

Self-Talk to Manage Test Anxiety

20 minute mini-lesson

Carpet Discussion (10 mins)

1. **What is self-talk?** Answer in large group on the carpet
2. **When can you use positive self-talk?** Partner share
3. **Self-talk in the third person:** Research shows that if you say positive things to yourself using your name instead of "I" you'll have more positive results. Ex: instead of saying "I am smart" you can say "Aleza is smart"

Skill Practice (10 mins)

1. **Write examples of positive self-talk** you could say before a big exam. Remember to use the third person!
2. **Share out:** Call on a few students to share what they wrote
3. **Homework:** Practice using positive self-talk in the mirror each day! Practice writing positive messages to yourself before you take an exam.

Optional Brain Break: Play "My Turn, Your Turn" from the Second Step Kinder curriculum and discuss what self-talk students used to be successful during the brain break.

LESSON 1

Defining Compassion

🕒 45min **Prerequisite:** None

Objectives students will be able to...

- * Describe and give examples of compassion
- * Identify situations and emotions that indicate the need for compassion
- * Describe how to practice/perform acts of compassion

*Digital Lesson: [Compassion Playground](#)

Materials

- * A/V to play video
- * Scenario cards cut out (see activity for notes about how many)
- * Mind maps
- * Pencils
- * Colored pencils/crayons



Teacher Notes

Compassion is when you notice another person or animal is in need, and you have concern for them that you want to show. Compassion can include a number of components: feeling in your heart for others; understanding and caring about the feelings of others; understanding what others need or want; and wanting to do something that might help. To know if someone needs compassion we look for clues, like emotions. We show compassion by saying and doing things that show others we care.

Compassion is when you SEE someone in need, CARE about their feelings, and DO something to show you care.

Opening

🕒 5 min

Format: Direct Instruction/
Intro, Video



Today we are going to learn about compassion - what it means and how you can show it to others. Show me with your thumbs how familiar you are with the word 'compassion'.

Thumbs up means totally know what it is; thumbs down means never heard it before; thumbs in the middle means have heard it before but not exactly sure what it means.

Let's check out a quick video together to learn about the definition of compassion. In this video, everyone is going to perform at a talent show! David and his pet rat have a cool talent, but not everyone feels very excited about the talent show. Let's see why.

Show video (Length: 2:53)
[What am I Good At](#)

Debrief

🕒 5 min

Format: Whole Group Debrief



In this video, we learned that compassion is when you SEE someone in need, CARE about their feelings, and DO something to show you care.

Who in this story needed compassion? Why do you think they needed it?

What did David do when he saw that Tye needed compassion?

Turn and talk to a partner:

If you had a friend that was upset like Tye, what would you do to show them compassion?

Can you think of a time when you helped someone in need? How did you show them compassion?

After students have shared with a partner, allow a few students to share with the whole group.

Activity Part 1

⌚ 15 min

Format: Skits, Small Group Work

1. Let students know that they will now get the chance to practice showing compassion by creating some skits.
2. Break students into 4 equal groups. Alternatively, if that makes the groups too large for your class, make 2 copies of the scenario cards and allow 2 different groups to have the same main theme.
3. Give each group a scenario card. Scenario cards have a main theme and several ideas underneath. Students can choose from one of the ideas. If this is too much choice for your students, you can pre-select their specific scenario on the card by highlighting or circling it for them.
4. Let students know that they will have about 10 minutes to create their skit, with 5 minutes at the end to perform them for the class.
5. Emphasize that the skits should include all the elements of compassion that they just learned about - seeing someone in need, caring about them, and doing something about it.
6. While they rehearse, walk around the room and give hints/help/encouragement when needed.

Activity Part 2

⌚ 5 min

Format: Skit performance, class debrief

After 10 minutes, gather students back in the class gathering space to perform their skits.

After each skit, have a brief class discussion with these questions:

- Who needed compassion in this story?
- How did you know?
- Who showed them compassion?
- What did they do to show it?
- How did that help the person who needed compassion?

Closing

⌚ 2 min

Format: Formalize learning with the whole group, partner share

- * Turn and talk: What is compassion? How do you show it to others?
- * Have a few students share out after the turn and talk
- * Discuss as a class places at school where they could show compassion in the future, starting today!

