

My Values and Me

Workbook



Meet the Sparks!™

Growing whole humans, one conversation at a time.



Chow
HAPPINESS



Izzy
SADNESS



Pepper
ANGER



Fizz
LOVE



Koko
PEACE



BoA
FEAR

Purpose Prep, a trusted name in the field of Social Emotional Learning (SEL), brings you this supplemental resource to further develop children's abilities to recognize, regulate, and reflect on their emotions.

These activities are relevant, fun, and engaging. They are focused on helping children become more self-aware and able to understand how their feelings correlate with their actions, well-being, and relationships.

By following our online program, this workbook can be utilized as a supplemental resource to our curriculum. It can also be used as a learning tool independent of the online program. To find more information about SEL growth and other tools offered and developed by Purpose Prep, visit www.purposeprep.com.

This workbook is dedicated to all the teachers and parents who help children fulfill their purpose in life, and to all the learners who grow with each social-emotional activity.



Name: _____

Directions: Read and sort the clues that show if someone has a positive or negative attitude.

Positive Attitude	Negative Attitude
<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • • 

Rolling your eyes	Offering to help	Saying "Please"	Frowning and glaring
Saying "Thank you!"	Giving a smile	Using a sassy voice	Giving a thumbs up to a friend
Complaining	Not listening to a friend	High-fiving	Blaming others for your actions



Name: _____

Directions: First, cut out all of the flashcards below. Then, find a partner to play the game. Hold each card up on your forehead and have your partner read the card aloud. If the action shows being a good friend, have your partner give a thumbs up. If the action shows being a bad friend, have your partner give a thumbs down. Take turns being the reader and the responder.

