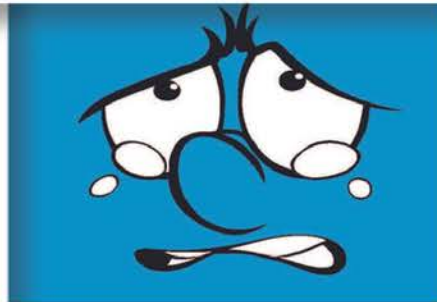
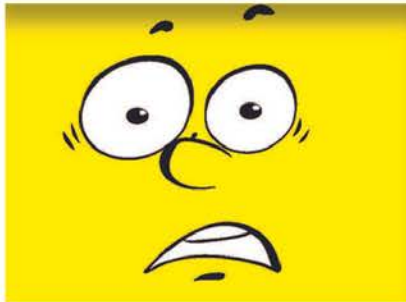
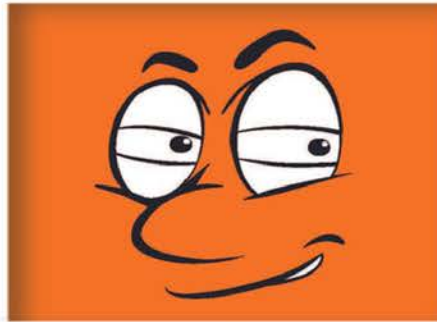


# Social Emotional Learning Classroom Workbook

2nd Edition



## Grade 6



# SOCIAL EMOTIONAL LEARNING (SEL)

# CLASSROOM WORKBOOK GRADE 6

2nd Edition

ISBN: 9781-954760257

Social Emotional Learning Classroom Workbook Grade 6, 2nd edition

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# MY INFORMATION

My name: \_\_\_\_\_

My address: \_\_\_\_\_

\_\_\_\_\_

My phone number: \_\_\_\_\_

Homeroom teacher: \_\_\_\_\_

Room: \_\_\_\_\_

School year: \_\_\_\_\_

My student ID: \_\_\_\_\_

## Emergency Contact information:

**Name:**

\_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

**Name:**

\_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

**Known Allergies:** \_\_\_\_\_

\_\_\_\_\_



# USING THIS WORKBOOK

## Welcome to your workbook!

This workbook is a space for you to write and organize your homework, plan out your extracurricular activities, and manage your time. It is also a place for you to learn and practice Social and Emotional Learning skills (SEL).



This workbook includes 4 themes for you to learn all about SEL.

1. Identity and Mindset
2. Courage and Kindness
3. A Place to Belong
4. A Healthy Well-Being

### **Identity & Mindset**

Learn how to identify and manage your emotions, have a positive mindset, and stay true to yourself!

### **Courage & Kindness**

Learn to be resilient, a good communicator, and maintain healthy friendships.

### **A Place to Belong**

Learn how to be inclusive, solve problems peacefully, and respect others who are different than you.

### **A Healthy Well-Being**

Learn how to make healthy choices for yourself and others.

# USING THIS WORKBOOK

There are lots of great resources in this workbook besides lessons.



Did you know coloring and doodling is a way to relieve stress and manage your emotions?

Use the coloring pages to clear your mind and find balance in your life!



Other resources to check out:

- Read a Book
- My Responsibilities
- Activities Tracker
- Social Stories
- Self-Care Toolbox
- Mindful Breathing exercises
- Top 10 Habits of SEL
- SEL Skills Checklist
- Self-Talk Affirmations

Where will you keep this workbook so you can use it daily?

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How will you use this workbook to benefit your school and personal life?

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## FOR PARENTS AND GUARDIANS:

You can share what you are learning with your parents or guardians at home, too. The adults in your life want you to feel good about yourself, learn more about how your brain and heart respond to things, and have friends who you can rely on!



# Level Up Your SEL: A Pre-Assessment

Imagine you're on a quest in a video game. Before you begin your journey, you must know your strengths and weaknesses. This assessment is like your map for that journey to understand what you're already strong in and what you need extra help with.

For each statement, indicate how much it applies to you by selecting the option that best represents your feelings or behaviors. You can take this self-assessment again in the middle and end of the year to see how you have grown!

