# Grab & Go

**GRADES K–2**

# CHARACTER BUILDING 202

## 8 WEEKS LESSONS

**CREATED BY**

**A CHILDREN'S MENTAL HEALTH THERAPIST & SCHOOL SOCIAL WORKER**

Dear Educators and Parents,

This character education curriculum was developed to help busy educators like you! These lesson plans were crafted to enhance the world around your children by two incredible professionals:

- Charissa Bates (a children's mental health therapist and school social worker of 10+ years) developed each ready-to-go lesson.
- Kelle Lima (an author focused on children's development and a designer for 10+ years) created all the worksheets & activities.

Lessons can be 15 min to 1+ hour in length (or even include "take home" material). We added multiple activities in each lesson to meet different needs, so you can personalize the lesson according to your classroom. Our goal when creating these lessons was to bring literacy, character education, social-emotional learning, and fun, quick & easy-to-implement lessons.

Make sure you get the book listed on each lesson beforehand (either type the website or scan the QR code). Then prepare the material, and gather supplies indicated in each lesson, such as crayons, tape, scissors, etc.

We are so glad you found this free resource! All authors in this set paid to have quality lessons and worksheets created. I know they'd appreciate you finding them on social media (many have other free resources too!) and also purchasing their books. Reviews are always appreciated too.

We hope we made this teaching time easy and enjoyable!

Charissa Bates, LICSW, SSW
Author of The Traveling Book

Kelle Lima
Founder of Writerverse Journey LLC

**PRO TIP**

Get large construction sheets (12 inches by 18 inches size) and fold them in half to look like folders. You will need a "folder" per student (write their names on the front), and an extra folder for "group" activities. Gather the books, print all needed worksheets, and put each set of worksheets in the designated folder. This way you can grab your book + folders and go before classroom lessons without a hustle!

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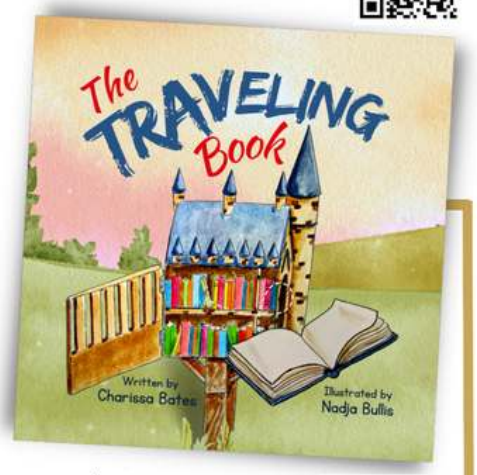
# THE TRAVELING BOOK: A BOOK ABOUT LITTLE FREE LIBRARIES

By Charissa Bates

Book trailer:

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## Lesson Preparation

- Print a copy of "SEEK & FIND" + "BIG FEELING" worksheet per student
- Print a copy of "MEMORY" sheets per small group (laminate to reuse)
- Learn the sign for the word "cat" in your country's sign language

## Start by saying

- How do you feel when you go somewhere new? (Excited, scared, concerned... all answers are ok!)
- How does your body feel when you are nervous? What about when you are excited? And when you are scared?
- These emotions are very normal when we go somewhere new! Our bodies can feel tight, our hands may clench, our hearts may beat fast, we may get sweaty, and we may look down. Sometimes we may get very excited and be loud and jump up and down! New places and transitioning (moving to a different task or place) can stir a lot of emotions! Let's follow the Traveling Book as he transitions a lot!

## Student Material

- Pencil
- Tape / Band-Aid
- Decorative material (optional)
- Coloring pencils (optional)

## Read the book

Have kids do the sign language for cat each time they see a cat on the page (you can even use a YouTube video to demonstrate).
While reading point out or ask about what emotions The Traveling Book feels.

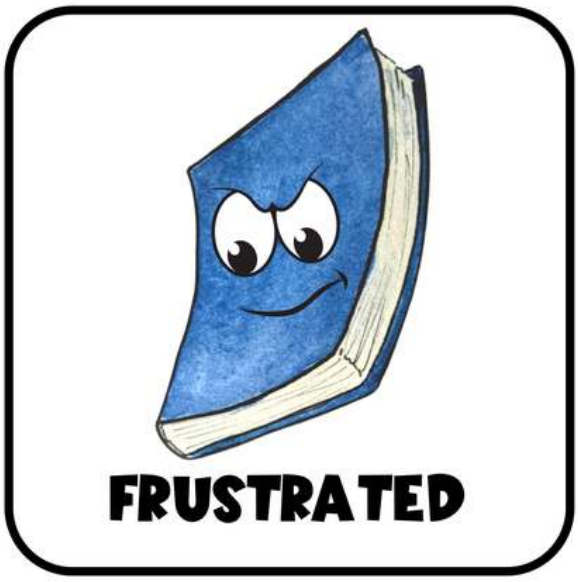
Breathing Exercise

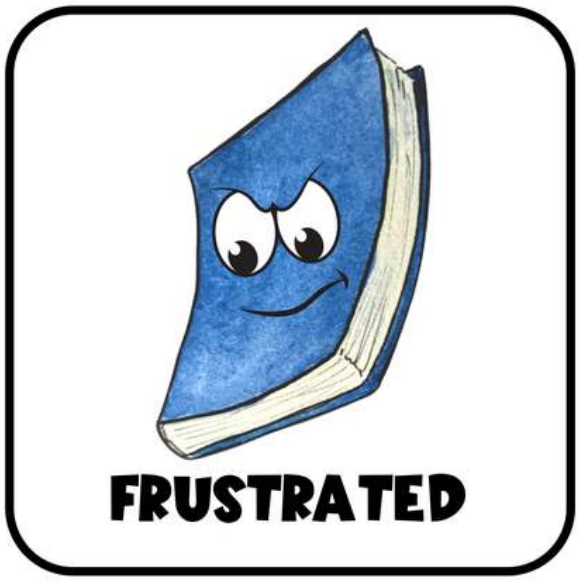
## After reading

- Wow! What an adventure the Traveling Book had!
- Did he act or feel different in different situations? (Yes! And all were ok!)

## Activity Time

- Small Group Activity (2-3): when kids make a match, show that emotion with their own faces.
- Individual Activity: Reading is a great way to calm your body! Deep breathing too - and it helps you refocus. Let's use these great tools in a find a seek game! Take a deep breath each time you find an item.
- Individual Activity: ask students to remember the last time they went through some big change. Then ask them to focus on the way they felt and ask them to draw that expression on the book. You can ask the classmates to look at each other's expression and try to guess what they felt.


FRUSTRATED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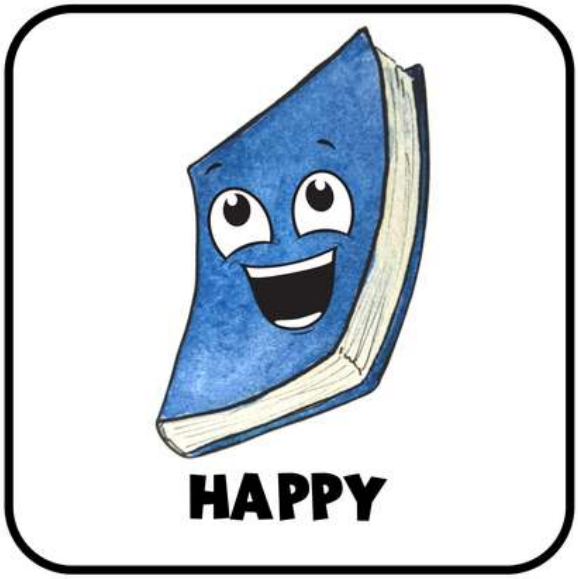
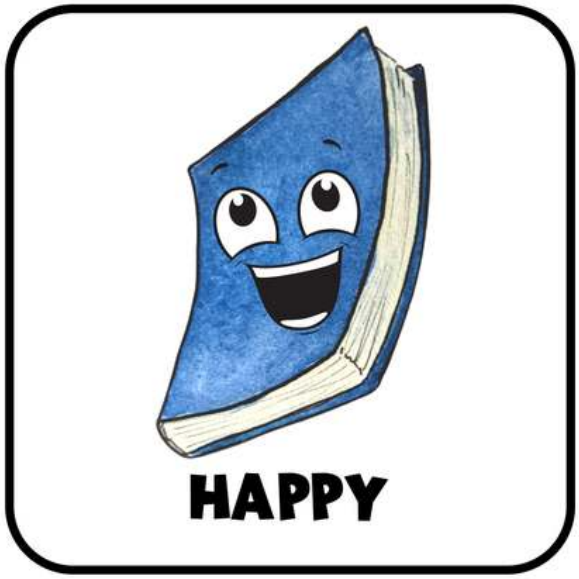

HAPPY


HAPPY

SAD

SAD

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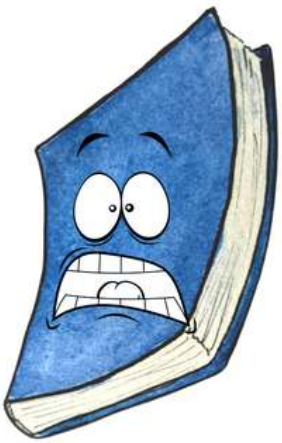
# Memory 2/4: EMOTIONS WITH TRANSITIONS



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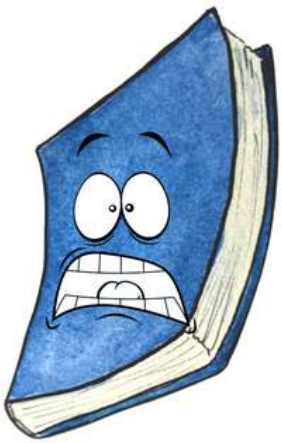

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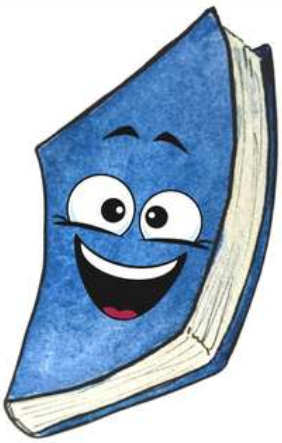
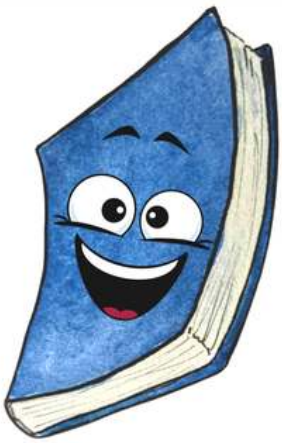
NERVOUS

