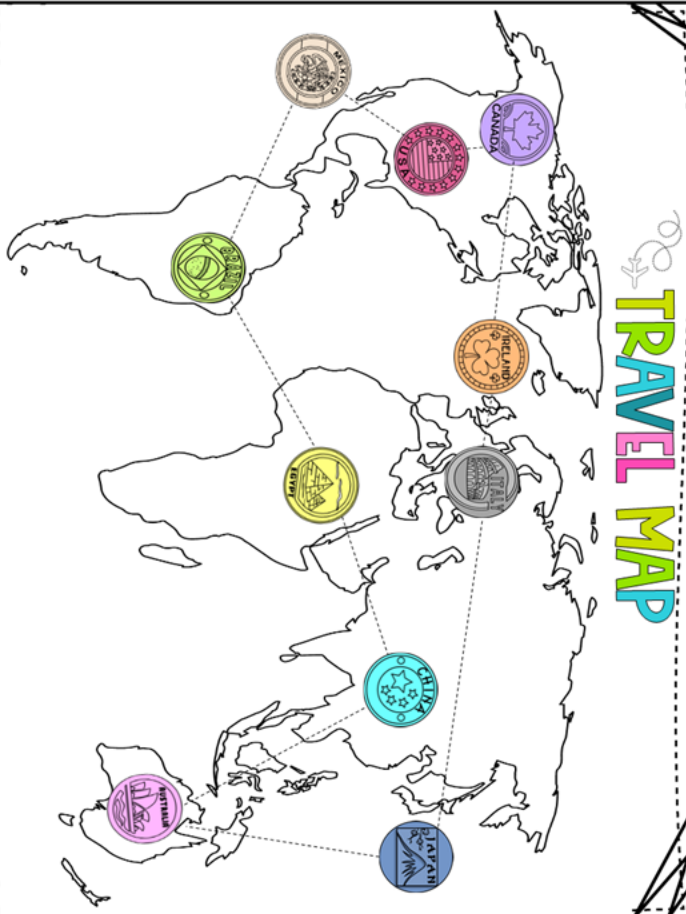
- ☐ I can make and keep friendships.
- ☐ I share and take turns.
- ☐ I apologize when I make a mistake and forgive others.
- ☐ I listen and am there for my friends when they need me.

IS THIS SOMETHING I NEED TO  
WORK ON? (LESS THAN 2 CHECKS ABOVE)

NO

YES

## TRAVEL MAP





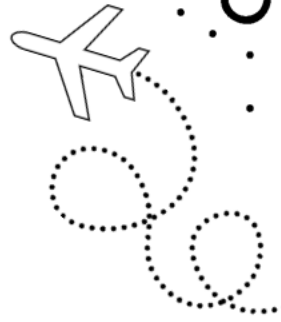
# TRAVEL ITINERARY

FOR SOCIAL-EMOTIONAL LEARNING





# IDENTIFYING EMOTIONS



**MEANS:** Recognizing different feelings and emotional states that we and others experience.

## WAYS TO IMPROVE:

Identify and label your emotions to better understand and manage them.

Spend a few minutes each day observing your thoughts and feelings without judgment. Pay attention to how your body feels and what emotions arise.

Keep an Emotion Journal, noting your feelings and the situations that triggered them.

Talk about your feelings with friends, family, or a counselor.

## EXAMPLES:

When you feel frustrated, say to yourself, "I'm feeling frustrated because this is challenging," which can help you address the emotion constructively.

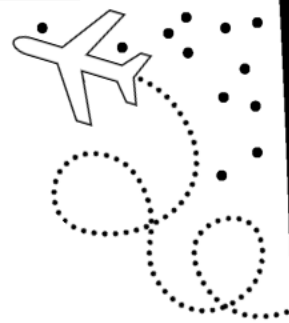
Sit quietly and focus on your breathing. Notice if you feel tension, warmth, or other sensations, and connect these physical feelings to emotions like stress or excitement.

After a challenging day, write about specific events and how you felt (e.g., "I felt anxious when I had to present in class").

After a difficult day, talk to a parent about how you felt. They might help you identify emotions like "disappointed" or "anxious" that you hadn't considered.



# IDENTIFYING EMOTIONS



ONE WAY I AM GOING TO IMPROVE IDENTIFYING EMOTIONS IS:

How will this help me?

What do I need?

Who can help me?



ANOTHER WAY I AM GOING TO IMPROVE IDENTIFYING EMOTIONS IS:

How will this help me?

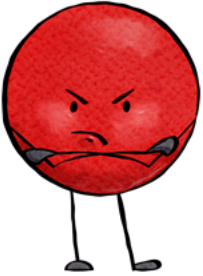
What do I need?

Who can help me?



# SPOT YOUR EMOTIONS

These things make me  
feel angry:



These things make me  
feel calm:



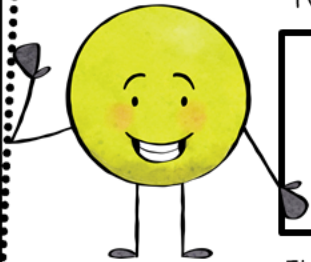
These things make me  
feel sad:



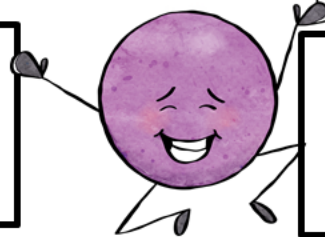
These things make me  
feel embarrassed:



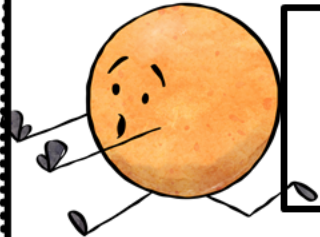
These things make me  
feel happy:



These things make me  
feel excited:



These things make me  
feel scared:



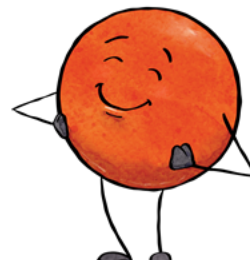
These things make me  
feel overwhelmed:



These things make me  
feel worried:

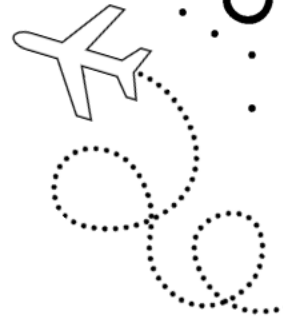


These things make me  
feel proud:





# STRESS MANAGEMENT



**MEANS:** Strategies used to cope with and reduce the effects of stress on their well-being

## WAYS TO IMPROVE:

Take slow, deep breaths to help calm your nervous system and reduce stress.

Practice Mindfulness and Meditation

Develop healthy self-care habits.

Maintain strong relationships with family and friends to provide emotional support.

Learn to say no to activities or commitments that add unnecessary stress to your life.

## EXAMPLES:

If you're angry after a disagreement with a friend, pause and take ten deep breaths before responding to avoid saying something hurtful.

Set aside 10 minutes each morning to meditate. Focus on your breathing and gently bring your attention back whenever your mind wanders.

