

Self-Control Journal Prompts.

Grades 5-8

1

Self-control is the ability to stop and think before acting. Think about the last time that you showed a lot of self-control. It could have happened in the classroom or at home. Maybe it was when you kept your cool when someone bothered you or how you waited patiently for your turn to speak. Describe how your body and mind felt before and after you showed good self-control. Be sure to provide enough details so your readers can understand what it was like to be there and feel those feelings.

2

Getting in trouble is never fun. Consider when you should have thought about potential consequences before choosing your actions. For example, maybe you said unkind words to a classmate or pushed someone when frustrated. Describe your thoughts when you chose your action and what you would change about your thoughts or actions if you could do it over again. Provide enough details so readers understand your thinking and how you would change your thoughts or actions.

3

Calming down can be a difficult thing to do sometimes. Think about when you had trouble calming down when you needed to. For example, your heartbeat may have raced; maybe you were pacing from place to place or breathing quickly. Describe in detail how your body and mind felt before and after you gained control using the self-control strategies you have practiced. Be sure to provide enough details so your readers can understand what it was like to be in that situation and feel those feelings.

Self-Control Journal Prompts.

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4

Time travel has always captured the imagination of humankind. Think about and select a situation when you wished you had a time machine to go back to change a hurtful comment you said or your reaction to someone else. Then, write a story about a fictional character who travels back in time to help you use strategies for self-control for your selected situation. Make sure you include enough details so your readers can understand and follow your story.

5

Everyone would like to have a hero who appears when they are needed. Think about some situations in class where students could show more self-control. It could be when students speak out of turn, get out of their seats, or have trouble calming down. Write a fictional story about a hero who appears out of thin air to help and support you and your classmates when self-control should be used. Describe your hero, how they help, and the difference they make for you, your classmates, and your teacher.

6

More learning occurs if students use good self-control skills. Self-control includes resisting the urge to do or say something, staying calm when something is upsetting, stopping actions when asked, and waiting for your turn to speak. Imagine you have a student in your class who has poor self-control skills. Write a letter to this imaginary student to convince them to improve their self-control. Include enough details to support your ideas and convince your classmate to strengthen their self-control skills.

Self-Control Journal Prompts.

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7

Helping another student is a thoughtful way to show that you care. Imagine a classmate who needs help using their self-control skills. Tell me how you would help that student use self-control strategies during class. Maybe you can help them by giving reminders or using a special signal. Describe your imagined classmate's actions and how you helped them gain control in three different situations.

8

The skill of self-control is important for students to use during class. Self-control includes thinking before acting, resisting the urge to do or say something, considering the consequences of actions, stopping when asked, or waiting for your turn to speak. Explain how your classroom environment would improve if students used more self-control and why you think it is difficult for some students to use. Be sure to include specific details to support your explanation.



Self-Monitor Journal Prompts.

Grades 5-8

1

Self-monitor is the ability to view and evaluate oneself. Think about the last time that you showed a lot of self-monitor. It could have happened in class or at home. Maybe it was when you checked your work as you went, kept track of your progress, or knew what you needed to do to be successful. Describe in detail what you thought and felt before and after you showed good self-monitoring. Be sure to provide enough details so readers know what it was like to be there before and after you showed self-monitor.

2

Your actions often affect others' thoughts and emotions. Think about a time when you didn't understand how your actions affected others. Maybe you said unkind words to a classmate or became annoyed when they disagreed. Describe what you thought about when this happened and what you would change about your thoughts or actions if you could do it over again. Provide details so readers know what you were thinking and how you would change your thoughts or actions.

3

Asking for help can be a difficult thing to do sometimes. Think about a time when you had trouble asking for help. Maybe you didn't know why you failed an assignment, why your work had many mistakes, or how you didn't know the best way to learn a new idea. Describe your thoughts before asking for help, when you realized your mistakes, and after asking for help. Be sure to provide enough details so your readers understand what it was like to evaluate your abilities and get the help needed.

Self-Monitor Journal Prompts.

Grades 5-8

4

Time travel has always captured the imagination of humankind. Think about and select a situation when you wished you had a time machine to go back to change an assignment you didn't do well on before you turned it in. Then, write a story about a fictional character who travels back in time to help you use self-monitor strategies for your selected situation. Make sure you include enough details so your readers can understand and follow your story.