NERVOUS



EXCITED



EXCITED

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# Memory 4/4: EMOTIONS WITH TRANSITIONS

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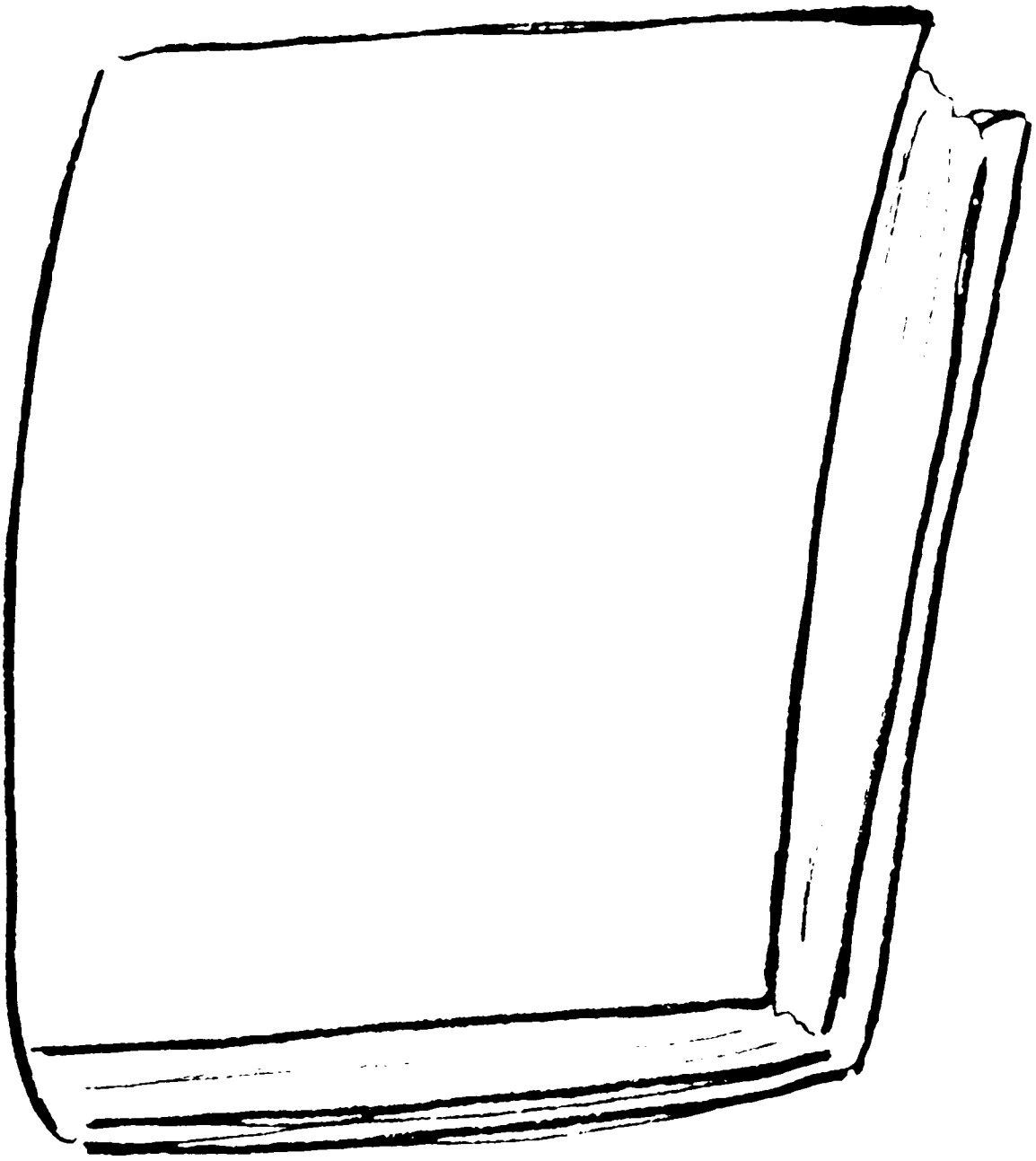
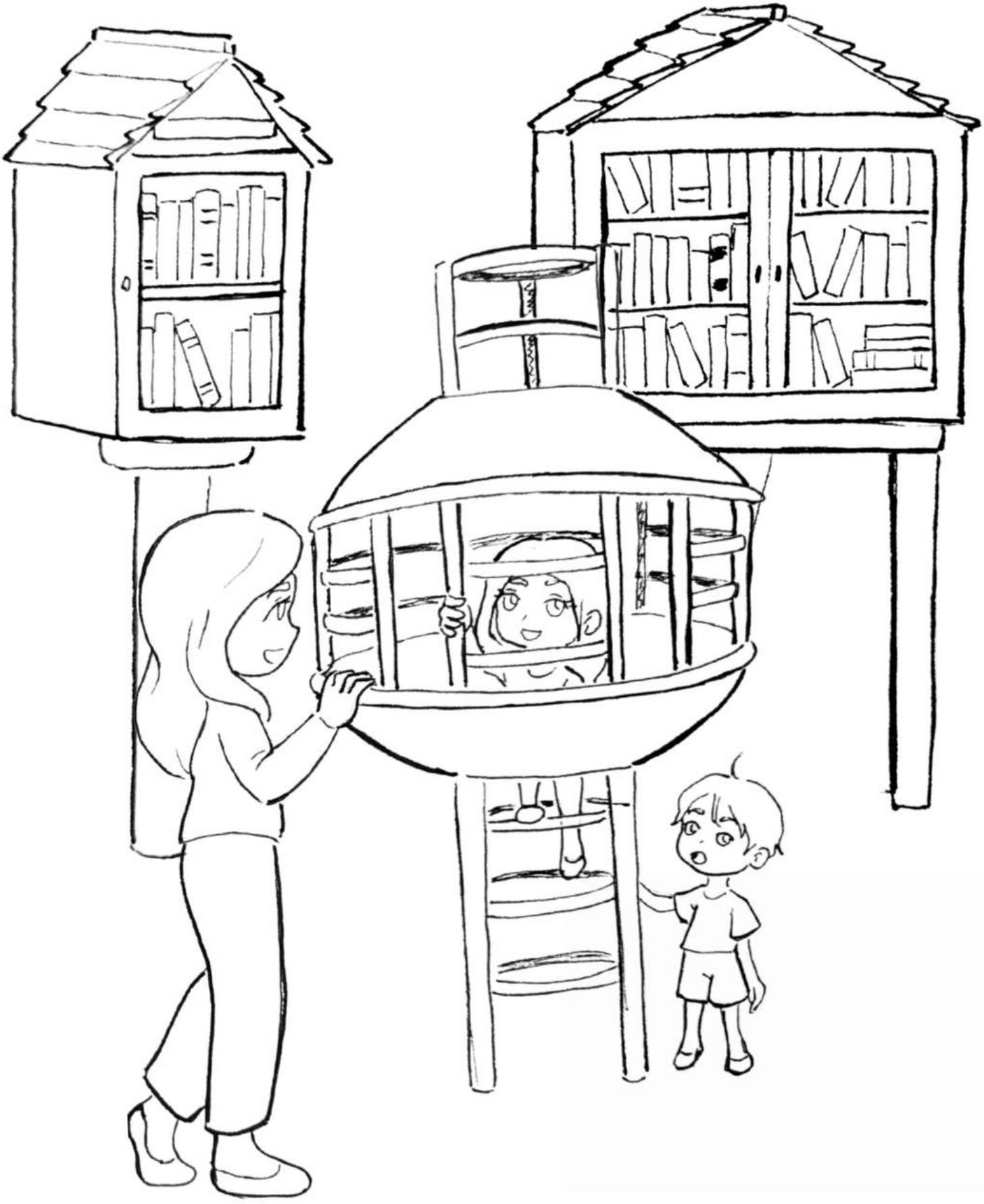
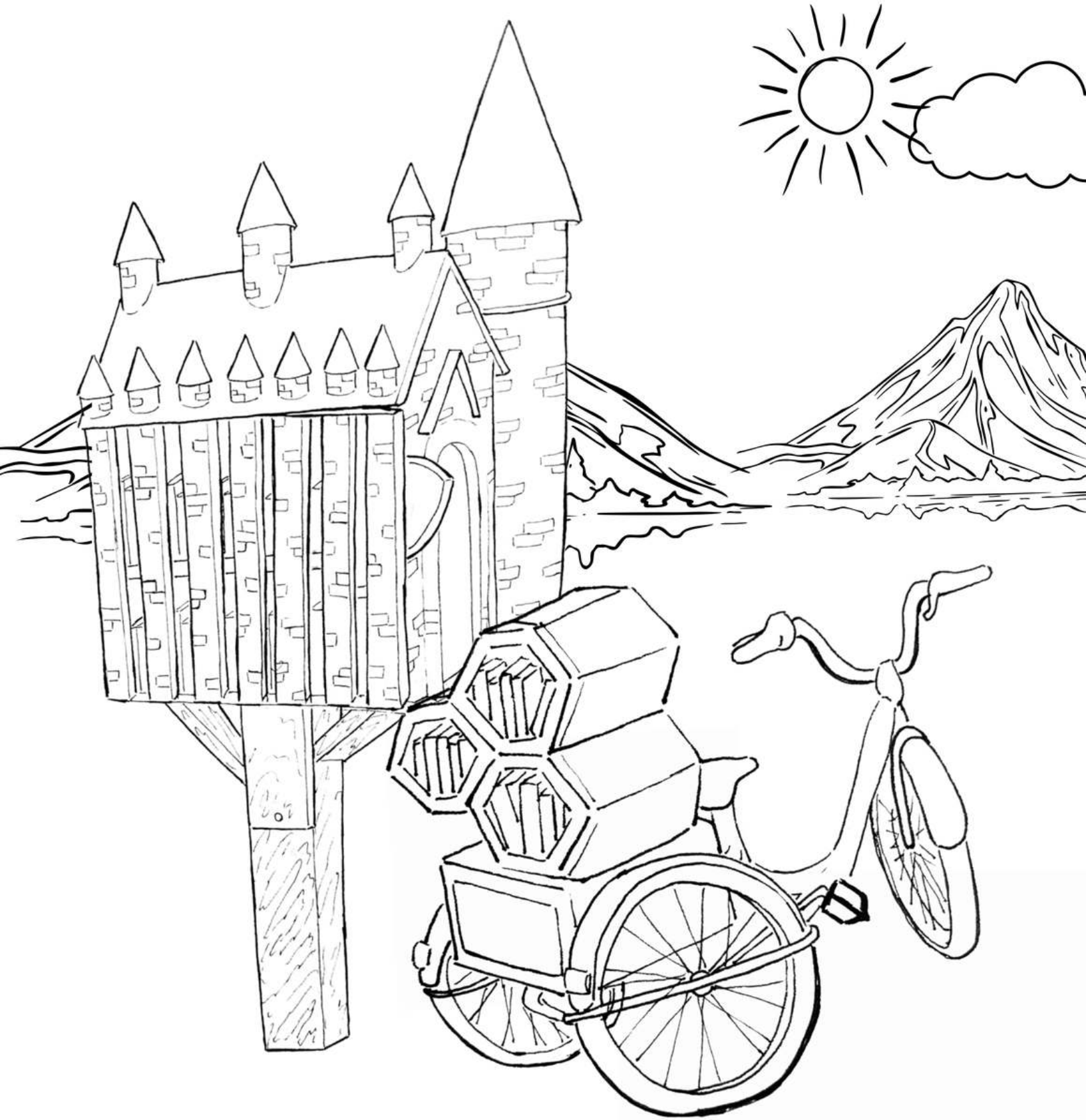
# Seek & Find: EMOTIONS WITH TRANSITIONS

