

# Safe and Healthy 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](http://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.

# Learning My Basic Emotions: Sadness and Happiness



Name: \_\_\_\_\_

Directions: We can feel different shades of the same emotion, depending on how strong our feelings are. Use the words in the word bank to fill in the different shades of happiness and sadness, placing the strongest emotions on the right side.

Miserable

Down

Bummed

Heartbroken

Upset

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Weaker

Stronger

Thrilled

Content

Joyful

Ecstatic

Excited

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Weaker

Stronger





Name: \_\_\_\_\_

Directions: Everyone has different things that can make them feel angry. Write three things that “push your buttons” in the **red** buttons on top. Then, write a strategy in each **green** button below it that could help you work through that feeling of anger.





Name: \_\_\_\_\_

Directions: There are so many ways to show your love to those around you. Write about and draw a way that you usually show love to others in the top boxes. Then, write about and draw a new way that you plan on showing love in the bottom boxes. Use the provided examples as inspiration if you need them.

## Ways to Show Love

Helping   Sharing   Celebrating Differences   Working Together   Laughing   Including



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# Learning My Basic Emotions: What Do I Do When I'm Afraid?



Name: \_\_\_\_\_

Directions: Having fears is normal and expected. It's what we do with them that makes a difference in how we live our lives. Fill in the text messages between Boa and Koko to help Boa work through his bad feelings.

**B** Ahhhhhh! I'm so worried about the Intergalactic football game later. I'm starting to think I'm not ready to play. What should I do?

**K**

**B**

**K**

**B**



Name: \_\_\_\_\_

Directions: Finding peace in our lives feels amazing. Color in the ways that you can bring more peace into your life. As you color, think about what each one looks like in your life.

P

Pause and be understanding  
of people around you.

E

Exhale and let go of  
negative emotions.

A

Apologize sincerely  
for your mistakes.

C

Care for all living  
things around you.

E

Exercise forgiveness  
to yourself and others.





# Personal Health Concepts: Be Responsible



**Name:** \_\_\_\_\_

Directions: Draw a picture of yourself in the center box. Then, fill in the list on each side with three ways that you are already responsible and three ways that you'd like to be more responsible in the future.

**How I'm  
Responsible Now**

**Me!**

**How I Want to Be  
Responsible in the Future**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

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3. \_\_\_\_\_

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1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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\_\_\_\_\_



Name: \_\_\_\_\_

Directions: In each of the boxes below, circle whether the action is an unsafe or an unwanted touch.

Someone keeps kicking you and pulling your hair when nobody is looking.

**UNSAFE**

**UNWANTED**

Your sibling wants to give you a hug, but you are not in the mood to be touched right now.

**UNSAFE**

**UNWANTED**

Your friend keeps poking you in the back during class to get your attention. You are trying to listen to the teacher and wish they would stop.

**UNSAFE**

**UNWANTED**

While walking home from the bus stop, someone you don't know well walks up and touches you unexpectedly.

**UNSAFE**

**UNWANTED**



Name: \_\_\_\_\_

Directions: Fill in the three components of the heart shape below using descriptive words for how personal boundaries look, sound, and feel.

## Personal boundaries...

Look like...

Feel like...

Sound  
like...





**Name:** \_\_\_\_\_

Directions: Read the scenarios in the boxes below and decide whether the Spark in the situation confidently said "No" or not. If the answer is no, write a small explanation about what should have been done differently.

Izzy is walking to the bus stop before school one morning when a car approaches him. He doesn't recognize the person inside, but they tell him that they are a parent of one of Izzy's classmates and try to convince him to get in the car for a ride. Izzy doesn't see his friend inside the car and gets a weird feeling in his stomach. Even though it's cold out, Izzy tells the stranger, "No, I am going to walk, and I don't feel comfortable talking right now."

**YES**

Did Izzy confidently say, "No?"

**NO**

If "NO," how should he have communicated differently?



