

Habits of Friendship



Emotions

I can understand my emotions and care about others.

Dear Parents and Teachers:

The Habits of Friendship lessons are meant to be taught over a 5-day period. Lessons are scripted and require little preparation time. Notes to you, the teacher, are given in dark blue. The script is written in black. Before each lesson, gather or print any materials listed. Then, simply read the lesson aloud and follow the blue instructions.

As the week progresses, lessons increase in the level of developmental depth. The first lessons focus work on concrete skills, mid-week lessons work on skills requiring more awareness, and lessons at the end of the week work toward total competence in this social skills area.

Day One: Take a Breath

We have learned all about Communication and Manners over the last couple of weeks. This week in Habits of Friendship we are going to learn about our emotions. What are some emotions that you can think of? [Help children list out as many emotions as they can think of. Write them down on a poster or white board.](#) That's a nice list. These are all things that we feel. We can work to become more intelligent with our emotions and the emotions of others. That is just what we are going to do this week.

Our mantra will help us remember this goal. The Emotions mantra says, "I can understand my emotions and care about others." Let's say that together. [Repeat mantra and display mantra poster.](#) Wonderful! Our first step in becoming very emotionally intelligent is learning about some of our BIGGEST emotions. All our emotions are valid and needed. Sometimes, however, our BIG

make
people
feel
loved
today

MATERIALS BY DAY:

1. A place to write down a list and the mantra poster.
2. Emotions poster for each student.
3. Picture of Jesus cleansing the temple. If desired, you may watch a video of this story, if you do not wish to tell it yourself. Links are given on the link post. Stop, think, act paper for each student.
4. Book: *Each Kindness* or video of the read-aloud (Link in video link post). Worksheet or copywork page for each student. Pencil or pen.
5. Bowl of water or natural body of water, small rocks.



Day One Continued

emotions can get us in trouble. Anger, frustration, and disappointment can be some pretty big emotions. How do you know when you are feeling these big emotions? [Help students talk about things like yelling, crying, knot in the stomach, red face, hot, hitting, punching, kicking, etc.](#)

When our emotions are getting big, we might do or say something we regret because our emotions get out of control. This is called “loosing your temper”. Give me a thumbs up if you have ever lost your temper? [Wait for responses.](#) Yeah, me too! Again, with a thumbs up or down vote: Have you ever said something you didn’t mean when you were angry? Or maybe you hurt someone you really like when you were mad? Or maybe you said something really mean when you were frustrated? Yep, I know I have too.

But, I have a tip for us, that we can practice

together. I learned it from Daniel Tiger. I know that show is much too young for you guys, but, really, this works! Daniel’s mom said, “When you get so mad that you wanna roar, take a deep breath and count to four.”

I know, it seems simple, but it works. Let’s all take a deep breath together. [Model breathing in for five seconds while holding up one finger for each second, and then breathing out for five seconds while putting down each of your five fingers.](#) Now, we count to four in our minds. [Count to four in a whisper voice.](#)

I feel a bit more relaxed already. Will someone volunteer to lead us in this breathing exercise again? [Have the volunteer model as you did.](#) Well done! It’s that easy!

Let’s say our mantra one time: “I can understand my emotions and care about others.” We are one step closer to understanding our emotions.

What is Emotional Intelligence?

Peter Salovey and Jack Mayer coined the term “Emotional Intelligence” in 1990; subsequently Dan Goleman, a psychologist and science journalist with the New York Times popularized the concept with his 1995 best seller *Emotional Intelligence: Why It Can Matter More Than IQ*.

“‘Emotional intelligence’ refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships.” Dan Goleman, 1995

Day Two: Labeling

Welcome back to Habits of Friendship: Emotions. We are going to work on getting even more emotionally intelligent! Let’s get our brains focused by saying our mantra, “I can understand my emotions and care about others.” Excellent! Today we are going to add to our emotional understanding. Yesterday we learned about what to do when our emotions are getting too big! After we have our big emotions under control, it is time to say what is going on. This is called labeling our emotions.

