

## More Classroom Guidance From A to Z

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# ACCEPTING & GIVING CONSTRUCTIVE CRITICISM

**Grade Levels:** 5-9

**Objectives:**

- ▶ to help students recognize the importance of constructive criticism
- ▶ to provide students with an opportunity to practice accepting and giving constructive criticism

**Time Required:** 45-60 minutes

## Materials Needed:

(*Note:* Digital content for this lesson can be found in the [Lesson A Handouts](#) folder.)

### FOR THE LEADER:

- Whiteboard, chalkboard, or large sheet of paper to write on
- Optional: *Tips for Accepting Constructive Criticism* mini posters (Discussion 2 mini posters – digital content: [Accepting Criticism Mini Posters.pdf](#))
- Optional: *Tips for Giving Constructive Criticism* mini posters (Discussion 3 mini posters – digital content: [Giving Criticism Mini Posters.pdf](#))
- Topic Scenario Cards* (Activity 2 – digital content: [Topic Scenario Cards.pdf](#))
- Card stock and scissors or printable business cards, 10 per page (Activity 2)
- Optional: *Constructive Criticism Classroom Posters* (4 posters – digital content: [Criticism Classroom Posters.pdf](#))

### FOR EACH STUDENT:

- Tips for Accepting Constructive Criticism* handout (Discussion 2 – digital content: [Tips Accepting Criticism.pdf](#))
- Tips for Giving Constructive Criticism* handout (Discussion 3 – digital content: [Tips Giving Criticism.pdf](#))

### FOR EACH PAIR OF STUDENTS:

- Topic Scenario Card* (Activity 2 – digital content: [Topic Scenario Cards.pdf](#))

**CONSTRUCTIVE criticism  
is not  
DESTRUCTIVE criticism.**

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## Review & Conclusion:

- ▶ Give each student a copy of the *Interested and Uninterested Body Language* handout. Quickly review the concept of non-verbal communication/body language and answer any questions the students may have.

**“Body language  
is more  
POWERFUL  
than words.”**

— Ricky Gervais

**Interested and Uninterested Body Language**

INTERESTED	UNINTERESTED
Body and feet facing person	Body turned away from person
Uncrossed arms	Arms crossed in front of the chest
Smiling	Frowning
Erect posture	Slumped shoulders
Making eye contact	Avoiding eye contact
Leaning forward	Backing away
Quickly tilting head, nodding	Head in hands, lowered head
Open hands	Tapping/drumming fingers
Face relaxed	Tight lips, clenched jaw
Firm handshake	Hands in pocket

**BE CONFIDENT!  
LOOK CONFIDENT!**

**STAND TALL**  
Don't slump your shoulders.

**PAY ATTENTION**  
Put your cell phone away!

**DON'T FIGHT**  
It's associated with not paying attention and boredom.

**SALE**  
Not all of the time. This might be interpreted as insecure.

**BE WELCOMING**  
Give a firm, but not overbearing, handshake.

**RELAX**  
Be open and friendly.

**MAKE SURE YOUR BODY LANGUAGE REFLECTS WHAT YOU ARE SAYING.**

Interested and Uninterested Body Language — More Classroom Guidance Post #1 © 2020 Mar+Co Products, Inc.  
Illustration © Jason Thomas - 12/2019

DIGITAL CONTENT – LESSON B HANDOUTS:  
**Interested Uninterested.pdf**

## Conclusion:

- ▶ Conclude the lesson by saying:

“Today we discussed the importance of body language, and how these non-verbal cues can reveal to others our underlying feelings, attitudes, and intentions.”

- ▶ Optional: Display the *Body Language Classroom Posters* in the room as a reminder of the lesson.

**The most important thing  
in communication  
is hearing what  
ISN'T  
Said.**

PETER DRUCKER

Body Language Classroom Poster #2 — More Classroom Guidance Post #1 © 2020 Mar+Co Products, Inc.  
Illustration © Jason Thomas - 12/2019

DIGITAL CONTENT – LESSON B HANDOUTS:  
**Body Language Classroom Posters.pdf**

# BONUS REVIEW ACTIVITIES

## TURN REVIEW TIME IN TO FUN TIME WITH GAMES!

Instructions for two bonus review activities are included in the digital content.