Evaluation

⌚ 5-10 min

Format: Access individually

At the end of the lesson, give students a blank mind map with the word “compassion” in the center. Allow them to use words or pictures to share their learning about compassion. Encourage them to show that they understand what it is and how you can show it to others. A mind map is a more artistic bubble map that includes drawings and color. Check some out here: <http://www.mindmapart.com/>. If your students are not familiar with them, you may also want to show a few examples to the class.



Extensions

Create a compassion jar or tree to add to all year long.

- a. Set up a jar in class and call it the “compassion jar.” Each time you catch a student showing compassion and/or a student catches another student showing compassion, fill the jar with an object. Suggestions for filling the jar include marbles, pompoms, stones, etc.
- b. Use paper to make a large outline on the wall of a tree and add leaves to the tree that name the compassionate acts that you catch students doing or the students catch one another doing.
- c. Pick an activity to do as a special treat when the jar or tree is full.

Additional read-aloud suggestions:

- Bear Feels Sick by Karma Wilson
- Have You Filled a Bucket Today? by Carol McCloud



Learners needing support:

Learners ready for extensions

Notes for next time

Scenario Card 1

Recess

Ideas:

Someone doesn't have anyone to play with

Someone lost a game and feels very upset

Someone doesn't understand the rules of the game everyone is playing



Scenario Card 2

Ouch!

Ideas:

Someone fell off their bike and hurt themselves

Someone tripped in the classroom and dropped all of their stuff

Someone hit their head really hard



Scenario Card 3

Lunchtime

Ideas:

Someone is sitting by themselves

Someone has a food allergy and can't sit at the table with the rest of the class

Someone dropped their lunch on the ground, and it got stepped on



Scenario Card 4

Feeling Nervous

Ideas:

Someone has a big test coming up at school, and they're feeling scared about it

Someone has to go to the doctor today to get shots, and they're afraid of needles

Someone has stage fright for their upcoming concert



LESSON

What is Empathy?

This lesson explicitly teaches students to be more conscious of other people's feelings to create a more accepting and respectful school community.

Grade Level K-2

Topic: Bullying & Bias

Subject: Reading & Language Arts, SEL, ELL / ESL

Social Justice Domain: Action

OBJECTIVES

Activities will help students:

- understand empathy
- identify ways to be more understanding toward others

ESSENTIAL QUESTIONS

- What does it mean to put yourself in someone else's shoes?
- What kinds of behaviors show that you understand someone's feelings?

Vocabulary

empathy [em-*puh*-thee] (noun) the understanding of or the ability to identify with another person's feelings or experiences

Overview

When we put ourselves in another person's shoes, we are often more sensitive to what that person is experiencing and are less likely to tease or bully them. By explicitly teaching students to be more conscious of other people's feelings, we can create a more accepting and respectful school community.

MATERIALS

- Feelings Faces (Note: Cut out faces so that every student has several of each feeling.)
- How Would You Feel?

Activities

1. Sometimes the look on our faces can show how we're feeling. Look at the four different types of smiley faces. Which feeling(s) do you think each face shows? (*Note: Help students reach consensus, for example, happy, sad, proud, angry.*)

2. (*Note: Read aloud How Would You Feel?*) For each story, choose the smiley face that shows how you would feel if the story happened to you, and place the smiley on the line provided.

DISCUSS EACH STORY WITH YOUR CLASS:

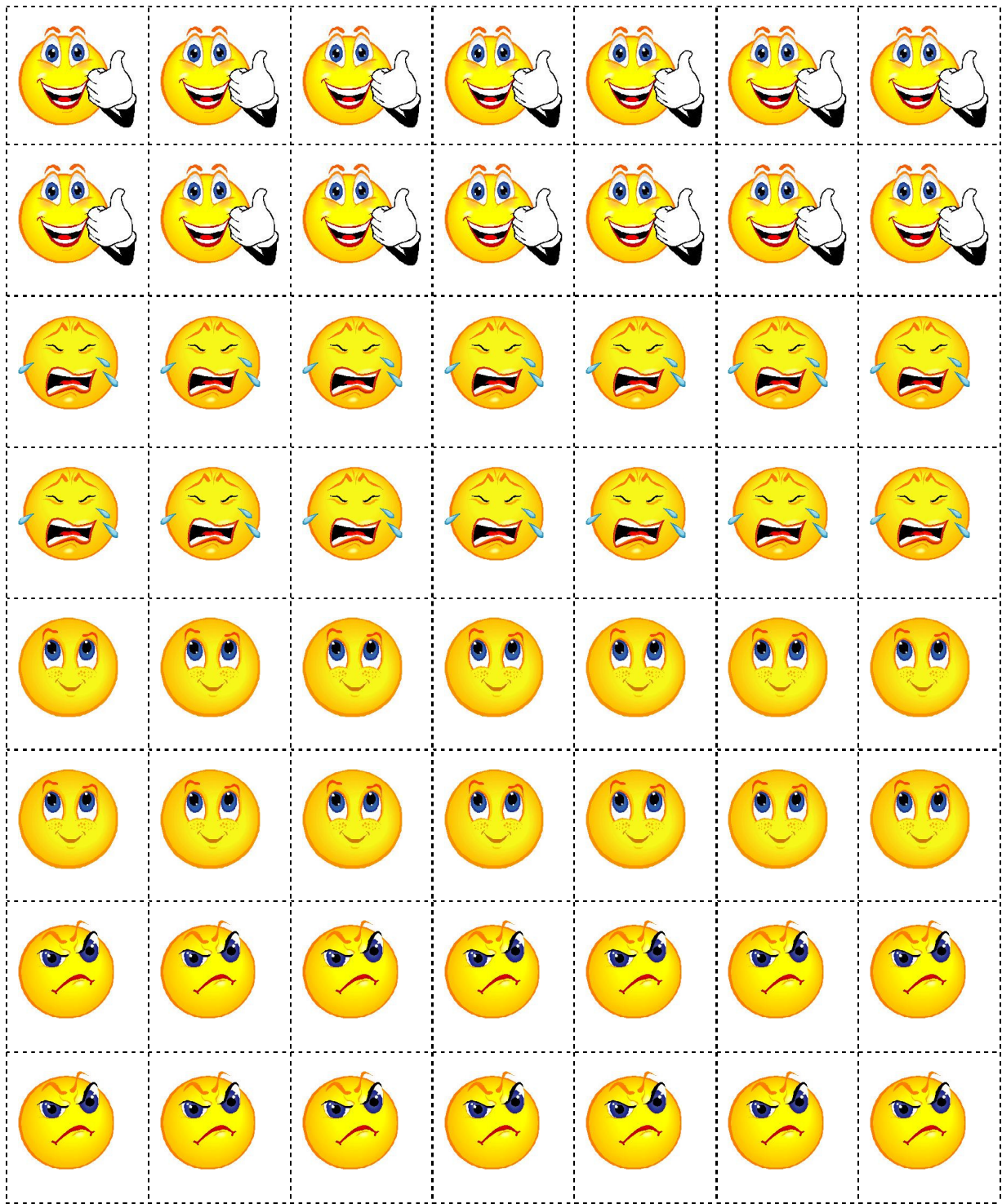
- Finn thinks Jacob is bragging, but if he stopped to think about how he might feel in Jacob's situation, what might he realize about how Jacob is feeling? When we try to understand other people's feelings, we're putting ourselves in that person's shoes. If Finn was really listening to Jacob, he might have better understood that Jacob is proud to have gotten his first A+ after having studied all weekend.
- Durrell thinks that Mike is being mean to him, but if Durrell put himself in Mike's place, what might he realize? If you got into trouble for something a friend did, you might be angry. The same is probably true for Durrell.
- Does Tina show Suri any understanding? What might have been a better way to talk to Suri? If Tina had thought about how she would feel if her best friend had moved, maybe she would have realized that Suri was feeling sad and she would have treated her more nicely.
- Valerie gets annoyed with Meegan because she is acting silly. If Valerie had thought about how Meegan might be feeling about her trip, she might have realized what was causing Meegan's "weird" behavior. Why do you think Meegan was acting that way? Would you be happy and excited if you were the one going on vacation?

5. Now choose a partner and pick your favorite of the four stories you just read. Rewrite the story so that it illustrates being understanding of someone else's feelings (e.g., if you're rewriting story #1, you will change how Finn acts so that he is showing understanding toward Jacob). You may write the story in any format you wish (e.g., comic strip, skit script, short story).

6. Share your rewrites with the class.

Extension Activity

Thinking about your story, make a poster that shows how to be more understanding. Hang the posters around school to teach others about being understanding of other people's feelings.



How Would You Feel?

Read each scenario below. Then answer the question that follows.

1. Mrs. Fields handed back Monday’s math test.

Jacob said, “Finn, how did you do?”

“I got a B,” Finn replied.

“I got a perfect score!” Jacob told him. “My first A plus! I studied all weekend. I bet my mom will take me for ice cream to celebrate.”

“Stop bragging, Jacob!” Finn yelled.

How would you feel if you got a 100/A+ on a test that you studied really hard for?

2. Durrell threw a paper airplane at Mike. Mrs. Fields saw the paper airplane land on the floor in front of Mike’s desk. She thought Mike had thrown it. She made Mike clean the classroom before he could go to recess.

Durrell ran up to Mike at recess. He said, “I’m sorry I got you in trouble.”

“Don’t talk to me, Durrell.”

“I said I was sorry, Mike. Why are you being so mean to me?”

How would you feel if you got in trouble for something your friend did?

GRADE 4

Keeping Games Fun and Friendly



RELATIONSHIPS & COMMUNICATION

*We know the power
of words & actions.*

How can I be positive and have fun while playing online games, and help others do the same?

OVERVIEW

Social interaction is part of what makes online gaming so popular and engaging for kids. Of course, online communication can come with some risks. Show your students how to keep their gaming experiences fun, healthy, and positive.

See the [U.K. version of this lesson plan](#)

Students will be able to:

- Define "social interaction" and give an example.
- Describe the positives and negatives of social interaction in online games.
- Create an online video game cover that includes guidelines for positive social interaction.

Key Vocabulary:

digital media

information that comes to us through the internet, often through a tablet, smartphone, or laptop

griefing

irritating or angering people in video games by being mean, destructive, or cheating

online video game

a video game that is played through the internet

social interaction

talking or messaging with people to develop friendship or community

Key Standards Supported

COMMON CORE

L.4.4, L.4.5, L.4.6, RF.4.4, RF.4.4a, RI.4.4, RI.4.7, RI.4.10, SL.4.1a, SL.4.1b, SL.4.1d, SL.4.4, SL.4.5, SL.4.6, W.4.4, W.4.10

CASEL

3a, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f

AASL

I.A.2, I.B.1, I.B.2, I.B.3, I.C.1, I.C.2, I.C.4, I.D.1, I.D.2, I.D.3, I.D.4, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, III.A.2, III.B.1, III.B.2, III.D.1, IV.B.1, IV.B.2, IV.B.4, V.A.1, V.A.2, V.A.3, V.B.1, V.B.2, V.C.1, V.C.3, V.D.1, V.D.2, V.D.3, VI.C.2, VI.D.1, VI.D.3

ISTE

1d, 2b, 3d, 4a, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 7d

What You'll Need

Some resources below are available in Spanish

Classroom resources

- [Blank paper](#)
- [Lesson Slides](#)
- [Video: Keeping Games Fun and Friendly](#)
- [Video Observation Form Handout Teacher Version](#)
- [Video Game Cover Project Handout](#)
- [Lesson Quiz](#)

Take-home resources

- [Family Activity](#)
 - [Family Tips](#)
 - [SEL Conversation Starter](#)
-

Don't have time for a full lesson?

15 mins.

Use this quick activity to engage students around key learning outcomes. [Get the quick activity](#)

Lesson Plan

Warm Up: **Pair-Share**

5 mins.

1. **Ask:** *What are all the different ways you communicate with your friends? Face to face? On your phone or computer? Take turns sharing your ideas with your partner. [\(Slide 4\)](#)*

Invite two or three students to share their partner's responses. If time permits, also allow one or two volunteers to share their own answers. As students share, capture their answers on the board.

2. **Point** to the answers you captured and ask: *What do all of these types of communication have in common? Why do we engage in them?*

Invite students to share answers. Clarify that these are all **social interactions**, where the purpose is to connect with others and have fun. [\(Slide 5\)](#)

Analyze: **Online Gaming Video**

20 mins.

1. **Circle** the examples that students gave that involve digital media or media devices (e.g., text messaging, online chatting, video chatting, etc.). Ask: *How do you think the examples that I circled are different from the other ones?*

Invite students to answer. If necessary, clarify that the circled examples involve using **digital media**, which is *information that comes to us through the internet, often through a tablet, smartphone, or laptop.* [\(Slide 6\)](#)

2. **Say:** *Today we're going to be talking about online social interaction and online gaming, and ways that you can keep them fun and positive. We're going to start by watching a video and taking some notes.*

Distribute the [Video Observation Form Student Handout](#) and read the directions aloud.

3. **Show** the [Keeping Games Fun & Friendly](#) video to students on [Slide 7](#), and allow one to two additional minutes afterward for students to capture notes.

Invite students to share their notes about the social interactions in the video. Capture these responses on the board or in a projected version of the student handout. Prompt students to be as detailed as possible in their responses, including specific quotes and actions from the different characters in the video (see the [Teacher Version](#) of the Student Handout for examples).

4. **Ask:** *Overall, do you think the interactions in the video were mostly fun and positive? Or mostly negative? Why? Write your response in the second box on the handout. Allow students three minutes to write. (Slide 8)*

Invite students to share out their responses with the class, and prompt them to provide specific examples from the video to support their answer. Clarify that what Cody was doing can be called **griefing**: *irritating or angering people in a video game by being mean or destructive or by cheating. (Slide 9)*

5. **Say:** *Today we just talked about social interaction in an online game. But social interaction can take place in many different ways when you're online, such as through messaging, on social media, or in comments on a website. It's important to remember that you're comments and interactions have an impact on others.*

Apply: **Video Game Cover Project**

20 mins.

1. **Distribute** the **Video Game Cover Project Student Handout** and read the directions aloud. Remind students that the video game must be school appropriate, and if they aren't sure, they should check with you first. (Slide 10)
2. **Allow** students 15 minutes to work. As necessary, vet video game ideas to make sure they don't include mature or explicit themes or any other ideas inappropriate for your classroom.
3. **Ask** one or two student volunteers to share their work with the class.

Invite other students to share what they liked about their classmates' presentations.

4. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.

Additional Resources:

1. **Extend the lesson:** After they've done a draft of their cover, you can have students complete a final draft using a web tool such as **Canva**, **Ready Maker**, or **FlipSnack EDU**.



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Lesson last updated: January 2022

LESSON

Choosing Reliable Sources

This lesson, part of the Digital Literacy series, addresses the importance of locating and verifying reliable sources when working with online information. This lesson is aimed at a young audience and operates on the assumption that many students in the class are not yet reading and writing independently.

Grade Level K-2

Subject: Digital Literacy, Reading & Language Arts, Social Studies

Social Justice Domain: Identity, Action

Handout: Choosing Reliable Sources K-2

OBJECTIVES

Students will be able to:

- Evaluate the reliability of online sources
- Honor their personal reactions to information presented online
- Question information that does not feel right to them

ESSENTIAL QUESTIONS

- What is a reliable source?
- How can we decide if an online source is fair or unfair?

MATERIALS

- Two websites about school lunch
- Choosing Reliable Sources worksheet
- Screen shots of webpages about bicycle repair

Vocabulary

source [sawrs] (*noun*) someone or something that provides information

bias [bahy-uh s] (*noun*) judging something or someone unfairly

reliable [ri-lahy-uh-buh l] (*adjective*) something or someone you can trust; containing true information

evaluate [ih-val-yoo-eyt] (*verb*) to think about how true and correct information is

online [on-lahyn] (*adjective*) found on the internet

reasoning [ree-zuh-ning] (*noun*) the act of thinking through

Series Overview

As technology advances and the social landscape shifts, it is crucial for students to become digitally literate citizens. In this series, elementary students will learn the ins and outs of media literacy, from choosing reliable sources and understanding online searches to navigating online security and participating in digital communities. More lessons in this series are listed under "Related Resources."

Lesson Overview

This lesson addresses the importance of locating and verifying reliable sources when working with online information. Students will compare and contrast two different sources on the same subject and think about what makes one more reliable than another. They will list some questions they can ask themselves to figure out what makes a source reliable.

Students will also zero in on the significance of evaluating sources for fairness and bias. They will act out reactions to sources presented online and try thinking about what their own reactions mean. Students will begin thinking about the concept of questioning or talking back to sources that seem unreliable, biased or unfair to them.

This lesson is aimed at a young audience and operates on the assumption that many students in the class are not yet reading and writing independently.

Procedure

COMPARE AND CONTRAST

1. Explain to your students that, while people use online sources to find information about different topics, only some of the information they find online is reliable. Much of it might not be.

To help students understand the idea of reliability, ask them to think about the following scenarios, one at a time.

- Who would be a good person to ask if your bike was broken and you needed help fixing it? Why? What makes this person a reliable source for fixing a bike?
- If you had a really bad stomachache and your parents weren't sure what medicine might help you, where might they look for information or who might they ask? Why? What makes this person or source reliable for helping you feel better?
- Where would you go or whom would you ask if you wanted to learn more about buildings in your neighborhood? What kinds of information might different people be able to give you? What makes some sources reliable for learning about buildings?

2. Tell students that you are going to have them look at two different webpages about fixing kids' bikes. Project or hand out screenshots of the following two pages:

- Bike Repair and Maintenance
- Bicycle Repair and Maintenance for Kids

Ask students to think about the following questions:

- What do you see or notice first on each webpage?
- What is the same about the pages?
- What is different about the pages?
- How would you decide which page to use if you wanted to fix a bike?

3. Have students work in partnerships or small groups to complete the Choosing Reliable Sources Venn diagram worksheet comparing and contrasting the sources they have reviewed. Where the circles don't overlap, they should identify examples of how the webpages are different. Where the circles overlap, they should identify examples of how the pages are alike. Encourage students to think about the information offered through photographs and other images as well as text. If your students are unaccustomed to working with Venn diagrams, you can do this activity as a whole group.

QUESTIONS YOU HAVE

Bring your students back together, and ask them to list some questions that came up while they were working on their Venn diagrams. Jot down your students' questions, and explain that it is always important to think about what makes a source reliable for a particular purpose.

Alignment to Common Core State Standards

CCSS.ELA-Literacy.RI.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.1.2

Identify the main topic and retell key details of a text.

CCSS.ELA-Literacy.RI.1.7

Use the illustrations and details in a text to describe its key ideas.

CCSS.ELA-Literacy.RI.1.8

Identify the reasons an author gives to support points in a text.

CCSS.ELA-Literacy.RI.1.9

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

EXTERNAL LINKS

Responsible Search Strategies for Kids <https://www.common sense media.org/blog/responsible-search-strategies-for-kids>

How to Become an Internet Detective <https://www.youtube.com/watch?v=2DzD856cplY>

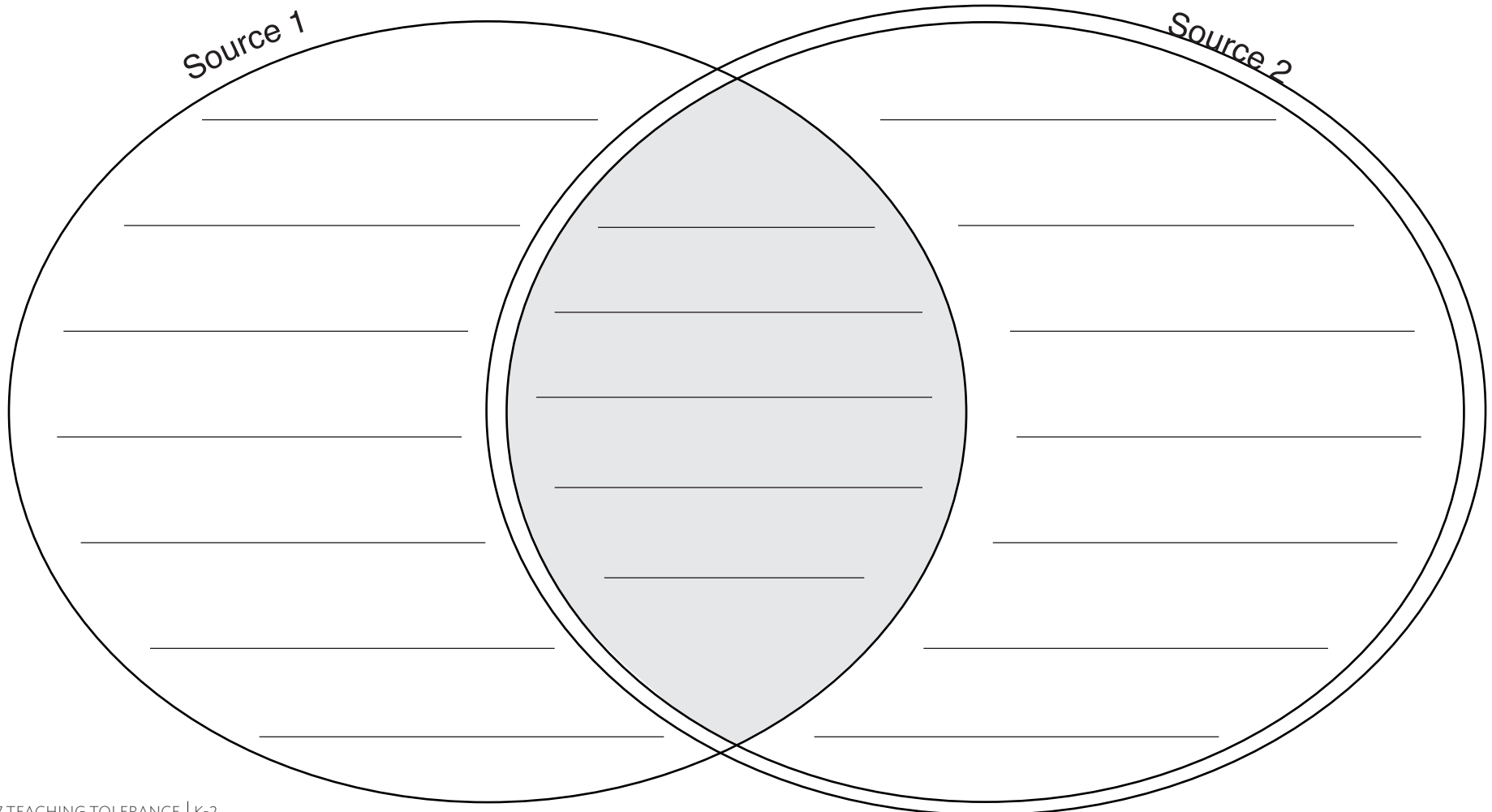
Evaluating Online Sources Lesson Plan: Is Everything on the Internet True?

<https://educators.brainpop.com/lesson-plan/evaluating-online-sources-lesson-pla...>



Choosing Reliable Sources

In the dark blue section, write how the sources are the same. In the light blue sections, write how the sources are different.



TEACHING TOLERANCE

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3. Mrs. Fields said to Tina, “Suri’s best friend moved yesterday. Why don’t you see if she wants to hang out at recess?” Tina agreed.
“Suri, do you want to play a game?” Tina asked.
Suri shrugged. “If you want to.”
Tina set up the game while Suri watched. “Are you going to help?”
“I guess so,” Suri said.
“So what are you doing over break?” Tina asked.
Suri replied, “I don’t know.”
Tina rolled her eyes. “Are you always this boring?”

How would you feel if your best friend moved away?

4. “Hey, Meegan,” Valerie said. “Are you all packed for your trip?”
“Yeeeeees!” Meegan squealed as she hopped around her friend.
“What is wrong with you?” Valerie asked.
Meegan said, “Nothing!” But she kept hopping.
Valerie started to walk away.
“Where are you going?” Meegan asked between hops.
“Come find me when you stop being weird,” Valerie told her.

How would you feel if you were going on a fun vacation?
