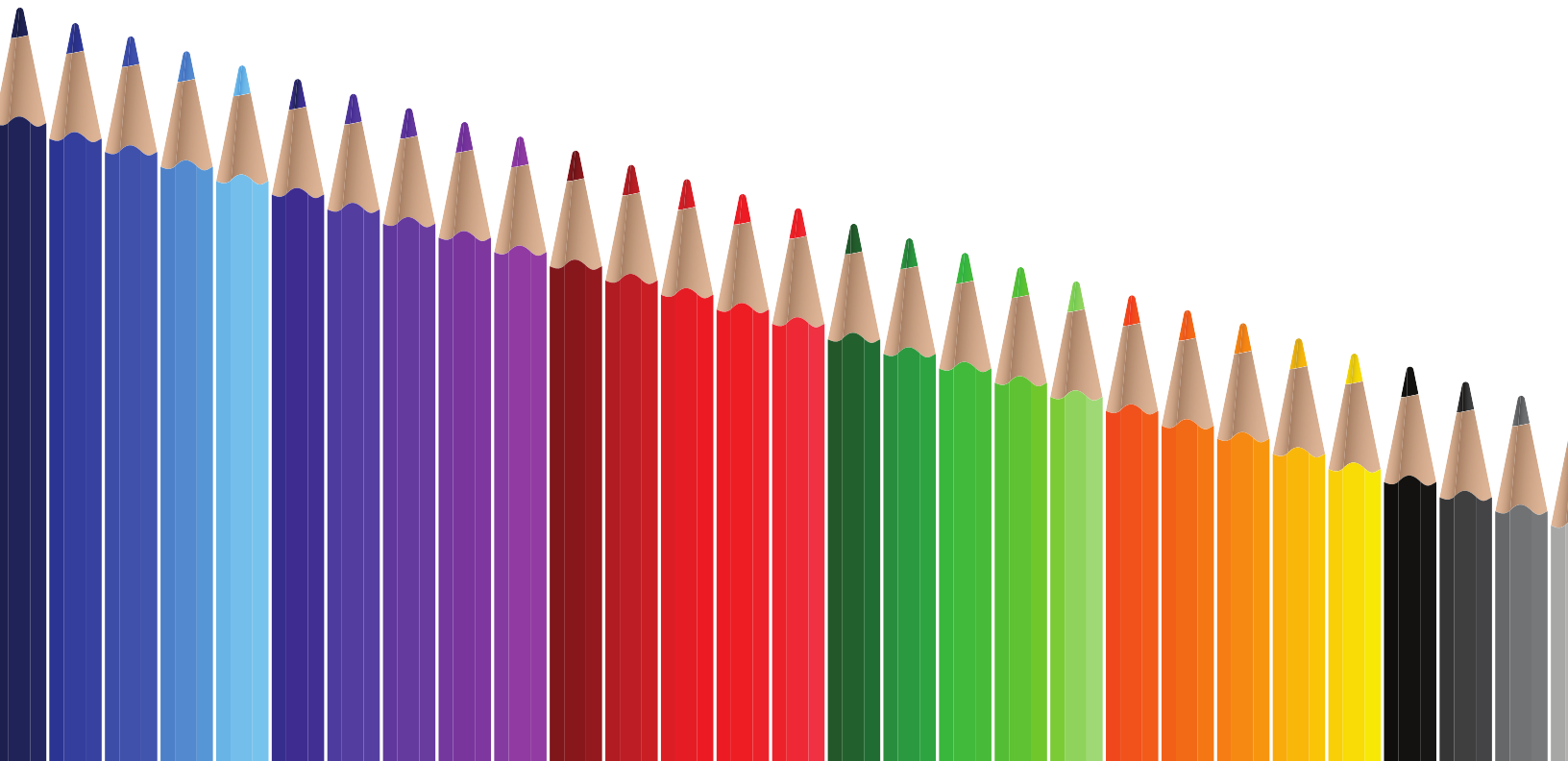


Back-to-School with Boys Town Training & Press

Social skill lessons and activities for the classroom
or virtual learning environment.



Stress & Worry

What is stress?

Do you ever feel like you have too much on your plate? All those chores, homework assignments, and other responsibilities just keep piling up? You're constantly worried about getting all of that done? That's stress!

How do I manage my stress?

Try these steps:

1. What situations cause you stress?
2. When you become stressed, how do you respond? Do your shoulders tense? Do you clench your fists?
3. Take a deep breath, practice some relaxation activities to try to calm down.
4. Take a few minutes to think about: how can I use these strategies in the future?
5. Remember to reward yourself for using these strategies!



Skills To Review with Students

Asking for Cool Down Time

1. Recognize that you are becoming agitated (temperature increasing, heart racing, etc.).
2. Calmly get the attention of an adult.
3. Ask politely, "I feel I am getting upset. May I please have a few moments to calm down?"
4. If the answer is "Yes," quietly use the provided time to practice your relaxation strategies, such as taking deep breaths or counting down from 10 silently in your head.
5. If the answer is "No," accept the "No" calmly and remain quiet.

Using Anger Control Strategies

1. If a person is talking to you, continue listening and acknowledging what he or she is saying.
2. Monitor your body's feelings and how quickly you are breathing.
3. Breathe slowly and deeply.
4. Give yourself instructions to continue breathing deeply and relax your tense body areas.
5. If appropriate, calmly ask the other person for a few minutes to be by yourself.
6. While you are alone, continue to monitor your feelings and instruct yourself to relax.

Skills To Review with Students

Dealing with Frustration

1. Identify feelings of frustration as they arise.
2. Determine the source of these feelings.
3. Breathe deeply and relax when frustrations arise.
4. Discuss frustrations with a caring adult or peer.
5. Find alternative activities that promote feelings of success.

Managing Stress

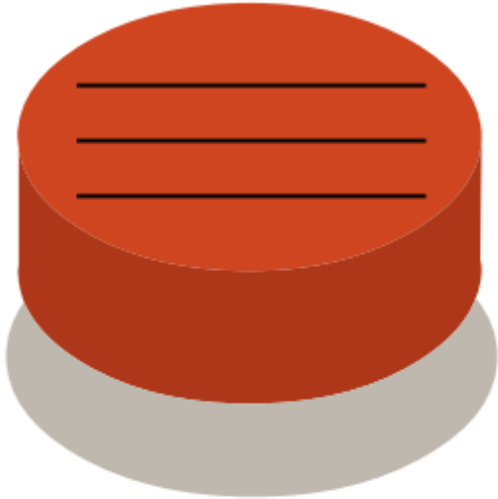
1. Identify situations or circumstances that produce stress.
2. Learn your body's responses to stressful situations.
3. Use relaxation cues to overcome stress responses.
4. Generalize these relaxation cues to the situations that tend to cause stress.
5. Reward yourself for using stress-management techniques.

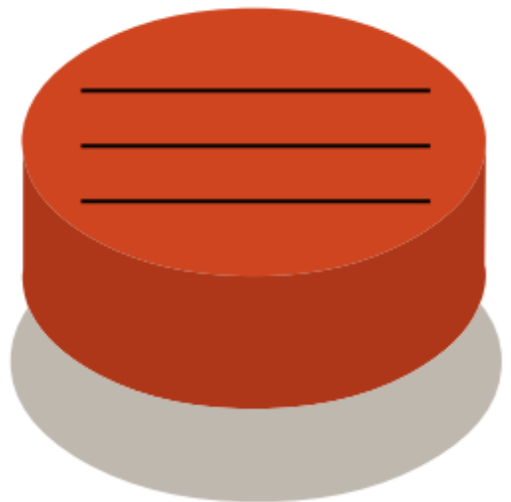
Coping with Change

1. Identify exactly what is changing.
2. Ask questions for clarification.
3. Remain calm and relaxed.
4. Appropriately discuss your feelings about the change with a caring adult.
5. Avoid becoming unmotivated or depressed.

Pause Power

Directions: What are your biggest buttons? Write them on the buttons below. Then, on the lines next to the button, write down ways you could stay calm in those situations and keep your cool.





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Worrywart Woes Journal

Directions: Think about something that worries you.
Fill out the journal prompts below.

I worry about _____.

I worry because _____

_____.

I can try talking to these people about
it because they might worry about it

too: _____.

A positive outcome in this situation

would be _____

_____.

I can work towards this outcome by

_____.

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Creating a Stay Calm Plan

1

IDENTIFY TRIGGERS

Start by identifying the triggers that make you upset.

Write down what makes you lose your temper and be specific. Include the who, what, where and when.

2

WARNING SIGNS

Think about how you feel and how your body reacts (clenched teeth, sweating, shaking, etc.) when you're about to lose it.

The more you're aware of these warning signs, the more proactive you can be to take immediate steps to calm yourself.

3

DE-ESCALATE

Identify specific strategies or actions you can do to de-escalate the tension.

Do whatever works best for you, whether it's walking away from the situation, taking a deep breath and exhaling slowly or other methods.

REMEMBER...

Staying calm sometimes requires a lot of effort, and you have to work at it. But getting verbally or physically abusive is never okay. Always try to model the behaviors and actions you want (and expect) from children. But if you do yell or react in ways that are more threatening than loving, apologize and say you'll do better next time.

Time-out isn't just for the kids. It's a good stress-reducer for you, too. When you're overwhelmed, step into a private space for a few moments, collect your thoughts, calm your emotions and then return to the situation.

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Creating a Stay Calm Plan

1

What are your triggers?

2

What are some warning signs?

3

What will you do to calm down?

Example: Flower breathing, balloon breathing, etc.

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Stress Stinks Coloring Pages

Amelia is feeling smothered by all her responsibilities. All her stress and negative thoughts are causing Amelia to have stinking thinking!



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Stress Stinks Coloring Pages

Good thing her mom knows a cure for those rotten thoughts!



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Stress Stinks Word Search Grades 5+

Directions: Complete the word search below.

Then, talk with a parent, teacher, or classmate about what each word means to you.