### LESSON “C” INCLUDES

#### CYBERBULLYING BINGO—WWW

Conclude or review Lesson “B” by playing *Bingo—WWW*. Give each student a copy (Cyberbullying Bingo.pdf). Ask the students to in each circle, choosing from the numbers at column. The students are to choose num- and including those listed at the top of each everyone has finished, begin drawing num- container. Students who have the number may off that space, then raise their hands. Call students to read what is written in the space to the question or statement. The first person to off five spaces in a vertical, diagonal, or hori- cover or cross off the four corners is the

#### CYBERBULLYING: REVEAL THE HIDDEN MESSAGE GAME

This quiz requires the ability to run a Powerpoint™ .ppsx show (Cyberbullying Hidden Message Game.ppsx). The leader can use the Powerpoint show to review the concepts presented in the lesson with students or played as a game with two teams. Complete in- structions for play and an answer key are included in digital content (Cyberbullying Hidden Message Instructions.pdf). The hidden message is: Tweet this: Think twice before you type!

CYBERBULLYING BINGO

WWW

#1 - #12	#13 - #25	#26 - #38	#39 - #50
What is <b>TROLLING</b> ?	Name 3 devices used to cyberbully.	Who could you talk with if you were being cyberbullied?	Before posting, what should someone ask themselves?
What is <b>OUTING</b> ?	Why do you think people cyberbully?	Describe a time you or someone you know experienced cyberbullying.	What does <b>THINK</b> stand for?
What is <b>SWATTING</b> ?	Give a specific example of cyberbullying.	What might be one consequence of cyberbullying?	What is something you could do if you were being cyberbullied?
What is <b>FLAMING</b> ?	Define cyberbullying.	What could you do if a cyberbully was pretending to be you online?	How could you safely help someone who was being cyberbullied?

Cyberbullying Bingo—More Classroom Guidance From A to Z © 2020 MAR+CO PRODUCTS, INC. All rights reserved. | 12/19/20

DIGITAL CONTENT – LESSON C HANDOUTS:  
Cyberbullying Bingo.pdf

**“Replace CYBER-BULLYING with CYBER-BELIEVING.  
Let us build each other up instead of bringing others down.”**

- Janna Cachola

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# BONUS REVIEW ACTIVITIES

## TURN REVIEW TIME IN TO FUN TIME WITH GAMES!

Instructions for two bonus review activities are included in the digital content.

### LESSON "F" INCLUDES

#### FOCUS ON FAMILIES BINGO—HOME

Conclude or review Lesson "F" by playing *Focus on Families Bingo—HOME*. Give each student a copy of the game (Focus Families Bingo.pdf). Ask the students to put a number in each circle, choosing from the numbers at the top of each column. The students are to choose numbers between and including those listed at the top of each column. Once everyone has finished, begin drawing numbers from the container. Students who have the number may cover or cross off that space, then raise their hands. Call on one or more students to read what is written in the space and to respond to the question or statement. The first person to cover or cross off five spaces in a vertical, diagonal, or horizontal row or to cover or cross off the four corners is the winner.

FOCUS ON FAMILIES BINGO			
HOME			
#1 - #12	#13 - #25	#26 - #38	#39 - #50
What is a FAMILY?	Complete the sentence: There are no right or _____ families.	What is your favorite family tradition?	WHAT IS A _____ nuclear family?
How are families ALIKE?	Complete the sentence: The _____ type of a family is called a nuclear family.	If you could change anything about your family what would it be?	WHAT IS A _____ stepfamily?
How are families DIFFERENT?	Complete the sentence: The definition of family changes as _____ changes.	Name something about your family that you appreciate.	WHAT IS A _____ extended family?
Name 1 reason family is important.	Complete the sentence: A stepfamily is a _____ family.	What do you like doing when you spend time with your family?	WHAT IS A _____ cohabiting family?

