

Name: _____

Social Work E- Learning Activities for Students Grades Pk-4

The following social work e-learning lessons are optional. If the parent signature is used, the student can return the signed pages to the social worker at their school which will let the social worker know the lessons have been completed.

In general, school social work services are provided on a weekly basis using the flexible service delivery model. The flexible service delivery model is used in the Freeport School District to service students directly 3 weeks out of the month and indirectly (IEP meetings, material creation, collaborating with teachers/parents, etc.) 1 week out of the month. The following lessons are meant to be done once a week, allowing the lessons to be used over the next 6 weeks if needed. Throughout the week, feel free to revisit the skill learned that week using the check for understanding questions.

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Lesson 1 One Social Work E- Learning Activities for Students Grades Pk-4

Lesson title	Anger Management
Objective	I will learn what makes me angry and how my body tells me that I am angry.
Materials	A copy of Identifying triggers for anger pg. 4 and 5 A copy of My anger warning signs
Activities and instructions	<p>***Begin with pg 4 of identifying triggers for anger.</p> <ul style="list-style-type: none">-Adult shares a few examples of things that make you angry.-Ask your child what makes them angry at home, and what makes them angry at school.-Depending on their age, have them write or draw pictures in the thought bubbles of at least five things that make them angry. <p>***Next, use the My anger warning signs to help identify items that happen right before you are about to get angry.</p> <ul style="list-style-type: none">-Share an example of something that happens in your body that tells you you are getting upset.- Explain: Identifying the signs in your body that tell you you are about to get angry can help you to use a calming strategy right away instead of waiting until you are really angry. The longer you wait to use a calming tool, the more time it takes to help you to calm down. <p>***Finally, use pg 5 of Identifying triggers for anger to keep a log the rest of the day about where they feel their anger in their body and what made them angry.</p>
Hands on for kinesthetic or younger learners	<ul style="list-style-type: none">- Have your student make a fist, and squeeze as hard as they can. Ask them to notice the tightness they feel in their body.- Have them release the fist, and feel the tension go away.- Tightness is a sign that our body is having a strong emotion like anger
Check for understanding	Ask your student: <ul style="list-style-type: none">-What are two things that make them angry?-How does their body tell them that they are getting angry?

Every day: Depending on the student's age, read any story to your child or have your child read a story to you. As you read the story, ask your child how the characters are feeling, how can you tell how they are feeling based on their facial expressions/body language, and what made the character feel that way.

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Lesson Two Social Work E- Learning Activities for Students Grades Pk-4

Lesson title	Calming tools
Objective	I will learn what a calming tool is, and how and when to use it to help me to calm down.
Materials	A copy of Coping Skills worksheet A copy of Coping skills what helps me A copy of Picking Good Coping Skills
Activities and instructions	<p>***Begin by sharing an example of a healthy calming tool you use to help yourself calm down. For example, taking deep breaths before responding, taking a drink of water, etc. Everyone has strong emotions (angry, sad, etc.), and this is ok. It is how we handle our strong emotions that is important. When we have strong emotions, it is never ok for us to be mean to or hurt others or ourselves. Then read the Coping Skills Worksheet to your student.</p> <p>*** Next read or have your student read the Coping Skills What Helps Me worksheet. Have your student color or put a check in the box for things that help them to calm when they have a strong emotion.</p> <p>*** Finally Have your student color the Picking Good Coping Skills.</p>
Hands on for kinesthetic or younger learners	<ul style="list-style-type: none">- Have your student collect 5 safe things from around the house that have different feels.- Sit with your student and feel each item, and ask how does this item make you feel when you touch it? Do any of these items help you to feel calm?
Check for understanding	<p>Ask your student:</p> <ul style="list-style-type: none">-What are two things you can use to help yourself calm down at home when you have strong emotions?- What are two things you can use to help yourself calm down at school when you have strong emotions?

Every day: Depending on the student's age, read any story to your child or have your child read a story to you. As you read the story, ask your child how the characters are feeling, how can you tell how they are feeling based on their facial expressions/body language, and what made the character feel that way.

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Lesson Three Social Work E- Learning Activities for Students Grades Pk-4

Lesson title	Self-esteem
Objective	I will identify great things about me
Materials	Sesame street: What makes you special video (2 min 59 sec) A copy of Positive psychology prompt cards A copy of What makes you awesome
Activities and instructions	<p>***Begin by explaining that self-esteem is having confidence in your own worth and abilities. Healthy self-esteem helps us to feel good about ourselves, and helps us to reach our potential.</p> <p>***Next, have your student draw a picture of themselves in one of the boxes of what makes you awesome handout. Give your student examples of words that can describe great things about themselves. Examples- Smart, Kind, etc. Have them write or draw examples of these words. In the other two boxes, have them write or draw something special about themselves.</p> <p>*** Finally, use the positive psychology prompt cards to have healthy self-esteem discussions. Pick the cards that are most relevant to your student's age group.</p>
Hands on for kinesthetic or younger learners	-Take a walking tour in your home and point out trophies, certificates, medals, artwork, etc. that show accomplishments or how your student has contributed to making home feel like home. Praise your student for their hard work and ability to stick with hard things.
Check for understanding	Ask your student what is one thing they are most proud of about themselves.