Identity & Mindset	I struggle with this	Rarely	Sometimes	Mostly	Always
I am aware of my emotions and can identify them.					
I can accurately describe my strengths and weaknesses.					
I understand how my emotions affect my thoughts and behavior.					
I am confident in expressing my thoughts and opinions.					
I can control impulses and manage stress effectively.					
I can set and work towards goals.					
Courage & Kindness	I struggle with this	Rarely	Sometimes	Mostly	Always
I can build and maintain positive relationships.					
I am aware of social cues and can navigate different social situations.					
I am resilient and can bounce back from setbacks.					
I communicate effectively with others.					
I can work well in a group and collaborate with others.					

# Level Up Your SEL: A Pre-Assessment

A Place to Belong	I struggle with this	Rarely	Sometimes	Mostly	Always
I am empathetic towards others and can understand their feelings.					
I can appreciate and respect diverse perspectives and cultures.					
I can resolve conflicts peacefully and constructively.					
I am supportive and respectful towards my peers.					
A Healthy Well-Being	I struggle with this	Rarely	Sometimes	Mostly	Always
Before I act, consider the consequences of my actions.					
I make ethical and responsible choices.					
I can solve problems effectively and creatively.					
I take responsibility for my own actions and behaviors.					

What are your current strengths? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Where do you see areas for growth? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# MY CLASS SCHEDULE

## Term 1

Period / Hour	Subject	Room #	Teacher

## Term 2

Period / Hour	Subject	Room #	Teacher

## Term 3

Period / Hour	Subject	Room #	Teacher

# MY RESPONSIBILITIES

Fill in any sports, after school activities, responsibilities at home, or after school jobs you are committed to so you can manage your time well throughout the school year.

	RESPONSIBILITY:	HOURS PER WEEK:
FALL	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
WINTER	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
SPRING	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# 6TH GRADE GOALS

**#Goals** Happy New Year!! I know it's not January 1st, but it IS the start of a great school year! The beginning of a new school year can be a fresh new start, just like putting up a new calendar in January. You may have gone shopping for new supplies, shoes, or clothes and you may be sitting at your new desk with new pencils and pens, folders or notebooks.

You may be someone who is not excited about starting school. Maybe you have had a bad experience in the past. That's ok; the good news is that your past is not your present! "Oh yes, the past can hurt. But, you can either run from it or learn from it," said Rafiki to Simba in *The Lion King*.

The new school year can be overwhelming. One way people can face new things is by setting goals for themselves. "I don't focus on what I'm up against. I focus on my goals, and I try to ignore the rest," said Venus Williams, star tennis player. When I was in school, I was a terrible speller, and my goal was to make a 100 on one spelling test every year. When you get to middle school, your goals may be bigger than that, and they may not always be related to your grades.

Goals are different than having hopes and dreams. You may hear people talking about having dreams, wishes, or hopes for things they want in the future. All these things are great, but they do not get you very far. Goals require action, work, focus, and dedication to achieve your dreams. Let's say you want to be a doctor or a basketball player. You don't just show up one day, and you're a doctor or a basketball player, you have to take steps to get there. Think of all the famous people, successful people, and people who have jobs or careers you might like to have one day. Once upon a time, they too were in middle school, sitting at a desk with new pens and paper just like you. How did they become successful? They had a dream, and they made their dream real by making goals for themselves.

**Activity:** Let your mind go to your heart and tap into what you would love to do. These dreams can be for this school year, about activities you want to do like sports or band, about your grades or your attendance; they can even be about things outside of school. Take step #1 to making these dreams into goals by writing them down.

# 6TH GRADE GOALS

Goal #1: \_\_\_\_\_

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Date you will accomplish this goal: \_\_\_\_\_

Steps you will take to reach this goal:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

How will you know you've accomplished this goal? \_\_\_\_\_

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# 6TH GRADE GOALS

Goal #3: \_\_\_\_\_

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Date you will accomplish this goal: \_\_\_\_\_

Steps you will take to reach this goal:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

How will you know you've accomplished this goal? \_\_\_\_\_

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# NOTES

A series of 20 horizontal dotted lines for writing notes.