E	K	A	V	O	P	H	N	O	N	H	N	A	S	A	T	J	T	R
D	S	R	E	S	P	O	N	S	I	B	I	L	I	T	I	E	S	Z
E	S	F	M	A	N	A	G	E	T	B	A	V	A	S	Q	R	I	R
I	E	N	L	D	S	T	H	G	U	O	H	T	S	E	F	Y	N	P
T	N	E	U	U	E	U	E	D	A	I	M	I	U	L	L	D	O	O
E	E	F	Y	I	K	M	N	R	D	K	F	E	O	F	U	E	I	Y
U	R	S	T	U	C	K	L	O	I	R	Y	T	V	C	S	R	T	T
G	A	R	E	S	E	T	R	E	U	A	M	F	R	O	T	E	C	E
N	W	G	M	J	M	N	F	S	H	U	K	Y	E	N	E	H	E	I
O	A	L	V	E	E	N	T	H	R	W	Y	A	N	T	R	T	F	X
T	F	Q	P	Z	L	R	P	T	A	Q	R	C	N	R	E	O	R	N
S	L	J	D	Z	A	T	N	G	E	N	R	E	D	O	D	M	E	A
U	E	N	A	T	U	A	D	H	A	V	O	I	V	L	S	S	P	D
U	S	I	I	N	T	U	S	O	O	J	W	Y	Z	O	F	A	R	P
W	E	O	O	T	X	U	D	J	W	R	S	E	K	A	T	S	I	M
R	N	D	F	I	T	A	H	W	I	N	S	I	R	B	S	O	O	E

Self-awareness
Perfectionist
Tongue-tied
Flustered
Nervous
What If
Stuck

Responsibilities
Self-control
Smothered
Thoughts
Tantrum
Anxiety
Reset

Overwhelmed
Frustration
Melt Down
Mistakes
Manage
Worry

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Stress Stinks Word Search Grades K-4

Directions: Complete the word search below.

Then, talk with a parent, teacher, or classmate about what each word means to you.

T	H	O	U	G	H	T	S	N	M	I	U	M	O	F
O	T	O	N	G	U	E	T	I	E	D	O	F	M	F
A	N	X	I	E	T	Y	Q	U	L	F	Y	R	U	O
N	E	R	V	O	U	S	Q	M	T	H	Y	U	C	U
S	T	U	C	K	X	M	E	I	D	T	A	S	K	S
U	W	E	E	E	L	R	E	S	O	C	N	T	S	E
S	T	R	U	G	G	L	E	T	W	W	O	R	R	Y
N	N	N	P	B	S	C	Y	A	N	M	U	A	R	C
A	R	S	X	T	S	R	W	K	K	T	U	T	O	R
X	M	A	N	A	G	E	R	E	S	E	T	I	D	Q
P	C	X	J	C	C	C	E	S	V	U	D	O	N	E
T	O	Q	T	A	N	T	R	U	M	O	O	N	J	P
W	H	A	T	I	F	U	U	F	O	V	W	G	S	W

Tongue-tied
Nervous
What if
Stuck
Reset

Stressed
Thoughts
Tantrum
Anxiety
Tasks

Frustration
Melt Down
Mistakes
Manage
Worry

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Mindset

What is positive thinking?

Have you ever thought to yourself, "I'm not good at that! But, I will be once I practice." Or maybe, "I have so much to do! But I'll get all of that done if I just take a few minutes to organize my thoughts."

That's positive thinking! Positive thinking is a mental and emotional attitude that focuses on the bright side.

Why is it important to develop a positive mindset?

When you're learning something new, it's easy to get discouraged and down-in-the-dumps when things don't go the way you want them to. It's easy to forget that mistakes are a part of life - developing a positive mindset will help you to look at the bright side of things and help you problem solve in those tough situations!



Skills To Review with Students

Stopping Negative or Harmful Thoughts

1. Identify negative or repetitive harmful thoughts you wish to avoid.
2. When these occur, consistently say to yourself, "Stop!"
3. Immediately visualize a more positive scene or relaxing thought.
4. Reward yourself for using strategies to stop your negative or harmful thoughts.

Making Positive Self-Statements

1. Make positive statements about actual accomplishments.
2. Avoid lying or exaggerating.
3. Begin by saying in a pleasant tone of voice "I'm proud of..." or "I think I did well at..."
4. Refrain from bragging about yourself or putting down other people's efforts.

Expressing Optimism

1. Look at the person.
2. Use an enthusiastic voice tone.
3. Describe potential positive outcomes.
4. Express hope and desire for positive outcomes.
5. Thank the person for listening.

Accepting Self

1. Accurately identify your own strengths and weaknesses.
2. Express appropriate pride in your accomplishments.
3. Compensate for weaknesses by accentuating your strengths.
4. Use self-accepting phrases when talking about your tastes, style, etc.

Getting Things Done

Think about a time you used the power of positive thinking to accomplish a goal. Describe the situation below.

My positive mindset story...

Accomplishing Goals

List three things you want to accomplish. Then, list the steps of how you're going to make each one happen.

Goal...

How I'm going to accomplish my goal...

Goal...

How I'm going to accomplish my goal...

Goal...

How I'm going to accomplish my goal...

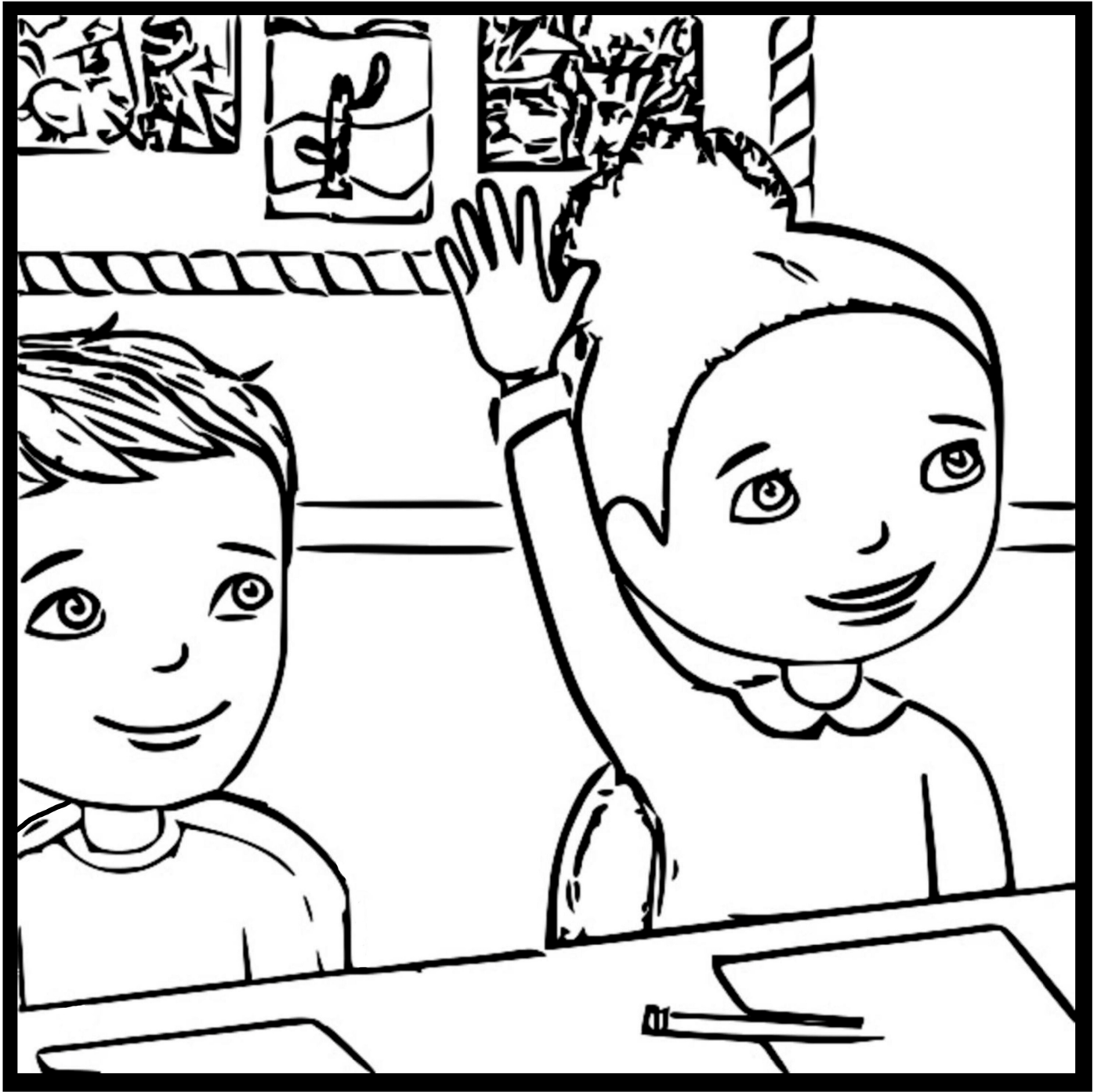
Mindset Matters Coloring Pages

Amelia is always up for new challenges, eager to learn to skateboard and build a swing set for her younger brother! But at the first sign of trouble, her confidence shatters. After a little self-reflection and some loving advice from her Dad, Amelia learns to have a "gonna get it done" mindset.



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Mindset Matters Coloring Pages



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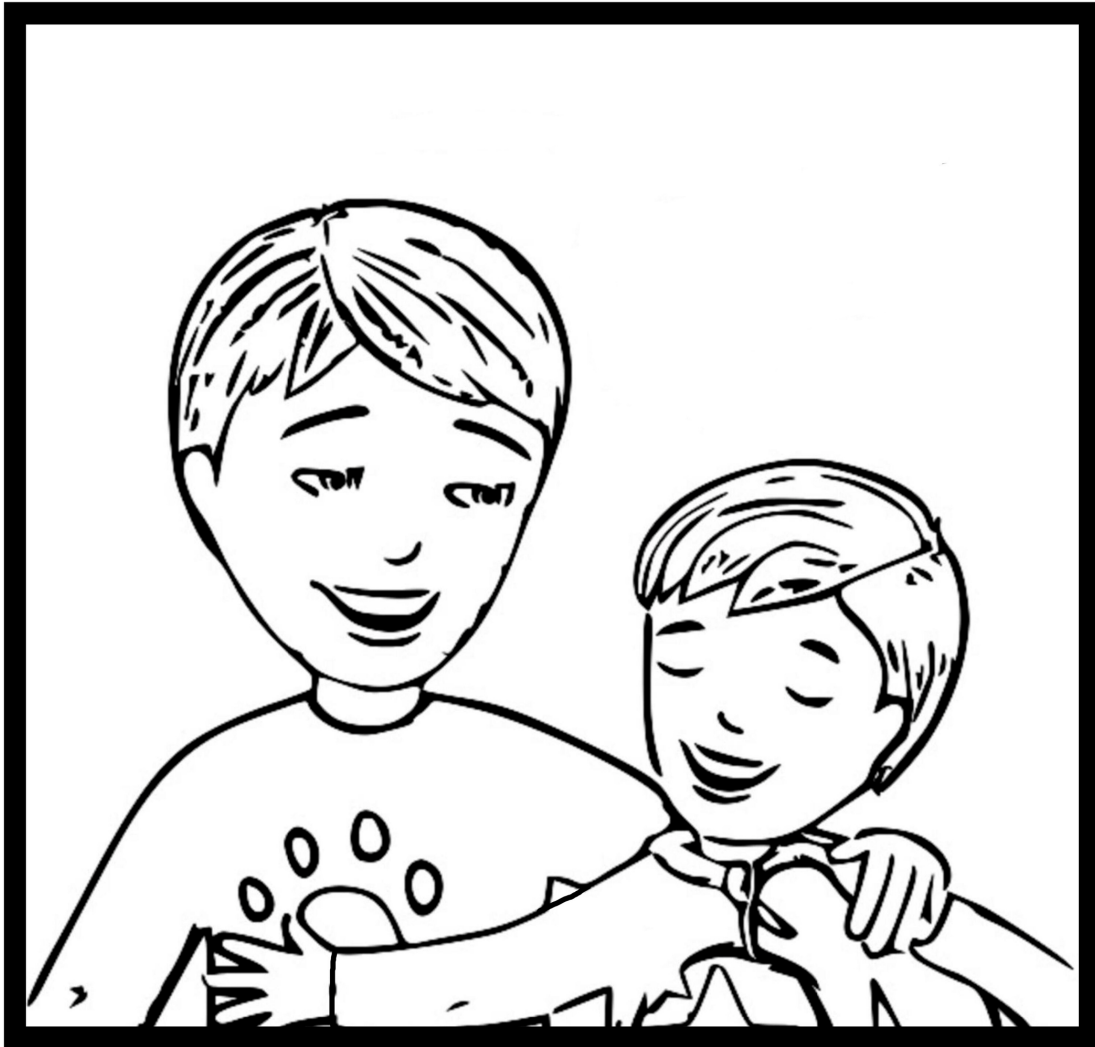
My Day is Ruined Coloring Pages

A cancelled game and some events at school that don't go his way send Braden on an overreaction tailspin! It seems no matter how small the setback, Braden lets disappointment ruin his mood and his day.