Think about the last time you had to visit a new place. How did you feel about it? Draw an expression that represents that feeling on the book below (and if you feel comfortable, share how you handled that feeling)







# OPERATION NANA

By Kelle Lima

mybook.to/opnana3

## Lesson Preparation

Print a copy of the "FRIENDSHIP" lesson per student

## Start by saying

What is something you really want? Anything from learning a new hobby to wanting a toy! What is something you want to achieve at school this year?

We are going to learn a big word today called perseverance. Perseverance is a fancy way of saying to keep trying and working hard to get to your goal. It takes patience, time, and creativity to reach your goal sometimes. We are going to learn about a little girl named Juju that comes up with some creative ways to achieve her goal. Let's see how she does it!

## Read the book

Point out all the ways Juju tries to get Miss Rose to officially become her Nana. Discuss the frustration when Miss Rose didn't appear to want to be her Nana.

## Student Material

- Pencil
- Coloring pencils
- Safety scissors & Glue
- Any other decoration

## After reading

Do you think the Juju should have kept trying? What do you think she should have done? She worked hard, but became frustrated when it didn't seem like her efforts were working. If you met Juju while she was frustrated, what could you have told her?

Sometimes it's hard to keep working towards a goal when our efforts don't feel like they are working. We will explore different ways to work at tasks that can present as hard.

Alternative Discussion (great for kindness day/friends celebration): Do you have a heart Nana or special person in your life that isn't a relative or family member? What makes them special? How do you show them you care?

## Activity Time

- Individual Activity: students should cut and organize all the ways to persevere in alphabetical order on the back of Juju's card after decorating it. They can save the keepsake on a mirror/nightstand to keep inspiring them.
- Individual Activity: ask which actions show perseverance and which don't, then connect each to the correct spot.
- Individual Activity: students should draw someone that supports them and fill the surrounding hearts with all the ways they felt that person helped them persevere, you may suggest gifting the sheet to the person they drew.
- Individual Activity: persevering is easier when we work toward small steps. Introduce students to having goals built by small steps, and how its easier to keep going when we can track our progress to keep us motivated.

1) Cut along the dotted lines. 2) Decorate Juju (the front of your card)
3) Flip Juju's card around 4) Glue each phrase IN ALPHABETICAL ORDER!

## TURN AROUND TO SEE WAYS TO PERSEVERE!

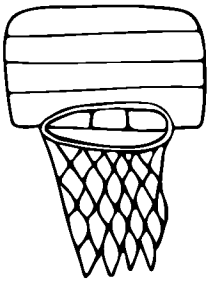
FLIP ME

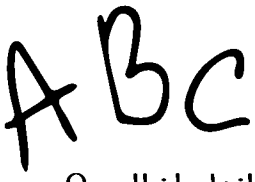
- NEVER GIVE UP
- TAKE A DEEP BREATH
- LEARN FROM MISTAKES
- IGNORE DISTRACTIONS
- SAY "I CAN DO THIS"
- BE PATIENT
- PRACTICE MORE
- KEEP TRYING
- ASK FOR HELP

Sign up for tryouts again

Finish your homework

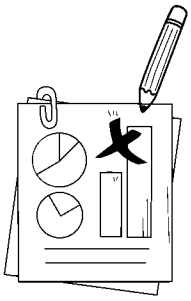
Quit basketball after a week





Spell it daily

**THIS SHOWS PERSEVERANCE**



Learn from mistakes

Don't push yourself during practice

**THIS DOESN'T SHOW PERSEVERANCE**

Tell yourself you can't do it

Ask yourself what you missed

Ignore distractions

Draw a picture of someone special in your life, a person who supports your goals and dreams and helps you persevere. Then write or draw how they've helped you in the past in each of the hearts below.

Come up with a plan to achieve a dream. The first step is to understand your dream and to brainstorm ways to achieve it.

What do you want to work towards?
(what is your goal?)

This is important to me because....

Write or draw 4 different ways to work towards your goal below:

1

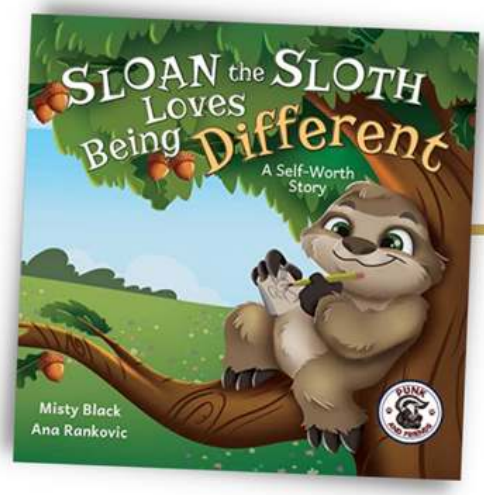
2

3

4

# SLOAN THE SLOTH LOVES BEING DIFFERENT

By Misty Black




mybook.to/STSpb

## Lesson Preparation

- Print a copy of each worksheet per student

## Start by saying

- Ask those that are comfortable to share something about themselves that makes them unique.
- Today we are going to talk about how we each have something amazing to offer the world. We are talking about self-love. Self-love is focusing and thinking about what makes you special. Each of you have very special traits that make you unique and amazing! Sloan the Sloth is different from his friends, but he has self-love. Let's find out how!

## Read the book

Ask "how do you think Sloan feels?" while reading. Point out different traits Sloan and his friends have.

## After reading

- How did Sloan show himself self love? Was he upset that he had different likes than his peers? (Answer: he wasn't and preferred to focus on what he was good at and enjoyed).
- Did Sloan change who he was to feel accepted by his peers? (Answer: no, he was true to himself)

## Student Material

- Pencil
- Coloring pencils (optional)

## Activity Time

- Individual Activity: talk to students about how Sloan recognized something he sees as a weakness and embraces it. Then he realizes all the other amazing things he's a star at. Then ask each student to fill the "Just Like Sloan" sheet.
- Individual Activity: ask each student to think about five things they love about themselves and write them down inside the self-love jar
- Individual Activity (take home): challenge students to complete each of the activities on the "Challenging Month" - encourage parent participation (this could also be adapted to a classroom challenge!)

Think about something that makes you feel different - or even uncomfortable - and use Sloan's motto below to make it your own:

"I am _____.

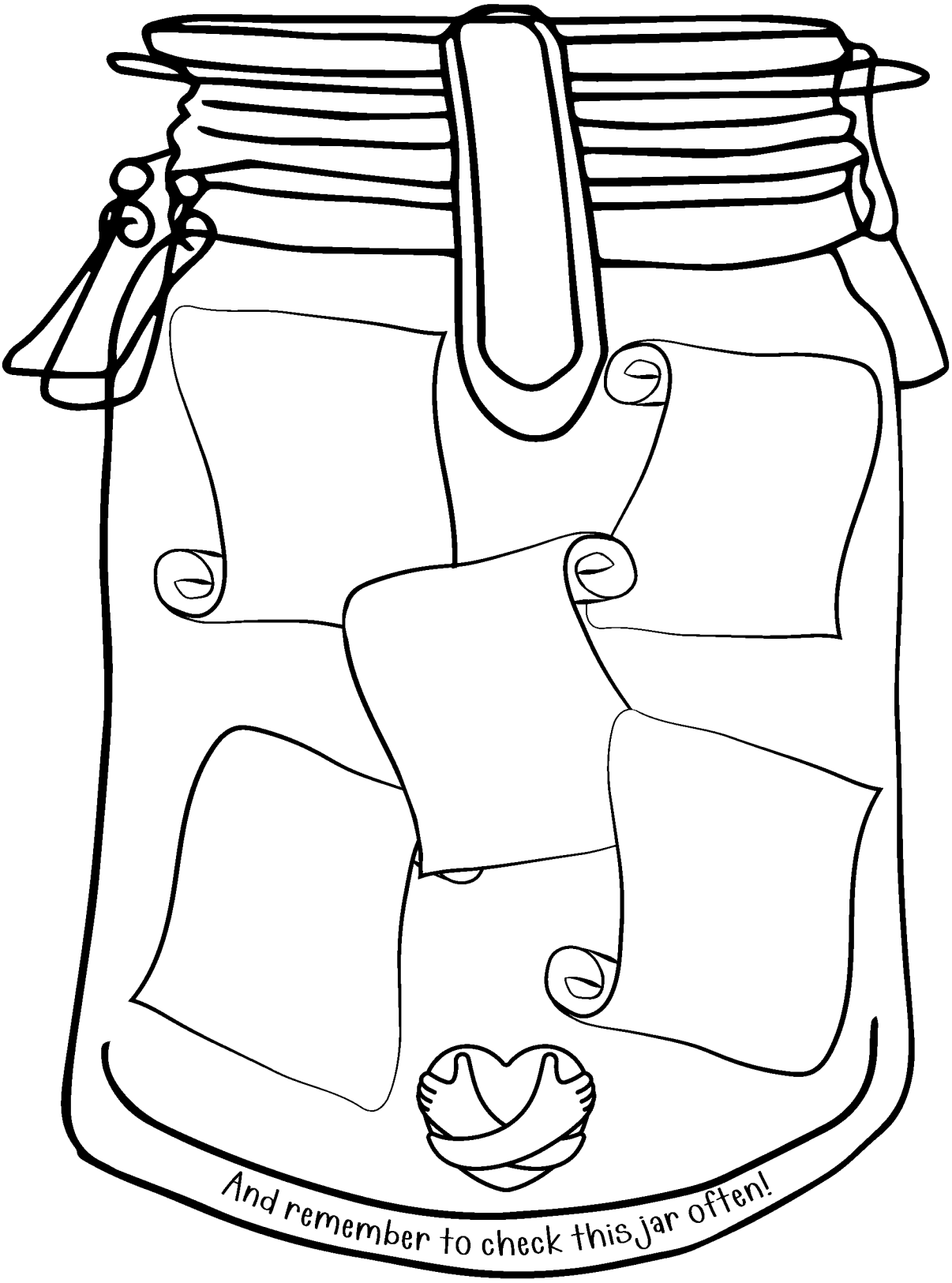
That's okay.
I'll learn to like myself this way.
I am grateful to be me.
I love myself. That is the key."