# IDENTITY & MINDSET

The next 10 weeks will focus on identity and mindset, emphasizing the social-emotional competency of self-awareness.

Throughout this theme, you will be focusing on:

1. Starting middle school with confidence and ease (Self-confidence)
2. Ways you learn best (Recognizing strengths & Accurate self-perception)
3. How your identity can change based on who you are with (Accurate self-perception)
4. Identifying and regulating various emotions (Identifying emotions)
5. Understanding what is in your control (Accurate self-perception & Self-efficacy)
6. Self-Talk and growth mindset (Self-confidence, Recognizing strengths, & Self-efficacy)

To introduce you to the themes of identity and mindset, we have given you some suggestions for something to read, listen to, and taste. Spend some time over the next ten weeks exploring this theme.

**Read:** From your school or community library, check out *Brown Girl Dreaming* by Jacqueline Woodson. This is an autobiography about a young girl growing up in the South trying to figure out who she is and who she wants to be. This book goes along with the theme of identity and mindset and will have you thinking about your own identity and mindset as well.

**Listen:** After asking permission, go online to listen to “Shake It Out” by Florence + the Machine.

What is Florence + the Machine’s message in this song?

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What is your favorite line or part of this song?

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How does this song make you feel?

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# IDENTITY & MINDSET

**Taste:** Think about your favorite food. The theme these ten weeks is about learning about ourselves and how we have the ability to change our mindset and regulate our emotions: we get to control ourselves. Find time over the next few weeks to eat your favorite food.

My favorite food is \_\_\_\_\_

When I eat it, I feel \_\_\_\_\_

This food feeds into my identity because \_\_\_\_\_

# BEING A 6TH GRADER

Being in 6th grade is a big deal. You may be starting middle school for the first time, switching classes, and having more freedom...and responsibilities. As a 6th grader, your identity is becoming even more important. You will likely look to your friends, social media, and celebrities to find cues about what you like, think about various topics, and how to dress. Talking about and deciding who you are is not always easy. When you look to others to tell you how to be, your identity can change depending on the trends and what others want. Your best bet is to spend time making your own choices and making responsible choices that will shape who you want to be.

**Activity:** What are you made of? Make a label for yourself modeled after a food ingredients label.



## Ingredients of Me

**Facts about you**  
(age, family structure,  
appearance)

**Qualities you possess**  
(hobbies, relationships,  
sports, goals, etc.)



# NOTES



Week beginning: \_\_\_ / \_\_\_ / \_\_\_

My goal this week: \_\_\_\_\_

<b>Monday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Tuesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Wednesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Thursday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Friday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Home/School Communication</b>	



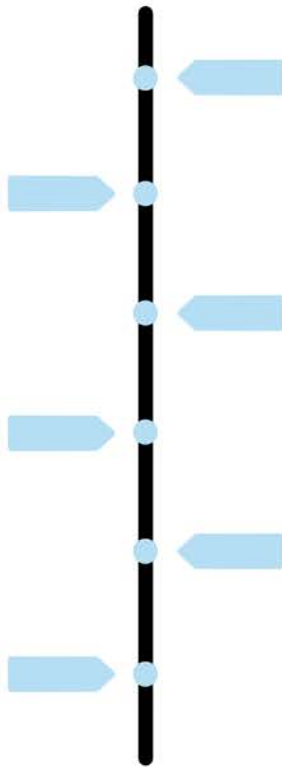


# BEING A STUDENT

In the previous lesson, you listed everything that made you who you are today. Did you have being a student on your list? Being a student is part of your identity, whether or not you want it to be.

Middle school is when you gain more independence, learn more about who you are and who you want to be in the future, and gives you a solid foundation for high school and education after high school.

**Activity:** Use the path below to write events, subjects, and teachers that have shaped your learning and behavior as a student. Then, write some learning goals for yourself as a student.



My STUDENT goals for this year:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# NOTES



Week beginning: \_\_\_ / \_\_\_ / \_\_\_

My goal this week: \_\_\_\_\_

<b>Monday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Tuesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Wednesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Thursday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Friday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Home/School Communication</b>	





# YOUR AUTHENTIC SELF

When you are with your friends, you may feel pressured into thinking, doing, and saying things that you wouldn't do if you were on your own. You are still in these situations, but your reactions to social situations and expectations change. You can be flexible and use social cues, but staying true to yourself is also important.

