

Interstellar Emotions

Journal 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.

Journal Page

Directions: After finishing the story, use the space below to reflect on your main takeaways from this lesson.



Lined writing area consisting of 20 horizontal lines for journaling.



Why Emotions Are Important: How to Make Good Decisions

CRASH!

All eyes in the room quickly turned around toward the direction of the craft station as crayons, paintbrushes, and other materials flew off the shelves in different directions. Boa shrieked at the startling noise, and shortly after, the class saw Pepper standing alone next to the scene.

“Pepper,” Boa said. “Are you okay? What happened?”

“The craft supplies got knocked off the station, can’t you see that? And, no, I’m not okay, I’m angry,” Pepper snapped.

Koko stood up after realizing Pepper caused the incident on purpose as a result of his anger. “What’s wrong, Pepper? What is making you so mad?” she asked.

“I wanted to be the goalie for the Intergalactic soccer game, and I called it first, so I should have been able to. Instead, Fizz got picked to be it, and I had to play defense.”

Finish the Story!



Journal Page

Directions: After finishing the story, use the space below to reflect on your main takeaways from this lesson.



A series of horizontal lines for writing, starting from the top of the page and extending down to the bottom, providing space for journaling.



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Personal Responsibility: Ways to Stay Safe

The Sparks were having a sleepover one weekend at Boa's house. Boa lived near a pond where she and the other Sparks loved to play. It was a private property, so Boa's parents trusted that they would be safe to go there alone.

Today, however, they spotted an unidentified object floating in the water. It didn't look like anything they had ever seen before, and it certainly didn't come from inside the pond, so they knew someone had left it there.

"Woah, what do you think it is?" one of the Sparks asked as the group hovered around.

"I don't know, but it looks sharp. I think I saw something similar to it on TV once," Boa said.

"Let's find out!" Pepper said as he leaned forward to grab it.

"Wait! I don't think that's a good idea. I think we should tell my mom first. We don't know what we might be getting ourselves into," Boa said.

"Don't be boring, Boa. What's the worst that could happen?" Pepper replied.

The group looked at each other in discomfort.

Finish the Story!



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Living from Purpose: Personal Responsibility

The Sparks were returning back to school from Winter Break and were getting settled back in. The teacher was particularly proud of the Sparks lately, as they were all very behaved and respectful before break. As a result, she decided to reward her students.

“Class, I was wondering if you’d like to have a class pet as a reward for your great behavior this year! Perhaps a goldfish or hamster?”

The Sparks all sat up straighter, full of energy and with excitement in their eyes. They began discussing what kind of pet they wanted to have.

“What if instead of one goldfish, we had a whole aquarium?” Chow suggested, hoping the teacher would budge on the idea.

“Hmm, that would be interesting,” the teacher thought aloud, “but it would require a lot of effort and maintenance. Would you all be willing to take on the responsibility?”

The Sparks all quickly agreed.

“Well, we’d need to come up with a Responsibility Plan first to make sure everyone has specific roles and nothing gets missed. Who would do what, and how often?” the teacher asked.

Finish the Story!

Lined writing area for finishing the story.



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social-emotional growth and other tools
made by Purpose Prep, visit
www.purposeprep.com.