Boa is having a sleepover with friends one night, and the group suggests playing a game outside. The game involves the group voting for one person to stay in the locked shed while the rest of the group hides. Boa feels uncomfortable with the idea of someone being locked inside the shed, but her friends say, "It's just a game. Don't overreact." Boa doesn't want her friends to dislike her for not wanting to play, so she volunteers to be the first person to get locked inside.

**YES**

Did Boa confidently say, "No?"

**NO**

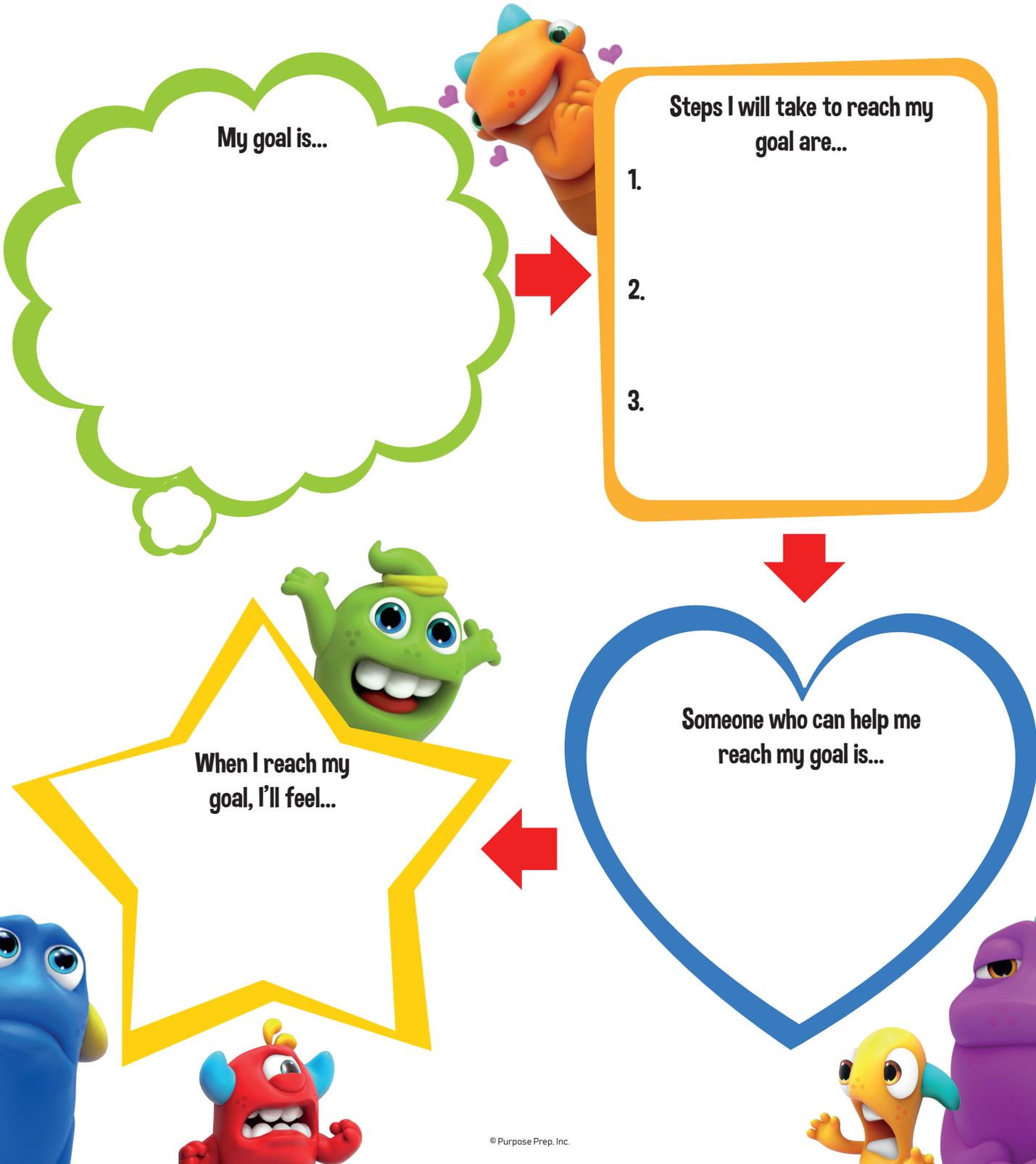
If "NO," how should she have communicated differently?