**Activity:** Read the situations below and write how you could overcome your lack of confidence to embrace your authentic self.

You doubt your abilities and feel pressured to hide your talents to avoid standing out in math class. All your friends are average in class, and if you always get an A, they may think you are a teacher's pet.

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You notice that your friends have started copying the hairstyle of your favorite celebrity. Although you know the style wouldn't suit you, you start considering buying similar hair products and styling your hair that way, too, just to fit in, even if it might not look right on you.

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You have always been interested in wrestling, even as a little child. But it just isn't accepted for girls in the place where you live. You want to join the wrestling team at school, but there isn't even a women's wrestling team to join!

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# NOTES



Week beginning: \_\_\_ / \_\_\_ / \_\_\_

My goal this week: \_\_\_\_\_

<b>Monday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Tuesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Wednesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Thursday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Friday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Home/School Communication</b>	



# MORE THAN AN EMOJI

You often show primary emotions by 'liking and disliking' statements or photos or clicking a 😊 or ❤️ to share how you feel. But are you truly communicating your emotions?

You can understand emotions in others by looking at the person in their face, reading their body language, and listening to how their voice sounds. This is true for you, too! When you recognize your emotions and how emotions sound and feel to you, you can better keep the reactions to those emotions under control.

**Activity:** Fill out the chart for each primary emotion below. The first has been done for you as an example.

Primary Emotion	Happiness	Primary Emotion	Sadness
Other emotions that are similar	Excited, proud, cheerful, joyful	Other emotions that are similar	
The way this emotion feels	My heart feels full. My body is calm and relaxed.	The way this emotion feels	
The way my voice sounds	My voice is calm with an excited tone.	The way my voice sounds	

Primary Emotion	Anger	Primary Emotion	Scared
Other emotions that are similar		Other emotions that are similar	
The way this emotion feels		The way this emotion feels	
The way my voice sounds		The way my voice sounds	

# NOTES



Week beginning: \_\_\_ / \_\_\_ / \_\_\_

My goal this week: \_\_\_\_\_

<b>Monday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Tuesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Wednesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
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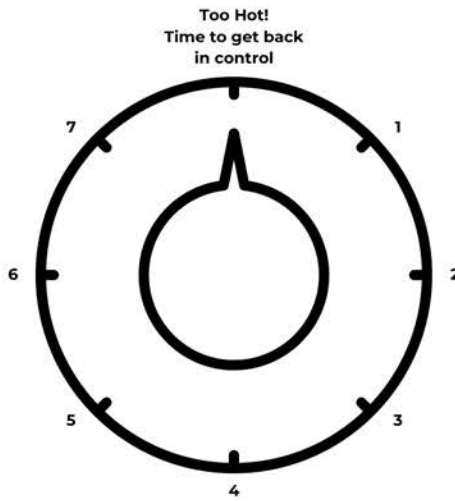


# I'M IN CONTROL

Have you ever been in class preparing to take a test and feel so nervous about it? It's common to be anxious about taking a test. But have you, or have you seen others, become so nervous that you start to move around in your seat? Maybe you become talkative, can not think clearly, read a question, and think, "I don't even know my name right now!". When this happens, you can react to your emotions inappropriately, getting you into trouble.

The key is to stay in control and regulate your emotions. Think of a dial turning the heat on a stove up or down. Your emotional responses may turn the dial-up quickly. Your job is to be aware of this, be mindful, and turn the dial down on your emotions before they get turned up.

**Activity:** Use the dial image below to brainstorm 7 things you can do to "turn down the heat" (one thing for each mark on the dial). Think about what helps you calm down when you're really angry, nervous, or frustrated. What can you do to stay in control?



# NOTES



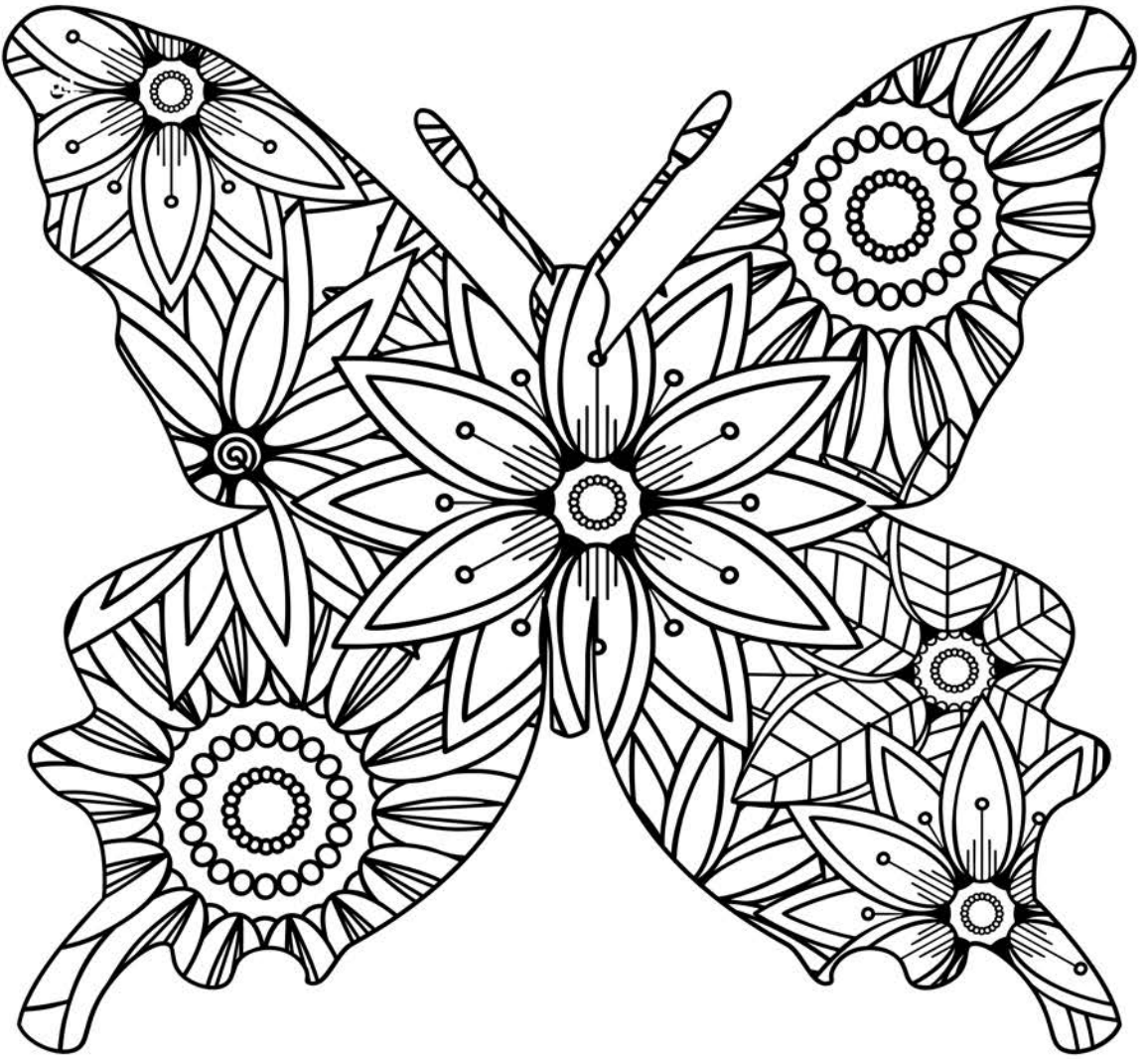
Week beginning: \_\_\_ / \_\_\_ / \_\_\_

My goal this week: \_\_\_\_\_

<b>Monday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Tuesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Wednesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Thursday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Friday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Home/School Communication</b>	



# COLORING



# DOODLING PAGE

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# CHARTING YOUR COURSE

Imagine you're sailing a ship across the ocean, navigating through high waves and unpredictable weather. The sails billow with the wind, propelling you forward, yet at times, it feels as though an unseen force is at the helm, steering your course.

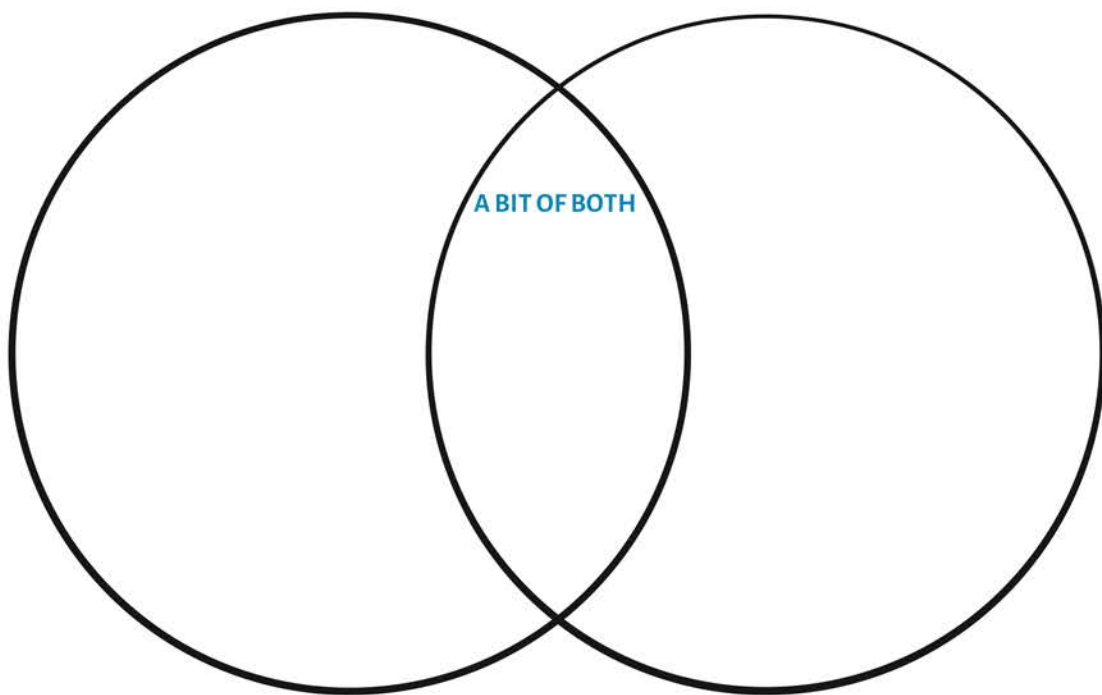
If your life is like a sailing ship, who is in control? You can manage your emotions and make healthy decisions for yourself, which keeps your "ship" in control. The term locus of control describes the degree to which you feel you have control over what happens to you. Do you blame others or yourself? Do you try to make things better? Stay upset?

**Activity:** Look at the following list & ask yourself if you DO or you DO NOT control this.

- Your height
- What you eat for dinner
- Your grades
- The mood of your teacher
- Getting an F on a test
- The time you go to bed
- Who your friends are
- How you act when you're online

CAN CONTROL

CANNOT CONTROL



Did you find that you controlled or didn't control most things?

Were there some things that you felt were a little of both? Explain. \_\_\_\_\_





# NOTES



Week beginning: \_\_\_ / \_\_\_ / \_\_\_

My goal this week: \_\_\_\_\_

<b>Monday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Tuesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Wednesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Thursday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Friday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Home/School Communication</b>	





# THE GREAT BIG MIX

Mixed emotions happen when you experience more than one emotion at a time. Learning to deal with mixed emotions is important in coping with life events. When you have two emotions simultaneously, you can cope by:

- Identifying and managing your emotions
- Journaling, doing art, or listening to music
- Talking to someone you trust
- Exercising, playing sports, or spending time outside

**Activity:** Read through each situation and label what emotions you may feel and a good coping strategy.

**Your older sibling is graduating and moving out of the house.**

Emotions you may feel:

Coping Strategy:

**A family pet, who is older and sick, has passed away.**

Emotions you may feel:

Coping Strategy:

**You ran for class officer, which is a big responsibility, and won!**

Emotions you may feel:

Coping Strategy:

**You made extra money last weekend but need to pay a library fine.**

Emotions you may feel:

Coping Strategy:

**A friend's parent got a new job, and they have to move to another state.**

Emotions you may feel:

Coping Strategy:

# NOTES



Week beginning: \_\_\_ / \_\_\_ / \_\_\_

My goal this week: \_\_\_\_\_

<b>Monday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Tuesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
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<b>Thursday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Friday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Home/School Communication</b>	





# EMOTIONAL MANAGEMENT TOOLKIT

A toolkit is a list of strategies you have gathered to help you when you're struggling.

**Activity:** Design your own Emotional Management Toolkit by filling out the categories below to help you manage your emotions effectively.

Activities or Actions

Relaxation Strategies

Positive Affirmations

People I Can Turn To



# NOTES



Week beginning: \_\_\_ / \_\_\_ / \_\_\_

My goal this week: \_\_\_\_\_

<b>Monday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Tuesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Wednesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Thursday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Friday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Home/School Communication</b>	



# KEEP GROWING

Remember Dory from *Finding Nemo*? She had this awesome attitude of “just keep swimming.” Dory never gave up, even when the ocean seemed big and scary. She faced challenges and swam through tough things. You can be like Dory by embracing challenges and using a growth mindset.

A growth mindset is when you embrace challenges, learn from mistakes, and see effort as the path to success. People who use a growth mindset have less stress, more motivation, and improve their attitude!

Having a growth mindset gets easier with practice.

**Activity:** Take the fixed mindset thoughts and change them to show a growth mindset.

Fixed Mindset	Growth Mindset
I'll never look like that celebrity.	
I always get into trouble in this class.	
These teachers have given me 3 tests this week, and I won't be able to study for all of them!	
The coach never puts me in the game. I'll never be good enough for him/her, so I should just quit.	
Reading is hard. Now I have to read these novels? There are more than 100 pages in this book.	
I can't read all this! I'm always late for school. I can never get up on time. I'll have detention for the rest of the year.	

# NOTES



Week beginning: \_\_\_ / \_\_\_ / \_\_\_

My goal this week: \_\_\_\_\_

<b>Monday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Tuesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Wednesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Thursday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Friday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Home/School Communication</b>	





# REVIEW WEEK!

## Small Wins Make a Big Impact

Take some time this week to reflect and observe yourself, your emotions, your responses, and your reactions. How are you doing? Be mindful, present, and focused as you answer these reflections:

What did you learn about yourself over the past 9 weeks? Describe yourself:

I am \_\_\_\_\_

I can \_\_\_\_\_

I am \_\_\_\_\_

I have \_\_\_\_\_

I am \_\_\_\_\_

I will \_\_\_\_\_

I am \_\_\_\_\_

I want \_\_\_\_\_

I am \_\_\_\_\_

Describe something positive you have noticed about yourself since the start of school:

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Reflect on your goals you made for this year. Have you started working on your goals? How are you doing?

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# NOTES



Week beginning: \_\_\_ / \_\_\_ / \_\_\_

My goal this week: \_\_\_\_\_

<b>Monday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Tuesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Wednesday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Thursday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Friday</b> ___ / ___	<hr/> <hr/> <hr/> <hr/>
<b>Home/School Communication</b>	



# 10 WEEK GOAL CHECK-IN

Look back at the goals you set for yourself at the beginning of the year. Add notes to check-in or make changes to your goals. It's ok to add or change your goals a little, but keep pushing yourself to grow this year. If you feel you have met your goal, make a new goal for yourself at the bottom of this page.

	How I'm doing on this goal:	What I need to adjust or continue working on:
Goal:		
Goal:		
Goal:		
Goal:		
Goal:		

# MAKING CONNECTIONS

Think about a story, show, movie, song, or social media post you have read or watched over the past 10 weeks that connects to the learning about identity and mindset.

What was the source called? \_\_\_\_\_

How does this text connect to the theme Identity & Mindset? Draw a picture or write your answer below.

What was it that made you think about Identity & Mindset? What did you learn from this source?

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