

Live Big with CATCH-M

Social Emotional Learning Curriculum

About the Curriculum:

This curriculum is designed to support educators, caregivers, and counselors in nurturing social and emotional development through the heartwarming messages of *Live Big with CATCH-M* by Kat Kronenberg. Each lesson is inspired by the book’s central themes of love, connection, and personal growth, helping children recognize the “wondrous spark” within themselves and in others.

Rooted in the **CASEL 5 Core Competencies**—Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making—these lessons are crafted to build emotional literacy, empathy, resilience, and a strong sense of community.

| CASEL 5 Core Competencies | | | | |
|---|---|--|--|--|
| Self-Awareness | Self-Management | Responsible Decision-Making | Relationship Skills | Social Awareness |
| The ability to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. | The ability to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. | The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. | The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. | The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. |

What You Will Find in Each Lesson:

- **Activity Name:** title to spark curiosity and connect to the story's themes.
- **CASEL Core Competence Focus Area:** A clear link to one or more of the five core SEL areas identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL).
- **Objective:** A concise description of the skill or concept students will explore or practice.
- **Activity Guide:** Step-by-step instructions for leading the activity in a classroom or group setting.
- **Discussion Questions:** Thoughtful prompts to guide student reflection, foster dialogue, and deepen understanding.
- **Lesson Extensions:** Optional ideas to expand the learning—through writing, art, movement, or cross-curricular connections.
- **Home Connections:** Simple ways families can continue the conversation and reinforce learning at home.

We hope these lessons ignite lasting conversations about love, kindness, and living big together.

Activity: *Shadow Thought Switching*

Social and Emotional Learning Focus Area(s) *Link to Social Emotional Learning*

Self-Management: The ability to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Social Awareness: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

Objective *Skill or Concept to Explore and Practice*

Students will identify negative self-talk (“shadow thoughts”) and practice replacing them with positive, empowering self-talk (“star thoughts”) as a strategy for managing emotions and building resilience.

Activity Guide *Leading the Activity*

Materials Needed

- Printable *Thought Switching Cards*
- Pencils, markers, or crayons

Step-by-Step Instructions

1. **Introduce the Concept:** Begin with a brief discussion about how our thoughts have power. Recall the beginning of the book where CATCH-M experiences two different kinds of thoughts, shadow thoughts and star thoughts.

Shadow Thoughts: CATCH-M was alone, scared and controlled by his shadow thoughts. These thoughts fill CATCH-M’s heart slowly with a heavy, blue color. Explain to students that “ we all have shadow thoughts that make us feel small, discouraged, unworthy, and even moody blue. We can learn to notice them and choose to switch them to star thoughts.

Star Thoughts: Still alone and scared, CATCH-M tried kinder, more accurate, and empowering thoughts. These star thoughts gave CATCH-M a braveheart filled with light, love, and happiness so he can do good.

2. **Show Examples:** Display a few sample *Thought Switching Cards* with shadow thoughts on one side and star thoughts on the other. Explain to students that our thoughts are like coins. They have two sides. We, too, can choose which side we want to focus on.
3. **Explore Shadow Thoughts and Identifying Star Thoughts Individually:**
 - a. Hand out blank *Thought Switching Cards*. Have students individually write a shadow thought on one side and a matching star thought on the other side. Encourage them to think of real examples from their own experiences for each type of thought.
4. **Explore Shadow Thoughts and Identifying Star Thoughts Together:**
 - a. **Group Practice:** As a class, brainstorm some common shadow thoughts students might experience at school or home. Write them on the board. Then, together, come up with star thoughts that could replace them.
 - b. **Group Play:** Have a student hide a card or give it to the teacher. Then the student gets up in front of class. They act out both the “shadow thought” and “star thought” before they pick someone to guess what they are. This allows each student to recognize their own emotions while also trying to identify and understand someone else's.
 - c. **End With a Chosen Star Thought:** Prompt students to raise their right hand and put it on their neighbors (or their own) shoulder. Have them look around the room and say, “I believe in me. And I believe in you!”

Discussion Questions *Guide Reflection & Dialogue*

1. How can switching our thoughts help us feel calmer, braver or more confident?
2. CATCH-M took deep breaths to help choose his star thoughts. Have you used deep breaths before to help you feel better? Did it help?

Lesson Extensions *Expand the Learning*

1. **Sharing Circle:** Invite students to share one pair of thoughts with the class or in small groups. Remind them only to share what they feel comfortable with.
2. **Writing Connection:** Have students write a journal entry starting with “My star thoughts make me feel...” Younger students can **draw** the emotion they feel when they have star thoughts.

Home Connection *Reinforce Learning At Home*

1. **Sharing and Replacing Shadow Thoughts:** Parent/Guardian share their own shadow thoughts with their child(ren), normalizing the idea that we **all** have shadow thoughts. Allow child(ren) to help come up with star thoughts to replace

their shadow thoughts.

- 2. Bedtime Star Thoughts:** As part of your family nighttime routine, share your favorite star thoughts (something positive you felt/thought) from the day together. Ex. “My star thought from today was that I am getting really good at basketball because of all of the practice I have been doing!”

Activity: *Star Whispers*

Social and Emotional Learning Focus Area(s) *Link to Social Emotional Learning*

Self-Management: The ability to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Objective *Skill or Concept to Explore and Practice*

Students will recognize their strengths by crafting personalized affirmations, or “*heart whispers*”, supporting their positive self-talk and emotional resilience.

Activity Guide *Leading the Activity*

Materials Needed

- Printable *Star-shaped Cutouts*
- Pencils, markers, or crayons

Step-by-Step Instructions

1. **Introduce the Concept:** Begin with a brief discussion about how- just like CATCH-M-we all have *extraordinary* inside of us and. Even when we feel scared or alone, our *extraordinary* spark is still with us. The *extraordinary* in CATCH-M’s heart whispered kind, affirming, and empowering words. CATCH-M listened. Just like CATCH-M, it is important that we listen when our hearts speak to us, reminding us how *extraordinary* we are! **Side note:** Scientists say the chances of any one person being born are *incredibly small*—some say it’s like 1 in 400 trillion! That means you being here is a true miracle. Just like CATCH-M says, you are *miraculous, marvelous, and magical!*
2. **Explore *Star Whispers* and Identifying Student’s *Extraordinary* Individually:**
 - a. Hand out blank *Star-shaped Cutouts*. On one side of their stars, have students take a moment to get quiet, close their eyes, and take three deep breaths in through their nose and out through their mouth. Have them imagine, write, or draw all of the things that make them *extraordinary*.
 - b. On the other side of the star, have students color a big heart and write empowering “I am” statements. CATCH-M’s were, “I am extraordinary.” “I am loved.” They can write these and add their own, like “I am a good

reader.” “I am fast.” “I am wonderfully created.”

- c. Students can stand in front of a mirror, smile big, and hear themselves claim their “I am” statements.
3. **Explore *Star Whispers* and Identifying Student’s *Extraordinary* Together:**
 - a. **Group Practice:** As a group, brainstorm examples of the things that make their class *extraordinary*. Write them on the board and celebrate them together.
 - b. **Group Play:** Have students share their *heart whispers* with a partner or with the group, like “I am loved.”. Encourage students to celebrate each other after each share with words like, “YES! CATCH-M is loved.”
 - c. **End With a Chosen Star Thought:** Prompt students to raise their right hand and put it on their neighbors (or their own) shoulder. Have them look around the room and say, “I believe that I am *extraordinary*. I believe that you are *too!*”

Discussion Questions *Guide Reflection & Dialogue*

1. What does it mean to have something *extraordinary* inside of you?
2. Can you feel your braveheart expand and fill with love’s riches, when you believe your empowering “I am” statements?
3. How can we help others hear their *heart whispers* and see how extraordinary they are?

Lesson Extensions *Expand the Learning*

1. **Sharing Circle:** One by one, have students send a *heart whisper* to the person to their left, identifying that student’s *extraordinary*. Go around the circle until every student has been affirmed.
2. **Writing Connection:** Have students write a journal entry starting with “Today my heart is whispering...” Younger students can **draw** their *heart whisper*.

Home Connection *Reinforce Learning At Home*

1. **Sharing our *Extraordinary*:** As a part of the beginning of the day routine, share with each other one way that you will be *extraordinary* today. For example, “today I will be *extraordinary* by trying my best on my math test.”
2. **Daily *Heart Whispers*:** Write notes of affirmation, or *heart whispers*, and place them in student’s backpack or lunchbox.