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My Day is Ruined Coloring Pages



His mom and teacher give him some great tips on flexible thinking to help him recover from his overreacting tendencies.

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Building Relationships & Getting Along with Others

What are the qualities of a strong relationship? Healthy, strong relationships with your parents, siblings, teachers, friends, peers, and other adults in your life is very important! When you're with your friends at school or playing online with them it's important to have respect for each other, to be kind, and listen to one another. The same goes for your siblings and adults in your life.



Skills to Review with Students

Talking with Others

1. Look at the person.
2. Use a pleasant voice.
3. Ask questions.
4. Don't interrupt.

Cooperating with Others

1. Discuss mutual goals or tasks with others.
2. Know what you must do to help accomplish those goals.
3. Give and accept constructive feedback appropriately with peers.
4. Follow rules if you are playing a game and share resources with others.
5. Praise peers' efforts and cooperation.

Listening to Others

1. Look at the person who is talking.
2. Sit or stand quietly; avoid fidgeting, yawning, or giggling.
3. Wait until the person is finished speaking before you speak.
4. Show that you understand (say "Okay," "Thanks," or "I See").

Making an Apology

1. Look at the person.
2. Use a serious, sincere voice tone, but don't pout.
3. Begin by saying "I wanted to apologize for..." or "I'm sorry for...."
4. Do not make excuses or try to rationalize your behavior.
5. Sincerely say you will try not to repeat the same behavior in the future.
6. Offer to compensate or pay restitution.
7. Thank the other person for listening.

Making Friends is an Art

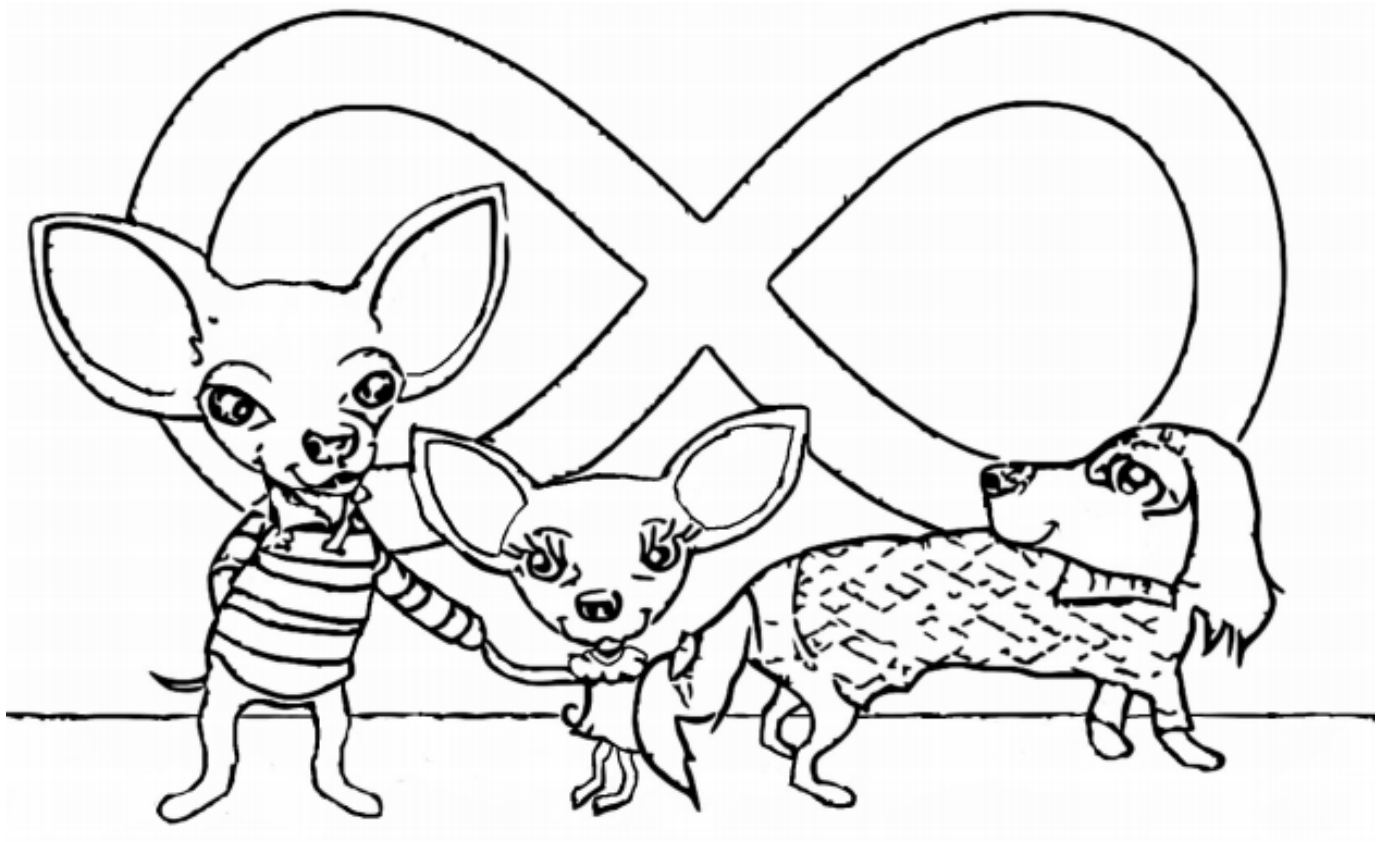
Directions: Think about what you and your friends like about each other (think personality and behavior). Write a different key to friendship on each key in the set below.



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I Want To Be The Only Dog

"Siblings" Jake, Kirby, and Angus all want to be the only dog. They don't like sharing the attention or their toys! Luckily, their mom teaches them about conflict resolution, empathy, fairness, and problem solving skills. She helps them understand that "fair doesn't always mean equal".