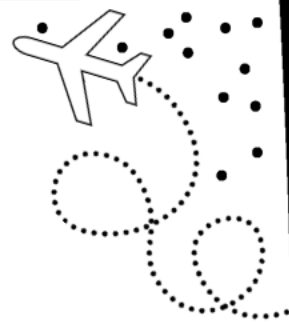
Establish a bedtime routine that includes turning off screens an hour before bed, reading a book, or taking a warm bath to help you relax.

Schedule regular catch-ups with friends or family, whether in person, over the phone, or via video chat.

Politely decline additional responsibilities when your plate is already full, and prioritize self-care.



# STRESS MANAGEMENT



ONE WAY I AM GOING TO IMPROVE MY STRESS MANAGEMENT IS:

How will this help me?

What do I need?

Who can help me?



ANOTHER WAY I AM GOING TO IMPROVE MY STRESS MANAGEMENT IS:

How will this help me?

What do I need?

Who can help me?



# COPING SKILLS

Circle the coping skills you will use to calm down when stressed.



Do yoga or Meditate.



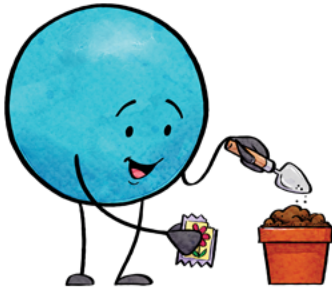
Read a book.



Listen to music.



Exercise.



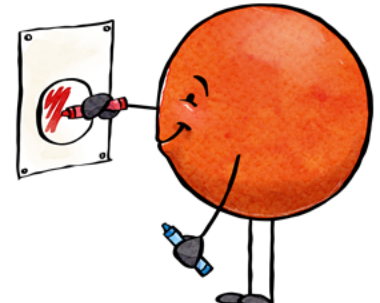
Go outside.



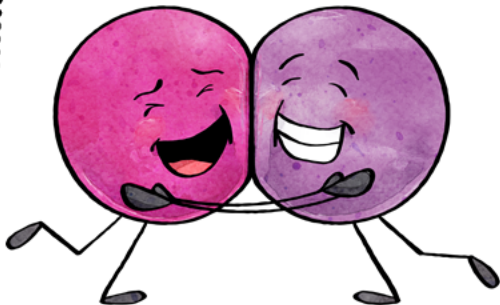
Dance



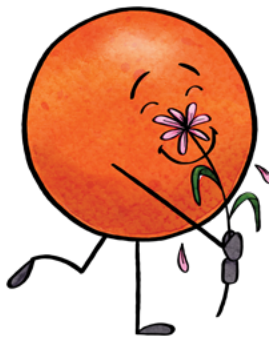
Write in a journal.



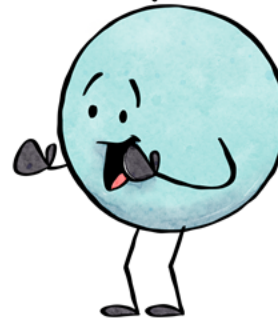
Draw or paint.



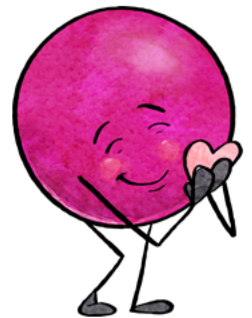
Spend time with a loved one or friend.



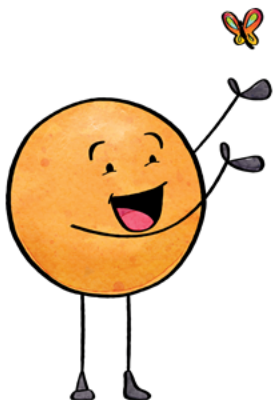
Take slow, deep breaths.



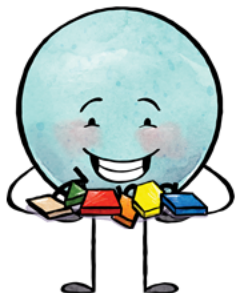
Talk to someone.



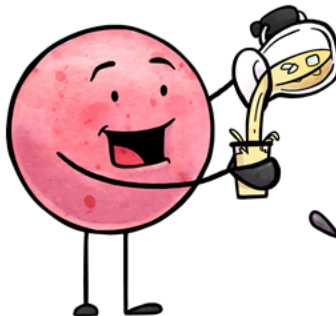
Hug a stuffed animal or pet.



Be in nature.



Use a fidget toy or stress ball.



Drink water.



Take a break.



Ask for help.





# GOAL SETTING



**MEANS:** Identifying something specific that you want to achieve and creating a plan to reach it.

## WAYS TO IMPROVE:

Break Goals into Smaller Steps

Create an Action Plan.

Prioritize your goals to focus on what matters most.

Keep yourself motivated by finding sources of inspiration related to your goals.

Seek accountability by telling friends, family, or a mentor about your goals so they can support and encourage you.

## EXAMPLES:

If your goal is to run a marathon, break it down into steps like "Increase distance by 1 mile every week."

If your goal is to improve your math grade, your action plan might include "Complete all homework assignments."

If you have multiple goals, decide which ones are most important and tackle those first, such as prioritizing studying for exams over learning a new hobby.

If your goal is to learn to play the guitar, watch videos of skilled guitarists to stay inspired.

If your goal is to exercise regularly, find a workout buddy who can hold you accountable and join you in your workouts.



# GOAL SETTING



ONE WAY I AM GOING TO IMPROVE MY GOAL SETTING IS:

How will this help me?

What do I need?

Who can help me?



ANOTHER WAY I AM GOING TO IMPROVE MY GOAL SETTING IS:

How will this help me?

What do I need?

Who can help me?

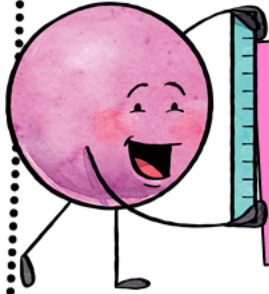
What do you want to accomplish and how will you do it?



# S

pecific

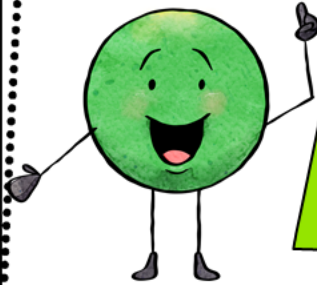
How will you know when you have achieved your goal?



# M

easurable

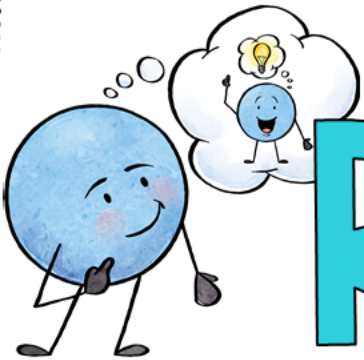
Is this a goal that can be realistically achieved?



# A

ttainable

Is this a goal that is important to me right now?



# R

elevant

What is the time frame you will set to achieve this goal?



