

<b>Title:</b>	<b>Emotional Bank Account Game</b>		
<b>Author/Source:</b>	<b>Penny Weiman; Blessed Sacrament Catholic School, Quincy, IL</b>		
<b>Learning Objective:</b>	Students will learn, recognize, and provide examples of deposits and withdrawals in an emotional bank account.		
<b>FranklinCovey Habit:</b>	<b>Emotional Bank Account</b>		
<b>Subject Area:</b>	<b>Writing/Reading</b>		
<b>Activity Time:</b>	<b>45 -60 minutes</b>	<b>Grade Level:</b>	<b>1st - 5th grade</b>
<b>Activity Type:</b>	Check all that apply		
	Individual	Group	Homework
		X	

### Set Up

Student Materials	Teacher Materials	Review
markers, pencils	Chrysanthemum book, construction paper rectangles	

### Introduction

T: “Who has a job or chores to do around the house or neighborhood? (*student responses*) Does anyone get paid for doing the chores? Sometimes, like adults, you get paid for doing a job like taking out the trash, cleaning your room, delivering newspapers, or helping with a younger brother or sister. When you do those jobs, you get paid money. How does that make you feel? (*good, happy, you want to do it again*)

T: “When you get money, that’s a **deposit**. When do you do with the money after you get it? (*save it, spend it on toys, video games, etc.*)

How does that make you feel after it’s gone? (*happy at the time, but sad because it’s gone; disappointed*) When money gets taken away or spent, that’s called a **withdrawal**. We feel better and happier when we get a deposit of something and usually sad when we take a withdrawal because something’s missing. We can make deposits and withdrawals with each other’s feelings. While we read a story *Chrysanthemum*, try to pick out some of the words or sentences that cause someone to feel good or bad.

*(teacher reads the book and then discusses some of the parts that would show deposits and withdrawals)*

### Activity

T: Now you will make a game to help us remember what words we can use or things we can do to deposit good feelings in each other.

You will think of a deposit and write it on a construction paper rectangle. It makes me feel good when someone gives me a hug. I could write that on a card like this (*teacher models writing “Someone gives you a hug. Move forward on the game board 2 spaces”*).

“You will also write some withdrawals on the cards. I feel sad when someone gives me a mean look (*teacher models writing*

*“Someone looked at you in a mean way. Move back 4 spaces”*).

You will work together in groups of 4-5 people to write at least 10 different deposits and 10 different withdrawals.

### Wrap Up

Students will play the games made by the groups.

### Assessment

**Check the deposits and withdrawals written by the different groups.**

### Extensions & Integrations