Every day: Depending on the student's age, read any story to your child or have your child read a story to you. As you read the story, ask your child how the characters are feeling, how can you tell how they are feeling based on their facial expressions/body language, and what made the character feel that way.

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Lesson Four Social Work E- Learning Activities for Students Grades Pk-4

Lesson title	Empathy
Objective	I will be able to identify how someone is feeling based on their facial expressions and body cues.
Materials	A copy of Empathy Predicting Emotions A copy of Be a Social Spy
Activities and instructions	*** Begin by sharing an example of how you were able to tell how someone was feeling based on their facial expressions and body language. *** Next , use the worksheet Empathy Predicting Emotions to talk with your student about how the characters in the picture are feeling. *** Finally , use the worksheet Be a Social Spy to write about or draw pictures of people who are happy, bored, alone, and friendly. Students can look out the window, use a video from the internet, a tv show, or watch family members for examples of these emotions.
Hands on for kinesthetic or younger learners	-Have your child stand in a mirror or use a hand held mirror to make faces, and use body language to express different emotions.
Check for understanding	Make two facial expressions and have your student tell you how you are feeling and how they know that you are feeling that way.

Every day: Depending on the student's age, read any story to your child or have your child read a story to you. As you read the story, ask your child how the characters are feeling, how can you tell how they are feeling based on their facial expressions/body language, and what made the character feel that way.

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Lesson Five Social Work E- Learning Activities for Students Grades Pk-4

Lesson title	Conflict
Objective	I can use the problem solving steps to help me successfully solve conflicts.
Materials	A copy of Second Step Problem Solving poster A copy of Conflict Resolution the Dos and don'ts A copy of Role Play Conflict Resolution
Activities and instructions	*** Begin , share an example of a conflict you had with someone, and how you handled it. Second Step, our social emotional learning curriculum, tells us that we use the Problem Solving Steps to solve a problem: S: Say the problem without blame T: Think of solutions: safe and respectful E: Explore consequences: what could happen if... P: Pick the best solution: make your plan Review the Second Step Problem Solving poster with your student. *** Next , discuss the worksheet conflict resolution dos and don'ts. *** Finally , use the conflict resolution role plays to act out how you would use the Second Step Problem Solving steps and the dos and don'ts of conflict resolution to solve the problem.
Hands on for kinesthetic or younger learners	- Use any toys/puppets to engage in the role play scenarios on the role play conflict resolution worksheet
Check for understanding	Ask your student: - What do the problem solving steps help you to do?

Every day: Depending on the student's age, read any story to your child or have your child read a story to you. As you read the story, ask your child how the characters are feeling, how can you tell how they are feeling based on their facial expressions/body language, and what made the character feel that way.

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Lesson Six Social Work E- Learning Activities for Students Grades Pk-4

Lesson title	Worries
Objective	I will learn what I am worried about and think of strategies to help me manage my worries.
Materials	A copy of My Worry Meter A copy of Coping with Anxiety pg 3-5, cut into cards Additional resources that may be helpful: A copy of So you've got questions about Coronavirus A copy of Coronavirus zine , instructions for how to fold a zine can be found here: How to fold a zine
Activities and instructions	<p>***Begin with sharing we all have worries sometimes. When we worry too much or too often, it can cause stress on our bodies and minds.</p> <p>*** Next, color in the thermometers on the my worry meter worksheet for friends, home and school. After coloring each bar, talk about some calming strategies that may help you to calm when you are feeling worried. Refer to day 2 calming strategies resources.</p> <p>*** Finally, Discuss the coping with anxiety scenario cards.</p> <p>If your child is worrying about the Coronavirus, and you feel it is age appropriate to discuss this with your child, you may access the additional resources in the materials list above.</p>
Hands on for kinesthetic or younger learners	- Practice with your student taking deep breaths in through the nose and out through the mouth. Your student can put their hands on their belly to feel their breath rise and fall as they inhale and exhale.
Check for understanding	- What is one thing you are worried about, and what is one way you can help yourself to calm when worries come into your mind?

Every day: Depending on the student's age, read any story to your child or have your child read a story to you. As you read the story, ask your child how the characters are feeling, how can you tell how they are feeling based on their facial expressions/body language, and what made the character feel that way.

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