# T

ime-based



# TEAMWORK



MEANS: Working together to achieve a common goal.

## WAYS TO IMPROVE:

Clearly communicate the team's expectations, goals, and deadlines.

Establish shared goals that everyone on the team is working towards.

Ensure that each team member knows their specific roles and responsibilities.

Give feedback that is constructive and aimed at improving performance.

## EXAMPLES:

At the beginning of a project, outline the objectives, timelines, and standards for quality so everyone is on the same page.

In a soccer team, set a common goal to improve the team's defense and aim to win the upcoming championship.

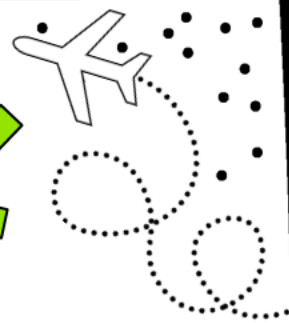
In a school play, assign roles like director, stage manager, costume designer, and actors, so everyone knows their tasks.

After a group presentation, offer specific feedback like, "I liked how you explained the concept clearly. Next time, let's work on engaging the audience more."





# TEAMWORK



ONE WAY I AM GOING TO IMPROVE MY TEAMWORK IS:

How will this help me?

What do I need?

Who can help me?



ANOTHER WAY I AM GOING TO IMPROVE MY TEAMWORK IS:

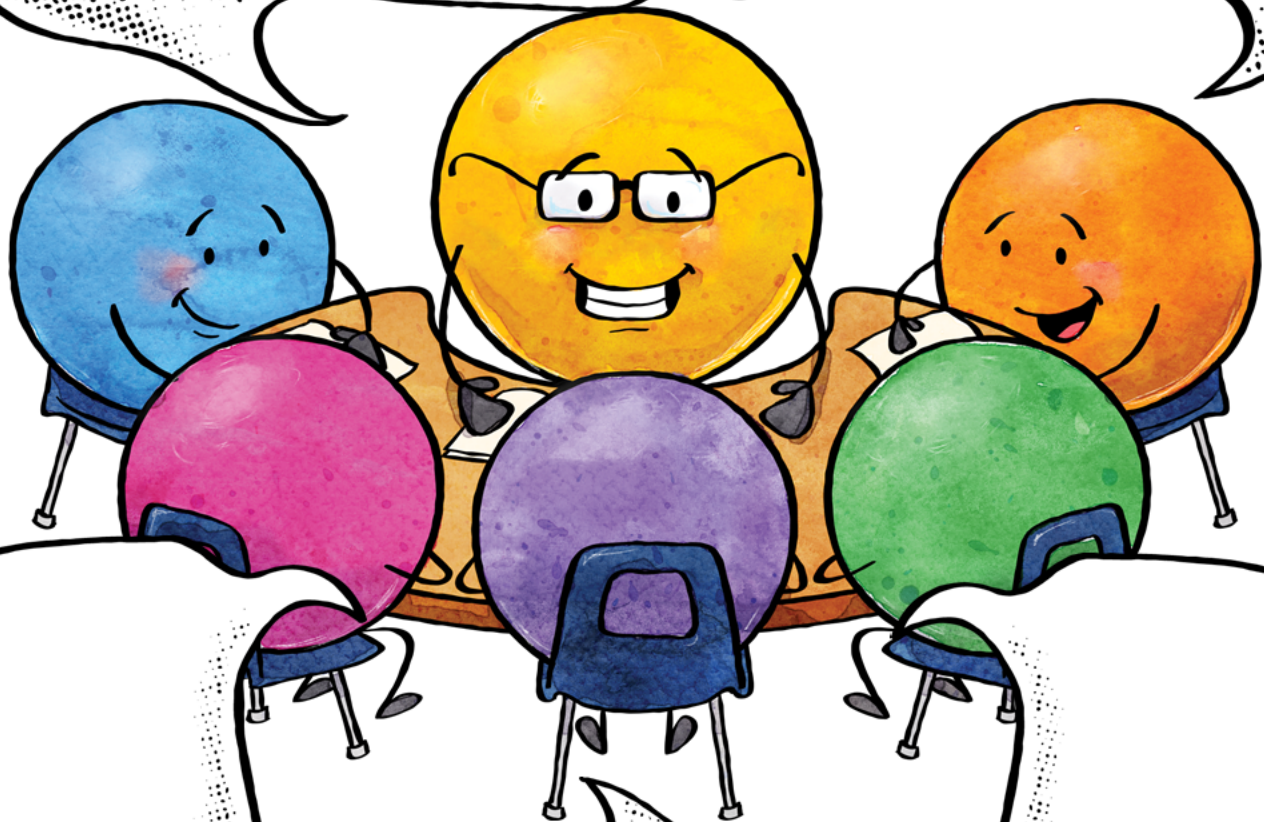
How will this help me?

What do I need?

Who can help me?

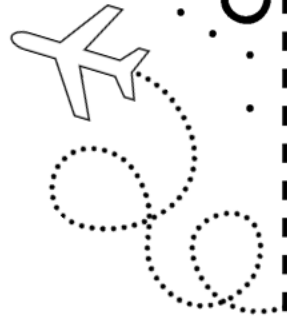
# SEEKING A NEW TEAM MEMBER

In each of the speech bubbles below write what you would want in a team member.





# RESPECT FOR OTHERS



**MEANS:** Recognizing the rights of every person and treating them with kindness and consideration.

## WAYS TO IMPROVE:

Listen attentively when someone is speaking, without interrupting.

Use polite and respectful language in all interactions.

Avoid making assumptions about people based on their appearance or background.

Be open to others' opinions, even if you disagree.

Respect others' personal space and boundaries.

## EXAMPLES:

During a discussion, make eye contact, nod to show understanding, and wait for the person to finish before responding.

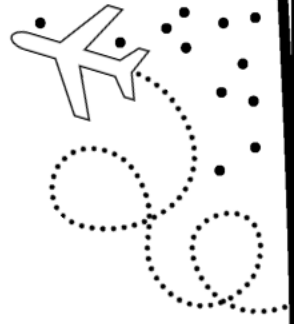
Say "please" and "thank you" and use titles like "Mr." or "Ms." when addressing teachers or elders.

Get to know individuals personally rather than making judgments based on assumptions or stereotypes. In a debate, say, "I understand your point, but I see it differently because..." instead of dismissing their opinion outright.

Ask before borrowing someone's belongings and respect their decision if they say no.



# RESPECT FOR OTHERS



ONE WAY I AM GOING TO IMPROVE SHOWING RESPECT FOR OTHERS IS:

How will this help me?

What do I need?

Who can help me?



ANOTHER WAY I AM GOING TO IMPROVE SHOWING RESPECT FOR OTHERS IS:

How will this help me?

What do I need?

Who can help me?



# TRASH THE DISRESPECT

Color in the papers that show disrespect, and should be thrown away.

Rolling your  
eyes at  
someone.

Smiling and  
saying hello.

Using bad  
language.

Ignoring  
someone.

Taking something  
without asking.

Saying  
"Excuse me".