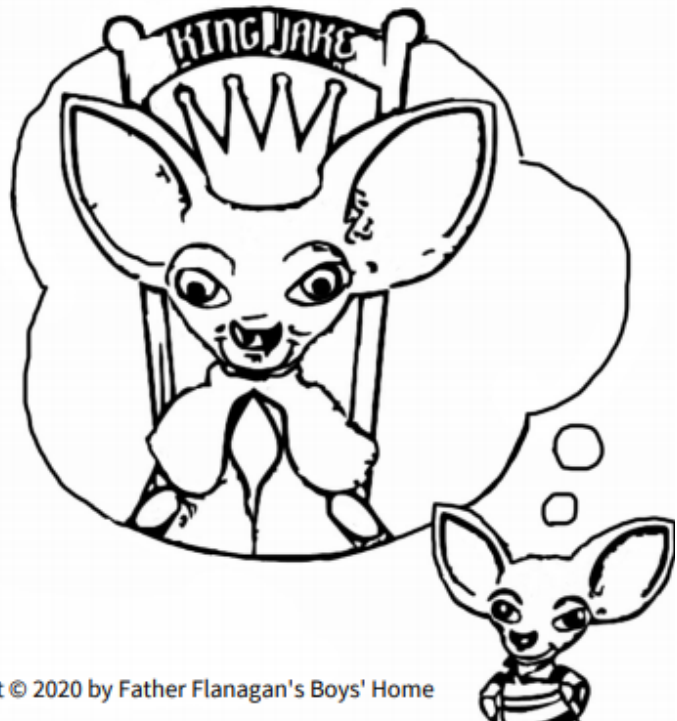


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I Want To Be The Only Dog

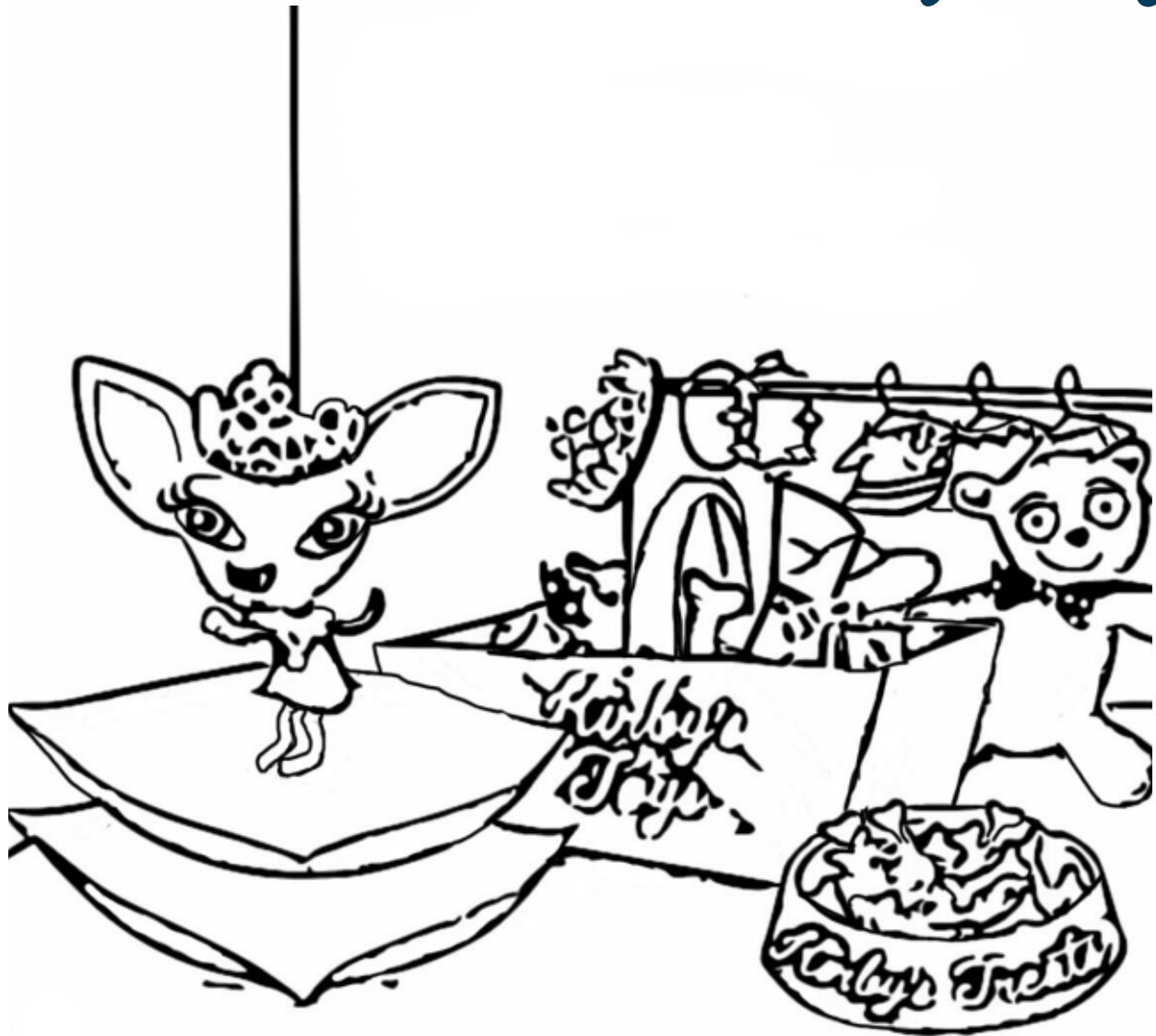


Jake
wants
to be
the only
dog!



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I Want to Be The Only Dog

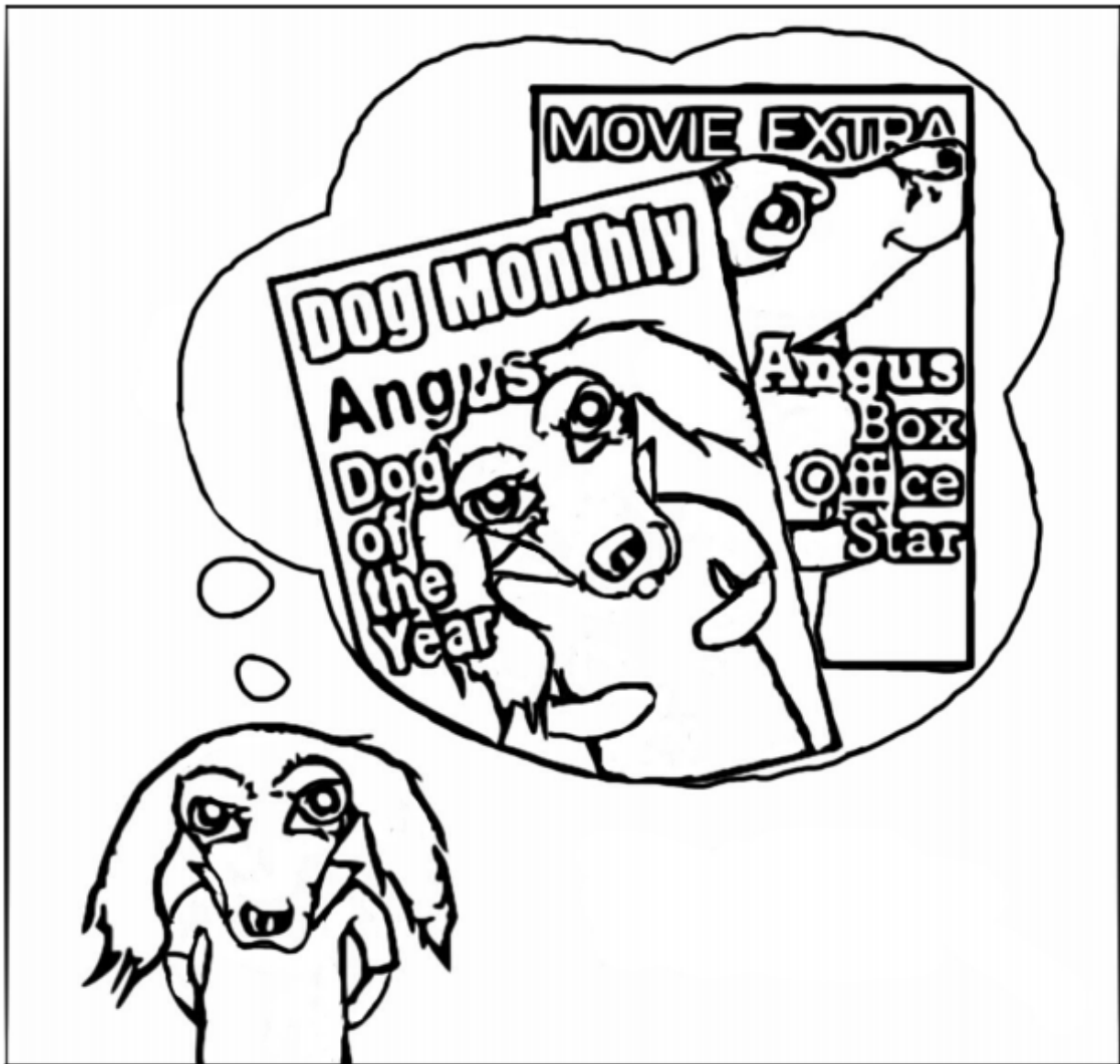


Kirby wants to be the
only dog!

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I Want to Be The Only Dog

Angus wants to be
the only dog!



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The Great Compromise



Cora June and her classmate, Wilson, are locked in a battle of wills. Each one wants to be the ultimate decider. Fortunately, they have a great teacher who teaches them that good leaders compromise!

Directions: Unscramble the words below. Then, write a sentence or two about what that word means to you.

cmoseopimr: _____

iratofov: _____

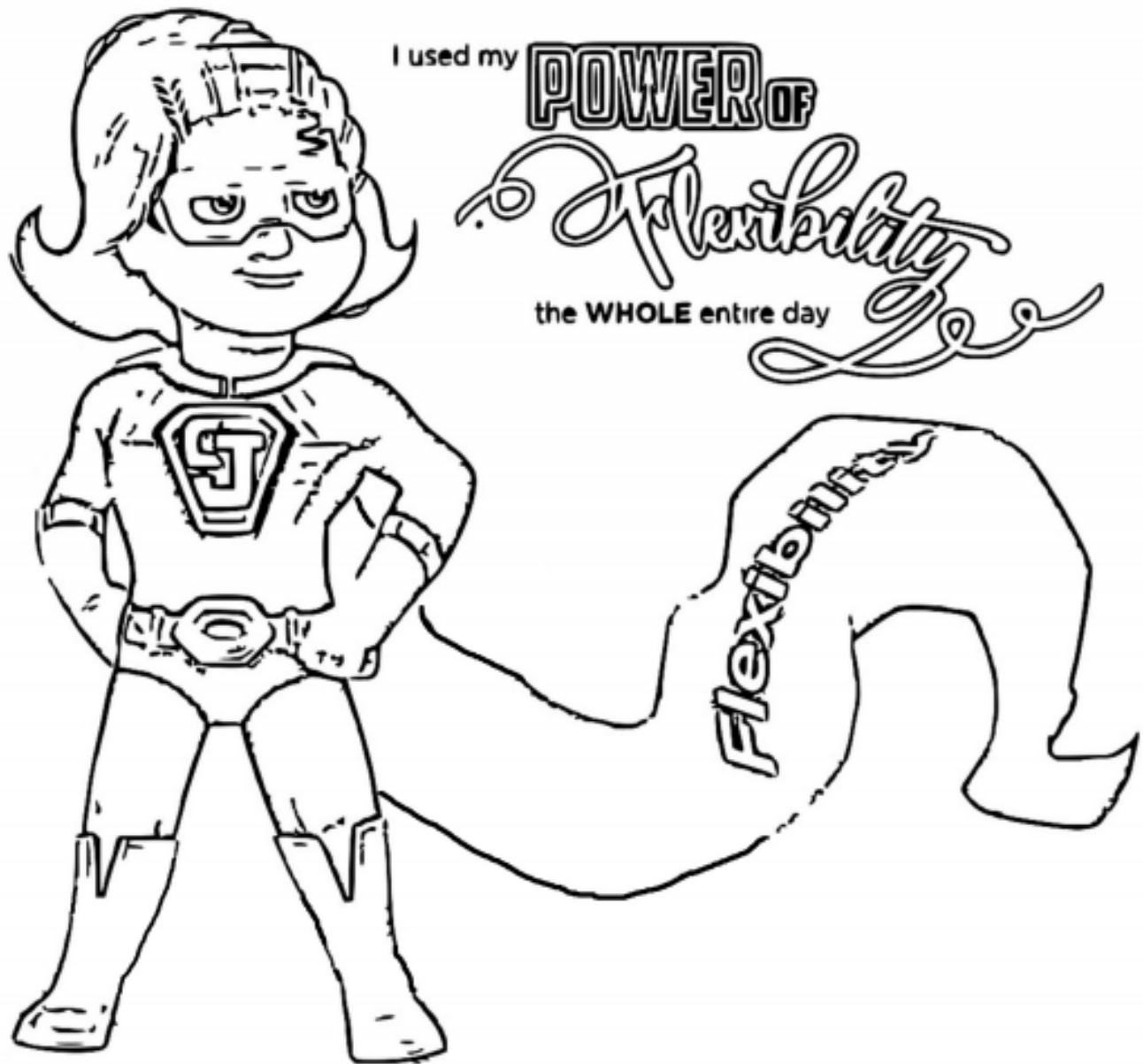
rldeae: _____

pioonni: _____

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It's My Way or The Highway

If Cora June doesn't get her way in the classroom, on the playground, or at home, she can make life miserable for those around her. She learns how to be a leader, but still be flexible and that there is a difference between being assertive and being bossy.



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Making an Apology

Directions: Think of two situations in which you could apologize to someone. Draw a picture for each situation, or write out what you would say to each person.

I can apologize to...

#1

#2

Staying Calm

Think about a time when you were upset. Maybe the iPad wasn't charged so you couldn't play your favorite game. Or maybe your siblings didn't want to play with you. How did you react? Were you able to stay calm?

Why should I practice staying calm? How can I practice?

Practice some of the relaxation strategies in this workbook during neutral times. Practice them at night before bed, or after lunch. Have your parents or siblings practice along with you.

This will help you remember different strategies to stay calm in stressful situations.