Focus on Families Bingo is a 2019 Classroom Guidance from A to Z © 2020 Mar+Co Products, Inc. Activity © Copyright Design © 12/2019 amc

#### GUESS THE PHRASE GAME: FOCUS ON FAMILIES

#### DIGITAL CONTENT – LESSON F HANDOUTS: Focus Families Bingo.pdf

This game requires the ability to run a Powerpoint™ show (Guess Phrase\_Focus Families.pptx). Each team chooses and clicks on a small letter at the top of the screen, clicks the timer, then has 10 seconds to guess the phrase. Award the team 5 points for each consonant that appears on the board. Vowels earn no points. The team who guesses the phrase correctly earns the points they accumulated.

The messages are:

Game 1: A family does not have to be perfect.

Game 2: There are no right or wrong families.

Game 3: Family changes as society changes.

Game 4: Together we make a family.

Game 5: Family is an anchor during rough waters.

#### SAMPLE PAGES - NOT FOR REPRODUCTION

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- ▶ Ask the students to give examples of compliments and/or words of encouragement. For example:

- You deserve a great day.
- You are exceptional.
- Don't give up. Keep trying!
- You are amazing.
- You are stronger than you know.
- You have such a kind heart.

- ▶ Give each student a copy of the *Free Compliments* tear off sheet. Ask the students to write compliments and/or words of encouragement on each tear off, then cut the tear offs apart along the dotted lines.
- ▶ Post the tear off sheets around the classroom. The students tear off a compliment (or words of encouragement) from any of the sheets when they enter the classroom each day.



DIGITAL CONTENT – LESSON I HANDOUTS:  
**Free Compliments.pdf**

## Conclusion:

- ▶ Conclude the lesson by saying:

"It is important to include others. Be aware of the people around you. If you notice someone who is alone or is being excluded, don't be afraid to approach him or her, offer help, and/or let the person know you care. Go out of your way to include others."

- ▶ Optional: Display the *Include... Don't Exclude Classroom Posters* in the room as a reminder of the lesson.



DIGITAL CONTENT – LESSON H HANDOUTS:  
**Include Classroom Posters.pdf**

# BONUS REVIEW ACTIVITIES

## TURN REVIEW TIME IN TO FUN TIME WITH GAMES!

Instructions for two bonus review activities are included in the digital content.

### LESSON "L" INCLUDES

#### LISTENING SKILLS QUIZ SHOW

This quiz requires the ability to run a Powerpoint™ .ppsx show (Listening Quiz Show.ppsx). Divide the students into three teams. Create a scoreboard on a whiteboard or on paper. Display all four topics and begin the quiz show. Choose one team (Team 1) to pick the first category/point value. Click on that box to reveal the question/task, then read it aloud. The first player on any team to raise his/her hand is given an opportunity to answer the question or complete the task. (You can choose to allow discussion between team members or have the teams switch off individual players to answer each question.) If the answer is correct or the task is completed appropriately, the team will earn the point value of that square. If the answer is incorrect or the task is completed inappropriately, the team will lose the point value of that square. Continue the game with Team 2 choosing a category/point value, then Team 3, then again Team 1 until all the categories have been completed. At the end of the game, the team that earns the most points wins!

#### LISTENING SKILLS: REVEAL THE HIDDEN MESSAGE GAME

This quiz requires the ability to run a Powerpoint™ .ppsx show (Listening Hidden Message Game.ppsx). The leader can use the Powerpoint show to review the concepts presented in the lesson with students or played as a game with two teams. Complete instructions for play and an answer key are included in digital content (Listening Skills Hidden Message Instructions.pdf). The hidden message is: Listening does not mean waiting to speak.



DIGITAL CONTENT – LESSON J HANDOUTS:  
Listening Hidden Message Game.ppsx

#### LISTENING SKILLS WORD SEARCH

Print copies of the *Listening Skills Word Search* (Listening Word Search.pdf) for students to complete.

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# BONUS REVIEW ACTIVITIES

## TURN REVIEW TIME IN TO FUN TIME WITH GAMES!

Instructions for two bonus review activities are included in the digital content.