Interrupting.

Saying  
"Thank you".

Refusing to  
listen.

Taking good care  
of something you  
borrowed.

Waiting for  
your turn.

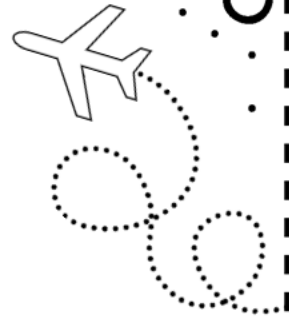
Asking before  
you take  
something.

Name-calling.





# SELF- CONFIDENCE



**MEANS:** Understanding the feelings, thoughts, and experiences of others with compassion and not judgement.

## WAYS TO IMPROVE:

Replace negative thoughts with positive affirmations and encouraging statements.

Gradually push yourself to try new things and face your fears.

Identify and focus on your strengths and talents.

Take time to recognize and celebrate your accomplishments, no matter how small.

Spend time with people who uplift and encourage you.

## EXAMPLES:

Instead of thinking, "I can't do this," tell yourself, "I am capable, and I can handle this challenge."

If you're shy, challenge yourself to start a conversation with a new person each week or join a club to meet new people.

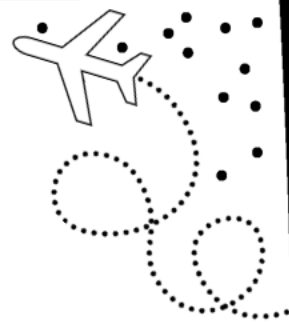
If you're good at writing, take on projects or roles that allow you to use and develop this skill further.

Keep a journal of your achievements and review it to remind yourself of your progress.

After you finish an assignment, check for mistakes and that you read every possible answer.



# SELF-CONFIDENCE



ONE WAY I AM GOING TO IMPROVE MY SELF-CONFIDENCE IS:

How will this help me?

What do I need?

Who can help me?



ANOTHER WAY I AM GOING TO IMPROVE MY SELF-CONFIDENCE IS:

How will this help me?

What do I need?

Who can help me?



# CELEBRATE YOU!

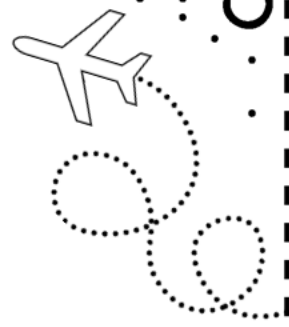
In each balloon, write  
something you love  
about yourself.







# EMPATHY



**MEANS:** Understanding the feelings, thoughts, and experiences of others with compassion and not judgement.

## WAYS TO IMPROVE:

Try to imagine how you would feel and react if you were in the other person's situation.

Be non-judgmental.

Reflect on your own experiences to better understand how others might feel.

Volunteer for causes that help you connect with and understand different people's lives and struggles.

## EXAMPLES:

If a classmate is frustrated, think about a time you faced a similar challenge and how it felt.

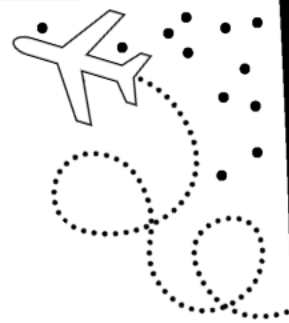
When someone confides in you about a mistake, avoid criticizing them and instead say, "We all make mistakes. What matters is how we learn from them."

If you see a student struggling with public speaking, offer encouragement: "I was really nervous the first time too, but it gets easier with practice."

Volunteer at a homeless shelter to better understand the challenges faced by homelessness.



# EMPATHY



ONE WAY I AM GOING TO IMPROVE MY EMPATHY IS:

How will this help me?

What do I need?

Who can help me?



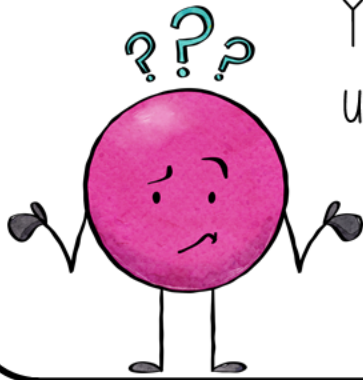
ANOTHER WAY I AM GOING TO IMPROVE MY EMPATHY IS:

How will this help me?

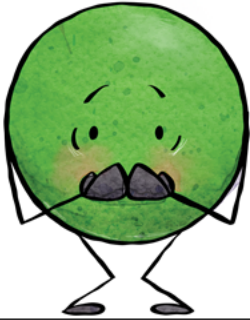
What do I need?

Who can help me?

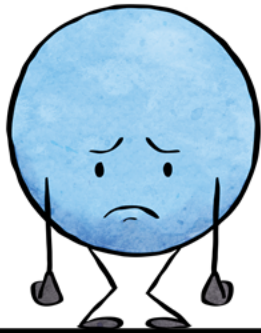
THINK ABOUT HOW EACH PERSON MUST BE FEELING AND  
EXPLAIN HOW YOU CAN SHOW EMPATHY TO THEM.



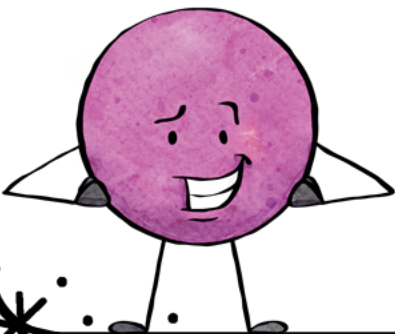
Your classmate is struggling in math and can't seem to understand the lesson.



Your cousin has been sick with the flu for over a week.



Your classmate gets teased on the playground.



Your friend won his soccer game against you.



# SELF-CONTROL



**MEANS:** The ability to control and manage your thoughts, impulses, emotions, and behaviors.

## WAYS TO IMPROVE:

Avoid temptations by removing distractions.

Train yourself to wait for a more rewarding outcome rather than seeking immediate pleasure.

Think about what will distract you and put it in a different room.

Recognize what triggers your lack of self-control and limit exposure to these triggers.

Set up a reward system to reinforce your self-control efforts.

## EXAMPLES:

➤ If you are trying to eat healthier, avoid keeping junk food at home and carry healthy snacks instead.

➤ If you want to buy a new gadget, save money gradually instead of buying it on impulse.

➤ Leave your cell phone in the kitchen when you are studying in your room.

➤ If social media distracts you from studying, set specific times for checking your accounts.

➤ Treat yourself to a favorite activity or a small reward after completing a challenging task or reaching a milestone.





# SELF-CONTROL



ONE WAY I AM GOING TO IMPROVE AT SELF-CONTROL IS:

How will this help me?

What do I need?

Who can help me?



