

CL-14C

Calm and Confident

Grades 4–5

Intrapersonal Effectiveness

Test Confidence

Students learn that a little stress can help them focus, flip worried thoughts into helpful self-talk for story characters, practice box breathing, and coach a character's Test-Day Game Plan.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Thought Flip Cards

BIG IDEA

A little stress can help you focus. Flip worried thoughts, breathe, and do your best.

1 I CAN

- ☐ tell the difference between stress that helps and a worried thought that gets in the way.
- ☐ flip a worried thought into a helpful thought: a calm, true thought that helps you take the next step.
- ☐ practice box breathing and coach a character through a Test-Day Game Plan.

KEY WORDS / PALABRAS CLAVE

stress	estrés
worry	preocupación
self-talk	lo que me digo a mí mismo(a)
helpful thought	pensamiento que ayuda
focus	concentrarse
confidence	confianza

3 STANDARDS

Texas Model Intrapersonal Effectiveness
5th ed., 2018

ASCA Standards B-SMS 2 Self-discipline and self-control · B-SMS 7 Effective coping skills
Mindsets & Behaviors, 2021

Health TEKS describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger
Gr 4 §115.16(b)(3)(B)

Health TEKS differentiate between positive and negative stress
Gr 4 §115.16(b)(5)(B)

Health TEKS practice and apply strategies for calming and self-management
Gr 5 §115.17(b)(3)(B)

Health TEKS identify situations in which stress can help to achieve goals and build resiliency
Gr 5 §115.17(b)(6)(B)

PE TEKS identify ways to accept individual challenges and use self-management skills to persevere in a positive manner when learning a variety of new skills
Gr 4 §116.16(b)(14)

2 MATERIALS

- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Thought Flip cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Check the campus testing calendar (or ask the teacher) for this class's STAAR dates, and teach this lesson before them if you can. If testing has started, say "STAAR tests are happening now."
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once; cut the Thought Flip cards apart.

4 THE LESSON

HOOK 3 min

SAY “Today we’ll talk about story characters, not real people. Use the names in the stories. On field day, two fifth graders, Andrés and Nayeli, are about to run the relay race. They practiced passing the baton in P.E. all week. Listen to what happens.”

ANDRÉS “Andrés’s heart beats fast. He thinks, ‘I’m ready. Eyes on the baton.’ He runs hard.”

NAYELI “Nayeli’s heart beats fast too. She thinks, ‘I’ll drop the baton, and everyone will blame me.’ Her legs feel frozen.”

ASK “Both had the same body clue. What was different?” (Their thoughts.) Take two answers, then say: “Stress is the body’s way of getting ready for a challenge. A little stress can help you focus. Worry is a thought that keeps saying something will go wrong. Andrés used his stress. Nayeli’s worried thought got in the way.”

TEACH 5 min

DO Show the projector page. Read the Helpful stress and Worry panels, then the Thought Flip example.

SAY “Self-talk is what you say to yourself in your head. Thoughts and feelings are connected, so self-talk matters. When a worried thought shows up, use a Thought Flip: turn it into a helpful thought. A helpful thought is a calm, true thought that helps you take the next step. Growth thoughts count too: ‘I can’t yet, so I’ll keep trying.’ A flip must be true. No one can promise ‘I’ll get them all right.’ ‘I’ll do my best on each question’ is true.”

DO Box breathing. Lead it together: trace a square in the air with one finger. Breathe in for 4, hold for 4, breathe out for 4, hold for 4. Do two boxes, slowly. Students may watch instead.

SAY “STAAR tests are coming up for grades 3 to 5. A test is a challenge, so a little stress is normal. Here is a Test-Day Game Plan. **Before:** get a good night’s sleep (kids ages 6 to 12 need about 9 to 12 hours) and eat breakfast (school breakfast counts). **During:** read carefully, skip a hard question and come back, breathe a box, and keep going.”

