



# Cultivating Connections

Student Handbook

Grades 3rd-6th



## Lesson 1: Fears

### Section 1

From the list below circle 3 things that scare you, make you feel like your not good enough or you are afraid of:

*Not doing your best.*

*Speaking up when something is wrong.*

*Being left alone.*

*Saying no to people.*

*Talking or speaking in front of other people.*

*Being left out.*

*Adults being upset with you.*

*Being told when you are wrong.*

*Sharing your feelings.*

*Saying the wrong thing.*

If there are other things you would like to add, please do so below.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Section 2

How did you feel after hearing what other people's fears are?

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Did hearing what other people are scared of make you feel like you're not so different from others? Why?

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## Lesson 2: Emotions

### Section 1

What are emotions?

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Why do we have emotions?

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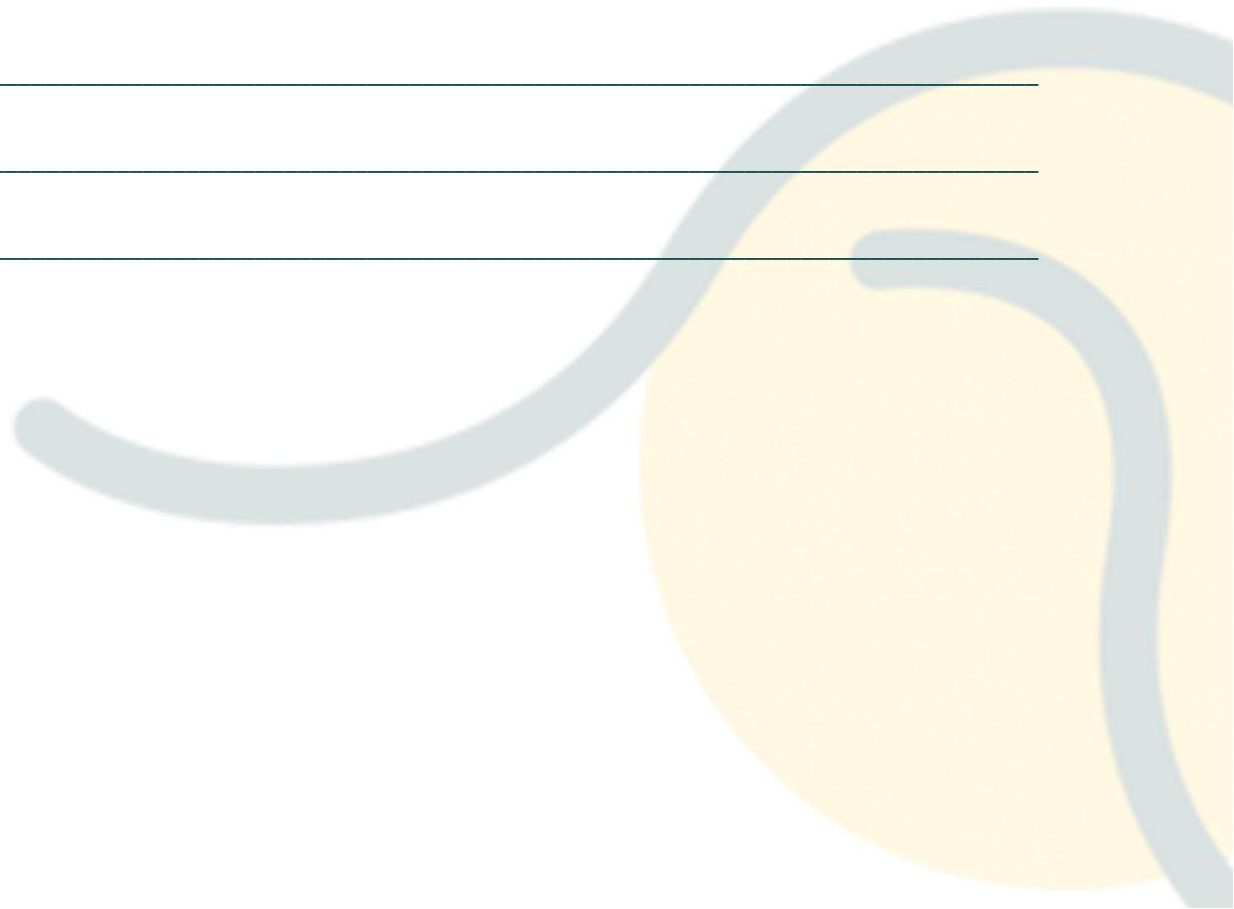
Can we control our emotions? Yes or No

How have you been safe because of an emotion you have felt?

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## Lesson 2: Emotions

### Section 2

When was the last time your feelings were hurt?

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How did you behave towards the person who hurt your feelings?

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If you could do it over, how would you react differently towards the person who hurt your feelings?

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# Identifying Emotions

## Section 3

Answer the following about your selected feeling.

Name it: What is the feeling?

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What is the root emotion of the feeling, circle below.

*Joy*

*Sadness*

*Fear*

*Happiness*

*Trust*

Claim why you felt this way: What actions or behaviors of yours could have led to you experiencing this feeling?

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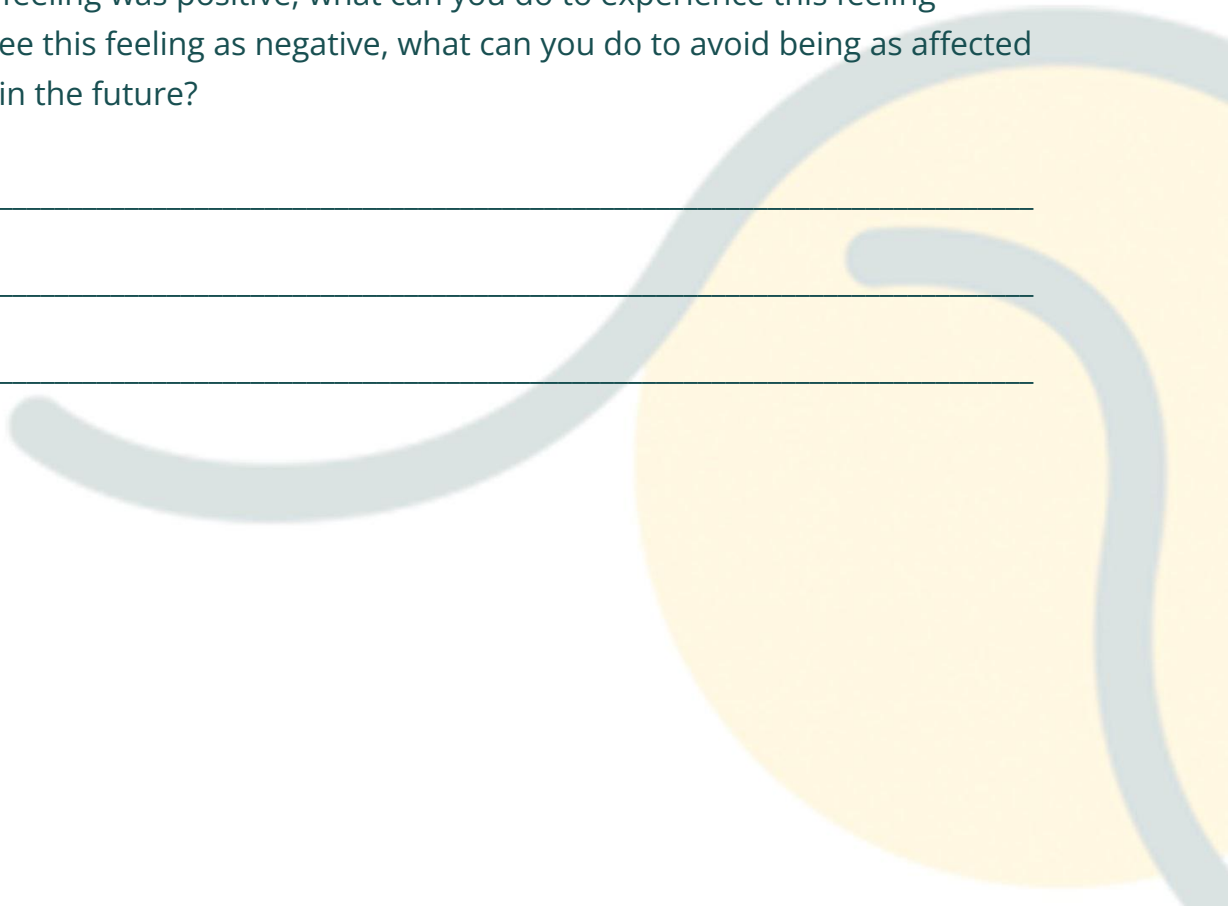
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Tame it: If the feeling was positive, what can you do to experience this feeling again? If you see this feeling as negative, what can you do to avoid being as affected by the feeling in the future?

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## LESSON 3: Power of the Mind



### Section 1

What is something that's been hard for you lately? Maybe something that has made you feel frustrated, anxious, annoyed, or embarrassed.

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### **Section 2**

Explain how you have been focused on the good or happy parts, or the bad or sad parts about this situation?

Ask yourself: Are you seeing how you can learn from what is happening, or blaming others for the difficult situation?

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### **Section 3**

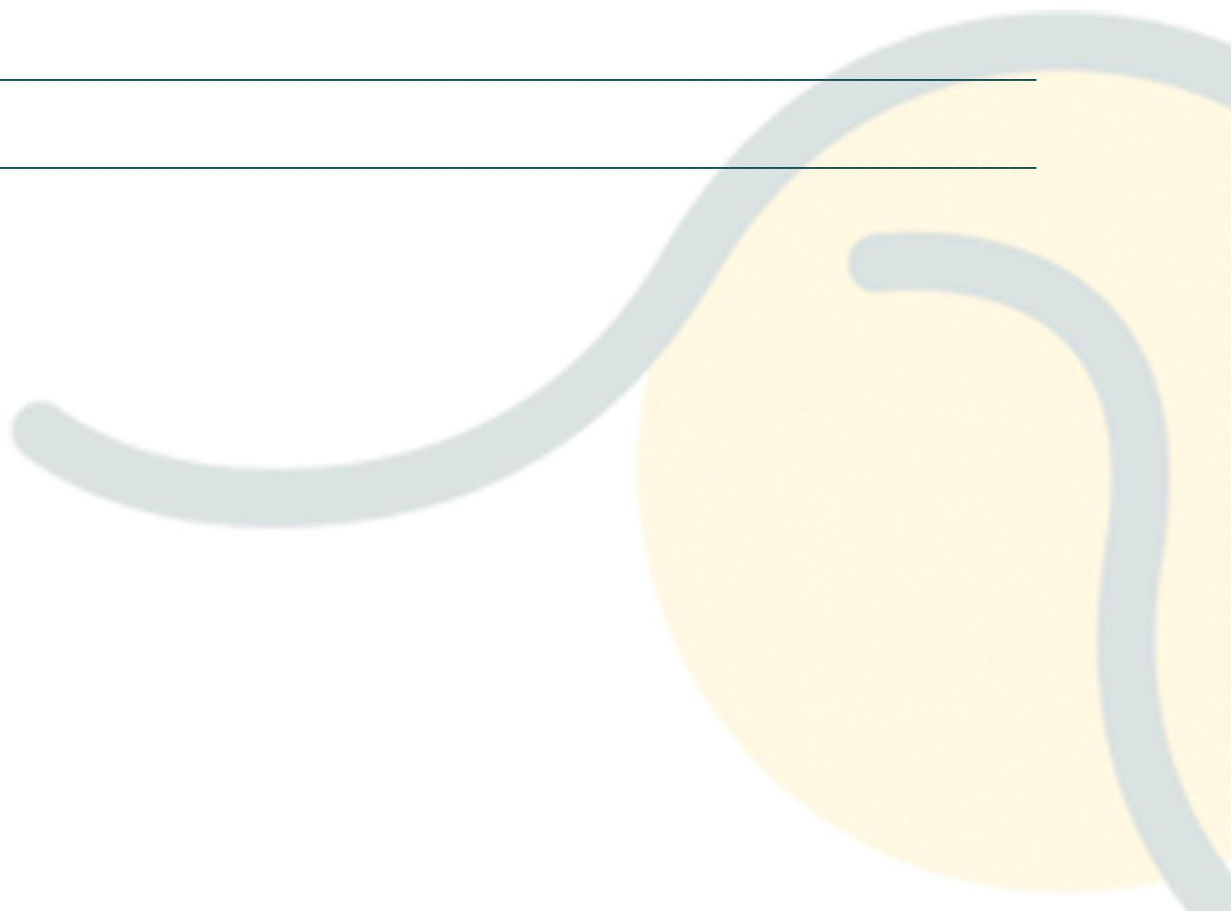
How could you change what you are focused on, by identifying the positives now that you have an understanding of how powerful your mind is in controlling your emotions?

Ask yourself: How can you grow from this hard thing? How has this hard thing made you a stronger person? What have you learned about yourself from this difficult experience?

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## Lesson 4: The Goggles

### Section 1

Circle options below about people in your life that REALLY bother you. At times their actions bother you so much that you focus on what they are doing more than what is going on with you. You may even think, this person's behaviors ruin your day.

*Rude*

*Too Sad*

*Mean*

*Too Loud*

*Unkind*

*Too Serious*

*Bullying*

*Too Happy*

*Untruthful*

*Never Serious*

*Dishonest*

*Interrupts others*

*Bossy*

*Talks over others*

*Sneaky*

*Too much energy*

*Clingy*

*Puts people down*

*Shy*

*Doesn't listen to others*

*Judgemental*

*Acts like they are better than others.*

Choose 5 behaviors that cause you the most frustration. List them below.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_





## Lesson 4: The Goggles

### Section 2

Go through your list of 5 behaviors, and cross off each one that you don't like about someone else, as you realize the only things you don't like about other people, are the thoughts and beliefs about yourself fogging up your goggles.

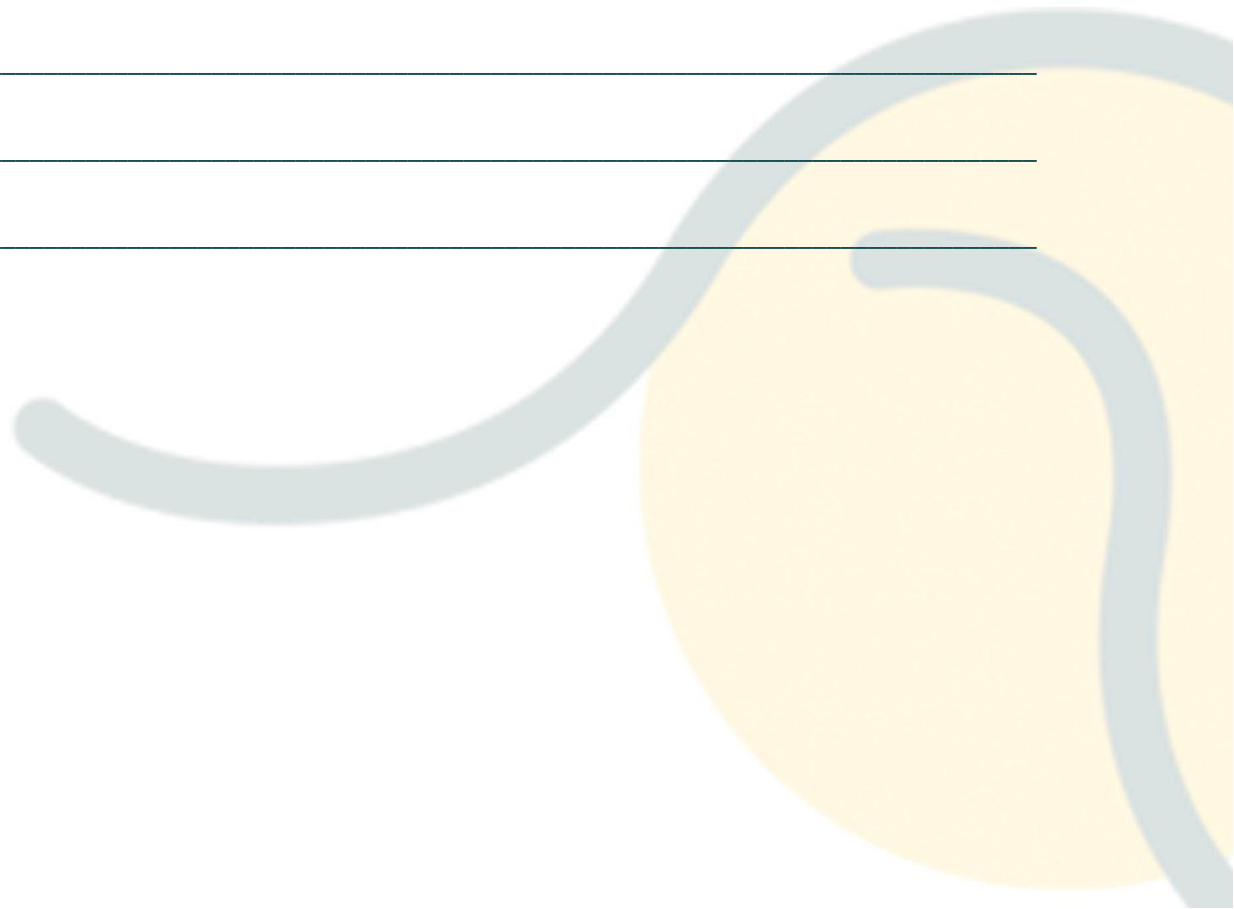
Ask yourself these questions as you go through your list:

- Is this something I don't like about myself?
- Is this something I don't want people to think about me?
- Am I too scared to act like this person?
- Does this person make me feel like I have to stand up for myself or others?