SHARING

EXCLUDING

FORGIVING

**SAYING
YOU'RE
SORRY**

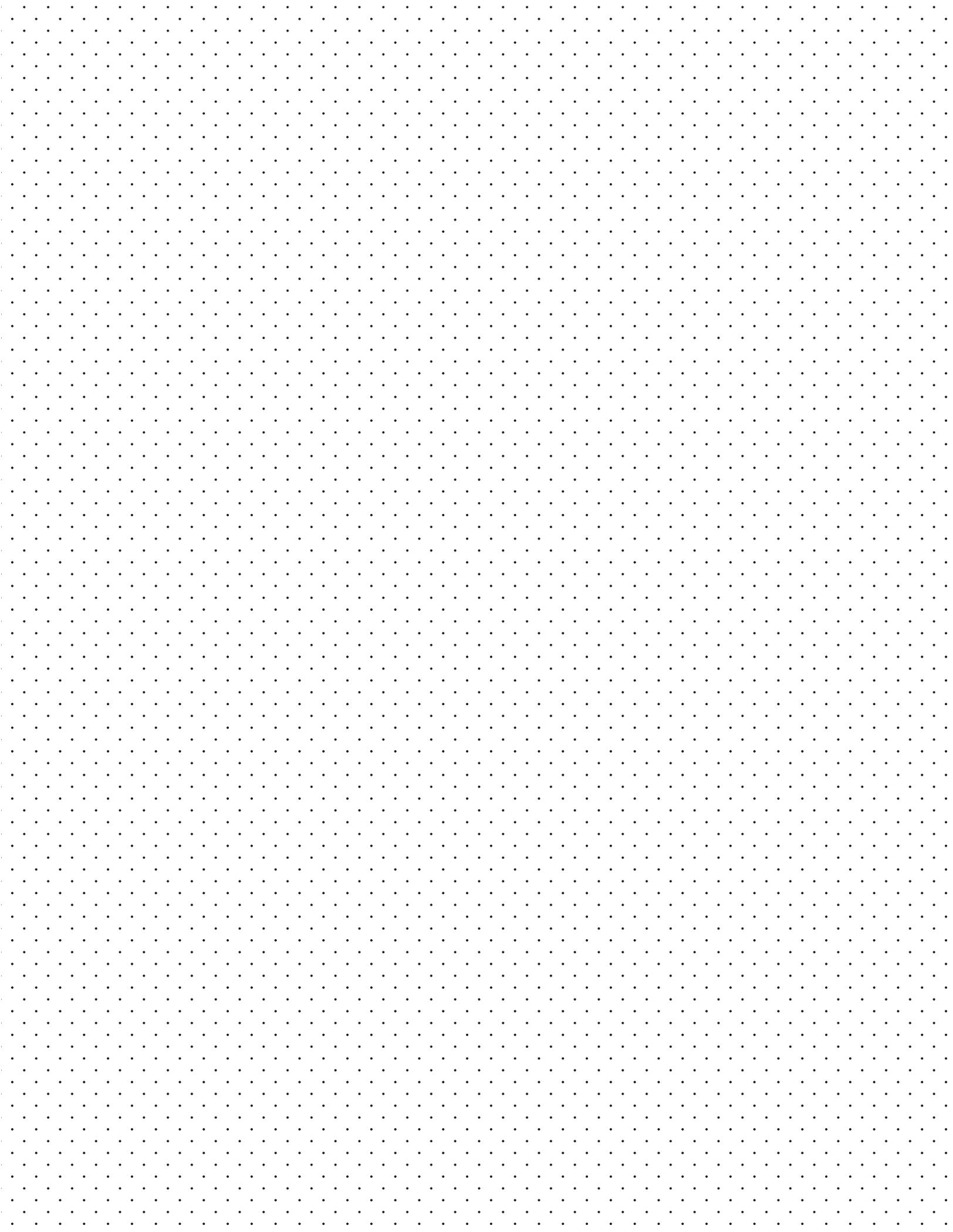
**INCLUDING
EVERYONE**

TATTLING

LYING

**TAKING THINGS
FROM OTHERS
WITHOUT ASKING**

**HELPING
OUT**





Name: _____

Directions: Draw a picture of the people in your support system you could talk to about your fears.

My Teacher

My Family Member

My Friend

Your Choice



Name: _____

Directions: Read each of the social situations. Then, decide if it will make the people around you happy. If it does, circle "Stick with it!" If it doesn't, circle "Fix it!"

Your class is working quietly, and you start humming a song you like.

Stick with it!

Fix it!

You scoot over so there is room at the lunch table.

Stick with it!

Fix it!

You let your friend go on the swings first at recess.

Stick with it!

Fix it!

Someone is in line to talk to the teacher, so you go right up to her and ask your question.

Stick with it!

Fix it!

You raise your hand during a class discussion.

Stick with it!

Fix it!

Lots of people are hanging up their coats, so you push your way through the group.

Stick with it!

Fix it!

You let your two friends cut in the lunch line, and people behind you are mad.

Stick with it!

Fix it!



Emotions and Relationships: Feeling Sad



Name: _____

Directions: With the help of an adult, write a short story about a character who is feeling sad and uses their strategies to find happiness. Be sure to give your story a title.

Handwriting practice area with a purple border and a blue handle at the top. The area contains 12 sets of horizontal lines for writing, each consisting of a solid top line, a dotted middle line, and a solid bottom line.



Name: _____

Directions: Our values impact all areas of our life. A chain reaction occurs when our actions are guided by our values. Complete the sentences below with your own experiences.

I am generous when I...

I show my loyalty when I...