PRACTICE 9 min

DO · 3 MIN Thought Flip. Read each worried thought. Partners have 30 seconds to flip it into a helpful thought that is calm and true. Take one or two flips each.

FLIP IT 1. Isaac sees a word problem with big numbers: “I can’t do this. I’m bad at math.”

FLIP IT 2. Nora finds a word she doesn’t know: “I don’t know this word, so I’ll get it wrong.”

FLIP IT 3. Óscar reads a hard question: “If I miss this one, I’ll fail the whole test.”

Sample flips: 1 “Big numbers, but I know the steps. One step at a time.” · 2 “The other words can help me figure it out.” · 3 “One question won’t decide everything. I’ll skip it and come back.”

DO · 6 MIN Worksheet. Students write their name and teacher. Parts 1 and 2 on their own. For Part 3, partners talk for one minute first. If they disagree, they use “I see it differently because ____.” Then each student writes.

Answer key. Part 1: Helps 1, 4, 5; Worry 2, 3, 6. Part 2: any flip that is calm and true (“...read one part at a time”), plus any calm-down tool. Part 3: Get a good night’s sleep; Eat breakfast; Read each question carefully; Skip it and come back. Stuck: skip and come back, breathe a box, or a flip, with a reason.

WRAP-UP 3 min

SAY “Nayeli’s relay is next. Her heart beats fast again. What can she do?” Take two answers. “Nayeli breathes one box. Then she flips her thought: ‘I practiced passing the baton. Eyes on my teammate’s hand.’ Her stress helps her focus, and she runs her best.”

CHECK “Flip it: Leonardo thinks, ‘I’ll never finish this test.’ What is a helpful thought?” (Any calm, true flip, such as “I’ll keep going, one question at a time.”) Give the family letters to the teacher for take-home folders.

Short on time? Use practice items 1 and 3 only, and do worksheet Part 3 as a class discussion before students write.

5 OPTIONAL EXTENSION · 10 MINUTES

Thought Flip Cards. Groups of 3 or 4 each draw one Thought Flip card from page 6. Rule: use the names on the card, never a classmate's name.

- 1 Read the card together and find the worried thought (2 minutes).
- 2 Write a Thought Flip on a sticky note: calm, true and with a next step. Add one game-plan step or calm-down tool that fits (4 minutes).
- 3 Each group reads its card and its flip. Classmates check: Is it calm? Is it true? They may respectfully disagree: "I see it differently because ____." (4 minutes).

Groups write on sticky notes, so the cards stay clean for the next class.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Point out cognates: *stress* / *estrés*, *concentrate* / *concentrarse*, *confidence* / *confianza*. Partners may flip thoughts in Spanish first. Frames: "____ can flip it to: ____." and "I see it differently because ____."

EXTRA SUPPORT

Read the sort items aloud and do items 1–3 with a partner. In Part 2, students may start from the Thought Flip on the projector page. Point to the Game Plan on the projector page during Part 3.

STRETCH

Ask: "Why does a helpful thought need to be true, not just positive?" Early finishers write a flip for one Thought Flip card on the back of their worksheet.

7 QUICK CHECK

During practice: listen for flips that are calm and true. If many partners say "I'll get them all right," ask, "Can anyone promise that?" and model one more flip.

After class: I collect the worksheets and sort Part 2 into "calm + true" and "not yet." They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect. Do not ask students to list or share their own test worries, or ask who eats breakfast or how much they sleep.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 14

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! A little stress can help you focus. If a worried thought shows up, try a Thought Flip: make it calm and true. Breathe a box, keep going and do your best, one question at a time."

ES "¡Buenos días, Yellow Jackets! Un poco de estrés puede ayudarles a concentrarse. Si llega un pensamiento de preocupación, denle la vuelta: cámbienlo por uno tranquilo y verdadero. Hagan la respiración cuadrada, sigan adelante y hagan su mejor esfuerzo, una pregunta a la vez."