- Do the things this person says and/or does make me doubt what I know?

### Section 3

Write down 3 kind things you can say to yourself when your feelings are hurt or you are being defensive.

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_





## Lesson 5: Belief Systems

### Section 1

Write down your negative beliefs about yourself and your relationships...

For example: I am not smart enough, I am not good enough, I can't make friends, my friends wouldn't like me if they really got to know me...

**Self**

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**Friendships/Relationships**

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## Lesson 5: Belief Systems

### Section 2

How did you feel sharing your beliefs? Circle at least 1 below.

- |                    |                |
|--------------------|----------------|
| <i>Nervous</i>     | <i>Worried</i> |
| <i>Embarrassed</i> | <i>Eager</i>   |
| <i>Scared</i>      | <i>Anxious</i> |
| <i>Open</i>        | <i>Happy</i>   |
| <i>Different</i>   | <i>Excited</i> |

Why do you think you felt this way?

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How did you feel hearing others' beliefs? Circle at least 1 below.

- |                   |                 |
|-------------------|-----------------|
| <i>Relieved</i>   | <i>Seen</i>     |
| <i>Belonging</i>  | <i>Heard</i>    |
| <i>Understood</i> | <i>Accepted</i> |
| <i>Grateful</i>   | <i>Included</i> |
| <i>Worthy</i>     | <i>Valued</i>   |

Why do you think you felt this way?