I'm a star at:

I make people happy when I:

Something I did really well this week was:

Fill the self-love jar with five things you love about being you:



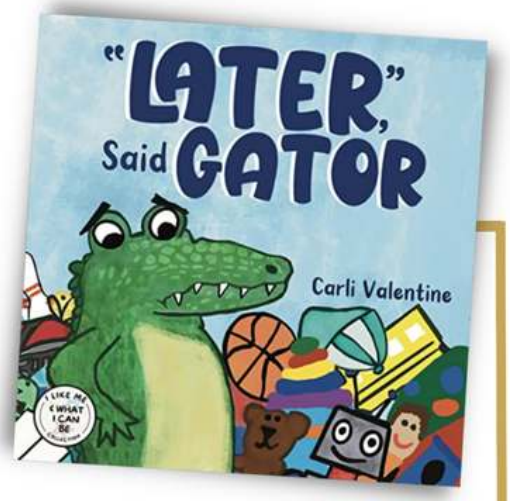
mybook.to/STSpb

# Challenging Month: SELF-LOVE

| | | | | |
|---|---|---|---|---|
| 1 Place the self-love jar next to your bed/mirror | 2 Start a gratitude journal | 3 Meditate for five minutes | 4 Donate a toy you don't use anymore | 5 Get sun for three minutes |
| 6 Draw a picture | 7 Give yourself a compliment | 8 Hug yourself | 9 Take five deep breaths | 10 Eat a healthy snack |
| 11 Draw your favorite parts of your face | 12 Listen to your favorite song | 13 Smile to yourself in the mirror | 14 Drink an extra glass of water | 15 Learn or try something new |
| 16 Write a poem about yourself | 17 Stretch for five minutes | 18 List three things you like on your body | 19 Write a thank you note to yourself | 20 Go to bed thirty minutes earlier |
| 21 Help someone | 22 Spend ten minutes outdoors | 23 Say "You're amazing" aloud in front of a mirror | 24 Dance to your favorite song | 25 Draw your favorite place |
| 26 Share your talent with someone | 27 Thank your body for something it does for you | 28 Exercise for ten minutes | | |
| 29 High five a friend | 30 Forgive yourself for a mistake you've made | 31 Write a love letter to yourself | | |

# "LATER," SAID GATOR

By Carli Valentine




mybook.to/LaterSaidGator

## Lesson Preparation

- Print a copy of "each worksheet" per student
- Get a large workbook for a visual and two worksheet pages

## Start by saying

- Is it easier to do a full 100 page workbook (show workbook) or a couple sheets at a time? (show two worksheets). Answer: a couple of sheets. Why is it easier to do a couple and not an entire workbook? (Answer: less overwhelming, taking breaks, learn more from working at something slowly than doing it all at once, do better work then rushing)
- Has your room ever gotten really messy? What about your desk? Do you like cleaning it?
- We are going to read a book about Milo, a gator that has many strengths and is working on prioritizing, which helps him stay organized. Prioritizing means deciding what is important and what to do first. You make a list (either written or in your head) and rate what should be done first and last to prioritize things. Milo had trouble prioritizing what was important, but he learned a lot of lessons!

## Read the book

Point out all the great strengths Milo has while reading (artistic, creative, etc). Ask how Chad felt being lost. Ask how Milo felt about Chad being buried.

## Student Material

- Pencil
- Coloring pencils (optional)

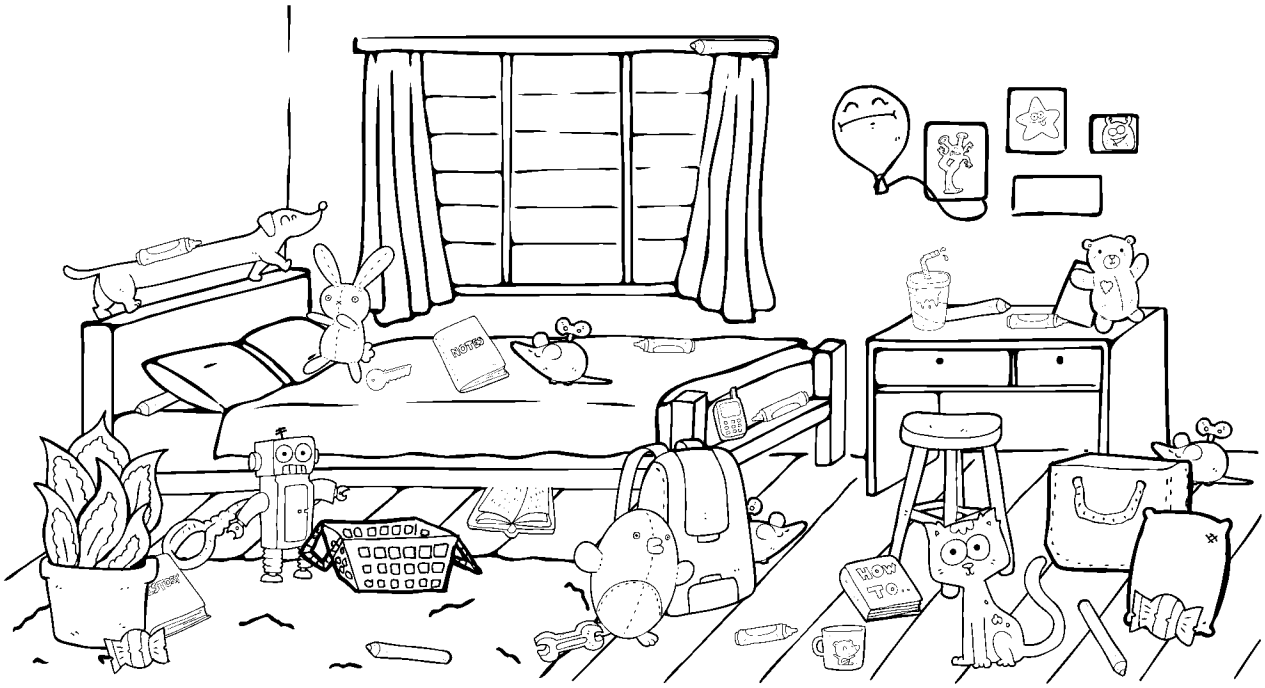
## After reading

Milo came up with a plan to keep his room clean. He will still struggle, but he is committed to try his very best. He can do a lot of things in his room that you can do in the classroom. One thing is to always try and put used items back where they belong. This will make it easier to find them later and keep your classroom and desk clean and organized!

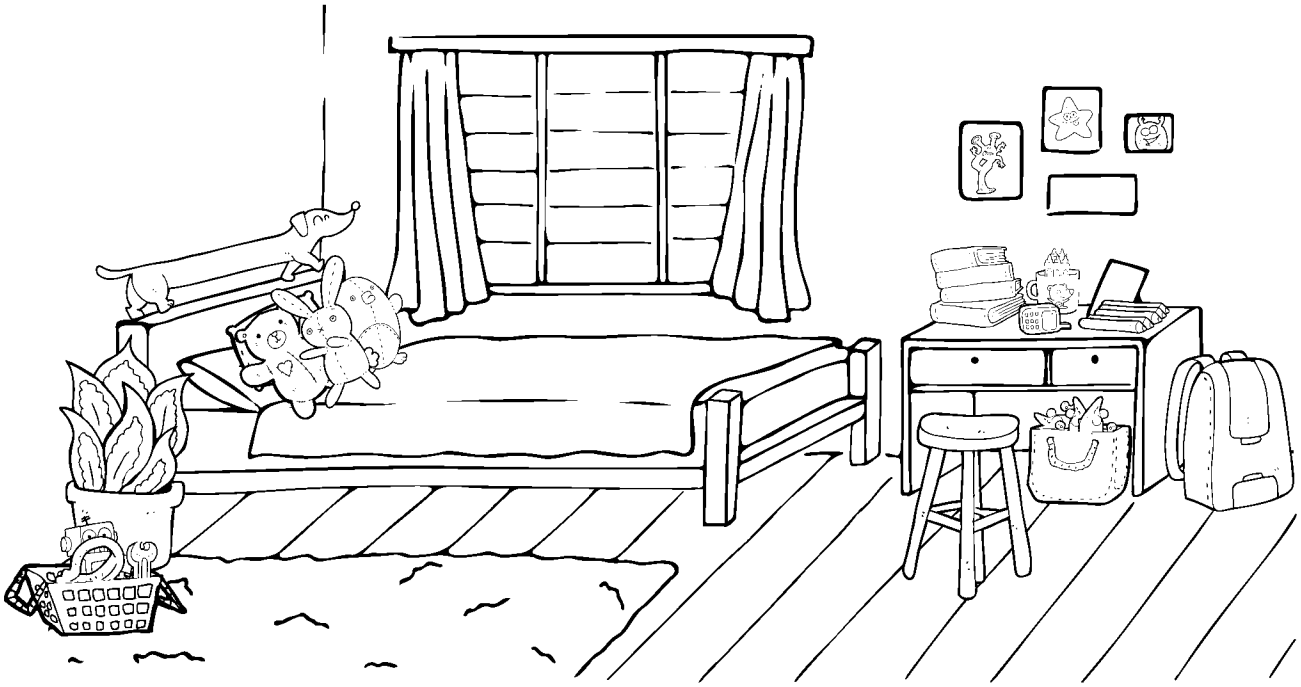
## Activity Time

- Individual Activity: find all items in the messy room, then in the organized room. Which one was easier? Why?
- Individual Activity: ask each student to draw all items on their worksheet desks. You can do a "classroom wall/mural" with everyone's art: find similarities and differences on each organization set created by them.
- Individual Activity: Help kids understand how to prioritize for a pretend sleepover. Discuss the importance of each activity. You may consider ranking activities from 1-7 as a classroom to show a further step in prioritization skills.

Find: 5 3 5 4

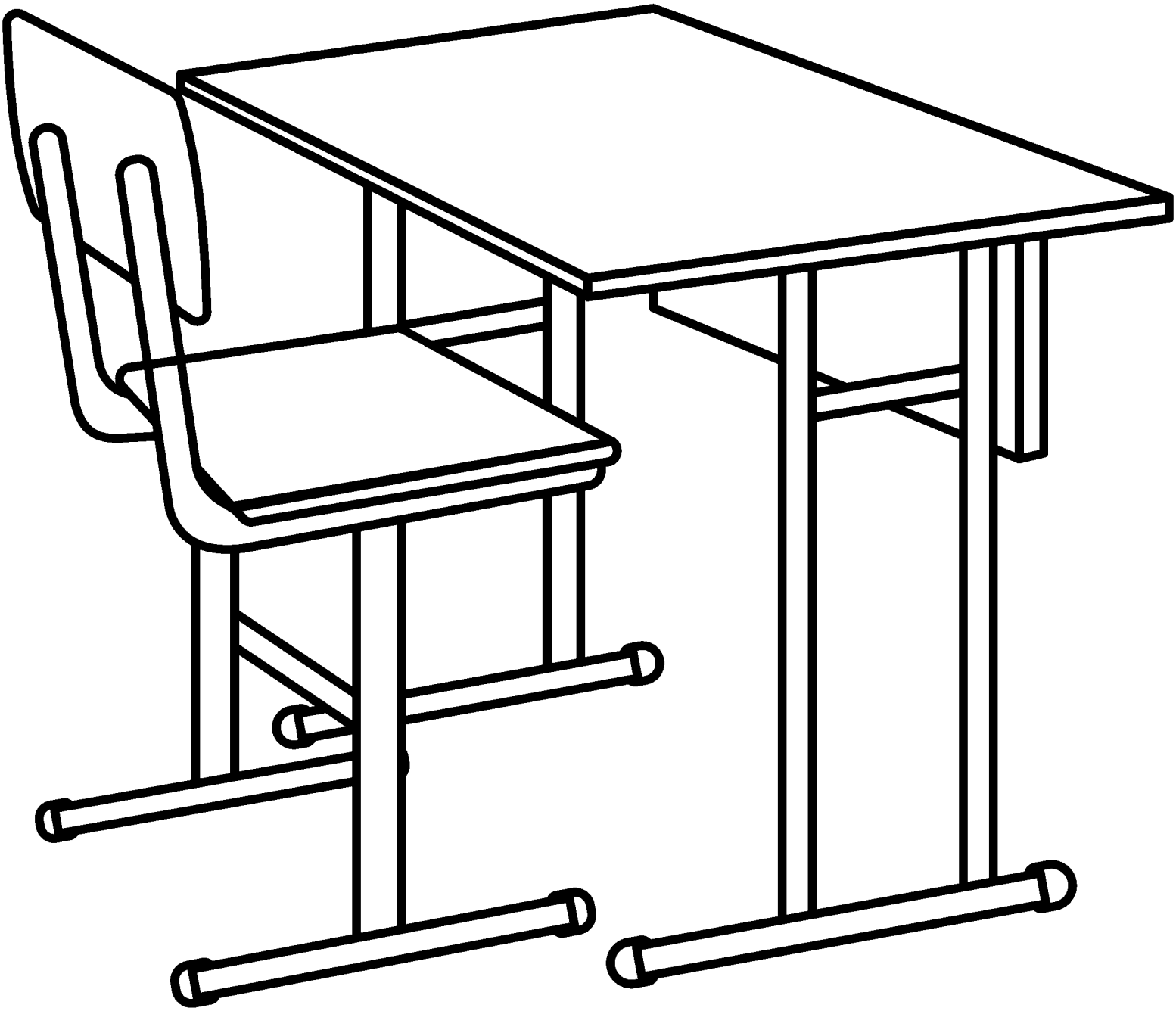



Now find the same items in the room below:



Was it easier to find the items on the first or second room? Why?

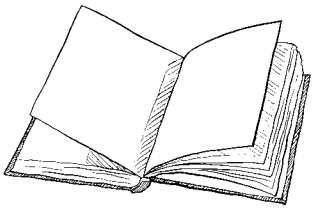
Can you draw an organized desk? Fill the desk below with: a calculator, crayons, markers, a ruler, a library book, pencils, and a folder.



Prioritizing helps us achieve success! If you had to go to a sleepover at you friend's house but you can only leave after finishing your homework, how would you prioritize the tasks below?

Finish your homework

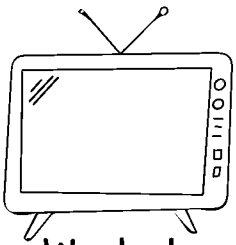
NEEDS TO BE DONE BEFORE YOU LEAVE



Read a book

Clean up your toys

IT CAN WAIT until you come back



Watch a movie

Play a puzzle

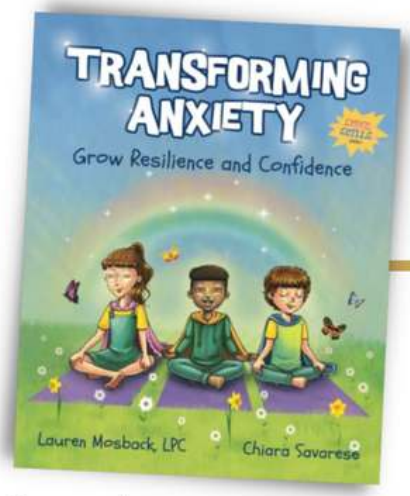
Put your shoes on

Pack for Sleepover

# TRANSFORMING ANXIETY: GROW RESILIENCE AND CONFIDENCE

By Lauren Mosback

Note to instructor: Anxiety is a medical condition and only medical professionals should treat it. This lesson focuses on frustration and working towards a goal. Consult with a medical professional for diagnosing and treatment. Tip: When using this book with younger kids, read it in smaller chunks and focus on a few skills at a time.




mybook.to/superskills

## Lesson Preparation

- Print a copy of each worksheet per student
- Print a copy of the "Game" board per small group (2-3 students)

## Start by saying

- Name a place far away! (then continue:) Those are really far away places. If you got in a car and drove all the way there without any toys or items, would it feel like a long trip? What do you do on long trips? Does it make the trip shorter?
- Games, devices, and books used on trips are tools. Big goals can make us feel scared or even frustrated: can we achieve them? Sometimes we can get stuck! The good news is we also have many tools to help us set goals. When one tool doesn't work, we can try another one! This is the same for long car trips. Sometimes reading a book on a road trip gets hard or boring, and we need to find a new tool to pass the time.

## Read the book

Point out the different coping tools throughout the book.

## Student Material

- Toothpicks and glue
- Pencil
- Coloring pencils (optional)

## After reading

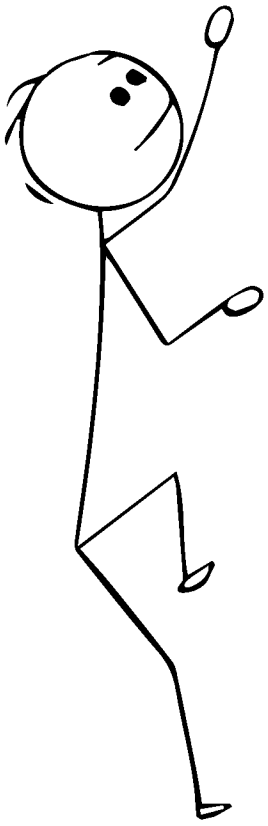
What tools stood out for you? We can identify our feelings, use dragon breaths to calm down, the bravery ladder to achieve our goals, and counting to help us when we feel stuck.

## Activity Time

- Individual Activity: make your own Bravery Ladder! Ask students partner up. (each with their sheet). While gluing toothpicks, ask them to share what they are planning for each step number.
- Individual Activity: trace and count down from five as they breathe slowly.
- Individual Activity: students should think about all the ways they can help themselves reach their goals, then go over the worksheet and ask them to color/circle things that would help them and debate answers.
- Additional activity (full classroom): make a classroom ladder together to climb throughout the school year (get 10 compliments from other school staff, having no garbage when doing a "mess check", etc.)

# bravery ladder: FOCUSING ON GOALS

DRAW OR WRITE YOUR GOAL HERE:



STEP 5

STEP 4

STEP 3

STEP 2

STEP 1

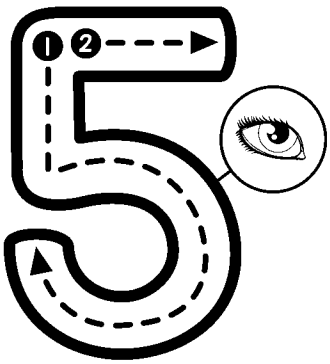
leave hard for last

Breaking down tasks leads you to your big goal.

Start easy!

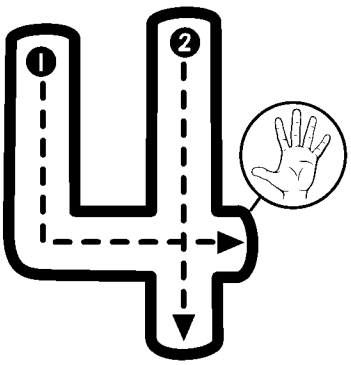
Trace each number and slowly breathe while you do. Once you have gotten to the number 1 notice what is going on around you.

Name



things you see

Name



things you feel

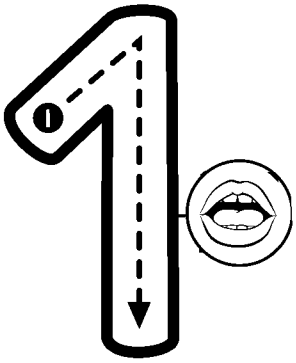
Name

things you hear

Name

things you smell

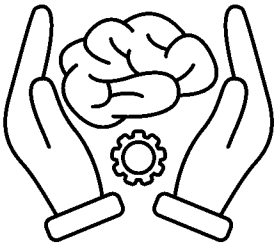
Name



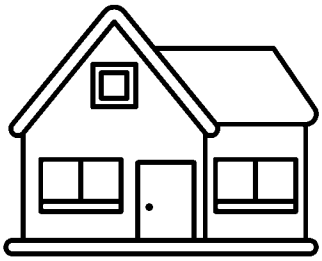
thing you taste
(or positive self-statement)

"Counting backward from five is for calming the mind - coming back to the moment, which helps us unwind"

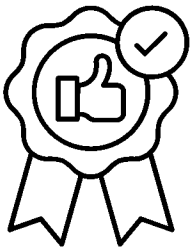
Highlight all the ways that can help you reach your goals:



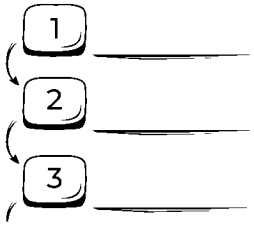
Train my brain to focus



Not work on goals when I'm home



Practice often



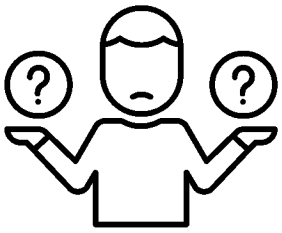

Prioritize things I need to do

Celebrate small achievements

Not break down my big goal into small steps

Share your goals with supportive friends

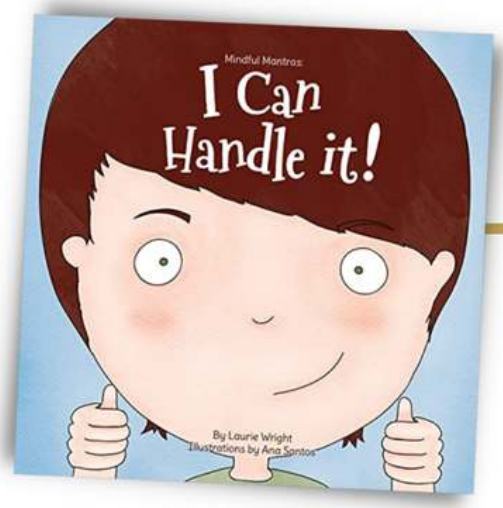
Give up when it gets too hard



Doubt myself

# I CAN HANDLE IT

By Laurie Wright




mybook.to/handleit

## Lesson Preparation

- Print a copy of each worksheet in this lesson per student

## Start by saying

- Have you ever had a problem that felt really hard to handle? Please share if you feel comfortable.
- What have you tried when you're trying to solve a problem?

It can be hard to manage our emotions when something isn't going our way, like losing a game or having trouble with homework. But we can use the voice inside our head to say something positive to reframe our thinking and help us deal with a problem (positive self-talk). Redirecting our thoughts to be more positive and productive is essential because the more we think about positives, the more pathways are formed in our brain: we are constantly rewiring! For example, if you are having trouble reading a word, you can say, "I can keep trying, and I'll get better." Today we will read about one way to solve problems: by using positive thinking.

## Read the book

Point out different ways the kid is problem solving. Note different positive self talk examples for each page and have the kids come up with ideas too!

## After reading

- Wow! That was a lot of amazing ways to problem solve. Which ones stood out to you? What do you think you could do? Could you use positive self-talk during these situations to help you problem solve? (Yes you can!)

## Student Material

- Pencil
- Coloring pencils

## Activity Time

- Individual Activity: read each situation on the left column and ask students to connect to their respective self talk positive statement on the right column.
- Individual Activity: color by numbers positive self talk phrase. After students finish, ask them to turn the paper over and think of other self talk phrases they could use when going through something hard.
- Additional individual activity: think about the last big problem you had - or are still going through. Then draw how you felt on a sheet of paper. After that, add a bubble thought with a helpful positive self-talk statement inside of it that would help you with this specific situation.

Connect the problem to the right statement below:

Sara bumped into me

I can't figure out how to spell "TRY"

Thomas is never going to play with me

My desk is so messy and it will never be clean!

If I take it slow and clean one thing at a time I know I can do it.

She didn't see me and feels bad she bumped into me

He probably doesn't know I want to play with him. I will invite him tomorrow.

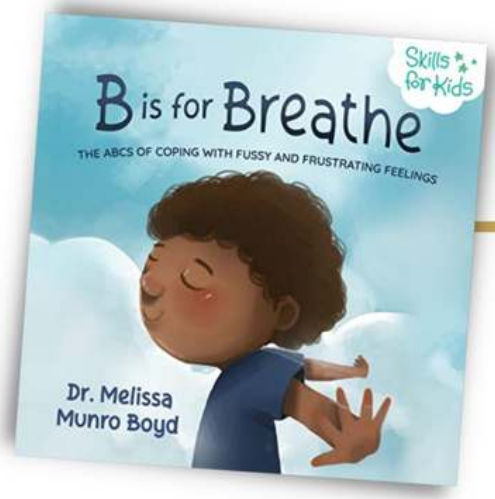
I bet my teacher can help me spell it. And if I practice, I'll be able to!

mybook.to/handleit

# color by numbers: POSITIVE SELF-TALK

# B IS FOR BREATHE

By Melissa Boyd




mybook.to/bbreathe

## Lesson Preparation

- Print a copy of "cool off" and "abc cards" to match the amount of students you have in class (each page accounts to 4-6 students).
- Print a copy of "vision board" per student

## Start by saying

- How does your body feel when you get nervous? (heart races, hands get sweaty, body shakes, eyes look down)
- What does it mean to focus? What does it look like? (listening to teacher, body calm, heart beats normal, eyes looking at teacher, ears are listening)
- How does your body feel when you have trouble focusing at school? (examples: wiggly, thinking about other things, heart beats faster)
- Our brains are very powerful and can make it hard for us to listen to our teacher. Did you know that have many different skills to help our brain focus, especially when we have fussy or frustrating emotions? Let's hear a story about 26 ways to help cope with big feelings! Pick your favorite letter/idea to share after we are done reading!

## Read the book

Point out different coping strategies for big feelings that are already implemented in the classroom/at school.

## After reading

Wow, that was a lot of great ideas on how to cope with big feelings. The ideas in the book are to inspire you to discuss your feelings and learn healthy coping skills. Now, we are going to practice and learn more about some of them.
Optional: Kids can pair up and share their favorite coping skill.

## Student Material

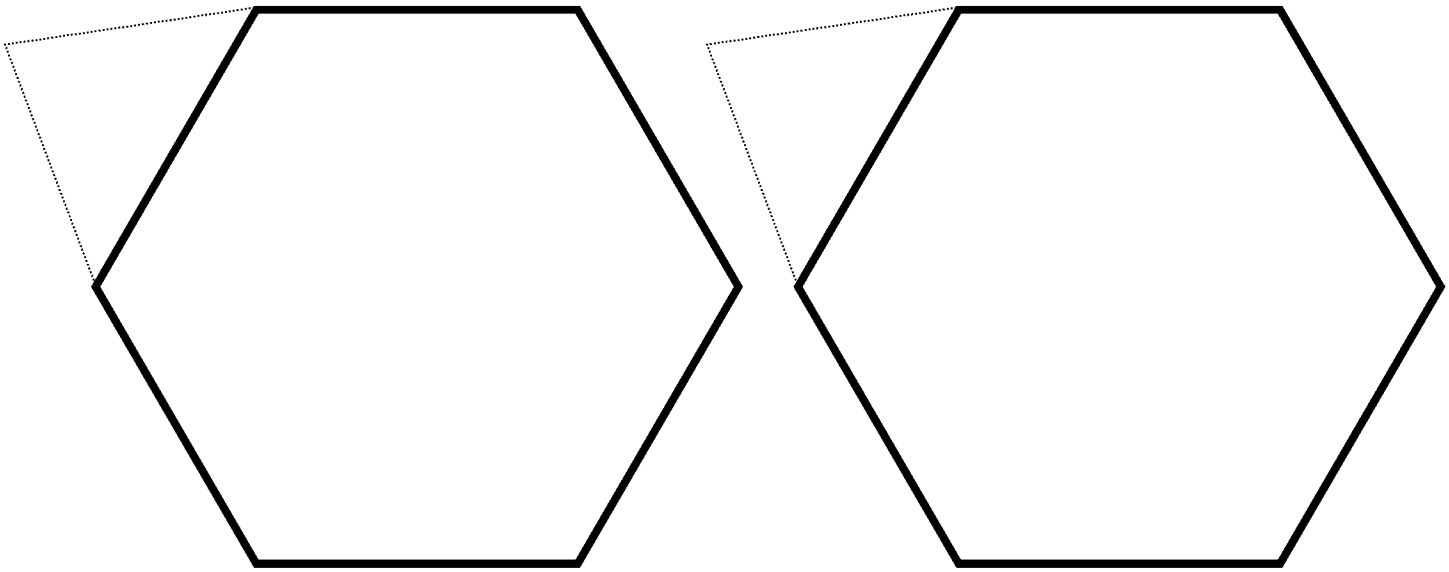
- Pencil
- Coloring pencils
- Magazines/scissors/ glue (optional)

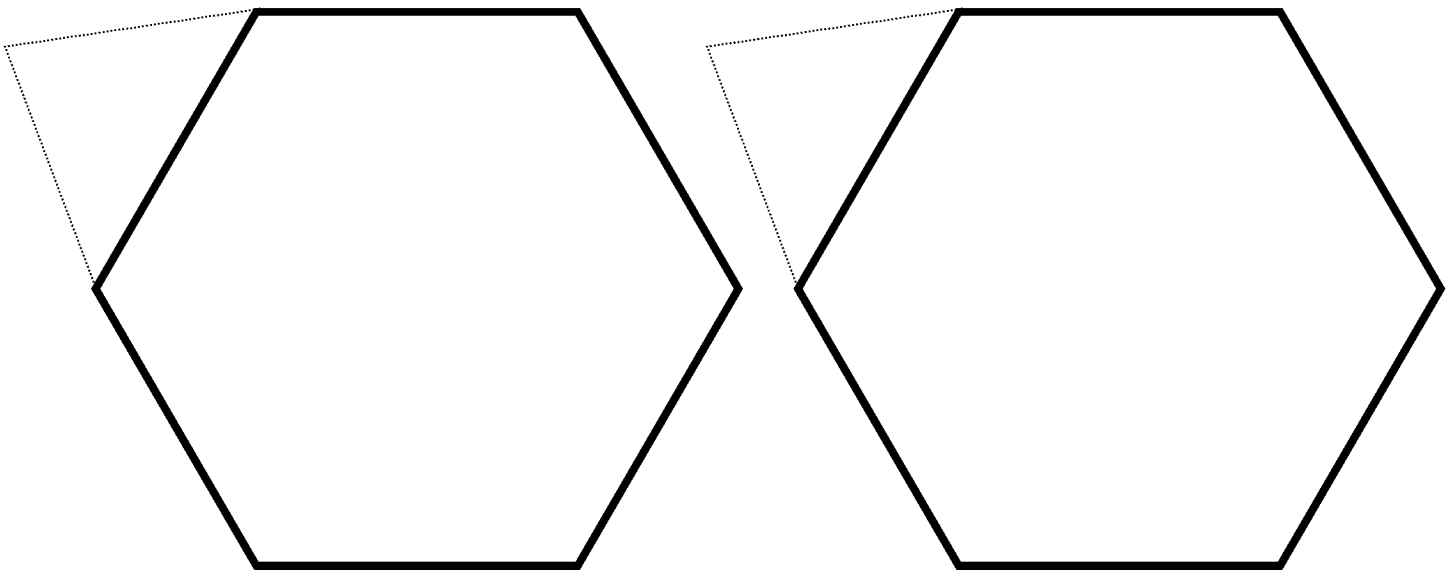
## Activity Time

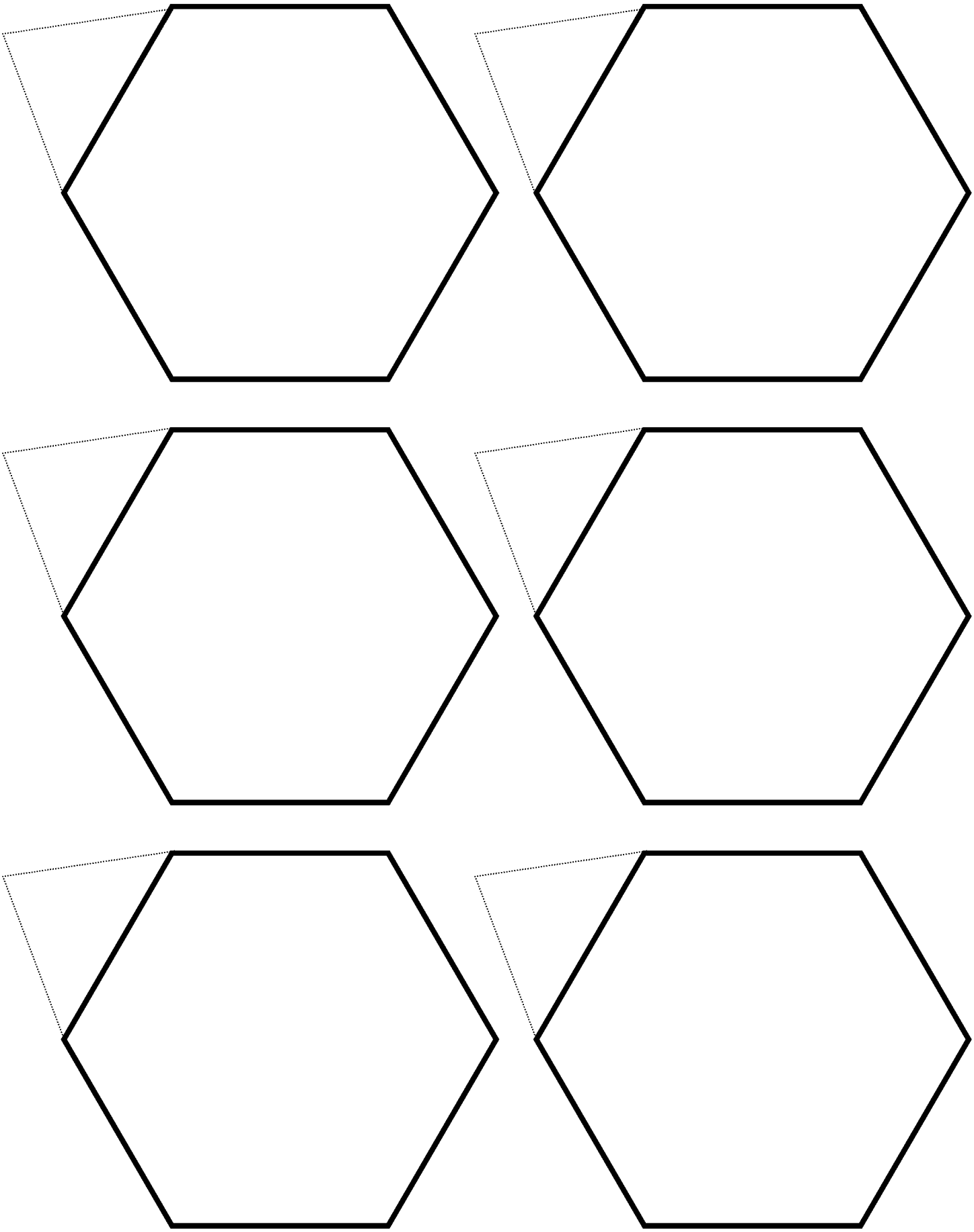
- Individual + full classroom: each student will receive a hexagon or more to write/draw a way to help them relax when they get frustrated. Then you will choose a "coping wall/area" and either make flowers or a honeycomb with all answers. Print pages according to the amount of students you have.
- Individual Activity: V is for create a Vision Board. Have students cut out magazine pictures/draw pictures, and create a board. Students may need help coming up with ideas.
- Individual Activity: hand a letter card to each student and ask them to draw themselves inside and keep it on a place they can see it often (planner, desk, bed, etc.)

# I CAN COOL OFF BY...

Example







V is for a Vision Board: cut out magazine images or (draw) to create a board with things what bring you joy or what you would like to accomplish this year

A is for Art

B is for Breathe

C is for Counting to 10

D is for Dance

E is for Eat a healthy snack

F is for Fun with a friend

G is for Glitter jar

H is for Hug a trusted person

I is for Imagery

J is for tell Jokes

K is for Kick a ball

L is for Listen to music

M is for Muscle relaxation

N is for Nature walk

O is for Organize

P is for Pray

Q is for Quiet time

R is for Read

S is for Self-Statements

T is for Talk to someone

U is for Unplug

V is for Vision Board

W is for Write

X is for Xylophone

Y is for Yoga

Z is for Zzz (sleep)

# THE FISH WHO WANTED TO DANCE WITH THE STARS

By Barbara Pinke

## Lesson Preparation

- Print a copy of the "Game" board per small group (2-3 students)

mybook.to/fishstars

## Start by saying

- Who do you have in your life to help you achieve your dreams?
- What traits do they have that can help you achieving them?
- We are going to discuss our support systems, meaning all the people that help and believe on us.
- Support systems can be friends, teachers, family, coaches, leaders in a group - anyone that helps us when we need it. We are going to hear a story about a fish, named Pesho, that has a big dream. Look for all of Pesho's support systems as you listen to the story.

## Read the book

Point out all the people that helped Pesho along the way.

## Student Material

- Coloring/decoration
- Dice per group

## After reading

- Did Pesho achieve his dream? How?
- How would you describe the friends that helped him?
- What encouraging (helpful) words did Pesho's support system say?
- What goals do you have?

## Activity Time

- Small Group Activity (2-3 students): prepare and follow the game instructions on the page below. Ask students if they can find the supportive peer in the game base (answer: Seya). Then ask how unsupportive people can affect our goals like the other students/friends. Note: if you print the game in black and white, make shapes or ask students to add their names on the other side of each fish avatar do differentiate them better.

## GAME PREPARATION

(2-3 players per printable game)

- Print the game base (next page)
- Use your own markers OR print and cut the fish below to use as markers
- Grab a dice
- Get kids in groups of 2-3 and let them play the game.
- Kids may color the game page together if desired so.

## OBJECTIVE

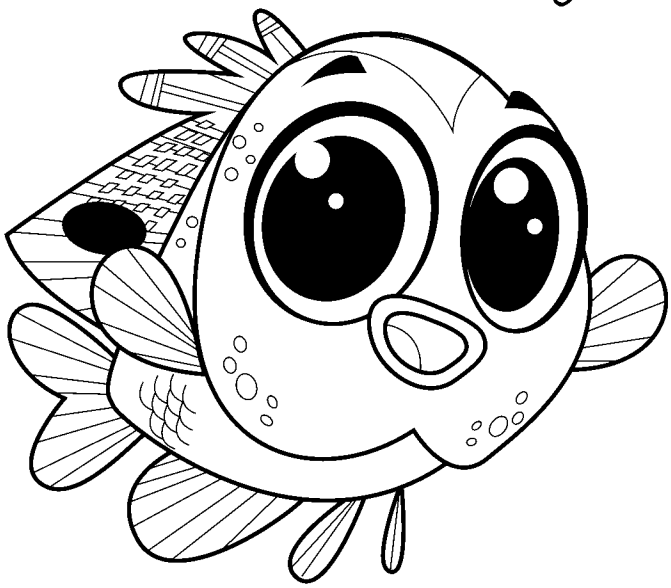
Help kids understand the weight of supportive behavior vs. discouraging words. Talk about the value of self-confidence and resilience.

## HOW TO PLAY

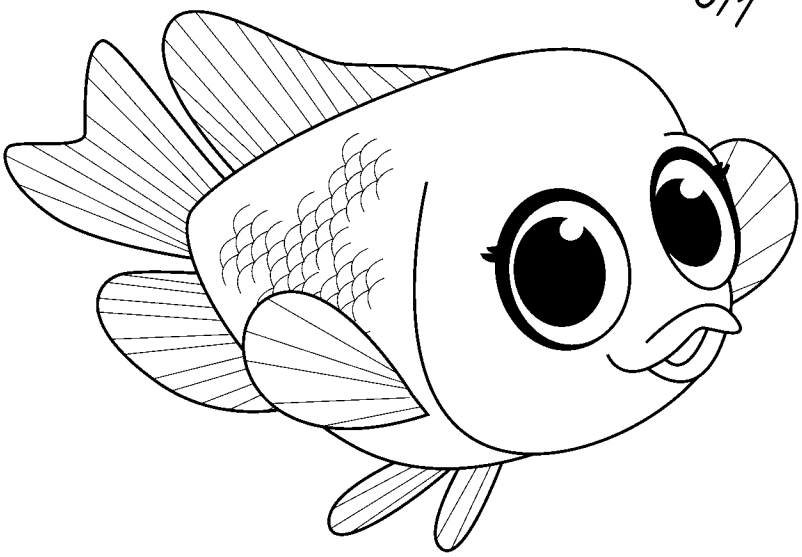
- Each child places a marker on the bottom right of the page.
- The youngest one starts by rolling the dice and walking the number of bubbles they rolled then it's next player's turn.
- Landing on 3, 10, or 13 means they have to go back one bubble.
- Landing on 6 means they advance two bubbles (encouraging is worth more than being unsupportive).
- Win by reaching the stars.

START
1
2
A fish dancing with the stars? Haha!
3
4
5
12
13
There is nothing there anyways!
14
15
FINISH
11
YOU CAN DO IT!
6
7
8
9
You will never get there!
10
FOLLOW YOUR DREAMS

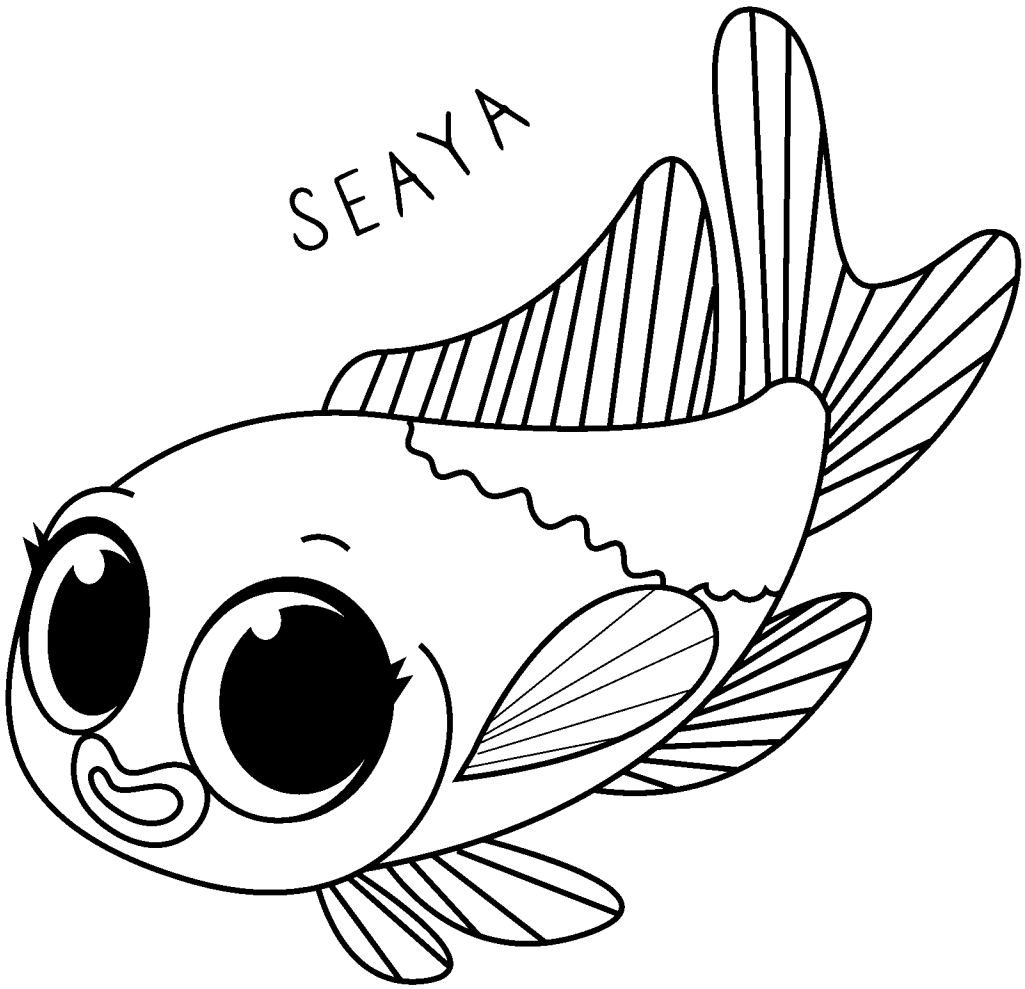
PESHO



PESHO'S MOM

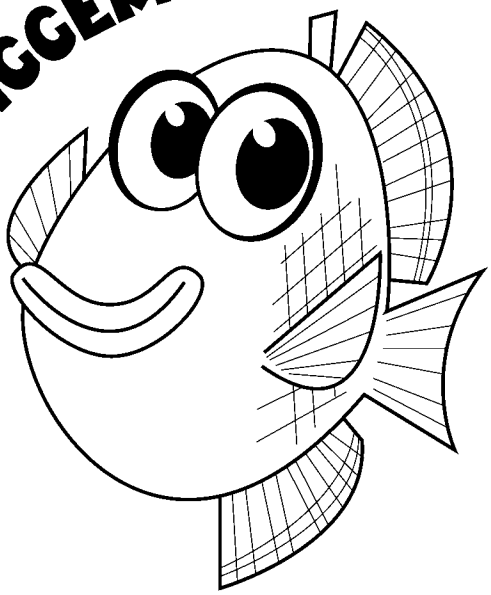


# LONGFIN DAMSELFISH

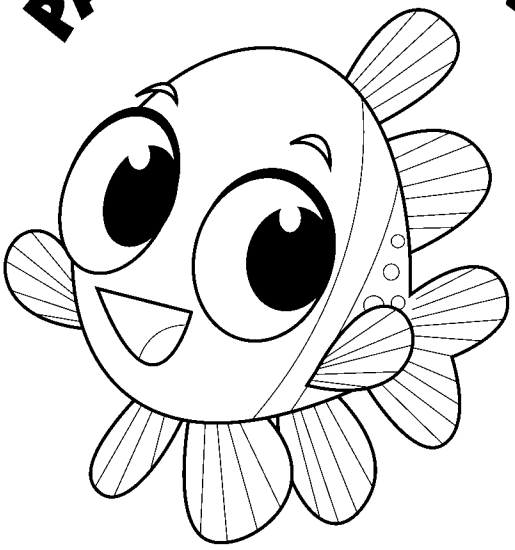



# PAINTED GOLDIE

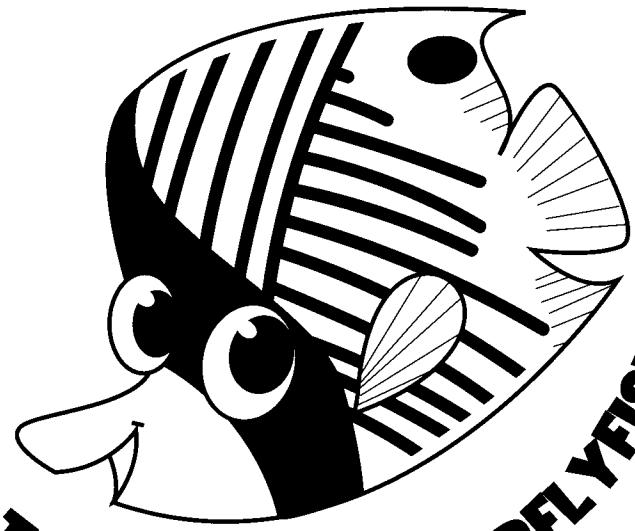
TRIGGERFISH



PAJAMA CARDINALFISH

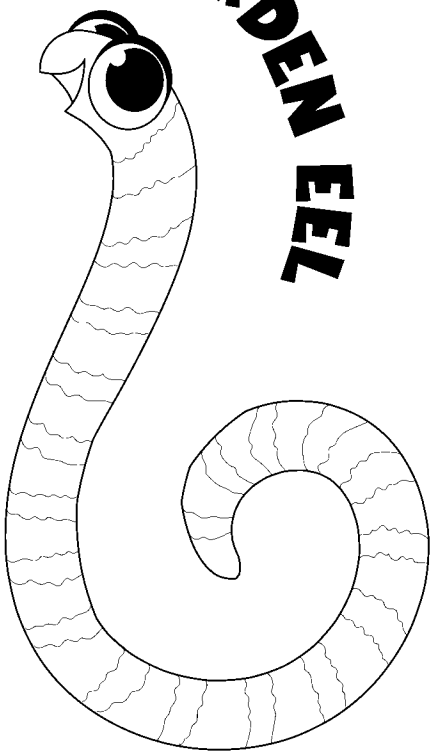


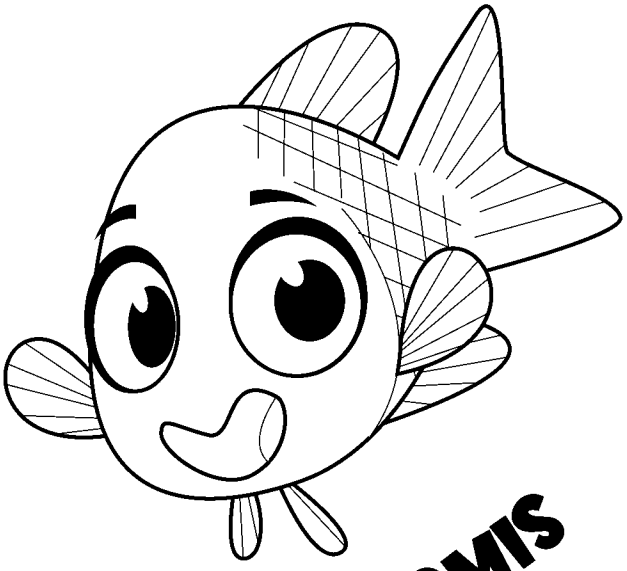
SEAHORSE



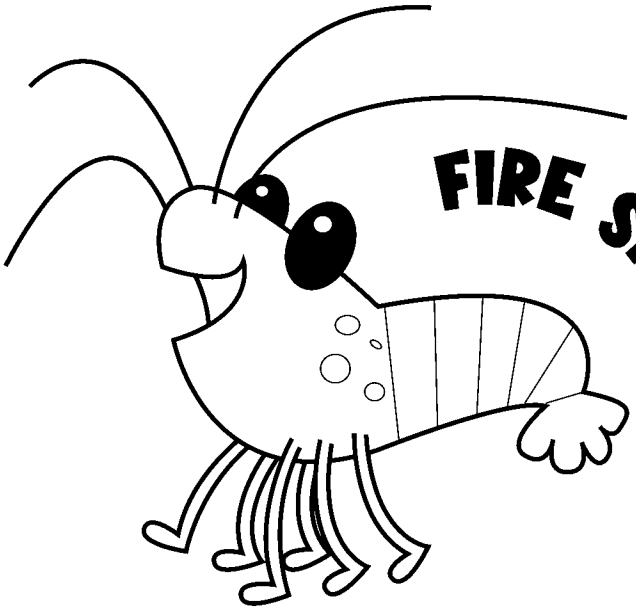
THREADFIN BUTTERFLYFISH

GARDEN EEL





BLUE CHROMIS



FIRE SHRIMP

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