Activity: *Do Good Galaxy*

Social and Emotional Learning Focus Area(s) *Link to Social Emotional Learning*

Self-Awareness: The ability to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Relationship Skills: The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Objective *Skill or Concept to Explore and Practice*

Students will reflect on the people, moments and experiences that inspire them to do good in the world, helping them build a stronger sense of identity, purpose, and emotional awareness.

Activity Guide *Leading the Activity*

Materials Needed

- Printable *Star-shaped Cutouts*
- Pencils, markers, or crayons
- Poster board or large wall space labeled “Our Do Good Galaxy”

Step-by-Step Instructions

1. **Introduce the Concept:** Begin by discussing how doing good and having loving relationships can make our hearts feel braver, brighter and stronger.
Ask students: “What “do good” acts light up your heart? Who makes you feel loved, happy, and safe?” “What do they do to make you feel that way?”
2. **Create Your Star:** Hand out *star cutouts* and invite students to decorate one side of their star with drawings, words, or names of people, pets, or any good thing that brings more love into their hearts. On the other side of their star, draw or write a “do good” act they can do to help put more love in someone else’s heart.
3. **Build the Galaxy:** Collect the stars and add them to a bulletin board, wall space titled “Our Do Good Galaxy”, or hang them from the ceiling with string.
 - a. **Group Practice:** As a class, look at the completed galaxy together.
Emphasize how everyone’s contributions creates a wondrous connection

- and something bigger and more beautiful.
- b. **Partner Play:** Have partners find each other's star and each take a turn wishing for something good for that person together.
 - c. **Group Play:** As a class, come up with an idea where you can do something good for a sister class, the whole school, or the community.
 - d. **End With a Chosen Star Thought:** Prompt students to raise their right hand and put it on their neighbors (or their own) shoulder. Have them look around the room and say, "I believe I can do good! I believe you can too!"

Discussion Questions *Guide Reflection & Dialogue*

1. What did you put on your star and why?
2. How does it feel to think about the good you can do to bring more love into your own heart, into someone else's, and the world's?
3. How does it feel when someone does something good for you?
4. What do you notice when you see everyone's stars together?

Lesson Extensions *Expand the Learning*

1. **Sharing Circle:** Invite students to identify one "do good" action they have seen from a peer or someone in their community.
2. **Writing Connection:** Have students write a journal entry starting with "More love in my heart feels like..." Younger students can draw what love in their hearts feels like or prompt them to draw a heart and inside the heart, something that makes them feel loved.

Home Connection *Reinforce Learning At Home*

1. **Family Kindness Galaxy:** Send home blank *star cutouts* for students to complete with their families about what brings them more "do good" love at home.
2. **Bedtime Do Goods For The Day:** As part of your family nighttime routine, share something good you did for that day. Ex: "I gave Tommy my extra pencil when his last one broke."

Activity: You Can “Do Good” Can

Social and Emotional Learning Focus Area(s) *Link to Social Emotional Learning*

Relationship Skills: The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Social Awareness: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

Objective *Skill or Concept to Explore and Practice*

Students will practice recognizing and appreciating kind, respectful, and inclusive behaviors in others, to help build a supportive and connected classroom community where everyone is focused on ways to do good together.

Activity Guide *Leading the Activity*

Materials Needed

- Clean can (like a bean can) or clear jar (labeled Do Good Can)
- Printable *Do Good Strips* (or any paper strips)
- Printable *Do Good and Be Brave Strips* (for lesson extension 2)
- Pens, pencils, or markers

Step-by-Step Instructions

1. **Introduce the concept:** Explain that the Do Good Can is a way for classmates to notice and celebrate when they see someone doing good and being kind. Emphasize the importance of noticing when someone in their community does good.
2. **Model:** Share a few examples of what might be written on the *Do Good Strips*, such as:

“I saw Eli helping someone pick up their books.”
“Sofia invited someone to join her game at recess.”
3. **Student Participation:** Encourage students to write at least one *Do Good Strip*.

Leave the strips in an accessible location for students to utilize over the course a teacher-determined period of time. Options for class engagement:

- a. **Celebrate as a Class with a Sharing Circle:** Place your classroom Do Good Can in the center (with *Do Good strips* inside) of the circle and reflect on all of the Do Good moments that have happened. Ask students how it makes them feel to see how many *Do Good strips* they have accumulated.
 - b. **Set a Goal:** When the can is full, the class earns a celebration. Schedule time for *Do Good strip* writing: For example, use transitions, morning meetings or SEL time.
4. **End With a Chosen Star Thought:** Prompt students to raise their right hand and put it on their neighbors (or their own) shoulder. Have them look around the room and say, “I believe we can do good together!”