5

Everyone would like to have a hero who appears when they are needed. Think about a situation in class where students could show more self-monitor. It could be when students turn in work without checking it first, say their thoughts before thinking, or are unaware of how their actions affect others. Write a fictional story about a hero who appears out of thin air to help and support you and your classmates when self-monitor should be used. Describe your hero, how they help, and the difference they make.

6

Helping another student is a kind way to show that you care. Imagine a classmate who needs help using their self-monitoring skills. Tell me how you would help that student use self-monitor strategies during class. Maybe you help them by giving reminders or using a special signal to help them self-reflect. Describe your imagined classmate's actions and how you help them use self-reflection in three different situations.

Self-Monitor Journal Prompts.

Grades 5-8

7

Understanding your strengths and areas for improvement is essential for growth. Think about what areas of self-monitor you do well and what areas you need to work on. Explain how gaining additional self-monitor skills could help you throughout your lifetime. Provide enough details so that your readers understand how improvement in your self-monitoring skills could help you in the future as a student, employee, or parent.

8

More learning occurs if students use good self-monitoring skills in class. Self-monitoring includes checking work as you go, improving areas of weakness, and being aware of your thoughts and feelings. Imagine a student in your class who shows poor self-monitoring skills. Write a letter to this imaginary student to convince them to improve their self-monitoring skills. Include enough details to support your opinion and convince the reader that more learning will occur if self-monitoring improves.



Flexibility Journal Prompts.

Grades 5-8

1

Flexibility is the ability to adapt to changing conditions by revising plans or switching strategies. Think about the last time that you showed good flexibility. It could have happened in class or at home. Maybe it was when you managed your emotions during a changing situation, understood another's perspective, or did something new even though it was difficult. Describe how your body and mind felt before and after you showed flexible thinking.

2

Being frustrated is never fun. Think of a time when you should have prepared for an upcoming change. Maybe you hadn't finished your work and became frustrated when the time was up or felt strong emotions when things did not go as planned. Describe in detail your thoughts and the actions you took during this situation. Explain what you would change about your thoughts or actions if you could do it over again.

3

It can be challenging to accept that there are multiple ways to solve a problem. Think of a time when you had trouble considering a new way to problem solve. For example, you may have struggled to understand another person's ideas or become frustrated at learning a new method. Describe in detail how your body and mind felt before and after you were able to use flexible thinking strategies to manage this change. Be sure to provide enough details so readers understand what it was like to be there.

Flexibility Journal Prompts.

Grades 5-8

4

Time travel has always captured the imagination of humankind. Think about and select a situation when you wish you had a time machine to change how you managed your emotions while experiencing a life change. For example, maybe a close friend moved away, or you started at a new school. Then, write a story about a fictional character who travels back in time to help you use flexible thinking strategies for your selected situation. Provide enough details so your readers understand your story.

5

Helping another student is a kind way to show that you care. Imagine a classmate who needs help using their flexibility skills. Tell me how you would help that student use flexibility strategies during class. Maybe you help them by giving reminders or using a special signal to help them manage an upcoming change. Describe your imagined classmate's actions and how you help them in three different situations.

6

The skill of flexibility is important for students to use during class. Flexibility includes being okay with a change in plans, understanding multiple perspectives, and transitioning from one activity to the next. Explain how your classroom environment would improve if students used more flexible thinking and why you think it is difficult for some students to use. Be sure to include specific details to support your explanation.

Flexibility Journal Prompts.

Grades 5-8

7

Understanding your strengths and areas for improvement is essential for growth. Think about what areas of flexibility you do well and what areas you need to work on. Explain how gaining additional flexibility skills could help you throughout your lifetime. Provide enough details so that your readers understand how improvement in your flexibility skills could help you in the future as a student, employee, or parent.

8

Executive functions are often overlooked as important skills for students. Flexible thinking is one of the most important executive function skills students can use to help manage their thoughts and emotions when changes happen. Your teacher does not see value in teaching your class flexibility skills. Write a letter to your teacher persuading them to teach these skills to your class. Include enough specific details to support your opinion and convince your teacher that your position is correct.



Emotional Control Journal Prompts.

Grades 5-8

1

Emotional control is the ability to manage feelings to achieve goals and complete tasks. Think about the last time that you showed excellent emotional control. It could have happened in class or at home. Maybe it was when you managed your reaction to an upsetting situation, calmed down when you felt upset or understood what caused your feelings. Describe how your body and mind felt before and after you showed emotional control.