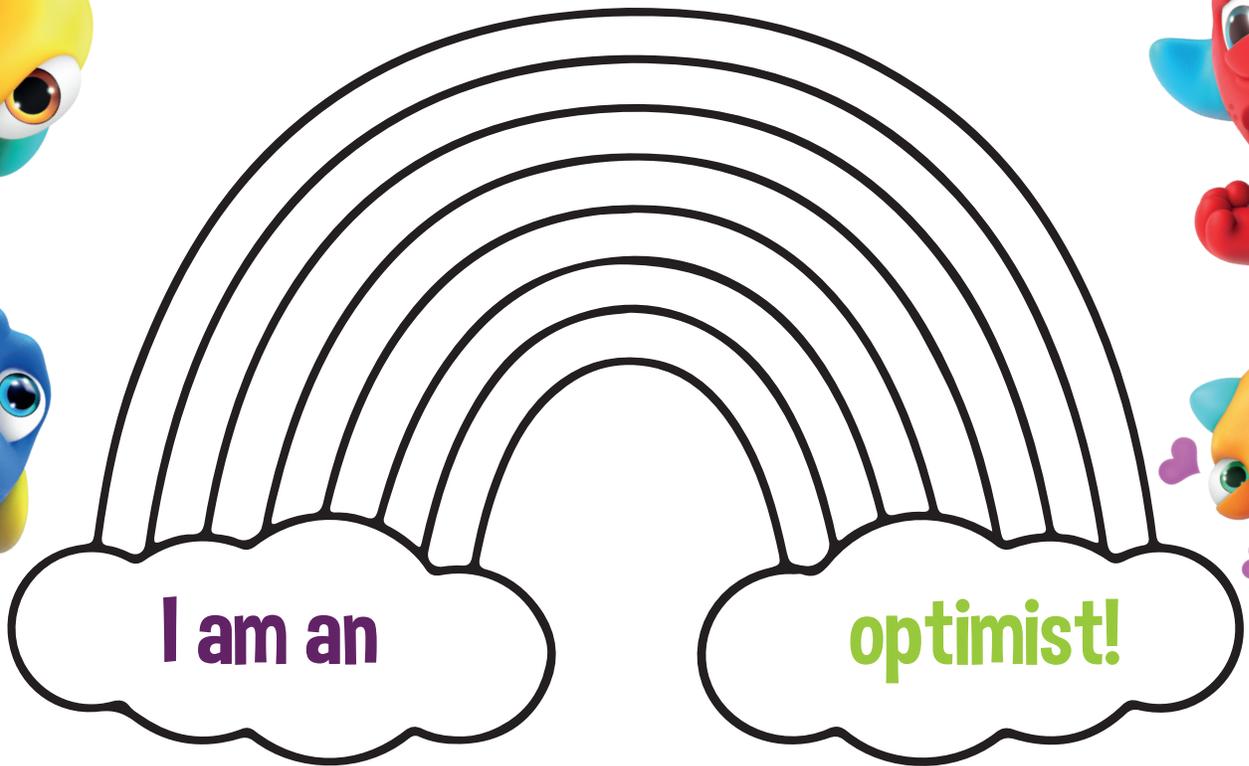
I show that I'm dependable when I...

I show my gratitude when I...



Name: _____

Directions: We can use our optimism to see the bright side of all situations. Color the rainbow. Then, fill in the sentences at the bottom of the page using the words in the word bank.



upset **good** **optimism** **happy** **frustrating**

When I look for the _____ in my daily life, it makes me feel _____. Sometimes things will be _____ or I will feel _____.
But when I use the power of _____, I will be happier.



Name: _____

Directions: Circle all of the situations that show responsible choices. Put an "X" over the ones that aren't responsible choices.

After dinner, you clear the table without being asked to do it by your family.

You leave your dirty clothes on the floor in your room.

You and your friend played a game at recess. When it's time to clean up, you make your friend do it all.

You see a big mess on the floor in the classroom and you pick it up during recess.

You tell your mom that you put your toys away, but you just threw them in a pile in the closet.

You help your little sister reach a book at the top of her bookshelf and some books fall down. You pick them up and put them back where they belong.



Name: _____

Directions: Practice saying "thank you" in the different languages below. Then, teach them to your family when you get home.