Discussion Questions *Guide Reflection & Dialogue*

1. Why is it important to notice the good things others do?
2. How do you feel when someone recognizes something good you do?
3. What is a “do good” act that makes the classroom feel safe, respectful, and connected?

Lesson Extensions *Expand the Learning*





















1. **Make A Do Good Chain:** After reading each strip in the sharing circle, staple one strip into a circle and connect each one after that to make a chain to hang in the classroom. The Do Good Chain serves as a fun reminder that we are all connected.
2. **Bravery Strips:** On the “Be Brave” side of the *Do Good and Be Brave Strips*, students can note and celebrate when they see someone being brave or doing something brave. *Bravery strips* encourage full-bravehearted moments, like CATCH-M’s, where we can have fun doing good together.
3. **Writing Extension:** Have students choose one *Do Good strip* to expand into a short story or comic strip about kindness. Younger students can **draw** a picture of a “do good” moment.

Home Connection *Reinforce Learning At Home*

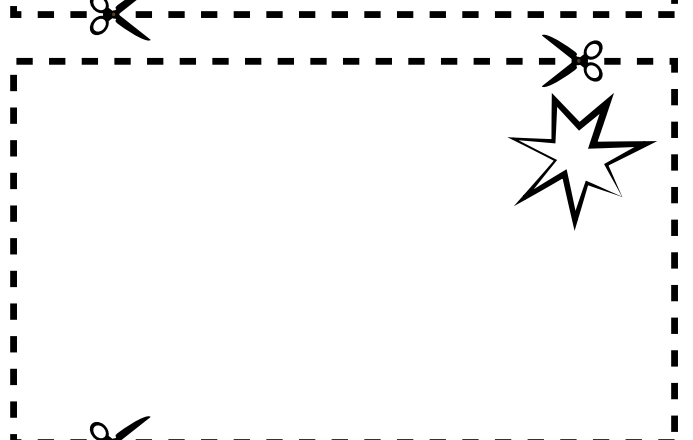
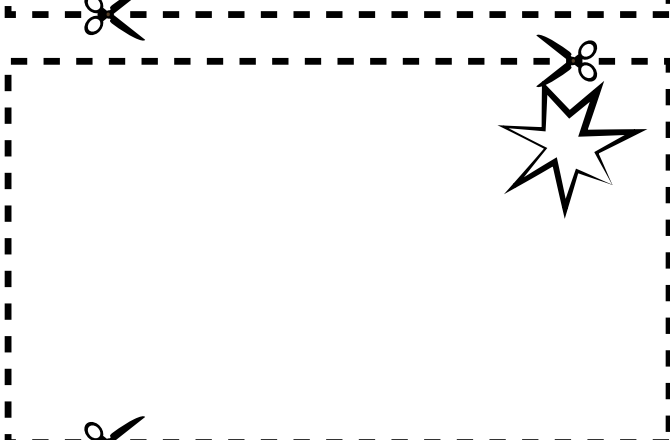
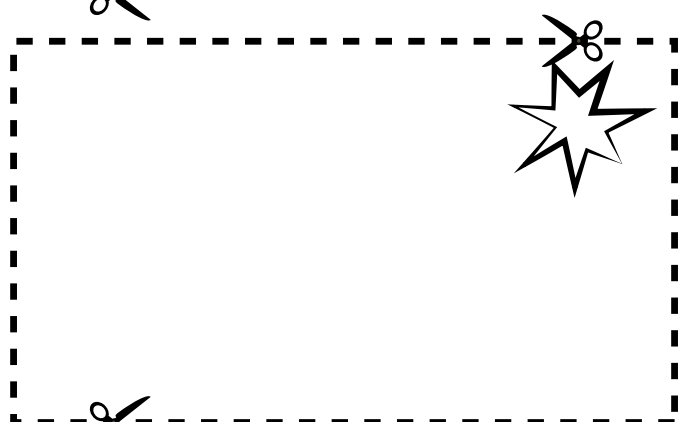
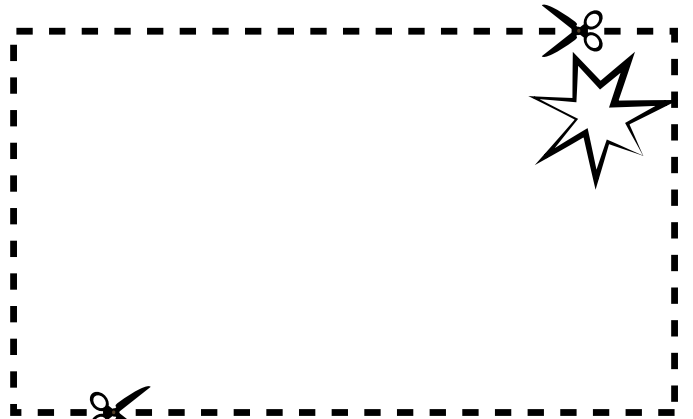
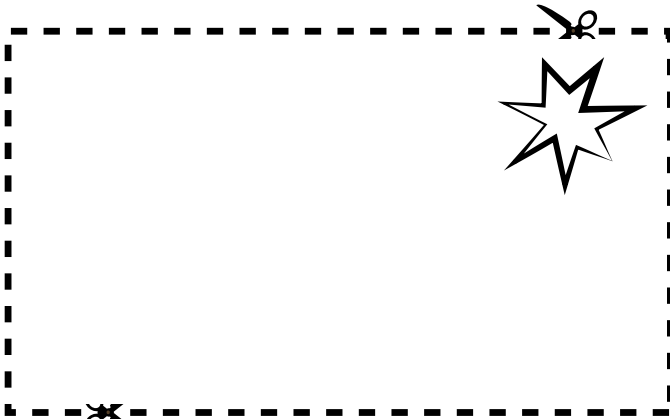
1. **Sharing Kindness:** Let families know about the class *Do Good Can* and encourage them to discuss with their child the action they wrote about and any “do good” acts their peers noticed them doing.
2. **Do Good Can at Home:** Encourage families to make a *Do Good Can* at home, identifying “do good” moments happening at home. For simpler and more mobile engagement:

- a. Families can use items such as coins, rocks, etc. to add to their *Do Good Can* when they notice a family member doing good.
- b. Parents/Guardians can give “Do Good Points” when they notice someone doing something good, making it easy to do on the go.

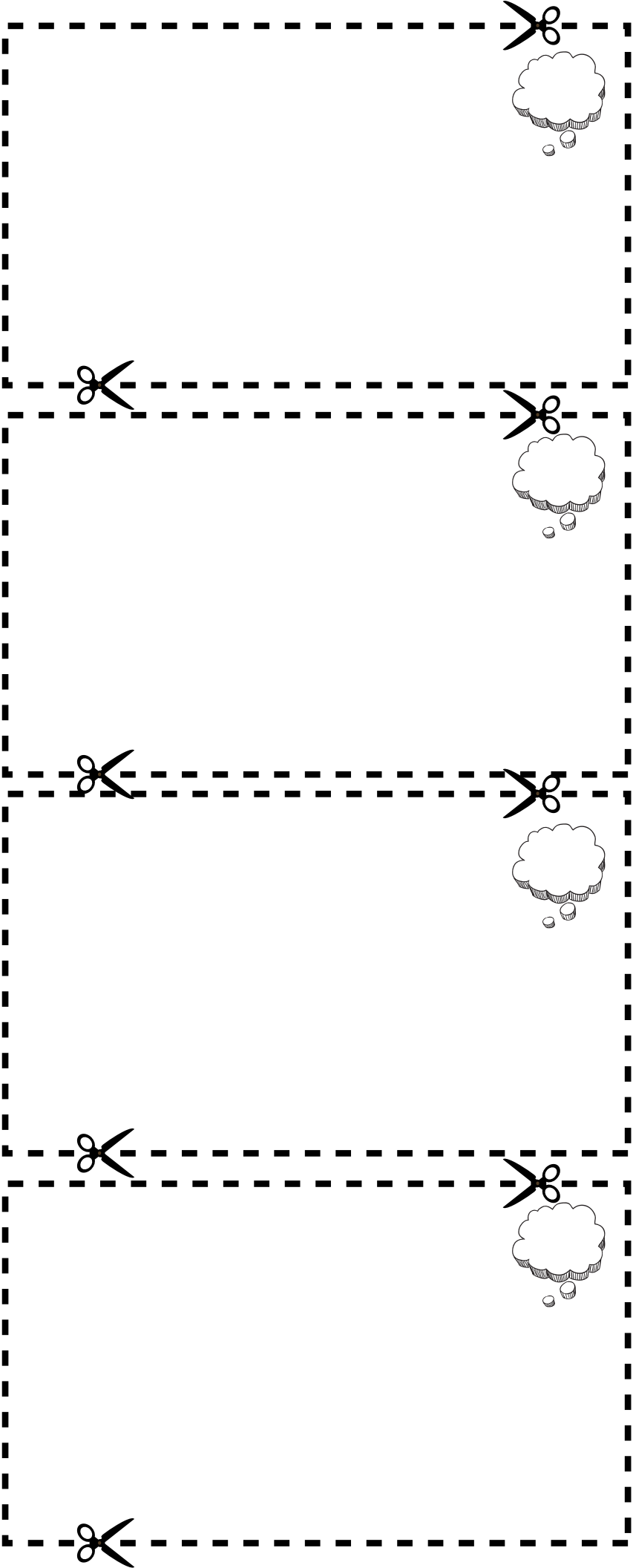
Shadow Thoughts

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Star Thoughts

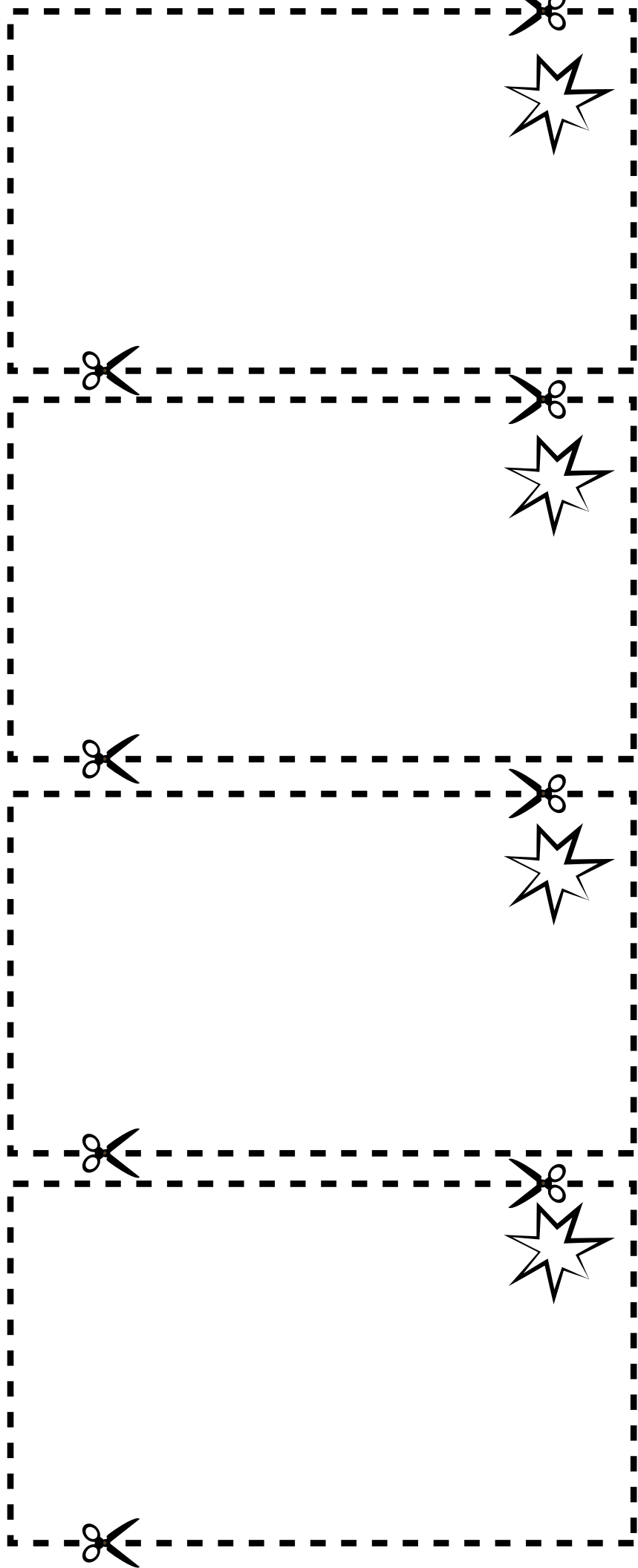


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THOUGHTS



STAR

Shadow Thoughts

I'm not good at this.