8 PICTURE BOOKS (OPTIONAL)

Ruby Finds a Worry by Tom Percival (Bloomsbury, 2019).

Ruby's worry grows bigger and bigger until she talks about it. Listed for K-3; works as a quick read-aloud to start a talk about worried thoughts.

The lesson works without a book. Preview any book before you read it to a class.

HALLWAY IDEA

Post a "Yellow Jacket Thought Flips" board in the grade 3–5 hallway. Classes add flips they wrote for the Thought Flip card characters, signed only with the class name, such as "Room 21."

TEACHER TIP

Before a test or after a transition, lead two rounds of box breathing with the whole class. Trace the square in the air together.

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Nayeli could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Test Confidence

A helpful thought is a calm, true thought that helps you take the next step.



Helpful stress

Stress is the body's way of getting ready for a challenge.

A little stress can help you focus.



Worry

A thought that keeps saying something will go wrong.

Flip your self-talk!



Worried thought

"I'll drop the baton, and everyone will blame me."



Thought Flip

Make it calm and true.



Helpful thought

"I practiced passing the baton. Eyes on my teammate's hand."



Box breathing

Trace a square. Count to 4.

1

Breathe in.

2

Hold.

4

Hold.

3

Breathe out.

Test-Day Game Plan · Do your best, one question at a time.

1



Sleep well.

2



Eat breakfast.

3



Read carefully.

4



Skip it, come back.

5



Breathe a box.

6



Keep going.

Duerme bien · Desayuna (el de la escuela cuenta) · Lee con cuidado · Sáltala y regresa
· Haz la respiración cuadrada · Sigue adelante

Test Confidence

A helpful thought is a calm, true thought that helps you take the next step.

Part 1 **Helps or worry?** Is stress helping, or is a worried thought in the way? Circle **HELPS** or **WORRY**.

- | | | | |
|---|--|--|--|
| 1 | Sergio's heart races at the spelling bee. He listens closely. |  HELPS |  WORRY |
| 2 | Harper thinks, "I'll get them all wrong," and can't start. |  HELPS |  WORRY |
| 3 | Bruno thinks, "Everyone is smarter," and stops reading. |  HELPS |  WORRY |
| 4 | Elena feels jittery before her book talk. She practices again. |  HELPS |  WORRY |
| 5 | Sam has butterflies at the free-throw line. He aims carefully. |  HELPS |  WORRY |
| 6 | Karla thinks, "I always mess up," and gives up. |  HELPS |  WORRY |

Part 2 **Thought Flip** Help Rubén change his self-talk.

During the reading test, Rubén gets to a long passage. He thinks, "This is too long. I'll never finish." His shoulders get tight.



Flip Rubén's thought. Make it calm and true. Then name a tool he could use.

This passage is long, but I can _____

Rubén could also _____

Part 3 **Test-Day Game Plan** Help Nayeli. Talk with a partner, then write.

Nayeli's class takes the reading test next week. Check ✓ the 4 steps for her game plan.

- | | |
|--|--|
| ☐ Stay up late to study. | ☐ Get a good night's sleep. |
| ☐ Eat breakfast. School breakfast counts! | ☐ Rush to finish first. |
| ☐ Read each question carefully. | ☐ If a question is hard, skip it and come back. |

On test day, Nayeli gets stuck on a hard question. What can she do next? Give a reason.

Nayeli can _____

This helps because _____

Thought Flip Cards

✂ Cut on the dashed lines.

1. Read your card. 2. Find the worried thought. 3. Write a flip on a sticky note: calm, true, next step. 4. Share. Is it calm? Is it true?

THOUGHT FLIP #1



Regina's math test has 30 questions. She thinks, "That's too many. I can't do it."



Find the worry



Flip it



Calm and true?



Add a tool

THOUGHT FLIP #2



Eli finishes before most of the class. He thinks, "I was too fast. I must have gotten everything wrong."