We have to know what we are feeling or we will never understand what is going on with our emotions. This can be pretty hard. There are lots of emotions to feel. Sometimes we might not get it quite right but trying is half the battle.

When you label your emotions, out loud, you give yourself power to use that emotion for good. Even if you are mad or angry, labeling that feeling allows you to choose what to do with all that energy. We will talk more about that tomorrow.

Today, let’s work on labeling our emotions. When we label our emotions, we can say things like: “I feel sad.” or “Wow, I am angry!” or “Gee, I am getting so nervous.” or “My depression is really big today.” It is even okay to say, “I have no idea what I am feeling! This is confusing.”

Let’s do a little game to practice. Here is an emotions chart. [Give an emotions chart to each student.](#) I will go first in the game. Your job is to rate, on a scale of one to ten, how I did. First I am going to pick an emotion from my chart. Then I am going to take a deep breath and count to four. [Model this with feeling.](#) Now, I am going to act out and label my emotion. [Act out an angry face and say, “AHHHH, I feel angry.”](#) Okay, so how did I do? Did I take a deep breath? Count to four? Did I label my emotion correctly? Give me a score with your fingers on a scale of one to ten.

Wow! Thanks for those scores! Anyone else want to play? [Play a few rounds as time allows.](#) Nice job on that game. You can hang on to these emotions sheets. They might help you label an emotion you are having. Let’s close by saying our mantra! [Repeat mantra.](#) Wonderful!



Day Three: Think and Act

Welcome back to Habits of Friendship: Emotions. Can you say the mantra without my help? Help as needed but try to let the students say it without you. So far this week we have talked about breathing, counting, and labeling our emotions. It is totally okay, even great, to have BIG emotions. BIG feelings can bring about big changes, big ideas, and big relationships.

If you are teaching in a secular setting, skip the story about Jesus, and head over to the video link about Martin Luther King Jr. Talk about THINKING before acting out of anger or hurt.

Jesus even had BIG emotions. During the last week of Jesus' life, he was back in Jerusalem celebrating the Passover. He became very angry when he found out people had made the temple into a marketplace. Hold up the picture or watch one of the videos provided on the link page. As you hold up the picture ask the student to look for the emotions on people's faces and why Jesus might have been feeling the way he felt. This picture shows what it might have looked like when Jesus cleansed the temple. This may be confusing because you have been taught not to hit and turn over tables! In the Bible it tells us that Jesus made a whip (scourge), this means Jesus took time to think BEFORE he acted. My college Bible professors said it most likely took Jesus about two hours to make the whip. Jesus did not act in a moment of rage, He stopped and thought. Jesus understood his anger and acted to make things right.

Jesus's example here does not justify violence. We were not there and cannot understand the whole situation. But what we can learn is that even God thinks about His actions before He acts. Our last step in really building our emotional intelligence is to THINK before we ACT. Hand out the Stop, Think, and Act paper.

We can stop and think in many ways. We can create, journal, talk, pray, build, exercise, meditate, or work. There are so many ways people stop and think before they act on their feelings. Sometimes this take just a few minutes and sometimes it can take days, weeks, or even months.

How can you stop and think, before you act? On this paper, can you draw or write out ways you can stop and think when you need time to understand your emotions?

Give students time to complete this assignment.

Well done. I love all these ideas. Let's hang these around the room to remind us to stop and think before we act. Let's wrap up by saying our mantra one more time. Say mantra. Well done!

Five Emotional Competencies

When developing Emotional Intelligence, five competencies should be focused on. All these skills are developed in the Habits of Friendship and Learning programs. The first three are the focus of the Emotions lessons. Although these skills may take a lifetime to master, beginning the journey in youth will propel the student to a strong awareness of emotionally health.

These are the five basic emotional competencies as out lined by Dr. Dan Goleman:

1. Self-awareness: You know how you are feeling and how your emotions and actions can affect others.
2. Self-regulation: You can understand and control your emotions.
3. Empathy: You can put yourself in someone else's place and understand how they are feeling.
4. Motivation: You understand your motivations and can shift from external to internal motivation.
5. Social skills: You have compassion and respect for others. You can compromise and work as a team.

Fostering Empathy in Kids

In a recent book called: *UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me World*, Dr.

Michele Borba gives a nine-step program to help parents cultivate empathy in children. She explains developing empathy is a key predictor in how a child thrives in the future.

One piece of advice Dr. Borba's writes about, concerns how to respond when kids speak or act in an insensitive way. Rather than punishing, she suggests a "do-over" using the "CARE" acronym:

C: Call attention to the uncaring behavior

A: Assess how uncaring affects others, helping kids to understand another's perspective

R: Repair the hurt and make amends

E: Express disappointment of uncaring behavior, while stressing expectations for caring behavior in the future.

"The trick is to look for those discipline moments when we can help our children grasp how their actions affect others so it stretches their empathy, and one day they can act right without guidance."

Day Four: Empathy (part one)

We have spent a lot of time this week learning about our own emotions. Today we are going to learn about other people's emotions. That's the second half of our mantra. Let's say our Emotions mantra now: "I can understand my emotions and care about others."

Nice work! Today we will start to learn about the "care about others" part. Caring about other people's emotions is called empathy.

I want to share with you a beautiful story called *Each Kindness*. I must warn you, this book is a little bit sad, but it will help us understand empathy.

Read the story *Each Kindness* or watch the video link of the story. Consider asking the following questions as you read:

Page 4: What has the author told us about Maya so far?

Page 8: What are you thinking about the different characters in the book so far? How do you think the different characters are feeling so far?

Good, when we are understanding what others are feeling, we are having empathy.

Page 10: Wow, Maya must be feeling pretty

lonely right now. It has been several days since she moved in and still no one has talked to her or been her friend. Snap your fingers if you have ever felt lonely? Nice, you are feeling empathy.

Page 16: Have you learned anything new about the main character, Kendra?

Last page: How do you think Kendra will react next time a new student moves into her school?

That was a very powerful story. [Express how you are feeling.](#)

We will take a moment now and do some thinking about how this story made us feel and what we have learned.

[Choose to do the worksheet or copywork included in the resource section.](#)

Thank you for spending time working on those papers. I hope it has given you time to consider how you can care about other people and their feelings.

Let's close today's lesson by saying our mantra one more time. "I can understand my emotions and care about others."

"This is what kindness does. Each little thing we do goes out, like a ripple, into the world."

— *Each Kindness*



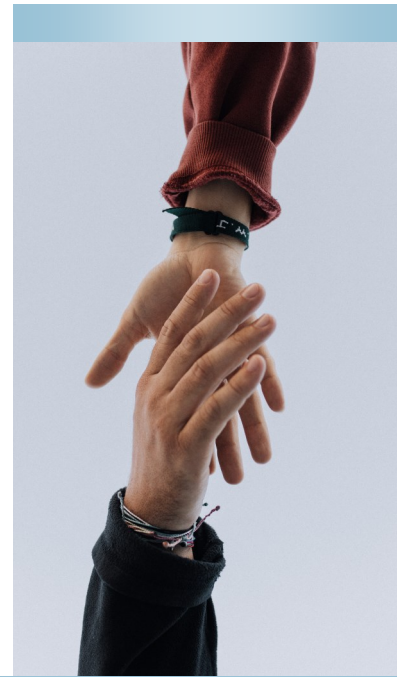
Day Five: Empathy (part two)

Welcome to our last day of Habits of Friendship: Emotions. Let's get focused by saying our mantra, "I can understand my emotions and care about others." Nice work! Yesterday we read a wonderful book called: *Each Kindness*. Today, we are going to do the same activity that they did in the book.

Do you remember the activity the teacher did with the class? [Wait for responses](#). Yes, the teacher had a bowl of water and small rocks. Remember how the class watched the teacher drop a small stone into the water. Ms. Albert said, "This is what kindness does, each little thing we do goes out, like a ripple, into the world." Then Ms. Albert let each student drop a stone into the water, telling the class what kind thing they had done.

We will do the same activity today. [At this point you can go out to a natural body of water or bring a bowl of water into your teaching space. You can have the children gather rocks or you can provide the rocks. As each student takes a turn, remind them how kindness ripples out from their one act, causing others to be kind and feel happy.](#)

Thank you for doing that activity with me. I know that we can be empathic to others by showing kindness no matter our differences, abilities, race, or religion. Can we wrap-up today by saying the mantra one last time? [Repeat mantra](#). Thank you!



"Therefore all things whatsoever ye would that men should do to you, do ye even so to them: for this is the law and the prophets." Matthew 7:12

Exploration Resources

- ⇒ Copywork pages
- ⇒ Quote memorization (or complete as copywork)
- ⇒ Scripture memorization (or complete as copywork)
- ⇒ Memorize the included poem
- ⇒ Read and then narrate from one of the books on the reading list
- ⇒ Complete the Hymn Study for "Come Thou Font of Every Blessing"

[Detailed instructions and needed worksheets for each exploration activity are given in the resource packet.](#)

If you are repeating these last two lessons, you may consider a different book. I would recommend :

- *We're All Wonders*, by R.J. Palacio
- *Have You Filled a Bucket Today?: A Guide to Daily Happiness for Kids*, By Carol McCloud
- *Peace Is an Offering*, by Annette LeBox



A One-Room Schoolhouse

The Habits of Friendship © program was inspired by the formation of *A One-Room Schoolhouse: A Hybrid Homeschool Academy*. As the Schoolhouse program took shape, the founder, Genevieve Peterson, knew the program needed a pro-active habit training curriculum to help shape her children and those that would join them. Her desire to instill the social skills needed for meaningful, life-long relationships with simple, daily instruction and practice inspired The Habits of Friendship © program.

Follow our journey on Facebook & Instagram @aoneroomschool

Genevieve blogs weekly at www.aoneroomschoolhouse.com

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Building Faith, Knowledge, and Character

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Habits of Friendship ©

Welcome to Habits of Friendship, the companion module to Habits of Learning. In Habits of Friendship, we will explore the social skills needed for meaningful, lifelong relationships. After Habits of Learning took shape in my mind, I began to realize it was an incomplete program. Our lives are not just about learning, they are about more than that.

As I reflected upon this void I was reminded of a Bible verse that has driven much of my life: Luke 2:52. *And Jesus increased in wisdom and stature, and in favour with God and man.* In this verse we see that as Jesus grew from child to man, he developed in four areas of his life:

- Wisdom: Learning and education
- Stature: Physical health and wellness
- Favour with God: Spiritual development
- Favour with man: Social and emotional development

Habits of Learning focuses on the “wisdom” part of that verse. Habits of Friendship focuses on “favour with man.” To complete the Habits training program: Habits of Living and Habits of Worship follow Habits of Learning and Friendship.

Habits of Living and Habits of Worship will be designed for in-home use, whereas Habits of Learning and Habits of Friendship can be taught in the home or school.

As these four modules come to fruition, the Habits program will be complete as inspired by Luke 2:52. This will allow the parent or teacher to directly teach each area of personal development, as modeled by Jesus Christ, to their child of any age.

The Habits of Friendship focuses on six different fundamental social skill areas as they grow over three levels of developmental progression. As students learn these broad social skills, they will be guided to learn the supporting skills needed to be competent in each skill area. The Habits of Friendship curriculum will guide students through the developmental levels of social skill acquisition from concrete, to awareness, and finally to competence.

The lessons can be taught over a six-week period, but are designed to be repeated as often as needed. A nondenominational Christian perspective is intertwined throughout the lessons. All scripture references are taken from the King James Version of the Bible. Lessons and activities are designed to be used in a multi-age classroom setting but can also be done one-on-one.

This program of personal development is based on the most current research in behavior intervention, historical wisdom of great educators, and years of practical experience in both the educational and therapeutic settings of the author.

Specifically, Positive Behavior Intervention and Support (PBIS) heavily influenced this work as it provides a process to understand and develop positive behavior in students that is based on both values and empirical research.

Both the models of classical education and the work of Charlotte Mason are melded together when considering teaching methods and behavioral development. Finally, the author’s years of professional experience as a school psychologist, education director, and special education teacher honed this curriculum.

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