Skills to Review with Students

Asking for Cool Down Time

1. Recognize that you are becoming agitated (temperature increasing, heart racing, etc.).
2. Calmly get the attention of an adult.
3. Ask politely, "I feel I am getting upset. May I please have a few moments to calm down?"
4. If the answer is "Yes," quietly use the provided time to practice your relaxation strategies, such as taking deep breaths or counting down from 10 silently in your head.
5. If the answer is "No," accept the "No" calmly and remain quiet.

Controlling Emotions

1. Learn what situations cause you to lose control or make you angry.
2. Monitor the feelings you have in stressful situations.
3. Instruct yourself to breathe deeply and relax when stressful feelings begin to arise.
4. Reword angry feelings so they can be expressed appropriately and calmly to others.
5. Praise yourself for controlling emotional outbursts.

Skills To Review with Students

Dealing with Frustration

1. Identify feelings of frustration as they arise.
2. Determine the source of these feelings.
3. Breathe deeply and relax when frustrations arise.
4. Discuss frustrations with a caring adult or peer.
5. Find alternative activities that promote feelings of success.

Coping with Conflict

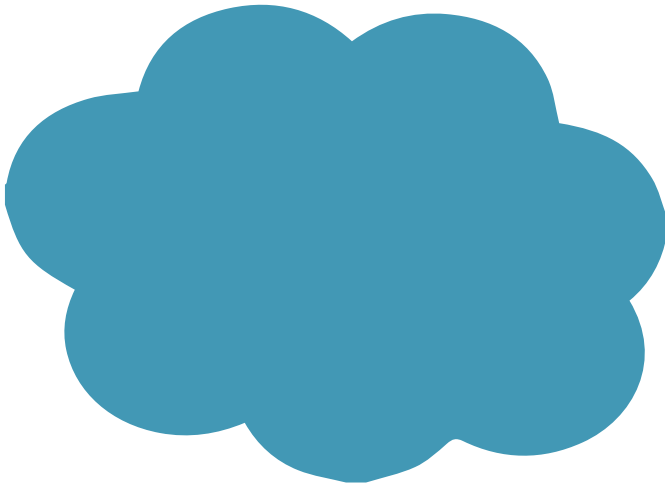
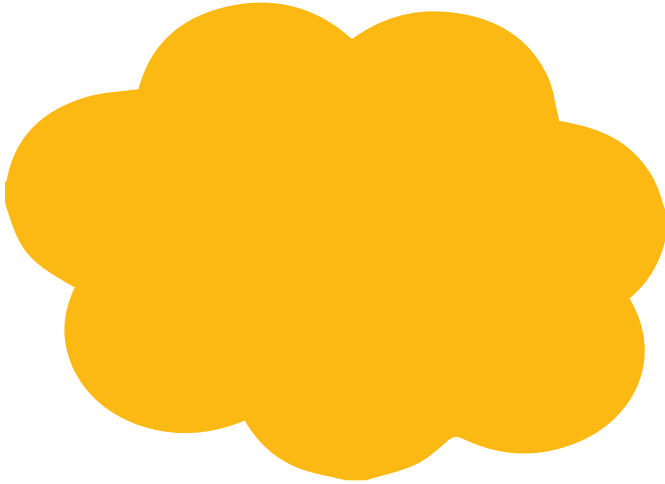
1. Remain calm and relaxed.
2. Listen to what the persons in conflict are saying.
3. Think of helpful options.
4. If appropriate, offer options to the people who are involved in the conflict.
5. If the situation becomes aggressive or dangerous, remove yourself.

Using Relaxation Strategies

1. Breathe deeply and completely.
2. Tighten and relax any tense body areas.
3. Instruct yourself to remain calm.
4. Visualize a relaxing scene (e.g., mountains, walking along a beach, etc.)
5. At the first sign of increasing stress, say to yourself "3,2,1, relax" and continue breathing deeply.

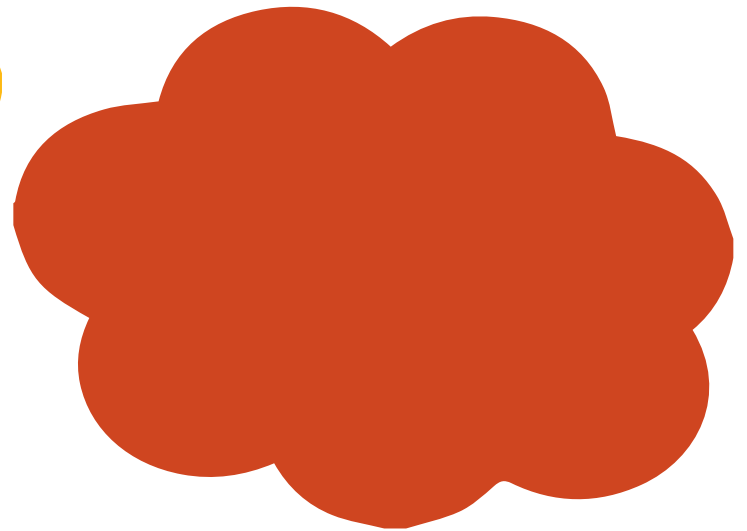
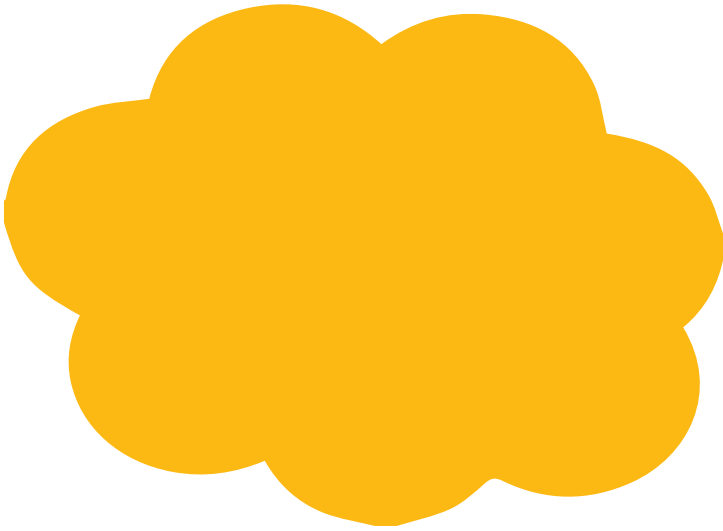
Learning to Stay Calm

Directions: Think about different situations that make you mad or upset. Write down some examples below. Then, on the next page, try to brainstorm a few ideas for staying calm instead.



Learning to Stay Calm

How I can calm myself down...



Coloring Pages



HI!
MY NAME
IS GABE!

**This is my story
about how I learned to
stop letting other kids**

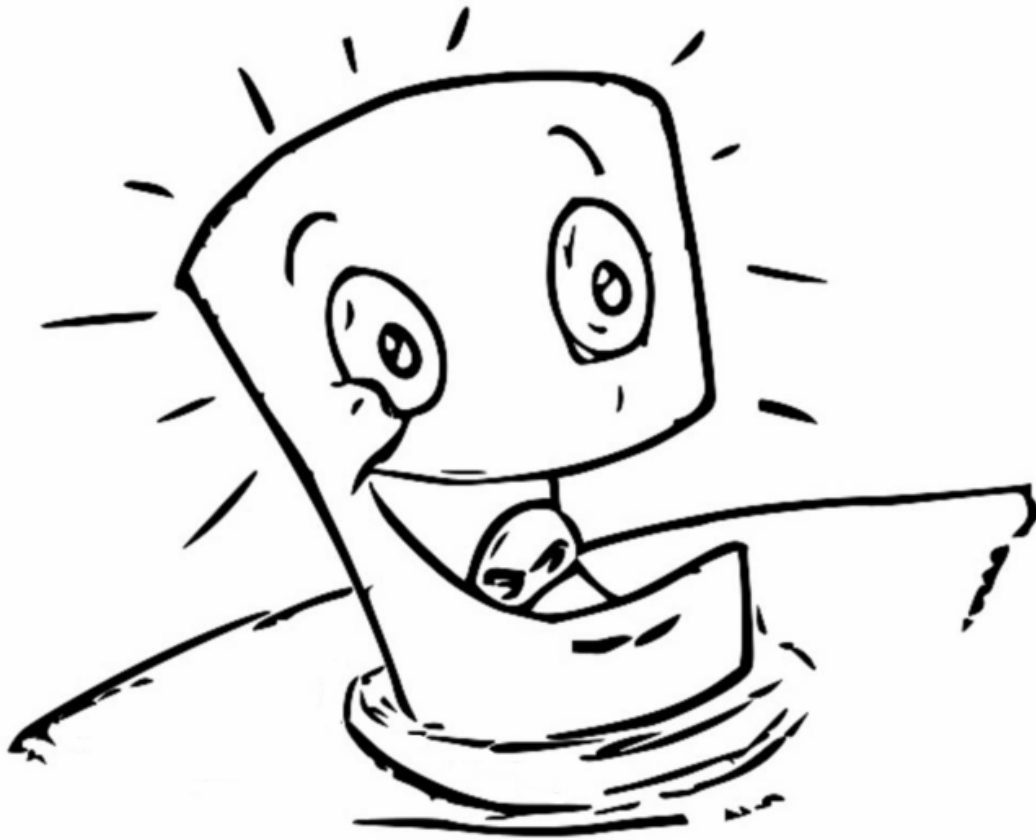
**PUSH MY
BUTTONS.**

These coloring pages were adapted from *Pause Power* by Jennifer Law (Boys Town Press). Check out her book at boystownpress.org!

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Coloring Pages

PAUSE POWER



These coloring pages were adapted from *Pause Power* by Jennifer Law (Boys Town Press). Check out her book at boystownpress.org!

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Relaxation Activities

Balloon Breathing

Grade Levels

Pre-K - 2

Time Required

1-2 minutes

Benefits

Help children focus, clear their minds, and practice focused breathing.

Instructions

1. Have your kids stand in a circle, facing each other.
2. Ask them to think of their favorite color and then imagine a giant balloon in that color.
3. Have them slowly and deeply inhale through their nose, filling up their bellies (their balloons) with air. Have them extend their arms open and over their heads as their imaginary balloon (and bellies) fill with air.
4. When their balloons are full, have them hold their breath at the top for a moment.
5. Then "pop the balloon" for your kids, and as they slowly exhale they can twist and turn and deflate like a balloon to the floor.

Adapted from <https://britannicalearn.com/blog/classroom-relaxation-exercises/>

Relaxation Activities

Focused Breathing

Grade Levels

3-5

Time Required

1-5 minutes

Benefits

Help children focus, clear their minds, and practice focused breathing.