2

Being angry is never fun. Think of a time when you should have managed your triggers that led to anger. Maybe you got upset at your parents when they asked you to do a chore or yelled at a classmate when they annoyed you. Describe your thoughts and actions during this situation. What would you change about your thoughts or actions if you could do it over again? Provide enough details so readers understand your thinking and how you would change your thoughts or actions.

3

Managing feelings of worry can be difficult. Think of when you felt anxious and struggled to manage those feelings. For example, maybe you experienced this feeling while taking an exam or thinking about all of your assignments due. Describe in detail how your body and mind felt before and after you were able to use coping strategies to manage your feelings. Be sure to provide enough details so your readers can understand what it was like to be in that situation and feel those feelings.

Emotional Control Journal Prompts.

Grades 5-8

4

Time travel has always captured the imagination of humankind. Think about and select a situation when you wish you had a time machine to change how you managed your emotions while experiencing a problem. For example, maybe your family moved, your phone broke after falling, or you failed a test. Then, write a story about a fictional character who travels back in time to help you use emotional control for your selected situation. Make sure you include details so readers understand and follow your story.

5

Helping another student is a kind way to show that you care. Imagine a classmate who needs help using their emotional control skills. Tell me how you would help that student use emotional control strategies during class. Maybe you can help them by giving reminders or using a special signal. Describe your imagined classmate's actions and how you help them in three different situations.

6

Emotional control is important for students to use during class. Emotional control includes knowing the difference between big and small problems, managing reactions, expressing feelings calmly, and using coping strategies to calm yourself. Explain how your classroom environment would improve if students used more emotional control and why you think it is difficult for some students to use. Be sure to include specific details to support your explanation.

Emotional Control Journal Prompts.

Grades 5-8

7

Understanding your strengths and areas for improvement is essential for growth. Think about what areas of emotional control you do well and what areas you need to work on. Explain how gaining additional emotional control skills could help you throughout your lifetime. Provide enough details so your readers understand how improving your emotional control skills could help you in the future.

8

More learning occurs if students use good emotional control skills in class. Emotional control includes understanding the size of a problem, knowing what is bothering you, controlling your reactions, and thinking of others' feelings. Imagine a student in your class with poor emotional control skills. Write a letter to this imaginary student to convince them to improve their emotional control. Include enough details to support your ideas and motivate the student to improve.



Task Initiation Journal Prompts.

Grades 5-8

1

Task initiation is the ability to start and finish tasks without procrastination. Think about the last time that you showed good task initiation. It could have happened in class or at home. Maybe it was when you started your work immediately, motivated yourself to finish a task even though you didn't want to, or broke a large task into manageable pieces. Describe how your body and mind felt before and after you showed task initiation. Provide details so readers can understand what it was like to be in that situation.

2

A lack of motivation is hard to overcome. Think of a time when you should have finished a task but didn't want to. Maybe you had trouble getting started, getting off track, or developing ideas. Describe your thoughts and the actions you took during this situation. What would you change about your thoughts or actions if you could do it over again? Provide enough details so your readers understand what you were thinking and how you would change your thoughts or actions.

3

Staying on track can be difficult. Think of a time when you lost focus and struggled to complete your task. For example, maybe you became distracted by your friend or did not use a checklist to help you stay focused. Describe in detail your thoughts before and after you were able to return to your task and finish it. Be sure to provide enough details so your readers understand your steps to regain focus and complete the task.

Task Initiation Journal Prompts.

Grades 5-8

4

Time travel has always captured the imagination of humankind. Think about and select a situation when you wish you had a time machine to change how you managed your procrastination. For example, you decided to watch your favorite show instead of studying or put off your chores and got grounded. Then, write a story about a fictional character who travels back in time to help you use task initiation skills for your selected situation. Provide enough details so readers understand and follow along.

5

Helping another student is a kind way to show that you care. Imagine a classmate who needs help using their task initiation skills. Tell me how you would help the student use task initiation strategies during class. Maybe you could help them by giving reminders or using a special signal. Describe your imagined classmate's actions and how you help them in three different situations.

6

Task initiation is important for students to use during class. Task initiation includes breaking projects into manageable pieces, overcoming procrastination, and using motivators to follow through and finish tasks. Explain how your classroom environment would improve if students used more task initiation and why you think it is difficult for some students to use. Be sure to include specific details to support your explanation.

