

Building My Values  
**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.



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

Directions: Being a buddy instead of a bully is a big key to your social success, both in and out of school. Answer the reflection questions below to think about bullies and buddies.

**1. Why might someone bully another person? How might they be feeling on the inside that looks different from what they're doing on the outside?**

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**2. What can you do to make sure that you are being a buddy, not a bully, to people around you?**

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**3. What could you say to someone who is being a bully to help them understand the impact of their actions?**

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

Directions: The attitude you bring into any situation will shape your experience. That's why having an attitude of gratitude is so important in life. Analyze the situation below, and then decide who is getting more out of it and who needs to change their attitude.



Emma and Addison are going to visit their great grandma on Saturday at her retirement home and participate in activities with the other residents. Emma is annoyed that she's missing out on shopping with her friends. She says she doesn't want to waste her time hanging out with people who don't understand kids today. Addison can't wait to go and spend time with her great grandma. She says every time they go, she learns more about her great grandma's life when she was Addison's age. Addison loves connecting with her great grandma through her stories. It really brings them closer. When the girls get to the retirement home, Emma sits in the corner on her phone, and Addison does a puzzle while chatting with everyone around her.

Who is getting more out of this experience? \_\_\_\_\_

If you were friends with Emma, what could you say to her to get her to change her negative attitude?

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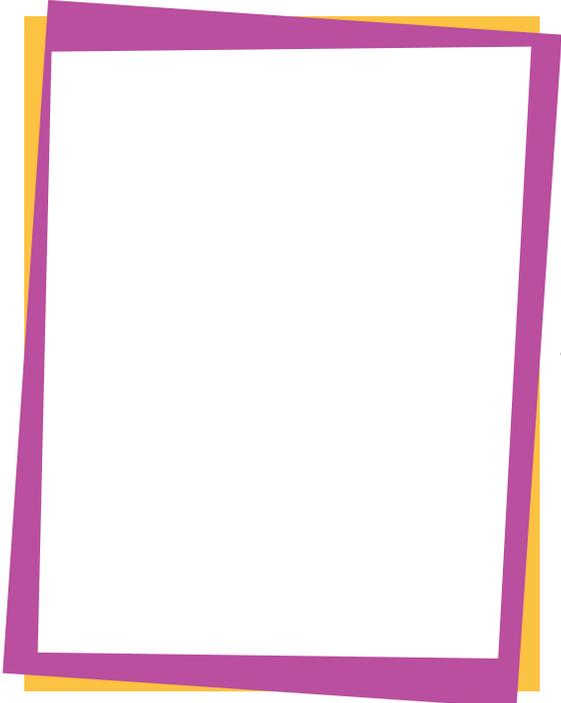


Name: \_\_\_\_\_

Directions: What are some of the traits you look for in a good friend? In the frame below, draw a picture of one of your friends. Then, on the lines outside of the frame, write the traits they have that make them a good friend.

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# Emotions and Relationships: Anger toward Others



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

Directions: Sometimes we get angry at others because of things they do or say. If we think about the things we can control and not the things we can't control, it can free us from some of our angry feelings. Inside the inner circle, write all of the things you can control to stay happy. In the outer circle, write things that are out of your control. Don't let those things bring you down, and just control what you can: YOU!



THINGS I CAN'T CONTROL

THINGS I CAN CONTROL





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

Directions: It's easier to love others when we truly love ourselves. Fill in the lists below to show yourself some love, and honor what makes you unique and amazing.

**Things I do well:**

Four horizontal lines for writing inside a rounded square box with a purple border and a yellow shadow.

**Actions that make me proud:**

Four horizontal lines for writing inside a rounded square box with a purple border and a yellow shadow.

**My positive personality traits:**

Four horizontal lines for writing inside a rounded square box with a purple border and a yellow shadow.

**My favorite parts of myself:**

Four horizontal lines for writing inside a rounded square box with a purple border and a yellow shadow.



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

Directions: Fill in the blanks for the “Always Ask” rule below using concepts learned from the activity.

## The “Always Ask” Rule

We the students in \_\_\_\_\_ class, in order to form a more perfect \_\_\_\_\_, establish \_\_\_\_\_, and protect \_\_\_\_\_, and establish the “Always Ask” rule for our school and classroom.

Examples of how I will abide by the “Always Ask” rule include...

- 1.
- 2.
- 3.

When the “Always Ask” rule is in effect, our people will feel \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. It is important because \_\_\_\_\_

Signed,

\_\_\_\_\_





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

Directions: Fill in each of the squares below with different ways you can create a safe and respectful relationship with the specified group of people.