### LESSON “O” INCLUDES

#### CLASSROOM CLASH: OWNING YOUR BEHAVIOR

This game requires the ability to run a Powerpoint™ show (Classroom Clash\_Own Behavior.ppsx). Divide students into two teams and have the team members sit together in a group. Have each team select a captain and a point recorder. To avoid confusion, the captain is the only person who can provide answers. Read the question for round one aloud. The team members should quickly work together to provide an answer for their captain. The first captain to raise his/her hand is the first team to play.



DIGITAL CONTENT – LESSON O HANDOUTS:  
Classroom Clash\_Own Behavior.ppsx

If the captain's answer is one of the top responses, click on the corresponding rectangle to reveal the answer and point value. (A key is provided in the digital content: Class Clash Own Behavior Key.pdf) If it is not the highest-valued answer, the other team has an opportunity to give an answer. Whichever team gives the higher-valued answer plays first.

The team playing first then gets 10-15 seconds to provide another answer and earn more points. If the answer they give is not one of the top responses, click the X Button at the bottom of the screen. The team controls the round until they make three incorrect guesses and get 3 Xs. At this point, the other team has one opportunity to provide a correct response and steal the other team's points. If they do not provide a correct response, the first team earns all their accumulated points.

The game offers 5 rounds.

#### OWNING UP! MINI POSTERS

Have the students create *Owning Up!* mini posters that emphasize taking ownership of behavior. Display these around the school/classroom.

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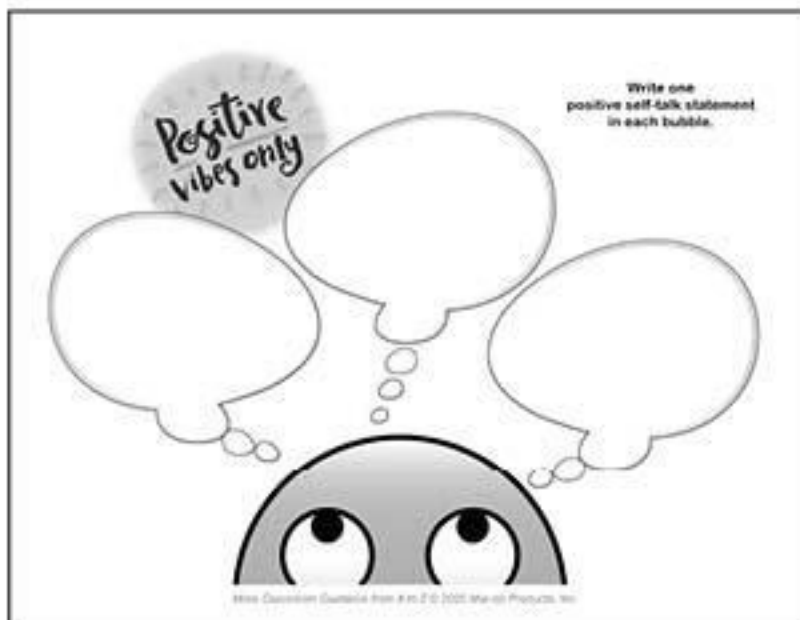
Write the following examples on the board:

<b>G</b> genuine	<b>M</b> marvelous
<b>I</b> inquisitive	<b>A</b> agreeable
<b>N</b> nice	<b>S</b> strong
<b>A</b> awesome	<b>O</b> observant
	<b>N</b> neat

- ▶ Encourage the students to make the drawings creative and colorful. Collect the completed drawings to display in the classroom.

## Activity 4 - Positive Vibes Only

- ▶ Give each student a copy of the *Positive Vibes Only* handout. Instruct the students to write one positive self-talk statement in each bubble.
- ▶ Collect the completed handouts to display in the classroom.



DIGITAL CONTENT – LESSON P HANDOUTS:  
**Positive Vibes.pdf**

## Conclusion:

- ▶ Conclude the lesson by saying:

"Today we discussed self-talk. Using positive self-talk is a very important life-skill that has many benefits. My challenge to you is to practice using positive self-talk everyday. If your thoughts become negative, change them to positive thoughts. This will help to improve your perspective on life and your self-esteem."

- ▶ Optional: Display the *Positive Vibes Only Classroom Posters* in the room as a reminder of the lesson.



DIGITAL CONTENT – LESSON P HANDOUTS:  
**Positive Vibes Classroom Posters.pdf**

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# BONUS REVIEW ACTIVITIES

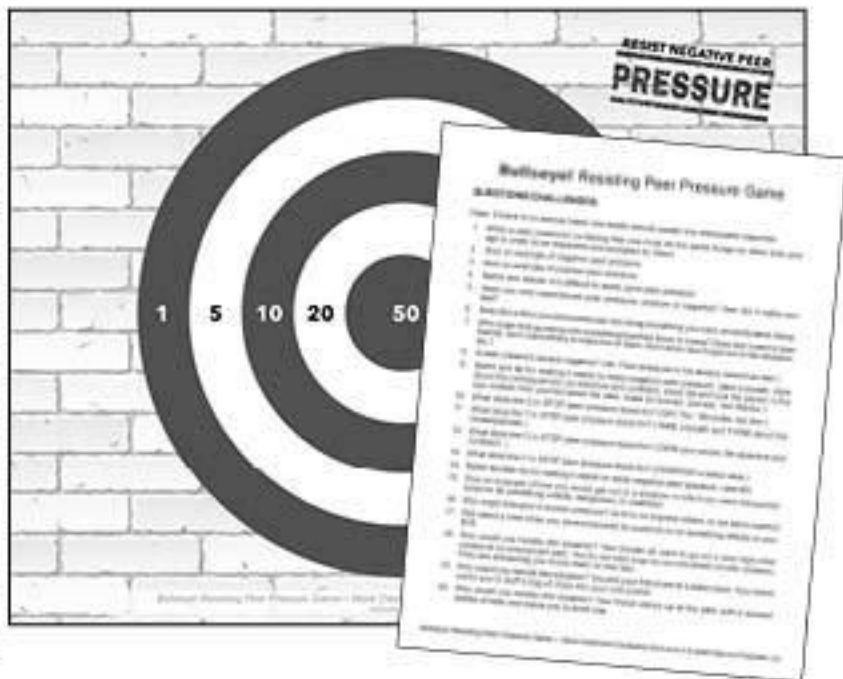
## TURN REVIEW TIME IN TO FUN TIME WITH GAMES!

Instructions for two bonus review activities are included in the digital content.

### LESSON “R” INCLUDES

#### BULLSEYE! RESISTING PEER PRESSURE GAME

Obtain a suction cup dart or a sticky ball that will stick to a board/whiteboard. (Optional: If you do not have a suction cup dart or a sticky ball, balled up paper, paper rolled into a tight cone and taped, or a folded paper dart can be used.) Draw or display a bullseye target on a board/whiteboard (Bullseye Game.pdf). Divide class into two teams and select a recorder to keep track of each team’s score. Choose a team to go first (Team 1). The leader asks one member of Team 1 a question (Bullseye Game.pdf). If the answer is correct, that team member gets a chance to throw the ball towards the target. Where it lands, determines the number of points the team earns. Teams alternate turns. The team with the most points wins.



DIGITAL CONTENT – LESSON R HANDOUTS:  
**Bullseye Game.pdf**

#### GUESS THE PHRASE GAME: PEER PRESSURE

This game requires the ability to run a Powerpoint™ show (Guess Phrase\_Peer Pressure.ppsx). Each team chooses and clicks on a small letter at the top of the screen, clicks the timer, then has 10 seconds to guess the phrase. Award the team 5 points for each consonant that appears on the board. Vowels earn no points. The team who guesses the phrase correctly earns the points they accumulated. The messages are:

- Game 1: Don't be afraid of being unique.
- Game 2: Stand up for what is fair and right.
- Game 3: Practice positive peer pressure.
- Game 4: Right is right even if no one is doing it.
- Game 5: Don't change so people will like you.

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## Activity 1 - Positive Traits

- ▶ Give each student a copy of the *My Positive Traits* handout. Ask the students to complete the top section of the handout by checking the traits they feel they possess.
- ▶ Allow time for the students to complete the task, then ask them to share other traits they listed not included on the handout.
- ▶ Ask the students to underline two traits that they would like to work on strengthening for the next few weeks. Then say:

"Make an effort to practice positive traits each day. Discovering and developing your strengths is a sure way to boost your self-image. And as you build your self-image, you will become more confident, responsible, understanding, and happy. Believe in yourself!"



The handout is titled "My Positive Traits" and features a star graphic with the text "Be Like a STAR". It includes a list of traits for students to check off, such as Friendly, Open minded, Loyal, Honest, Fair, Kind, Polite, Compassionate, Optimistic, Patient, Resilient, Respectful, Trustworthy, Ethical, Courageous, Generous, Helpful, Energetic, Accepting, and Tolerant. Below the list are six sections for reflection: "MY POSITIVE TRAITS", "THINGS I LIKE ABOUT MYSELF", "WAYS I HAVE HELPED SOMEONE", "THINGS I LIKE TO DO", "WAYS I CARE FOR MYSELF", and "COMPLIMENTS I CAN GIVE MYSELF". Each section has three numbered lines for writing.

DIGITAL CONTENT – LESSON 5 HANDOUTS:  
**My Positive Traits.pdf**

- ▶ Next, have the students complete the second half of the worksheet. Allow time for the students to complete the task, then ask for volunteers to share what they wrote about themselves.

## Discussion & Activity 2 - Inner Critic

- ▶ Begin by saying/asking:

"We are often much more critical of ourselves than we are of others. A voice inside our head may tell us we are wrong or worthless. This voice is called our *inner critic*. Cut yourself some slack! Be kind to yourself. If critical thoughts come into your mind, pause, refocus, and think of positive things. Do not dwell on the negative aspects of your life. This is one way to improve your self-image."

- ▶ Give each student a stack of index cards or 3" x 5" pieces of paper equal to the number of students in the class minus one (one for each member of the class, not including themselves). Then instruct the students to:
  1. Write each of your classmates' names on a card (one name per card).
  2. Under each person's name, write two or three positive things about that person.
  3. Sign your name at the bottom of each card.
  4. When everyone has completed the task, you will give your cards to the person whose name is written on it. (Note to leader: You may choose to collect the cards,

If you fail when trying your best,  
Trying harder and practice lead to success.  
Failure and setbacks might discourage you, too,  
But these are not the end, continue to pursue.