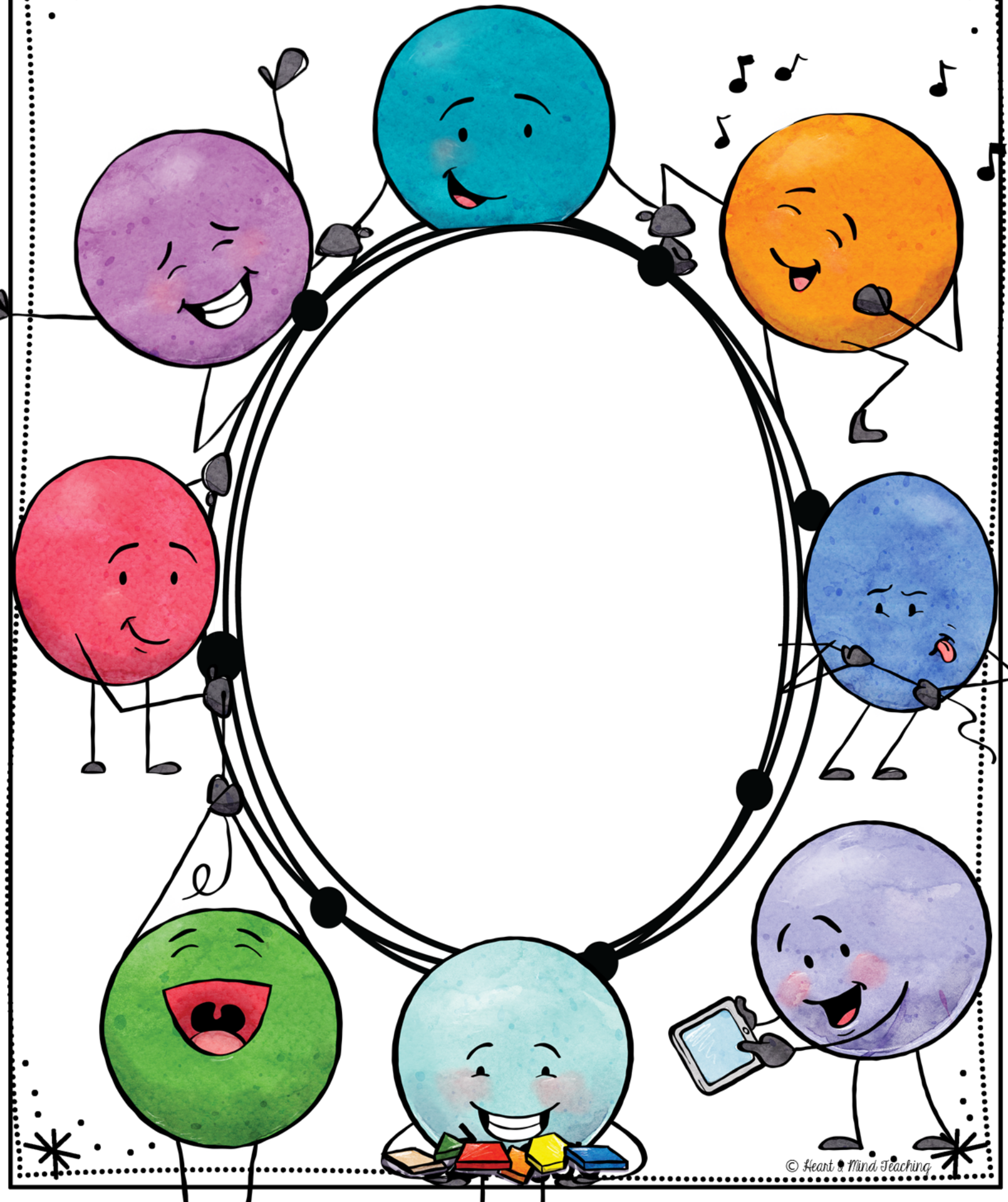
ANOTHER WAY I AM GOING TO IMPROVE AT SELF-CONTROL IS:

How will this help me?

What do I need?

Who can help me?

THESE ARE DISTRACTIONS THAT IMPACT MY SELF-CONTROL:





# RESPONSIBLE DECISION MAKING



**MEANS:** The process of making choices that are well-considered, ethical, and align with your goals and values.

## WAYS TO IMPROVE:

Discuss potential outcomes of each option and how they could affect you and others.

List Options and Prioritize Values.

Think before you act and consider how your decisions affect others.

Make decisions that align with your values and principles.

Ask for advice.

## EXAMPLES:

→ If you join a new club, you might make new friends and learn new skills, but you may have less free time.

→ Writing down the pros and cons of joining the club versus staying in your current activities.

→ Taking deep breaths and counting to ten before reacting when frustrated with a sibling.

→ If you value environmental sustainability, choose products that minimize your carbon footprint.

→ Asking a teacher or older sibling about their experiences with after-school clubs.



# RESPONSIBLE DECISION MAKING



ONE WAY I AM GOING TO IMPROVE MY DECISION MAKING IS:

How will this help me?

What do I need?

Who can help me?



ANOTHER WAY I AM GOING TO IMPROVE MY DECISION MAKING IS:

How will this help me?

What do I need?

Who can help me?

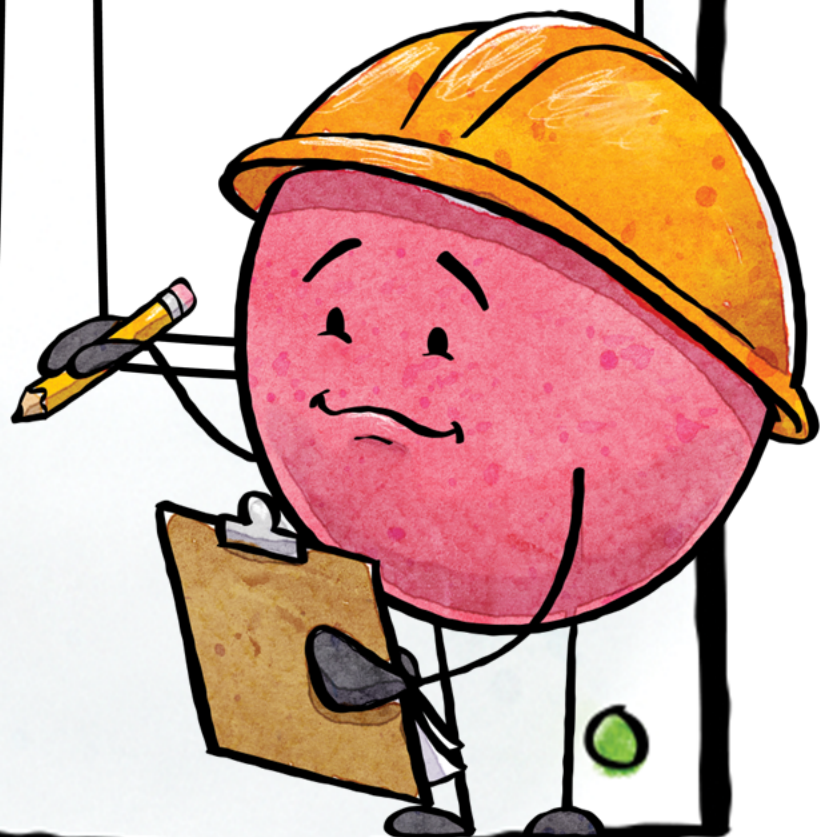


# PROS/CONS LIST

PROS:

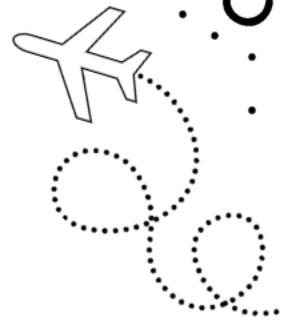
CONS:

Think of a decision you need to make. Write down all the pros (benefits) and cons (consequences) of the decision.