Name: \_\_\_\_\_

Directions: Having goals, both big and small, give us hope, fulfillment, and purpose. Think of a goal you have or would like to adopt, and fill in the flow chart below.





**Name:** \_\_\_\_\_

Directions: Fill in the blanks with positive values and principles that you would like to include in your value system.

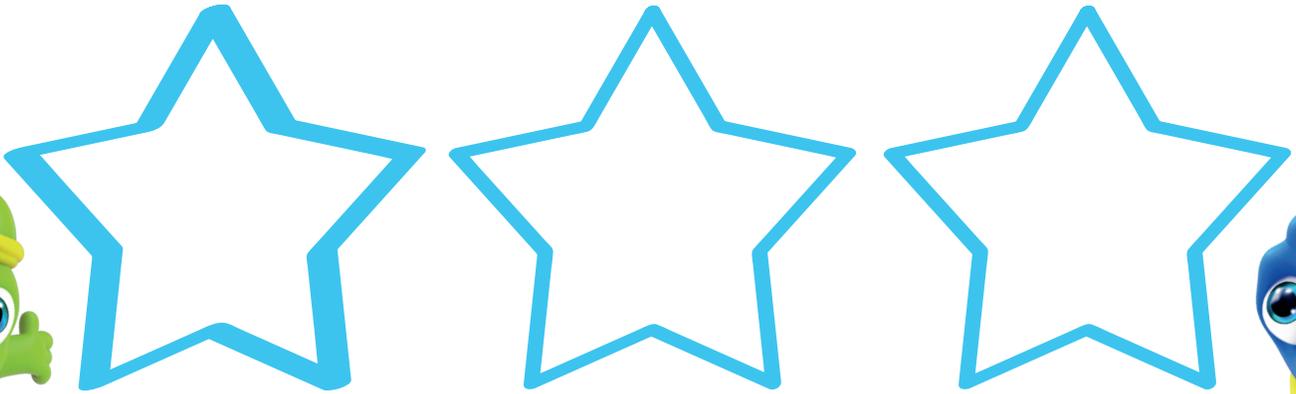
A central green cartoon character with a yellow headband and a wide smile is surrounded by a blue circular path. Eight empty, rounded rectangular boxes in various colors (orange, yellow, pink, green, red, purple, blue, and light orange) are arranged around the path for writing values.



Name: \_\_\_\_\_

Directions: Fill in the blank above each set of stars with a goal of yours. Then, write one way you'll have to use **personal grit** in order to reach your goal inside each star.