Nobody wants to be my friend.



I can't do it.



I'm too shy.



No one understands me.



I always mess things up.





Things never go right for me.




People are always mean to me.



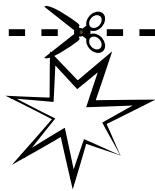

Star Thoughts



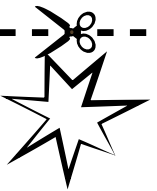


I'm learning, and that's
what matters.



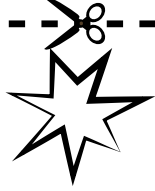


I'm kind, and I will find
good friends.




I can do hard things with
practice.



I can be brave one small
step at a time.





I can share how I feel and
ask for help.




Everyone makes mistakes. I
can try again.

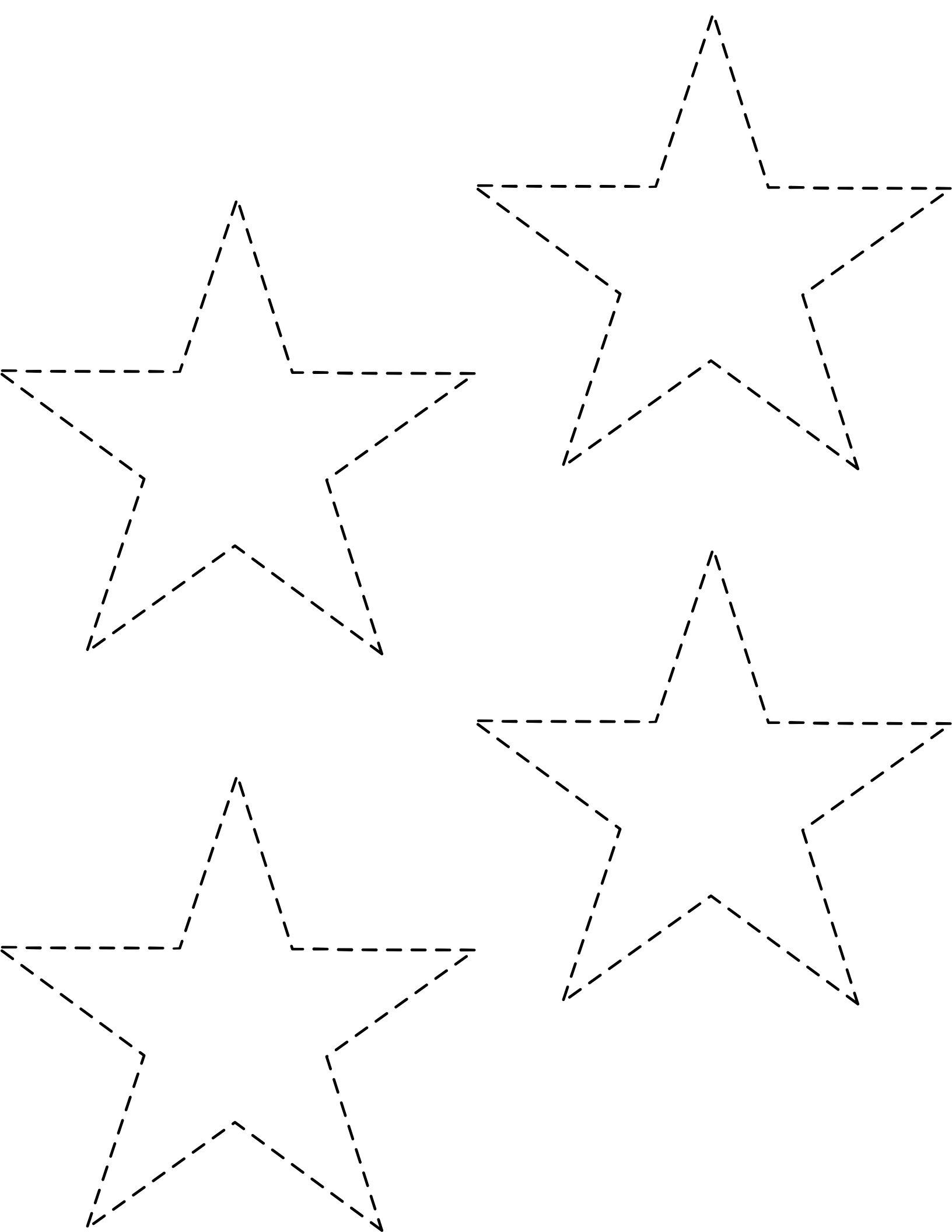


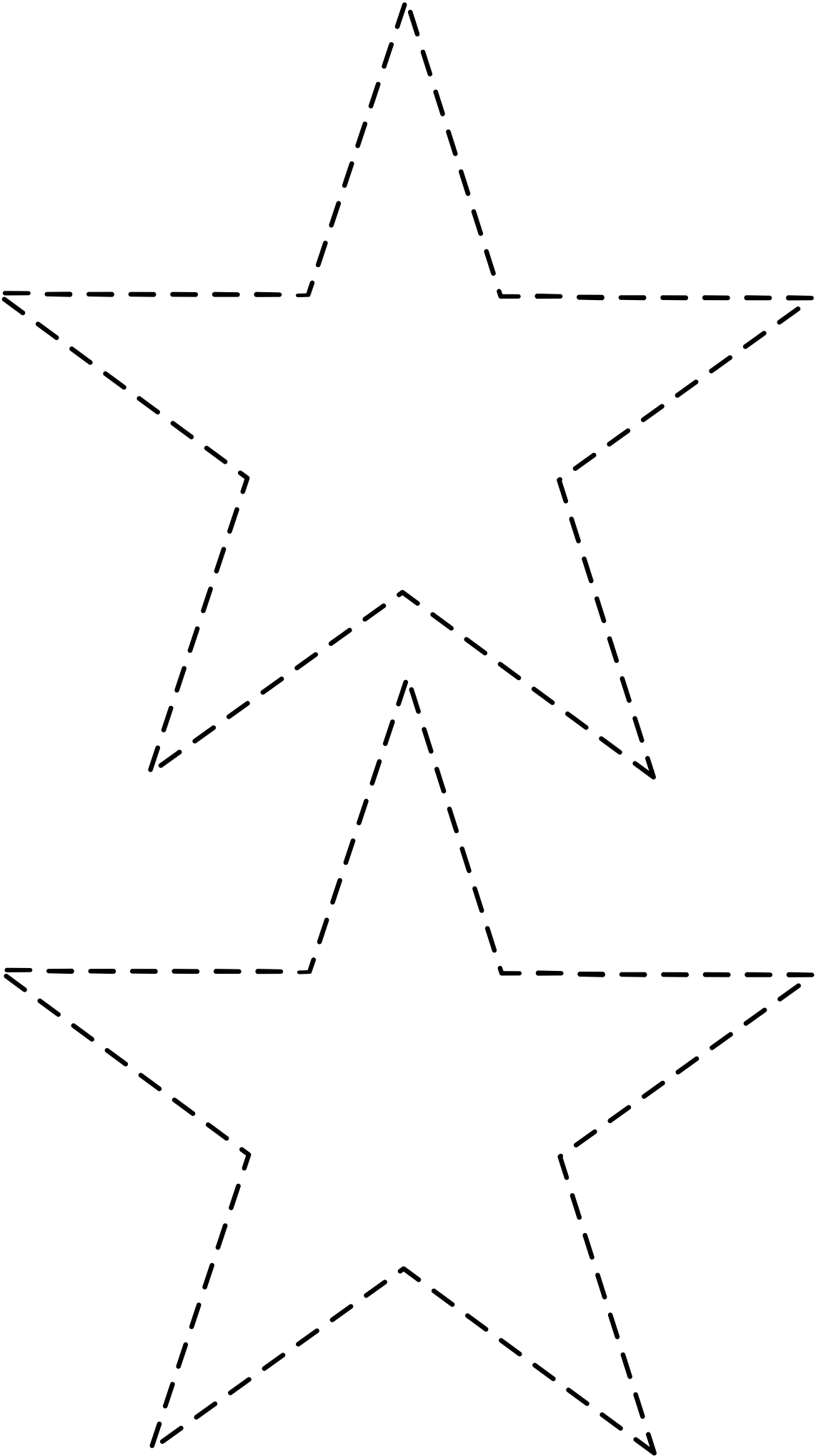
Good things can still
happen.



There are nice people
everyone. I can be friends
with them.







Do Good

Do Good

Do Good

Do Good

Do Good

Do Good

Do Good

Do Good

Do Good

Do Good

Do Good

Do Good

Be Brave

Be Brave

Be Brave

Be Brave

Be Brave

Be Brave