# FRIENDSHIP SKILLS



**MEANS:** The abilities and qualities that enable us to start, maintain, and nurture relationships with others.

## WAYS TO IMPROVE:

Share toys, take turns playing games, and be willing to compromise.

Listen carefully when others are talking and show you are interested in what they have to say.

Respect others' opinions, interests, and cultural backgrounds.

Resolve Conflicts Peacefully

Invite others to join activities and make sure everyone feels welcome.

## EXAMPLES:

Sharing a snack or toy with a friend and taking turns being the leader in a game.

Making eye contact, nodding, and responding appropriately when someone is sharing a story.

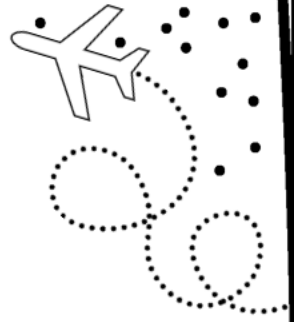
Learning about a friend's favorite hobbies and respecting their choices even if they are different from yours.

Saying "I'm sorry" when you hurt someone's feelings and talking about ways to play together.

Asking a classmate who is sitting alone to join your group for a game.



# FRIENDSHIP SKILLS



ONE WAY I AM GOING TO IMPROVE MY FRIENDSHIP SKILLS IS:

How will this help me?

What do I need?

Who can help me?



ANOTHER WAY I AM GOING TO IMPROVE MY FRIENDSHIP SKILLS IS:

How will this help me?

What do I need?

Who can help me?



# FRIENDSHIPS

& MAINTAIN

How you will stay in touch and maintain your friendship:

Traits you do not want in a friend:

Things you want to have in common:

BUILD UP

Traits you want in a friend:





# IDENTIFYING EMOTIONS

Recognizing different feelings and emotional states that we and others experience.

✓ I RECOGNIZE DIFFERENT EMOTIONS IN MYSELF.

✓ I RECOGNIZE DIFFERENT EMOTIONS IN OTHERS.

✓ I RECOGNIZE VERBAL AND NON-VERBAL EMOTIONAL CUES IN OTHERS.

✓ I THINK ABOUT WHAT EFFECTS MY EMOTIONS.



# STRESS MANAGEMENT

Strategies used to cope with and reduce the effects of stress on their well-being.

- ✓ I RECOGNIZE SIGNS OF STRESS.
- ✓ I USE COPING SKILLS TO CALM DOWN.
- ✓ I AM AWARE OF WHAT STRESSES ME OUT.
- ✓ I CAN REGULATE MY EMOTIONS WHEN I AM STRESSED.



# GOAL SETTING

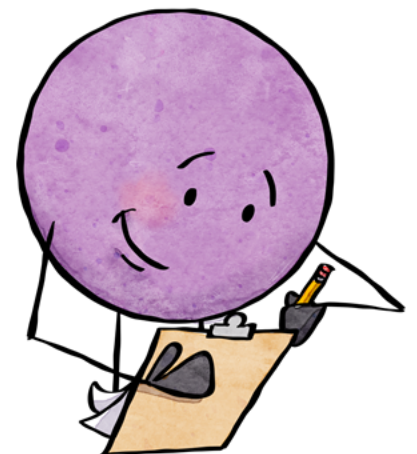
Identifying something specific that you want to achieve and creating a plan to reach it.

✓ I SET SHORT AND LONG TERM GOALS.

✓ I PRIORITIZE MY TASKS.

✓ I BREAK DOWN MY GOALS INTO SMALLER, MANAGEABLE STEPS.

✓ I SET REALISTIC GOALS FOR HOW MUCH I CAN GET DONE IN A CERTAIN AMOUNT OF TIME.



# TEAMWORK

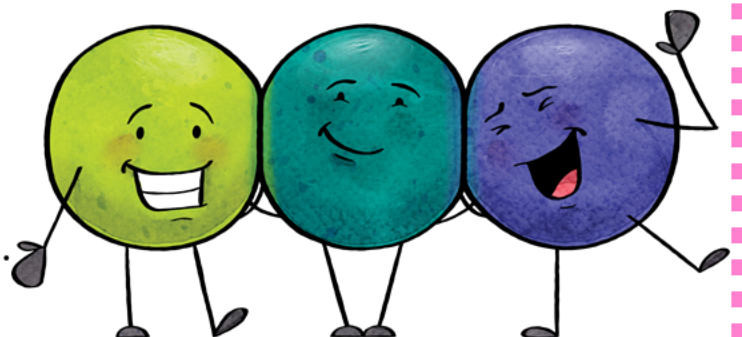
Working together to achieve a common goal.

✓ I WORK WELL WITH OTHERS.

✓ I DO MY PART AS A TEAM MEMBER.

✓ I DO WHAT IS BEST FOR THE TEAM, NOT JUST MYSELF.

✓ I LISTEN AND TAKE INTO ACCOUNT THE OPINIONS AND IDEAS OF OTHERS.





# RESPECT FOR OTHERS

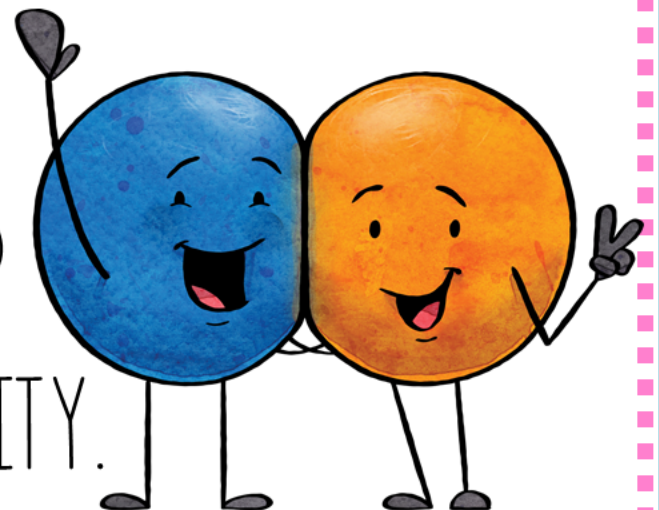
Recognizing the rights of every person and treating them with kindness and consideration.

✓ I SPEAK AND ACT KINDLY AND POLITELY.

✓ I RESPECT THE BOUNDARIES AND PERSONAL SPACE OF OTHERS.

✓ I LISTEN TO PARENTS, TEACHERS, AND OTHER LEADERSHIP FIGURES.

✓ I ACCEPT DIFFERENCES AND EMBRACE DIVERSITY.



# SELF-CONFIDENCE

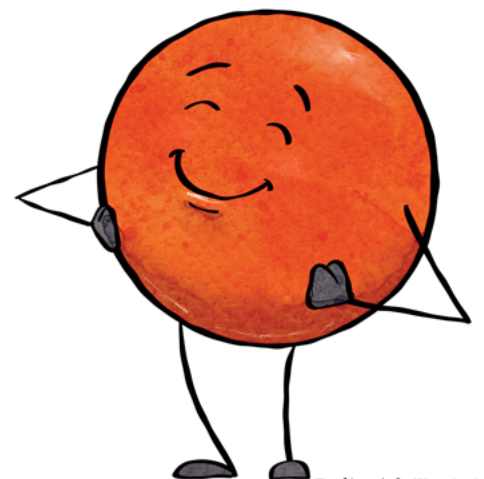
Believing in your abilities and worth. Having a positive view of yourself and your capabilities.

✓ I BELIEVE I CAN IMPROVE MY SKILLS.

✓ I CAN DO ANYTHING I PUT MY MIND TO.

✓ I KNOW MY STRENGTHS AND WEAKNESSES.

✓ I HAVE A POSITIVE SELF-IMAGE.



# EMPATHY

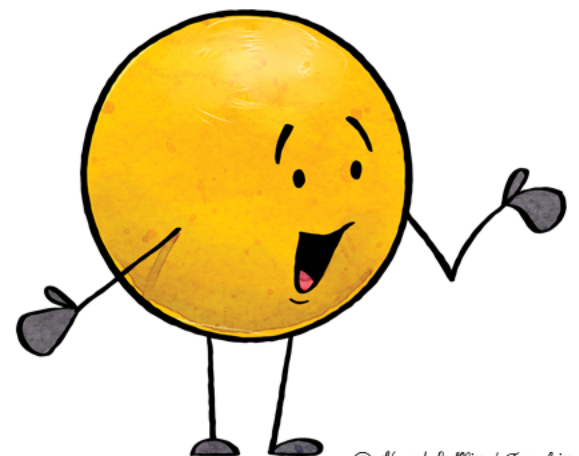
Understanding the feelings, thoughts, and experiences of others with compassion and not judgement.

✓ I THINK OF OTHERS PERSPECTIVES.

✓ I IMAGINE WHAT THE OTHER PERSON MUST FEEL.

✓ I TREAT OTHERS WITH KINDNESS.

✓ I DO NOT JUDGE OTHERS.



# SELF-CONTROL

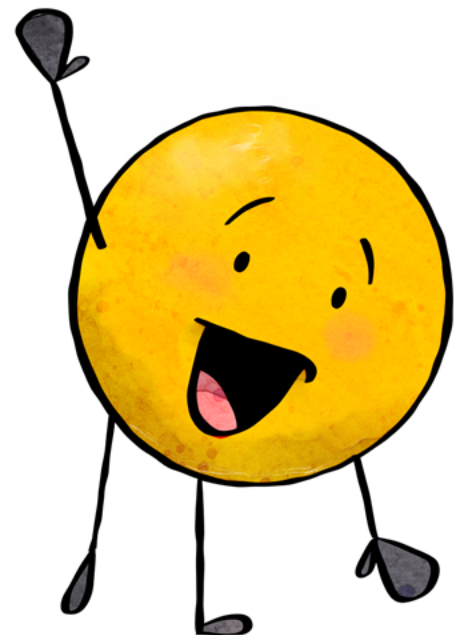
The ability to control and manage your thoughts, impulses, emotions, and behaviors.

✓ I THINK BEFORE I ACT.

✓ I CAN RESIST TEMPTATIONS  
AND DISTRACTIONS.

✓ I DO NOT PUT OFF  
IMPORTANT TASKS.

✓ I WAIT MY TURN.

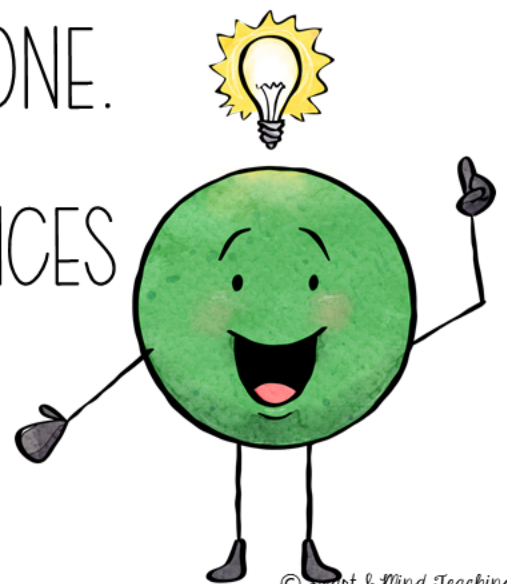




# RESPONSIBLE DECISION-MAKING

The process of making choices that are well-considered, ethical, and align with your goals and values.

- ✓ I REFLECT ON MY PREVIOUS DECISIONS.
- ✓ I DO NOT OFTEN GET STUCK ON PROBLEMS I CANNOT SOLVE.
- ✓ I CAN SEE MULTIPLE WAYS TO SOLVE A PROBLEM, NOT JUST ONE.
- ✓ I CONSIDER CONSEQUENCES OF EACH DECISION BEFORE I MAKE IT.



# FRIENDSHIP SKILLS

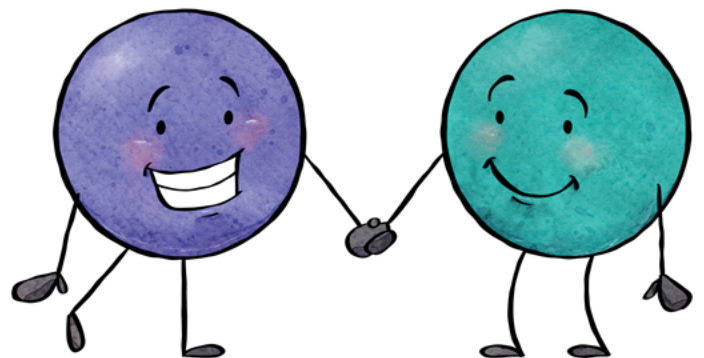
The abilities and qualities that enable us to start, maintain, and nurture relationships with others.

✓ I CAN MAKE AND KEEP FRIENDSHIPS.

✓ I SHARE AND TAKE TURNS.

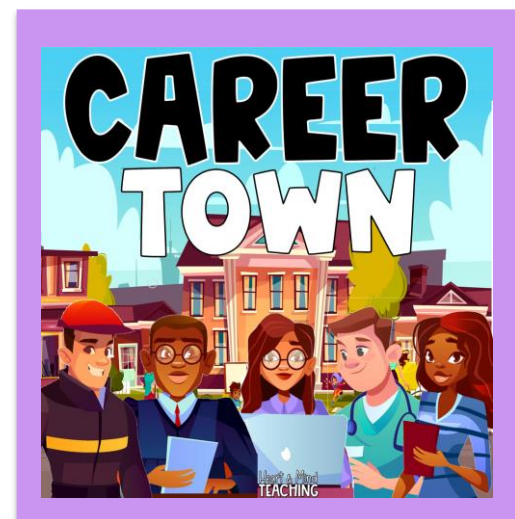
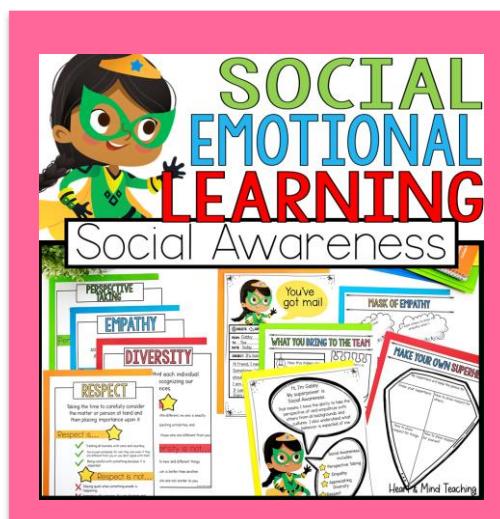
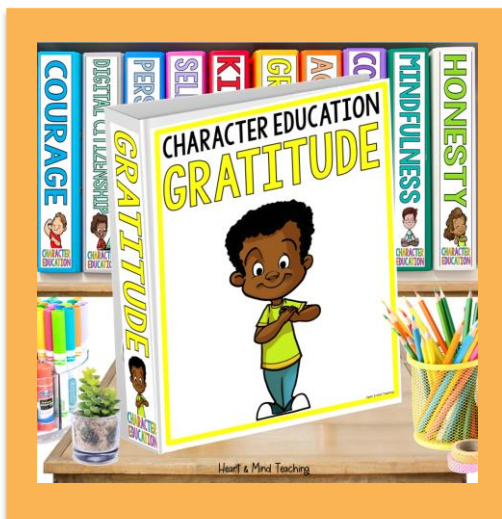
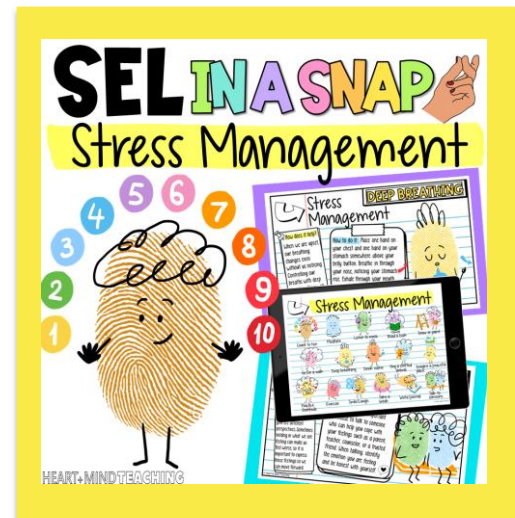
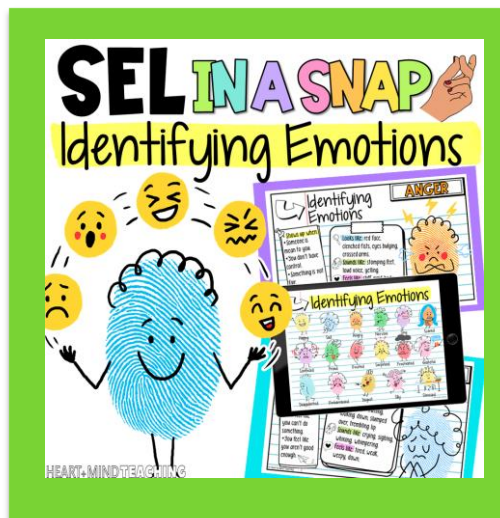
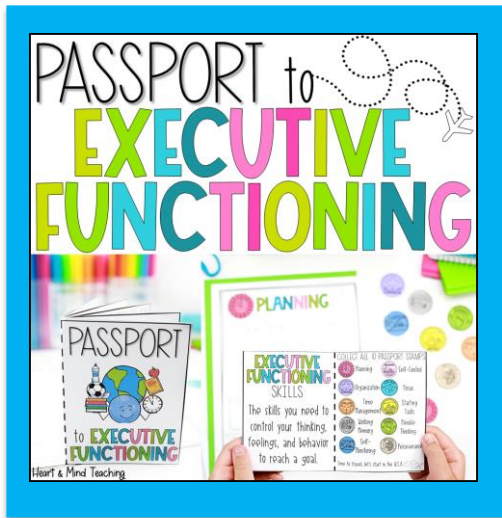
✓ I APOLOGIZE WHEN I MAKE A MISTAKE AND FORGIVE OTHERS.

✓ I LISTEN AND AM THERE FOR MY FRIENDS WHEN THEY NEED ME.



# CHECK THESE OUT

CLICK ON THE PICTURES TO GET A CLOSER LOOK.



**COUNSELOR**  
**Collab**  
— with Laura & Ashley —



Would you like to spend less time browsing for resources and lesson planning, and more time serving students? Let Laura from [Music City Counselor](#) and Ashley from [Heart and Mind Teaching](#) do the work for you!

**CLICK TO COLLAB**

## MEMBER PERKS

- ♥ Data-driven resources by theme.
- ♥ \$35+ value of ready-to-use materials.
- ♥ Lessons, group curriculums, forms, & activities.
- ♥ Tier 1, 2, and 3 research-based resources.
- ♥ No contracts, cancel anytime.



HEART+MIND  
TEACHING



# THANK YOU

FOR SUPPORTING MY LITTLE SHOP.

Hi there! I'm Ashley- a School Counselor, curriculum developer, blogger, and mama to two young boys. I have a passion for creating fun and engaging resources for Counseling and Social Emotional Learning.

## LET'S BE FRIENDS

  
*Ashley*

Access my  
Freebie  
Library



## FOLLOW FOR EXCLUSIVE SAVINGS

New products are 50% off for 24hrs.

**CLICK HERE**

★ HOW CAN YOU EARN TPT CREDITS? When you leave feedback, TpT rewards you with credits that you can use toward future purchases.

## ACCESS MY FREEBIE LIBRARY

Join my Newsletter to be informed of all future added freebies.

**I WANT FREEBIES**



# TERMS OF USE

© Heart and Mind Teaching, 2024. All rights reserved. Purchase of this item entitles the purchaser the right to reproduce for classroom, personal, and google classroom use only. Use in multiple classrooms, requires the purchase of additional licenses. Redistribution or duplication of this product is strictly forbidden without the written permission of the publisher. Copying any part of this product and placing it on a publicly accessible website is strictly forbidden and is a violation of the Digital Millennium Copyright Act (DMCA). You may post this for single-classroom use on a password protected student site such as google classroom. **You may NOT post my products on any public, for-profit, or commercial websites or entities, such as Outschool.** Please do not sell or distribute any part of this as your own. Thank you for abiding by universally accepted codes of professional ethics while using this product.



If you have any questions or concerns please email me at:

[heartandmindteaching@gmail.com](mailto:heartandmindteaching@gmail.com)

## CREDITS