Task Initiation Journal Prompts.

Grades 5-8

7

Understanding your strengths and areas for improvement is essential for growth. Think about what areas of task initiation you do well and what areas you need to work on. Explain how gaining additional task initiation skills could help you throughout your lifetime. Provide enough details so that your readers understand how improvement in your task initiation skills could help you in the future as a student, employee, or parent.

8

Executive functions are often overlooked as important skills for students. Task initiation is one of the most important executive function skills students can use to help them finish tasks without procrastination. Your teacher does not see value in teaching your class task initiation skills. Write a letter to your teacher persuading them to teach these skills to your class. Include enough specific details to support your opinion and convince your teacher that your position is correct.



Working Memory Journal Prompts.

Grades 5-8

1

Working memory is the ability to use information held in memory to complete a task. Think about the last time that you showed good working memory. It could have happened in class or at home. Maybe it was when you remembered directions, recalled important information during a task, or removed distractions to improve your focus. Describe how your body and mind felt before and after you used working memory. Provide details so readers can understand what it was like to be in that situation.

2

Working while distracted is hard to overcome. Think of a time when you were so distracted you could not focus on your task. Maybe you received phone notifications, your class was talking too loudly, or you started to daydream. Describe your thoughts and your actions taken during this situation. What would you change about your thoughts or actions if you could do it over again? Provide details so readers understand what you were thinking and how you would change your thoughts or actions.

3

Remembering information can be difficult. Think of a time when you struggled to learn the concepts for an upcoming test. For example, maybe you needed to remember the vocabulary words or struggled to memorize the steps needed to solve a math problem. Describe in detail your thoughts before and after you were able to use memory strategies to help you remember the information. Be sure to provide enough details so your readers understand the steps you took to memorize the information.

Working Memory Journal Prompts.

Grades 5-8

4

Time travel has always captured the imagination of humankind. Think about and select a situation when you wish you had a time machine to change how you used your working memory skills. For example, you did not use an acronym to help you remember a science process or could not remember the steps of an assigned project. Then, write a detailed story about a fictional character who travels back in time to help you use working memory skills for your selected situation.

5

Helping another student is a kind way to show that you care. Imagine a classmate who needs help using their working memory skills. Tell me how you would help that student use working memory strategies during class. Maybe you could help them by giving reminders or using a special signal. Describe your imagined classmate's actions and how you help them in three different situations.

6

Working memory is important for students to use during class. Working memory includes using memory strategies to remember information, removing distractions to increase focus, and working on tasks without being reminded. Explain how your classroom environment would improve if students used more working memory and why you think it is difficult for some students to use. Be sure to include specific details to support your explanation.

Working Memory Journal Prompts.

Grades 5-8

7

Understanding your strengths and areas for improvement is essential for growth. Think about what areas of working memory you do well and what areas you need to work on. Explain how gaining additional working memory skills could help you throughout your lifetime. Provide enough details so that your readers understand how improving your working memory skills could help you in the future.

8

More learning occurs if students use good working memory skills in class. Working memory includes knowing how to use memory strategies to recall important pieces of information and how to remove distractions to remain focused. Imagine a student in your class with poor working memory skills. Write a letter to this imaginary student to convince them to improve their working memory. Provide details to support your ideas and convince the reader that more learning will occur if working memory is improved.



Planning Journal Prompts.

Grades 5-8

1

Planning is the ability to create steps to reach a goal. Think about the last time that you showed good planning. It could have happened in the classroom or at home. Maybe it was when you estimated how much time you needed to complete a task, achieved a long-term goal, or used a planner to track your assignments. Describe your thoughts before and after you used your planning skills. Provide enough details so readers can understand what it was like to be in that situation.

2

Starting a project at the last minute is stressful. Think of a time when you were late starting a large assignment. Maybe you struggled to plan the project's steps or did not estimate the amount of time it would take accurately. Describe your thoughts and the actions you took during this situation. What would you change about your thoughts or actions if you could do it over again? Provide details so readers understand what you were thinking and how you would change your thoughts or actions.

3

Working towards a goal can be overwhelming. Think of a time when you wanted to achieve a goal but struggled to identify the steps needed to make it happen. For example, maybe you wanted to make the basketball team but didn't know how to play a new position or wanted to get an "A" in Math but frequently forgot to turn in your assignments. Describe in detail your thoughts before and after you were able to use planning strategies to help you identify the steps you needed to take to achieve your goal.

Planning Journal Prompts.

Grades 5-8

4

Time travel has always captured the imagination of humankind. Think about and select a situation when you wish you had a time machine to change how you used your planning skills. For example, maybe you didn't start a project on time or received detention when you forgot to do your assignment because you didn't write it down in your agenda. Then, write a detailed story about a fictional character who travels back in time to help you use planning skills in your situation.

5

Helping another student is a kind way to show that you care. Imagine a classmate who needs help using their planning skills. Tell me how you would help that student use planning strategies during class. Maybe you could help them by giving reminders or using a special signal. Describe your imagined classmate's actions and how you help them in three different situations.

6

Planning is important for students to use during class. Planning includes identifying and following the steps to complete a large assignment and estimating the time needed to complete tasks. Explain how your classroom environment would improve if students used more planning and why you think it is difficult for some students to use. Be sure to include specific details to support your explanation.

Planning Journal Prompts.

Grades 5-8

7

Understanding your strengths and areas for improvement is essential for growth. Think about what areas of planning you do well and what areas you need to work on. Explain how gaining additional planning skills could help you throughout your lifetime. Provide enough details so that your readers understand how improvement in your planning skills could help you in the future as a student, employee, or parent.

8

More learning occurs if students use good planning skills in the classroom. Planning includes identifying and following the steps to complete a large assignment and estimating the time needed to complete tasks. Imagine a student in your class with poor planning skills. Write a letter to this imaginary student to convince them to improve their planning. Include enough details to support your ideas and convince the reader that more learning will occur if planning is improved.



Organization Journal Prompts.

Grades 5-8

1

Organization is the ability to develop and use systems to keep track of materials and information. Think about the last time that you showed good organization. It could have happened in the classroom or at home. Maybe it was when you organized your papers and homework in your binder or understood how to prioritize your upcoming tasks. Describe your thoughts before and after you used your organization skills. Provide enough details so readers can understand what it was like to be in that situation.

2

Remembering everything you need for an assignment can be stressful. Think of a time when you didn't have the materials you needed. Maybe you didn't put your items in your backpack or struggled to find them. Describe your thoughts and the actions you took during this situation. What would you change about your thoughts or actions if you could do it over again? Provide details so readers understand what you were thinking and how you would change your thoughts or actions.

3

Organizing your thoughts and ideas for notes can be overwhelming at times. Think of a time when you needed to take notes but struggled to organize them in a usable way. Maybe you highlighted too many words on a page because you didn't understand what was necessary or wrote down what your teacher said word for word because you didn't know what to write. Then, describe in detail how note-taking strategies have helped you organize, identify, and record important pieces of information.

Organization Journal Prompts.

Grades 5-8

4

Time travel has always captured the imagination of humankind. Think about and select a situation when you wish you had a time machine to change how you used your organizational skills. For example, maybe you lost an assignment or struggled to organize the parts of an upcoming project. Then, write a story about a fictional character who travels back in time to help you use your organizational skills during your situation. Make sure to include enough details so readers understand and follow your story.

5

Helping another student is a kind way to show that you care. Imagine a classmate who needs help using their organizational skills. Tell me how you would help that student use organization strategies during class. Maybe you could help them by giving reminders or using a special signal. Describe your imagined classmate's actions and how you help them in three different situations.

6

Organization is important for students to use during class. Organizational skills include developing systems to keep track of materials and information. Explain how your classroom environment would improve if students used more organization and why you think it is difficult for some students to do. Be sure to include specific details to support your explanation.

Organization Journal Prompts.

Grades 5-8

7

Understanding your strengths and areas for improvement is essential for growth. Think about what areas of organization you do well and what areas you need to work on. Explain how gaining additional organizational skills could help you throughout your lifetime. Provide enough details so that your readers understand how improvement in your organizational skills could help you in the future as a student, employee, or parent.

8

Executive functions are often overlooked as important skills for students. Organization is one of the most important executive function skills students can use to help them develop systems to keep track of their materials and information. Your teacher does not see value in teaching your class organization skills. Write a letter to your teacher persuading them to teach these skills to your class. Include enough specific details to support your opinion and convince your teacher that your position is correct.