French
Merci!
(MEHR-see)



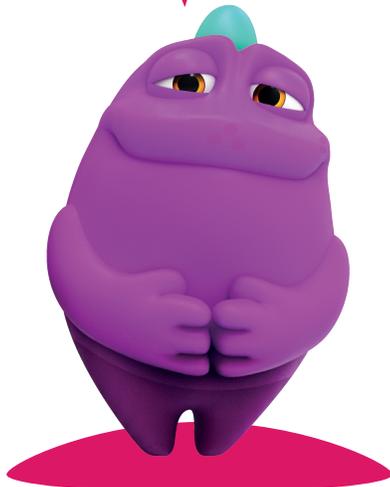
Japanese
Arigato!
(ah-ree-GAH-toh)



Spanish
¡Gracias!
(GRAH-syahs)



Chinese
Xie Xie!
(she-eh she-eh)



Arabic
Shukran!
(shoe-kran)



Italian
Grazie!
(GRAHTS-yeh)





Name: _____

Directions: For each situation, draw and write about how you can show empathy.

Your friend tried out for the school play, but didn't get the part he wanted.

After painting a picture, your little brother accidentally spills his water on his paper.

Your best friend gets glasses and is worried about what people will say.



Name: _____

Directions: Circle the way that would be best to say "no" in each situation.

You and your friends are playing at the beach. You are all having fun and building sandcastles.

Then, one of your friends starts throwing sand around and laughing, but you don't think it's funny or fun. How could you tell them "no" politely, but in a way that shows you really don't want that to happen again?

"Getting sand in my eyes isn't funny. It hurts. Please don't do that again."

"Ow, you're horrible. Stop it now!"

You and a friend are deciding what to play, and your friend says that they won't be your friend anymore unless you play soccer with them. You don't really love soccer and want to play something else. How could you tell them "no" to get your point across in a friendly way?

"Fine, we're not friends anymore!"

"I don't love soccer. Can we play something we can both agree on?"

You're at a family birthday party and your aunt walks in. You don't really feel like giving hugs right now, but she keeps asking for one. How can you say "no" politely but firmly?

"Ew, don't touch me. You're weird."

"Nice to see you, but I'm not really in the mood for a hug right now."

Your friend wants to write with your new pens and keeps taking them off of your desk. You keep telling them to stop, but they just laugh and act like it's funny. How can you say "no" so that they know you are serious?

"I'm serious. What you're doing is hurting my feelings and that's not what friends do!"

"Get away from me and my stuff right now."



Name: _____

Directions: Interview a classmate using the questions below to find out what makes them unique. Once you finish the interview, write how you are similar and how you are different.

Name of the person I'm interviewing: _____

1. What are two of your favorite things to eat?

2. What are two foods you don't like?

3. What are your favorite activities to do in your free time?

4. If you get frustrated while doing something, how do you like to work out the problem? Do you like figuring things out on your own, or do you prefer getting help?

5. What is something you enjoy learning at school?

6. What is something that is challenging for you at school?

Here are some of our similarities:

Here are a few of our differences:





Name: _____

Directions: Draw a safe and an unsafe version of the situation in the top box. Then, draw a wanted and an unwanted version in the bottom box.

Going on a field trip with your class to the zoo

Safe Touch

Unsafe Touch

Playing a board game with your friends at recess

Wanted Touch

Unwanted Touch

Healthy,
Safe, and
Sound

Healthy Growth:

Speaking Up and Reporting Unsafe Touches



Name: _____

Directions: Fill in the blanks under each sentence starter.

My trusted adults are...

My trusted adults make me feel...

I can talk to my trusted adults about...

Here is a picture of me with one of my trusted adults:



Name: _____

Directions: Transforming our behavior can be a big challenge. Think of four steps you can take to start transforming your behavior so that you and the people around you stay happy and healthy.

Step 1 -

Step 2 -

Step 3 -

Step 4 -

To find more information on
social-emotional growth and other tools
made by Purpose Prep, visit
www.purposeprep.com.