Find the worry



Flip it



Calm and true?



Add a tool

THOUGHT FLIP #3



Adrián skips question 4 to come back later. He thinks, "Skipping means I'm failing."



Find the worry



Flip it



Calm and true?



Add a tool

THOUGHT FLIP #4



Ava's stomach flips before the science test. She thinks, "Butterflies mean I'm going to mess up."



Find the worry



Flip it



Calm and true?



Add a tool

THOUGHT FLIP #5



Jimena got a low score on a practice quiz. She thinks, "I'm just not a test person."



Find the worry



Flip it



Calm and true?



Add a tool

THOUGHT FLIP #6



Yaretzi's mind goes blank on a question. She thinks, "I can't remember anything!"



Find the worry



Flip it



Calm and true?



Add a tool

THOUGHT FLIP #7



Daniela hears classmates turning pages fast. She thinks, "Everyone else knows this but me."



Find the worry



Flip it



Calm and true?



Add a tool

THOUGHT FLIP #8



The night before the test, Jack thinks, "I should stay up really late to study more."



Find the worry



Flip it



Calm and true?



Add a tool

Calm and Confident

Con calma y confianza

Family letter · Carta para la familia · Grades 4–5 · Grados 4–5

ENGLISH

Dear Family,

This week, your child's class had a lesson about **test confidence** with the school counselor. Using story characters, we learned that a little stress can help us focus, how to flip a worried thought into helpful self-talk, and how to make a Test-Day Game Plan. A helpful thought is a calm, true thought that helps you take the next step.

TEST-DAY GAME PLAN

Before: get a good night's sleep (children ages 6 to 12 need about 9 to 12 hours) and eat breakfast (school breakfast counts). · **During:** read carefully, skip a hard question and come back, use box breathing (in 4, hold 4, out 4, hold 4), and keep going.

TRY THIS AT HOME

1. Practice box breathing together at a calm time of day.
2. Try a Thought Flip with a character from a book or show: change "I'll never get this" to "This is hard, but I can take it one step at a time."

TALK ABOUT IT AT HOME

"What is a Thought Flip? How would you flip 'I'll never finish'?"

Your child may bring home a worksheet about Nayeli's game plan. Ask your child which steps Nayeli can use. Your child's teacher can share the class's STAAR test dates.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor



ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **la confianza ante los exámenes** con la consejera escolar. Con personajes de cuentos, aprendimos que un poco de estrés puede ayudarnos a concentrarnos, cómo cambiar un pensamiento de preocupación por uno que ayuda y cómo hacer un plan para el día del examen. Un pensamiento que ayuda es un pensamiento tranquilo y verdadero que nos ayuda a dar el siguiente paso.

PLAN PARA EL DÍA DEL EXAMEN

Antes: dormir bien (los niños de 6 a 12 años necesitan dormir unas 9 a 12 horas) y desayunar (el desayuno de la escuela cuenta). · **Durante:** leer con cuidado, saltarse una pregunta difícil y regresar a ella, usar la respiración cuadrada (inhalar 4, aguantar 4, exhalar 4, aguantar 4) y seguir adelante. (En clase lo llamamos en inglés *Test-Day Game Plan*.)

PARA PRACTICAR EN CASA

1. Practiquen juntos la respiración cuadrada en un momento tranquilo del día.
2. Practiquen cómo darle la vuelta a un pensamiento con un personaje de un libro o programa: cambien "Nunca voy a poder" por "Esto es difícil, pero puedo hacerlo paso a paso".

PARA PLATICAR EN FAMILIA

"¿Qué quiere decir darle la vuelta a un pensamiento (*Thought Flip*)? ¿Cómo cambiarías 'Nunca voy a terminar'?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre el plan de Nayeli. Pídale que le cuente qué pasos puede usar Nayeli. El maestro o la maestra le puede dar las fechas de STAAR del grupo.

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar