**Grades 5 – 6 Sample Teacher Prompts**

**Day 1**

**Focus: Grateful for the things that make me feel comfortable.**

*“Good morning! It is the first day of the Gratitude Campaign!*

*The Gratitude Campaign is a 10 day program that will help us make sure all of our needs are being met and learn ways to show our appreciation to the people around us.”*

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| Page 18 | **Direct students to the bottom of the page for the Daily “How are you feeling?” Check-In**:  *“Let’s take a minute to think about how we are feeling today. Check the emoji that is the closest to how you are feeling today.”*  Some students will be ready to learn, but others might need to check the Charging Station Toolbox in the back of the book.  *“We are going to be learning about how we meet our needs so we feel comfortable.*  *Write or illustrate pictures of the things that make you feel comfortable in the space on this page. Food, water, warm socks.*  *Write why you are grateful for them on the next page.”*   * Discuss what students consider wants/needs. * Who helps us to meet these needs? |
| Page 19 | **(Virtual) Gratitude Wall Introduction**  *“Today, on our Gratitude Wall, you can be grateful for something that brings you comfort. Things like, healthy food, clothes, water, exercise, a good night sleep, the air we breathe, sunshine, and hugs are all things that we can be grateful for. There are people in our lives who make sure we have these things we need. People who help us get what we need, bring us a feeling of peacefulness and we can be grateful for them.”*  Students can use one of the ideas they wrote on page 20 for the (Virtual) Gratitude Wall or think of a different one. |
| Page 20 | **Get Comfortable: Check off the things you did today!**  Read the choices with the students. Ask students if they accomplished any of these tasks already. Have students pick one and set a goal for the day. Students can even be challenged to complete as many as they can. Students can choose tasks that recharged their battery and incorporate them into their daily routine. |
| Page 21 | **Students have the opportunity to reflect on their experiences. What were the healthy choices they made? How did these choices make you feel?** |

**Day 2**

**Focus: Grateful for the things that keep me safe.**

“*Good morning! Today is the second day of the Gratitude Campaign!*”

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| Page 22 | **Direct students to the bottom of the page for the Daily “How are you feeling?” Check-In**:  *“Let’s take a minute to think about how we are feeling today. Check the emoji that is the closest to how you are feeling today.”*  Some students will be ready to learn, but others might need to check the Charging Station Toolbox in the back of the book.  *“Let’s take some time today to think about the things that help us feel safe. When we feel safe and protected, we feel calm inside. There are people in our lives who make us feel safe and help us get the things we need.*  *Safety includes having a home, money, medical support, car, loving guidance to keep them safe, ability to say no and protect yourself from unsafe people.*  *Think about how the things on this page make you feel safe.”*  Have a conversation with the class about what makes them feel safe. |
| Page 23 | **(Virtual) Gratitude Wall**  *“Today you might want to write about someone who keeps you safe. Right now, let’s take a few minutes to think about your gratitude and add it to the Gratitude Wall.”*  Students can use one of the ideas they wrote on page 23 for the (Virtual) Gratitude Wall or think of a different one. |
| Page 24 | Discuss the table with students.  *“Everyday, in our lives, we make choices. This chart will help you decide if the choices are safe or dangerous. If we make choices that have a safe outcome, we will feel safe. If we make choices that are dangerous, we will feel anxious or scared.”* |
| Page 25 | *‘If you decide that an activity is dangerous and would lead you to feel unsafe, you might need to tell a friend, “no.” It might be difficult to tell a friend no because you don’t want to hurt their feelings. If there is something that makes you feel uncomfortable or unsafe, stand up for yourself and say “no.” Here are some ways you can tell a person, “no.”’* |
| Pages 26-27 | Use page 26 to brainstorm ways students stay safe in their different environments.  *“If you are not feeling safe, sometimes it helps to have a plan. If you are not feeling safe in the car, what are things you can do to feel secure. Wear your seatbelt, stay in your seat and don’t distract the driver. If you start to feel worried in the car, you can remind yourself you are following the safety plan. Doing these things will keep you safe, and this will help you feel calm.”*  *Think of a way you might not feel safe at home, how can you solve that problem. Let’s make a plan right now.”* (examples could include: locking the door to your house, making sure you have a working smoke detector)  *“In school, think of a way you might not feel safe. What is the plan for feeling safe at school.”* (examples: fire drills, lockdown drills)  Use the ideas from page 26 to Write out your safety plan on page 27.  *“Remember, it doesn’t matter what others are thinking, as long as you plan makes you feel and keeps you safe.”* |