**“Grit is living life like it’s a marathon, not a sprint.”**

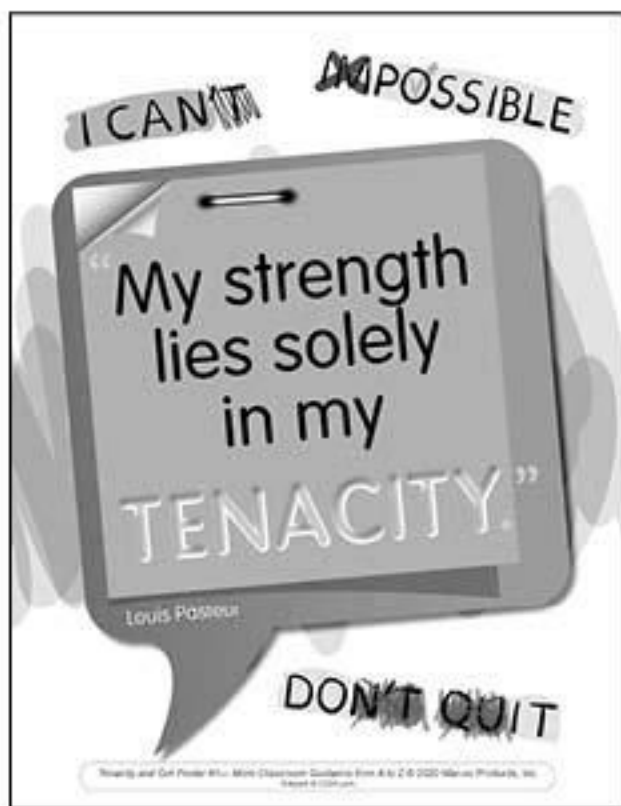
- Angela Duckworth

## Conclusion:

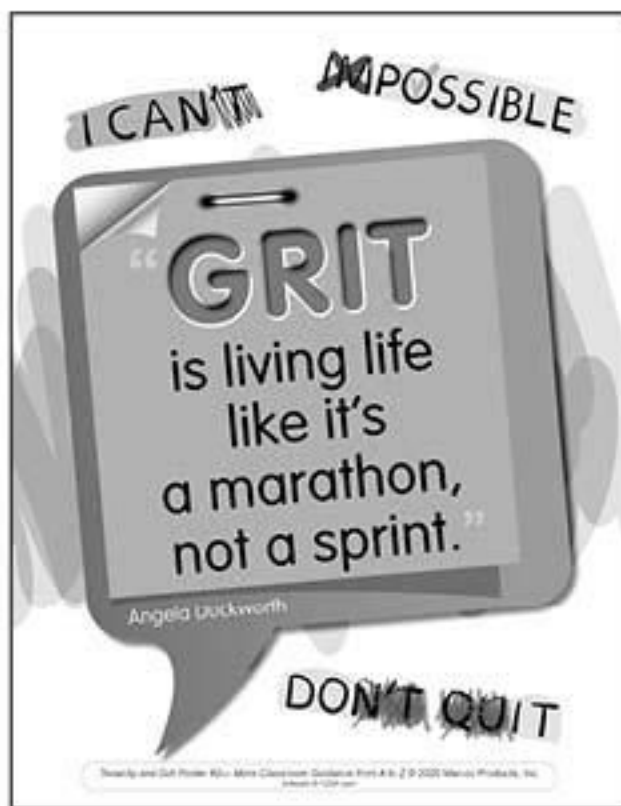
- ▶ Conclude the lesson by saying:

“Today, we talked about tenacity and grit. Some tips to remember are: work through difficulties, ask for help, focus on achieving your goals, don’t give up when things get tough, finish what you start, don’t let setbacks get you down, confront uncertainties, don’t be afraid to fail, and put forth your best effort. Outstanding achievement can be credited to grit. If you think you have a good idea, act on it. Remember: You do not have to be a naturally talented person to do amazing things.”

- ▶ Optional: Display the *Tenacity & Grit Classroom Posters* in the room as a reminder of the lesson.



DIGITAL CONTENT – LESSON T HANDOUTS:  
**Tenacity Classroom Posters.pdf**



DIGITAL CONTENT – LESSON T HANDOUTS:  
**Tenacity Classroom Posters.pdf**

# U

## USING TIME WISELY

**Grade Levels:** 5-9

**Objectives:**

- ▶ to teach students time-management skills
- ▶ to help students become aware of how much time they spend on specific activities
- ▶ to teach students how to prioritize their time

**Time Required:** 2 sessions, 45-60 minutes each

### Materials Needed:

(*Note:* Digital content for this lesson can be found in the [Lesson U Handouts](#) folder.)

**FOR THE LEADER:**

- Whiteboard, chalkboard, or large sheet of paper to write on
- Optional: *Use Time Wisely Classroom Posters* (3 posters – digital content: *Use Time Wisely Classroom Posters.pdf*)

**FOR EACH STUDENT:**

- Sticky note (Activity 1)
- My Typical Day* handout (Activity 1 – digital content: *My Typical Day.pdf*)
- G.O.A.L.S.* handout (Activity 2 – digital content: *GOALS.pdf*)

### Lesson Preparation:

Print a *My Typical Day* handout and a *G.O.A.L.S.* handout for each student.

Optional: Print the *Use Time Wisely Classroom Posters* for display.

### Lesson Introduction: Time Management

- ▶ Begin the lesson by saying:

"Today, we are going to discuss time management. Your time is valuable. And in order to use time wisely, you need to know what you want to accomplish and how to prioritize your time."