My **Short-Term** Goal: \_\_\_\_\_



My **Long-Term** Goal: \_\_\_\_\_



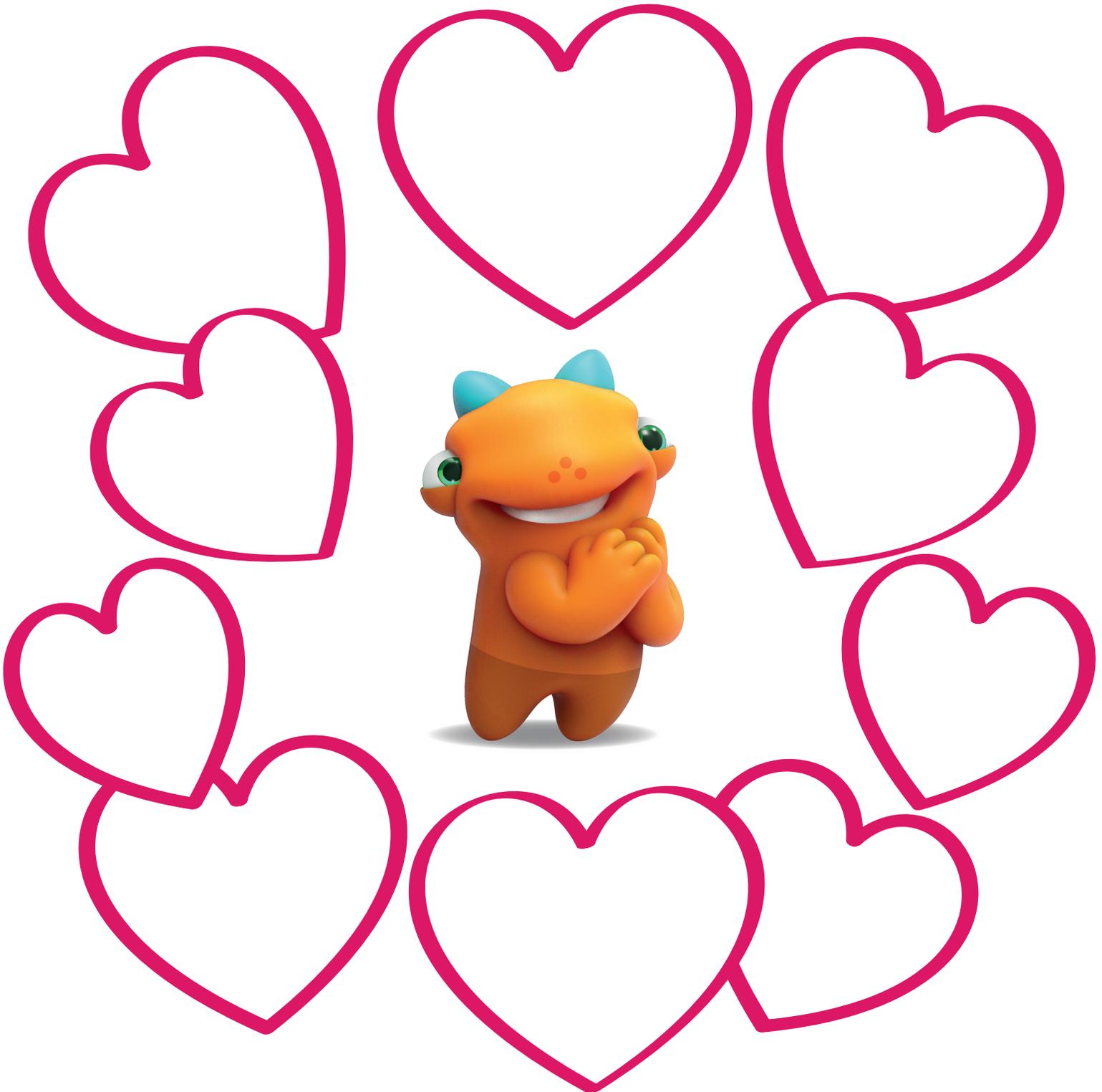
My **Academic** Goal: \_\_\_\_\_





**Name:** \_\_\_\_\_

Directions: Fill in the hearts surrounding Fizz with things that you are grateful for.





**Name:** \_\_\_\_\_

Directions: Read the Spark's situations and decide what they should do next by finishing the story in the boxes.



Izzy feels sad because he accidentally hurt his friend's feelings. His friend isn't speaking to him, but Izzy really didn't mean to cause harm.

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Pepper is really mad at his brother for taking one of his toys and not giving it back.

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Name: \_\_\_\_\_

Directions: Color in the speaking bubbles that display empathy.

What is making you  
feel that way?



You shouldn't take  
things so personally.



Is there anything that  
would help make you  
feel better?



You'll be fine soon.



I've never been in that  
situation, but I  
understand how you  
would feel that way.



Don't be sad. Other  
people have it much  
worse than you.



To find more information on  
social-emotional growth and other tools  
made by Purpose Prep, visit  
[www.purposeprep.com](http://www.purposeprep.com).