Instructions (Option 1: Lying Down)

1. Have kids lie on their bellies so that they can feel where the breath is in their body.
2. Children should be lying flat on their stomach and can use their hands as a pillow.
3. Have kids close their eyes if they are comfortable doing so.
4. Tell them to inhale through their nose in two parts. First part of their inhale is into their belly. They should feel their belly press into the floor. The second part of their inhale is into their chest. They should feel their chest press into the floor.
5. Have kids exhale first from their chest, feeling their chest rise away from the floor. Then have students exhale from their belly and feel it rise away from the floor.
6. Have them repeat this five to ten times.

Adapted from <https://britannicalearn.com/blog/classroom-relaxation-exercises/>

Relaxation Activities

Focused Breathing

Grade Levels

3-5

Time Required

1-5 minutes

Benefits

Help children focus, clear their minds, and practice focused breathing.

Instructions (Option 2: Sitting Up in a Chair)

1. Have children sit upright, both feet firmly on the ground.
2. Have them place their left hand over their belly and their right hand over their chest.
3. Have them close their eyes if they are comfortable doing so.
4. Tell them to inhale through their nose in two parts. First part of their inhale is into their belly. They should feel their belly press into their hand. The second part of their inhale is into their chest. They should feel their chest press into their hand.
5. Have them exhale first from their chest, feeling their chest fall away from their hand. Then have them exhale from their belly and feel it fall away from their other hand.
6. Have them repeat this five to ten times.

Adapted from <https://britannicalearn.com/blog/classroom-relaxation-exercises/>

Relaxation Activities

Focused Hands

Grade Levels

6-8

Time Required

30 seconds to 1 minute

Benefits

Gives children a simple, subtle way to focus, relax, and relieve anxiety.

Instructions

1. Have kids open their palms face up, then fold their thumbs inside their palms and wrap their fingers around their thumbs. This exercise is about focusing on this hand position. Their hands will look like a clenched fist except with their thumbs on the inside of their fingers. This helps to draw their awareness inward focusing on the feeling of their fingers around their thumb.
2. Talk with your kids about the benefits of focusing inward and using this hand position to help them accomplish this.
3. Have them sit with their hands in this position, left fist resting on their left thigh and right fist on their right thigh.
4. Have them close their eyes if they are comfortable doing so and inhale slowly and deeply through their nose, then exhale slowly. Repeat this five times.
5. Let them know that they can do this any time. They don't have to close their eyes and they can focus and do some deep breathing. This can help if they are nervous before a test, anxious about something or someone, or if they want to bring their focus back in to themselves.

Adapted from <https://britannicalearn.com/blog/classroom-relaxation-exercises/>

Relaxation Activities

"Not Now" Meditation

Grade Levels

9-12

Time Required

1-5 minutes

Benefits

Helps children practice emotional regulation, mindfulness, and focus

Instructions

1. Have children sit up straight, each foot planted on the floor, hands resting on each thigh, palms toward the sky.
2. Then have kids make a fist with each hand, while still leaving their hands resting on their thighs.
3. Have them close their eyes if they are comfortable doing so.
4. This is a mindfulness meditation, so kids do not need to practice controlled breathing. They should sit still and breathe naturally.
5. Have them focus on clearing their minds and, as they notice a feeling or thought float into their awareness, they should squeeze their left fist if they feel negative about that feeling or thought. They should squeeze their right fist if they feel positive about that feeling or thought.
6. Regardless of which fist they squeeze, they should repeat "not now" in their head and release the thought or feeling.
7. Set a timer and do this meditation for a few minutes. You can start by doing just one minute and slowly add a minute each time you do this with your kids. Meditation takes practice, and the more you do it, the easier it gets.

Adapted from <https://britannicalearn.com/blog/classroom-relaxation-exercises/>

Basic Social Skills for The Classroom

Certain skills like following instructions, listening, and more are important both at school and at home! Work through the activities in this section in the first weeks of school.

Skills covered in this section:

Following Instructions/Listening

Accepting 'No' For an Answer

Accepting a Consequence

Asking for Help



Skills To Review with Students

Following Instructions

1. Look at the person.
2. Say "Okay."
3. Do what you've been asked right away.
4. Check back.

Accepting 'No' for an Answer

1. Look at the person.
2. Say "Okay."
3. Stay Calm.
4. If you disagree, ask later.

Accepting a Consequence

1. Look at the person.
2. Say "Okay."
3. Don't argue.

Asking for Help

1. Look at the person.
2. Ask the person if he or she has time to help you (now or later).
3. Clearly describe the problem or what kind of help that you need.
4. Thank the person for helping you.

Listening & Following Instructions

Color all number 4s green. Color all number 2s yellow.
Color all number 5s orange. Color all the number 1s red.
Color all number 6s purple. Color all number 3s blue.



Accepting 'No' for an Answer

Directions: Think about three different scenarios in which someone might tell you 'no'. Write about the situation, and explain how you would accept 'no' and either change your plans or approach the subject later.

#1

#2

#3

Accepting a Consequence

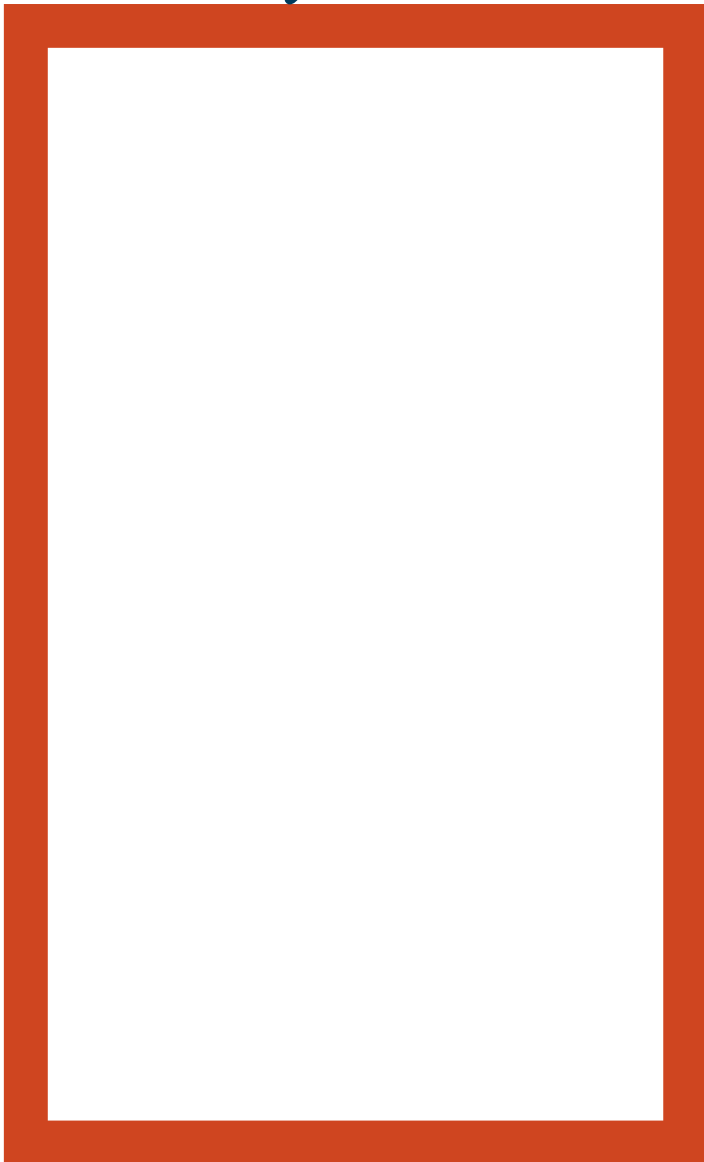
Directions: In the space below, draw a picture of a time when you were given a consequence (good or bad). Who gave you the consequence? How did you handle the consequence? If it was a negative consequence, what could you do differently next time?



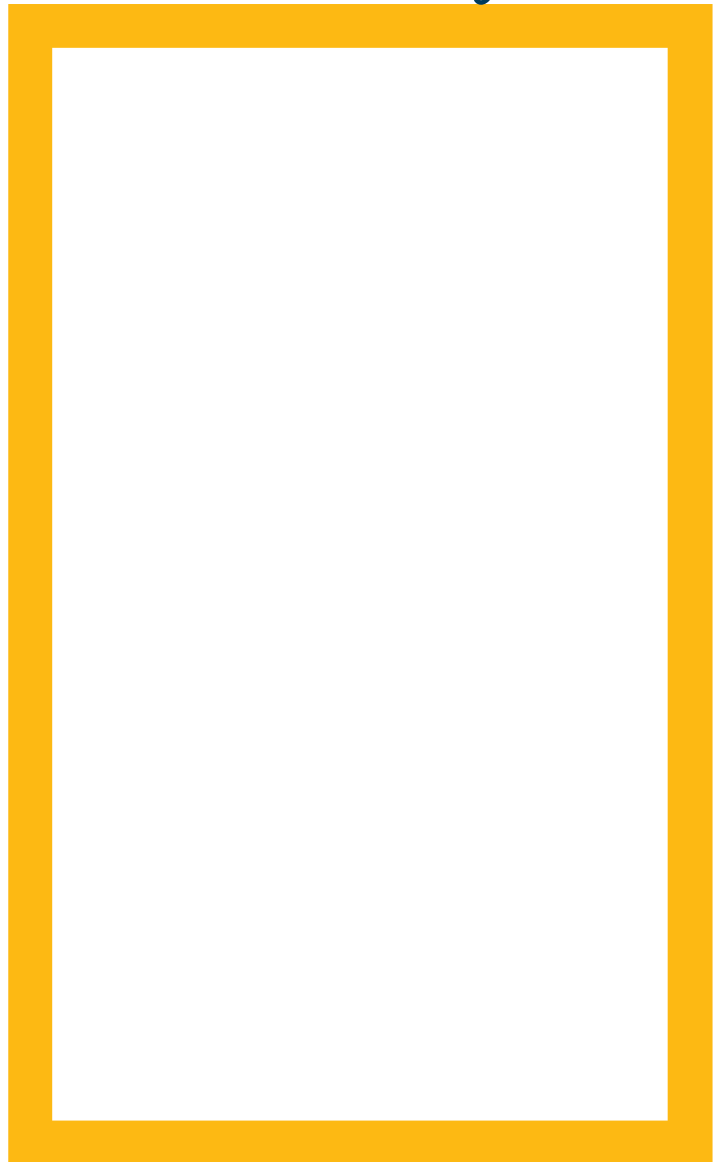
Asking for Help

Directions: Go over the steps to asking for help in the "Skills to Work on with an Adult" section. Keep track of each time that you *ask for help* in 24 hours below. Then, at the end of the day, check in with yourself and write down how you think you did with this skill.

Tally Chart



How did it go?



Executive Function Skills

Executive function skills allow us to plan, focus, recall and follow instructions, and manage multiple tasks. The brain needs this skill set to filter distractions, prioritize tasks, set and achieve goals, and control impulses.