I can create a safe and respectful relationship with my classmates/teammates by...



I can create a safe and respectful relationship with my parent(s)/guardian(s) by...



I can create a safe and respectful relationship with my friends by...



I can create a safe and respectful relationship with my teachers by...





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

Directions: Color in the side of each rectangle containing dialogue that protects other people.

**“You shouldn’t be upset by what I did, but I guess I’m sorry. You should be over it now.”**

**“I’m sorry for hurting your feelings earlier. I hope you’ll forgive me. If you’re not ready yet, I’ll give you some space.”**

**“Do you mind if I sit close to you? I really like being your friend, but I want to respect your personal space.”**

**“Why don’t you want a hug from me? If you liked me, you would want a hug. I guess that means you don’t like me.”**

**“Hey, don’t talk to my friend that way. It isn’t nice or cool, and you wouldn’t want someone to say that to you.”**

**“I don’t really want to get involved; someone else getting picked on isn’t any of my business.”**

**“You don’t dress the same as everyone else. Don’t you want to fit in?”**

**“Your clothes are very cool and unique. It’s nice to be exposed to new things!”**



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

Directions: We can often distinguish between a safe secret and an unsafe secret based on how they make us feel inside. Identify whether the adjectives in the word bank indicate a **safe secret** or an **unsafe secret** by placing each word in one of the corresponding boxes.

## WORD BANK

Tired

Anxious

Unsafe

Guilty

Excited

Frustrated

Uncomfortable

Safe

Sad

Unharmed

Trapped

Nervous

**Safe** secrets make me feel...

**Unsafe** secrets make me feel...





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

Directions: Think about a personal goal that you've reached in the past. Fill in the steps below to document the steps and actions you took to reach it. Let this be your blueprint for all of your goals in the future!



**My Achieved Goal:**



**The steps I took to reach it  
were...**



**It took me**

**days/weeks/months/years  
to reach it.**



**Achieving my goal  
contributed to my personal  
growth by...**



**Things that helped keep me  
accountable were...**



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

Directions: On each of the roots, write one of your values. In each tree branch, write down a person in your life who instills those values in you.

My  
Purpose!

A large, stylized tree with a thick, light brown trunk and many branches. The canopy is composed of several large, rounded green leaves. The text "My Purpose!" is written in white, bold, sans-serif font across the center of the canopy. The tree has several thick, horizontal roots extending outwards from the base of the trunk.



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

Directions: Think about the most recent situation you were in that frustrated you or made you unhappy.  
Then, answer the questions about it below.

**In a few sentences, describe the situation:**

**What did you not like about the situation, or what made you unhappy about it?**

**If you looked at things in an optimistic light instead, what is something positive that came out of the situation? List as many positives as you can.**

**Is there anything you learned from the situation?**

**How would using optimism in the moment have changed the situation for yourself or others?**



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

Directions: Making healthy decisions is important because the decisions we make turn into our habits. In the boxes below, think of four healthy habits you'd like to build and four unhealthy habits you'd like to break. Then, think about how you can work towards making or breaking your habits both during the week and on the weekends.

## Habit Tracker

Healthy Habit	Monday - Friday What can I do during the week to build my healthy habit(s)?	Saturday - Sunday What can I do on the weekends to build my healthy habit(s)?

Unhealthy Habit	Monday - Friday What can I do during the week to break my unhealthy habit(s)?	Saturday - Sunday What can I do on the weekends to break my unhealthy habit(s)?



# Becoming Unstoppable: Generosity



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

Directions: Your values and principles are what you see as being important in life in terms of your behavior and actions. Some examples of strong core values are generosity, loyalty, open-mindedness, and honesty. Think about those four values and talk about how your daily actions can show that you care about those values.

**I can show generosity in my daily life by...**

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**I can be open-minded by...**

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**I can show loyalty in my daily life by...**

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**I can show honesty in my daily life by...**

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**When you live by a set of values and principles, how do you feel about yourself?**

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**When you live by a set of values and principles, how do think others feel about you?**

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

Directions: Review the checklist below and decide if the qualities are a part of leadership. If it is, place a "✓" in the box next to it. If it isn't, put an "X" in the box instead

## A leader...

brings the individual members of the group together.

tells other people what to do.

provides enthusiastic support.

makes sure all voices are heard and considered.

demands that they are in charge of everyone else.

feels more important than the other team members.

delegates tasks equally among team members.

speaks over the other team members.

does all of the work themselves.

oversees others without working themselves.

motivates everyone to work together.

instills optimism in the other team members.



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