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Was there anything that surprised you about what your partner said? If so, what?

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## Lesson 6: Changing the Belief

Take each negative belief from Lesson 5, and write down the opposite, positive sentence. This new sentence will be your affirmation.

Then practice saying your affirmation, while picturing the evidence.

Example:

- I am not smart enough \_\_\_\_\_ I am smart
- I am not good enough \_\_\_\_\_ I am worthy because I am me
- I can't make friends \_\_\_\_\_ I am grateful for the friends I have
- My friends wouldn't like the real me \_\_\_\_\_ I am free to be myself

**Self**

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**Friendships/Relationships**

A large, abstract graphic in the bottom right corner of the page, consisting of a yellow circle partially obscured by a grey, wavy line that curves around it.



## Lesson 7: Boundaries, Expectations, Accountability

### Section 1

Think about a time you were mad at someone for the same thing over and over again. Write about it. Don't include names, but do include the details and the situations.

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### Section 2

What exactly does this person/people do to upset you?

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Did you ever talk to them about what was bothering you? Did you ever ask them to stop what they were doing? Explain.

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## Lesson 7: Boundaries, Expectations, Accountability

If you did talk to this person, did you allow them to keep behaving this way around you? Explain.

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Is your relationship with this person something you still desire to have? Yes or No  
Could you set a boundary by having a conversation? Yes or No  
List ways you could improve this situation and how.

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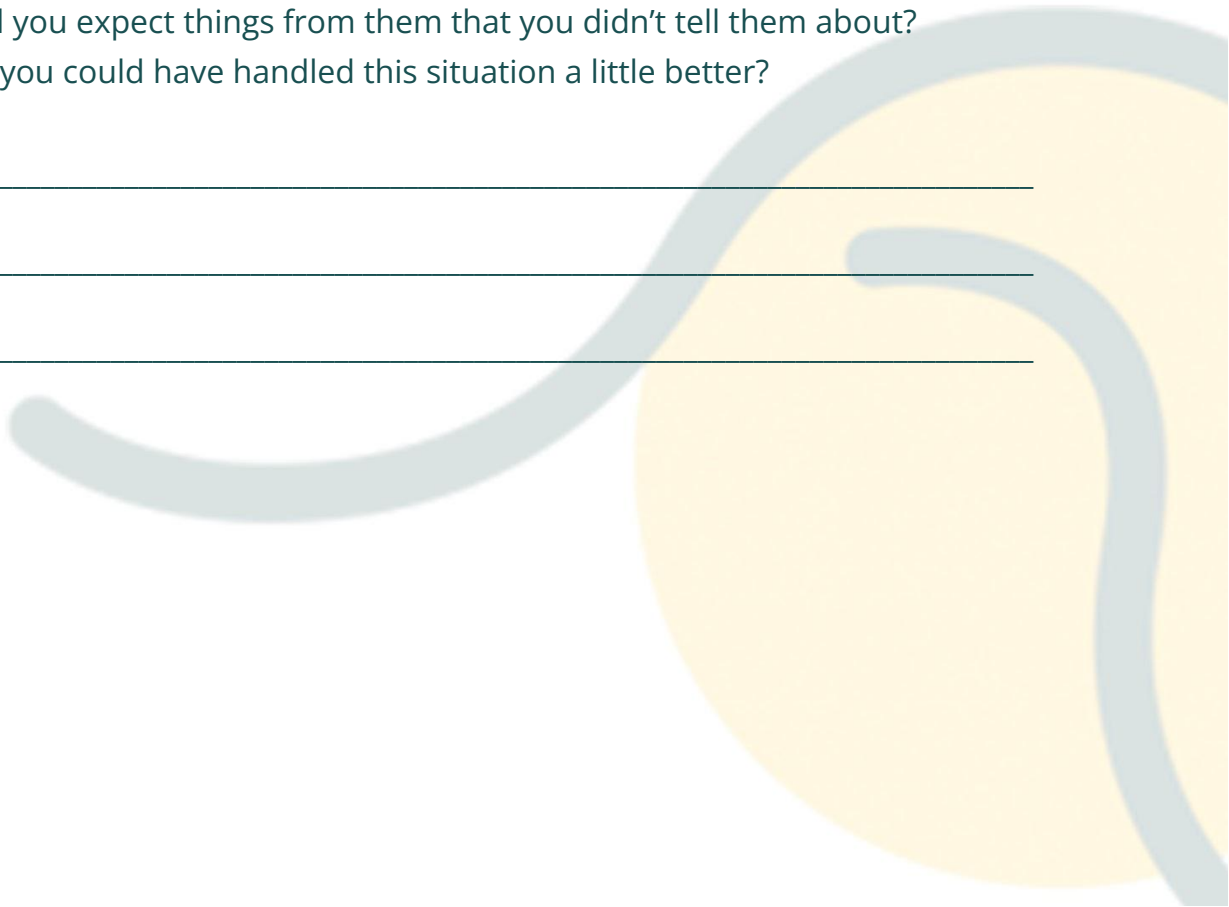
### Section 3

Think about the same situation you wrote about in section 1, looking at what happened, did you expect things from them that you didn't tell them about? Describe how you could have handled this situation a little better?

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## Lesson 8: Love Languages

### Section 2

Circle your first and second highest scored Letters from Section 1.

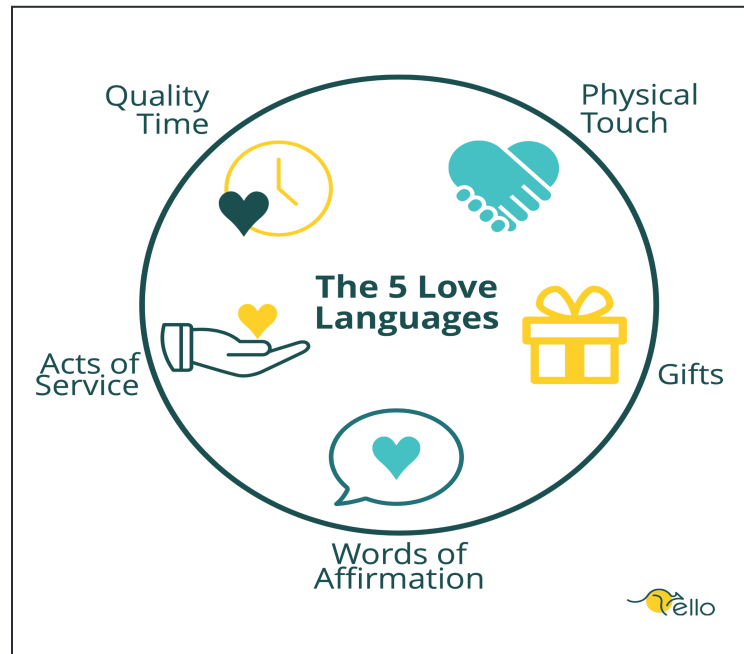
(A) Words of Affirmation

(B) Quality Time

(C) Gifts

(D) Acts of Service

(E) Physical Touch



The Five Love Languages explained...

- Words of Affirmation: I feel loved when someone says or writes that they love and appreciate me.
- Quality Time: I feel loved when someone spends one on one time with me.
- Gifts: I feel loved when receiving presents or gifts, and if I give a gift that someone appreciates.
- Acts of Service: I feel loved when someone does something thoughtful or kind for me or with me.
- Physical Touch: I feel loved when someone is close to me, hugs me, or holds my hand.



### Section 3

Now that you know what your love language is, write down ways you can communicate with your family about how they can better help meet your love language.

Primary Love Language: \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Secondary Love Language: \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