*<https://developingchild.harvard.edu/science/key-concepts/executive-function/>

Why are executive function skills so important?

These skills allow you to make healthy, smart decisions for you and those around you. These skills will help you to complete your homework assignments on time, keep track of your belongings, and be able to work through tough situations.



Skills to Review with Students

Using Structured Problem Solving (SODAS)

1. Define the problem **S**ituation.
2. Generate two or more **O**ptions.
3. Look at each option's potential **D**isadvantages.
4. Look at each option's potential **A**dvantages.
5. Decide on the best **S**olution.

Managing Time

1. List all tasks for a particular day or week.
2. Estimate the time needed to complete each task.
3. Plan for delays, setbacks, and problems.
4. Implement a daily schedule that includes planned tasks.
5. Evaluate your time-management plan for effectiveness.

Organizing Tasks and Activities

1. List all tasks you are required to do.
2. Prioritize tasks based on importance and your abilities and time.
3. Complete tasks in order of priority.
4. Manage your time well and avoid putting off tasks until the last minute.

Skills to Review with Students

Analyzing Tasks to Be Completed

1. Clarify what task or assignment has been given to you.
2. List every step you need to do in order to complete the task.
3. Identify which step needs to be done first, second, third, etc.
4. Begin completing the steps in order.

Staying on Task

1. Look at your task or assignment.
2. Think about the steps needed to complete the task.
3. Focus all of your attention on your task.
4. Stop working on your task only with permission from the nearby adult who gave you the task.
5. Ignore distractions and interruptions by others.

Completing Tasks

1. Listen carefully to instructions or directions for tasks.
2. Assemble the necessary tools or materials needed for the task.
3. Begin working carefully and neatly.
4. Remain focused on the task until it is completed.
5. Examine the product of your work to make sure it is complete.
6. Check back with the person who assigned the task.

Self-Monitoring Activity

Directions: Write down tasks you do frequently. Use the checklist to make sure you're completing the tasks correctly and completely.

Task	Due By	Read/Listened to Directions	Double Checked

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Time to Get Started

Directions: Use the prompts to create your own plan for beating procrastination and staying on task.

What do I need to get done?

1. _____ ☐
2. _____ ☐
3. _____ ☐

What do I need to be able to get those tasks done?

_____	_____
_____	_____
_____	_____

Is there anything I'll need an adult to help me with?

My motivation:

When I'll be done:

:

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Of Course It's a Big Deal!

Directions: Read the prompt and mark the level of how big of a deal it is to you. Then, write why you feel that way and what an appropriate reaction might be.

	HUGE	BIG	SMALL	TINY
My sleepover was cancelled because my friend got sick.				
My pencil broke.				
An earthquake happened in our city. My family is safe.				
We ran out of my favorite snack.				
I studied hard and only got a B on the test.				

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Solving Problems with SODAS

Directions: Use the worksheet below to practice SODAS. Identify a problem situation you've had recently, or one that you may run into in the future. Work through each step until you've found a solution that works for you.



Identify the Problem **S**ituation



Consider the **O**ptions for the Situation

Option 1

Option 2

Option 3

Solving Problems with SODAS



List the **D**isadvantages of Each Option

Disadvantages of Option 1

Disadvantages of Option 2

Disadvantages of Option 3



List the **A**dvantages of Each Option

Advantages of Option 1

Advantages of Option 2


Advantages of Option 3




Choose a **S**olution and Follow Through

Communication

Have you ever heard the phrase, *communication is key*? Learning to talk with others, greet someone, get someone's attention and ask for help are all important skills. These skills will help you in every area of your life... for the rest of your life!



Hello!
How are you?



I'm great!
Thanks for asking.
How are you?



Skills to Review with Students

Talking with Others

1. Look at the person.
2. Use a pleasant voice.
3. Ask questions.
4. Don't interrupt.

Introducing Yourself

1. Look at the person. Smile.
2. Use a pleasant voice.
3. Offer a greeting. Say "Hi, my name is..."
4. Shake the person's hand or give them a wave.
5. When you leave, say "It was nice to meet you."

Choosing Appropriate Words to Say

1. Look at the situation and the people around you.
2. Know the meanings of words you are about to say.
3. Refrain from using words that will offend people around you or that they will not understand.
4. Decide what thought you want to put into words and then say the words.

Skills to Review with Students

Getting the Teacher's Attention

1. Look at the teacher.
2. Raise your hand calmly.
3. Wait to be acknowledged by the teacher.
4. Ask questions or make requests in a calm voice.

Initiating a Conversation

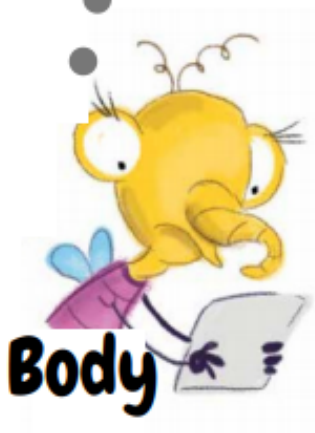
1. Look at the person or people you are talking with.
2. Wait until no one else is talking about another topic.
3. Use a calm, pleasant voice tone.
4. Ask a question of the other person or begin talking about a new conversation topic.
5. Make sure new conversation topics are about appropriate activities and will not offend other people.

Listening to Others

1. Look at the person who is talking.
2. Sit or stand quietly; avoid fidgeting, yawning, or giggling.
3. Wait until the person is finished speaking before you speak.
4. Show that you understand (say "Okay," "Thanks," or "I see").

Freddie The Fly: Connecting The Dots

Directions: Think about a time when you misunderstood someone. There are clues that can help you connect the dots when you aren't sure what someone means. Use the lines provided to write down different voice tones, facial expressions, and body language that can help you connect the dots.



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Freddie The Fly: Truth or Care

Directions: Sort each phrase into one of the buckets by drawing a line from the phrase to the correct bucket. If the phrase is an unnecessary opinion that isn't helpful, put it in the "FLUSH" bucket. If the phrase is kind and truthful, put it in the "SAY" bucket.



That soup tastes
like dirt.

Your new haircut
makes you look
like roadkill.

You seemed like
you were having
fun singing.

I love the color of
your glasses.

Your singing
sounded like a
shrieking cat.



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Listening Activity

Directions: Interview a classmate. Ask questions to learn more about them. Write their answers below.



Name of the person you're interviewing:



How do you know them?



What is their favorite color?



What is their favorite food to eat?



If your friend could have any superpower what would it be?



What is their favorite animal?



Draw a picture on the back of this worksheet that shows everything you learned.

Responsibility

Responsibility. Sounds like a big word, right?

What does it mean? Being responsible means that you are trustworthy, you are truthful, and when someone asks you to do something, you do it!

Here are some ways that you can practice being responsible...

When your teacher asks you to get in line at the door, you can do it right away - rather than waiting or *procrastinating*.

This week, when you're in the classroom or participating in e-learning, think about your attitude. Are you being kind to others? How about when you get bored, and can't find anything to do? Are you getting angry with others... or trying to fix the situation?

What's ONE rule that every teacher has for their classroom? Do you follow this rule? Do you have to be reminded of the rule?

Following rules, having a positive attitude, and completing your tasks when you're asked are all part of being **responsible!**



Skills to Review with Students

Following Rules

1. Learn what rules apply to the current situation.
2. Adjust your behavior so you are following the rules exactly.
3. Refrain from "bending" rules, even just a little.
4. If you have questions, find the appropriate adult to ask about the rules in question.

Completing Tasks

1. Listen carefully to instructions or directions for tasks.
2. Assemble the necessary tools or materials needed for the task.
3. Begin working carefully and neatly.
4. Remain focused on the task until it is completed.
5. Examine the product of your work to make sure it is complete.
6. Check back with the person who assigned the task.

Being Prepared for Class

1. Gather all necessary books, papers, homework, and writing implements.
2. Be on time for class.
3. Present homework and assignments when the teacher asks for them.
4. Write down assignments and homework to complete.

That Rule Doesn't Apply to Me!

Directions: Write down five rules you think stink. Then, give a reason why each rule is actually important.

These Rules **STINK!**

1. _____
2. _____
3. _____
4. _____
5. _____

Why Rules Help Us:

1. _____
2. _____
3. _____
4. _____
5. _____

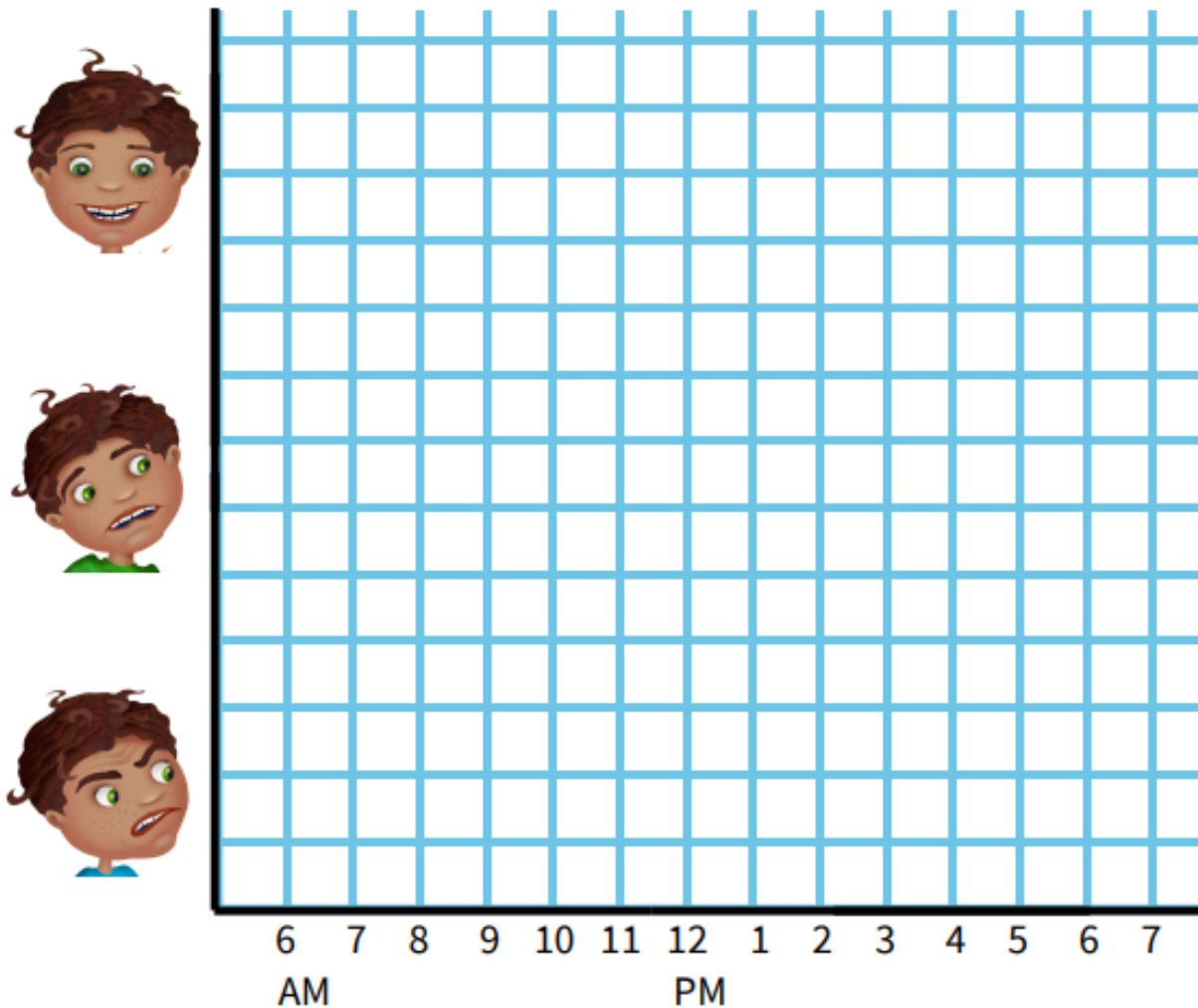


Reflection: Once you've completed each part of the Rules Activity, think about whether this exercise was easy or difficult for you.

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My Attitude Chart

Directions: Think about your attitude throughout the day. Mark it on the chart below. At the end of the day, look at the chart to see how your attitude changed. What did you do to have a positive attitude? What could you have done to change a bad attitude?

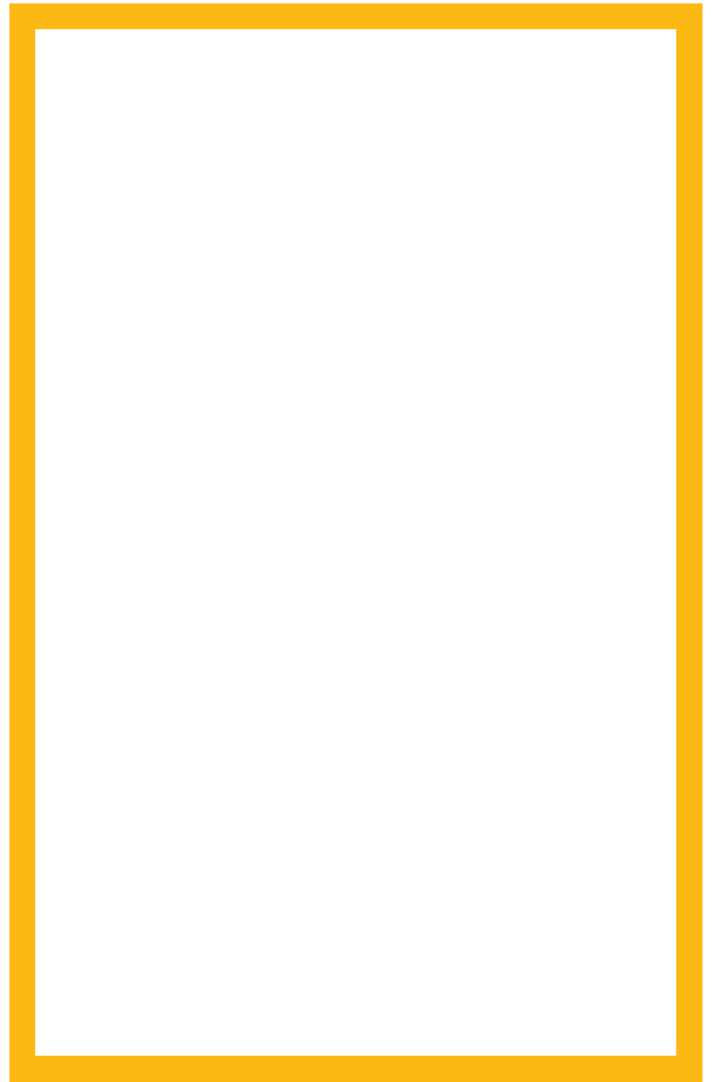
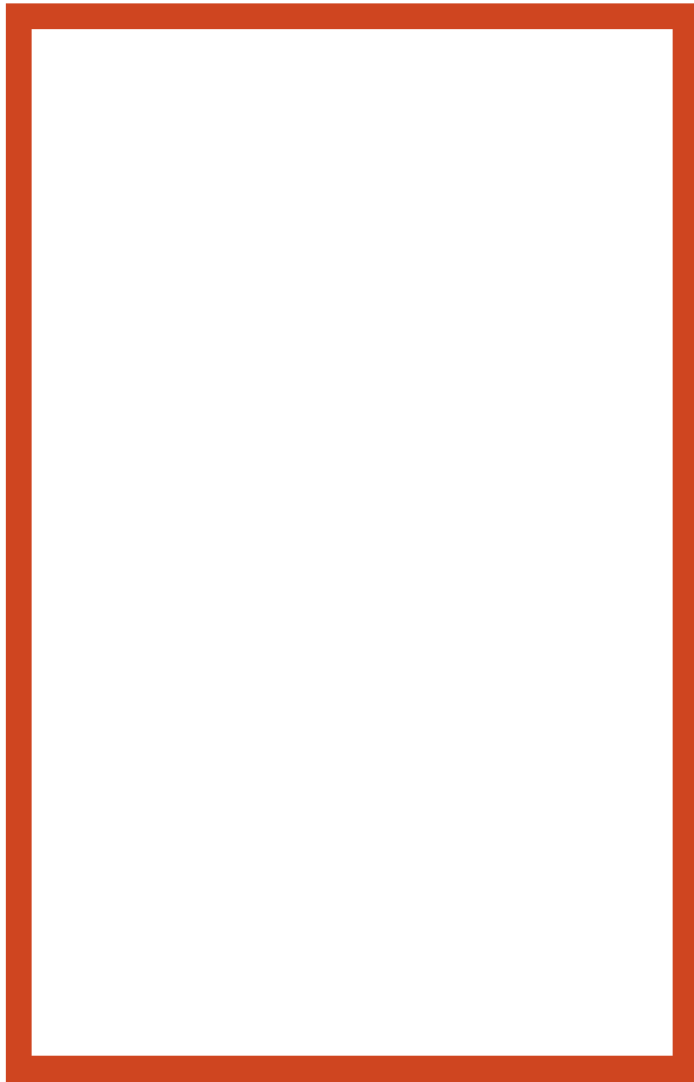


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Responsibility Activity

Directions: In the first box, draw a picture of a time when you tried to blame someone else for something that happened. It could be something you did not want to take the blame for, or maybe something went wrong and you did not want to admit it was your fault.

In the second box, draw a picture of what you could have done differently (i.e. telling the teacher that it was your fault, or telling someone you're sorry.)



Classroom Rules

Directions: Answer the questions below. Be prepared to share your answers with a classmate or teacher.

How do you want to be treated by your teacher and peers in class?

What things make you unhappy at school?

What was your best memory at school, or at home, last year?

What is a great classroom rule?

What is one classroom rule that you do not like?

What is ONE thing you hope to learn in this class this year?

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The Boys Town Education Model

Empowering Learning Communities | Transforming Social Climates

ARE YOU IMPLEMENTING THE BOYS TOWN EDUCATION MODEL IN YOUR CLASSROOM OR SCHOOL?

If so, be sure to take advantage of all the resources we have to help you!

- FREE on-demand webinars you can watch anytime
- Low-cost on-demand training to help you practice the teaching interactions, increase your fluency and confidence and learn more about helping children learn skills and develop their social and emotional competencies.
- Free Social Skills Lesson Plans
- Check out the Boys Town Press for additional resources and books that are designed to support behavior change and skill teaching.

We have many options to meet your needs! The first step is to just have a conversation to talk about your goals and needs. We help you develop a plan that can range from attending an on-campus national workshop to having Boys Town Trainers come to you to train staff, trainers, and consultants. Just like behavior interventions and supports it is not one size fits all.

If you want to learn more about our Model and tools, be sure to visit our website. We have webinars, articles and resources with information on how our model can help you build social and emotional competencies in all students to improve school culture and build positive relationships.

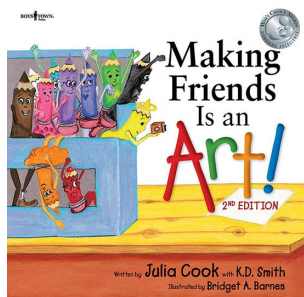


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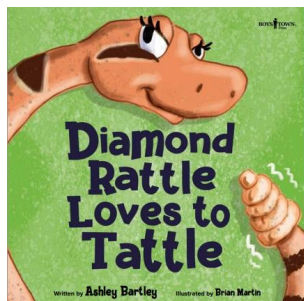
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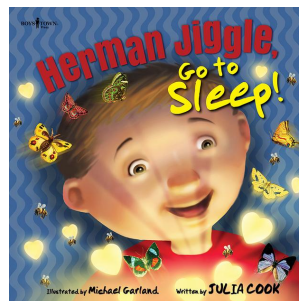
NEW TITLES FALL 2020



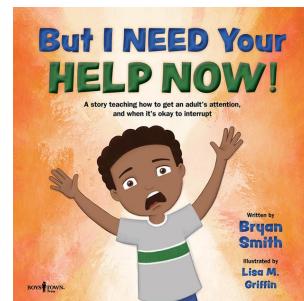
Celebrate the many talents of others



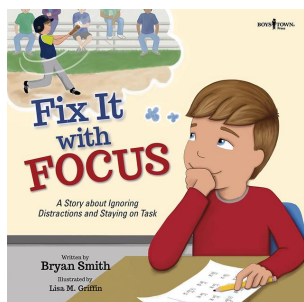
Learn the difference between reporting & tattling



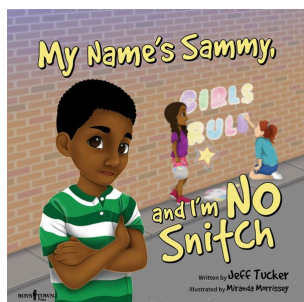
Help your child with their bedtime routine



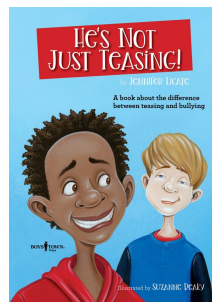
Teach children how & when to get an adult's attention



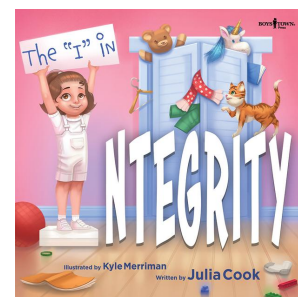
Learn to ignore distractions & stay on task



Teach children the difference between snitching & reporting



Learn the difference between teasing & bullying



Learn about using integrity & doing the right thing

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