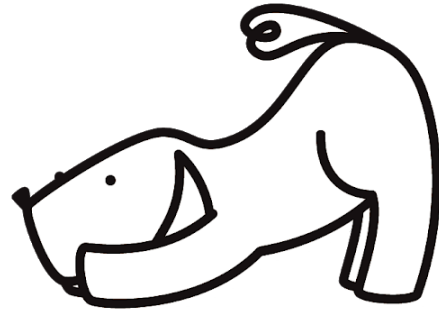


Respect



Sub-Concepts Covered: Self-care, Kindness

Kindness in the Classroom lessons teach kindness skills through a step-by-step framework of Inspire, Empower, Act, Reflect and Share. Each lesson starts with the 'share' step to reinforce learning from previous lessons. The 'act' piece is woven into the lessons but really takes place in the projects.

The Respect Unit is our first unit in a series of six. This unit focuses primarily on helping students show respect for themselves, for others, and for their learning environment. They will do this through lessons on respectful listening, on respectful communication, and on working together in teams.

Unit Objective

Students will:

- Learn basic ways to show kindness and respect in the classroom and learning environment.
- Identify key elements of respectful listening.
- Build healthy communication skills to use during a disagreement.
- Work effectively in teams.

Student Introduction

Welcome to the Respect Unit! Over the next few weeks, we are going to build some superpowers around respect and kindness, which means we consider how our words and actions impact other people! Specifically, we want to be sure we are treating others with kindness and in ways that we would want others to treat us. We are going to focus on these important areas:

- Respecting ourselves, others, and our classroom!
- Using our WHOLE body to listen respectfully!
- Practicing respectful conversations!
- And working hard in teams!

Let's get started with our first lesson!

Unit Lessons

Lesson Title	Lesson Objectives	Materials Required
Lesson 1 The Ripples of Kindness	<ul style="list-style-type: none">• Learn basic ways to show kindness and respect in the classroom and learning environment.	<ul style="list-style-type: none">❑ <i>One Kindness</i> by Jacqueline Woodson – print version, eBook for Smart Board, or audio (could play the YouTube read aloud) https://www.youtube.com/watch?v=WINGYno4W14❑ Large bowl that can hold water and one small stone per student.❑ One stone per student – can be natural stone or spray paint the stones pink (each stone in future lessons has a specific color to easily differentiate the various kind acts that are noticed and accounted for by dropping the stone)
Lesson 2 The Ripples of Respectful Listening	<ul style="list-style-type: none">• Identify key elements of respectful listening.• Demonstrate respectful listening in small groups and during classmate presentations.	<ul style="list-style-type: none">❑ The book, <i>Lacey Walker, Nonstop Talker</i> or access to the YouTube read-aloud: https://www.youtube.com/watch?v=B98jUpqHBv4❑ White board, chalk board, large piece of paper to take notes on in front of the class, Smart Board❑ Gold stones for the Kindness Pond
Lesson 3 The Ripples of Respectful Communication	<ul style="list-style-type: none">• Apply communication skills to conversations with disagreements.	<ul style="list-style-type: none">❑ Statement Cards (one for each student). It is recommended you print the cards on different colored paper to help cue students as to the cards statement. (see lesson)
Lesson 4 The Ripples of Respectful Teamwork	<ul style="list-style-type: none">• Review and practice listening and working together in small groups.	<ul style="list-style-type: none">❑ White Board to watch the YouTube video or computer screens (<i>Froggie Story – Team Building</i>): https://www.youtube.com/watch?v=dG_-HteRaA4❑ Printed transcript if you cannot watch the video.❑ Paper plates❑ Tape or rope to mark the edges of the “pond”❑ Green stones for the Kindness Pond

Unit Projects

Project Title	Project Overview	Materials Required
Project 1 The Ripples of Respect and Kindness	This project is designed to share with the school community what students have been learning and practicing in regard to respect, listening, communication, and teamwork.	<input type="checkbox"/> Bulletin Board materials <input type="checkbox"/> Colored markers
Project 2 Choose Kindness	This project is designed to help students recognize and select appropriate choices, phrases, and actions to respond (in the interest of kindness, respect, and self-care) to various situations.	<input type="checkbox"/> Poster paper <input type="checkbox"/> Markers <input type="checkbox"/> Black/white board

The Ripples of Kindness

This lesson sets the foundation for the year ahead. Establishing a respectful and kind classroom will provide a safe and fun learning environment. Use the basic structure provided in this lesson and incorporate unique classroom needs.

Respect Sub-Concept(s)

Self-Care, Kindness

Lesson Timeframe

35-40 minutes

Required Materials

- Each Kindness*
by Jacqueline Woodson
- Large bowl that can hold water
- One stone per student. This can be a natural stone or you can spray paint the stones red (each stone in future lessons has a specific color to easily differentiate the various kind acts that are noticed and accounted for by dropping the stone). If stones are not available, substitute with small colored items (Legos, coins, balls, etc.)

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



Lesson Objective

Students will:

- Learn basic ways to show kindness and respect in the classroom and learning environment.

Teacher Connection/Self-Care

It is extremely important to be kind to yourself as a teacher before you can expect to share that same level of respect within your classroom. How do you practice self-respect personally? Fueling your body, ensuring proper sleep, and carving out some quiet time each day are all terrific options to be kind to you in preparation for your classroom each day.

Tips for Diverse Learners

- Illustrate the choices on the list
- Write the list in English and in another language, especially if there are ELL students in the class.
- Adjust the number of choices based on the ability and class size; 12 choices may be too many for your students to remember/process.

Share

5-7 minutes

What does the word “kindness” mean? Don’t use the word to define it!

Write down a definition on the board or type it on the smart board.

Share a time someone did something kind for you. Describe how it made you feel. What about the word “respect”? What does that mean?

Write down the definition.



Inspire

12-15 minutes

Today we are going to hear a story about a girl's choices and how they impacted another girl in her class. As we read/listen, I want you to pay careful attention to the choices that were made and to the acts of kindness and respect (or disrespect).

Read or listen to [Each Kindness](#) by Jacqueline Woodson. Talk about how the choices the girls made impacted the new student. Ask students what other choices the students could have made instead to make the new student feel more welcome.



Empower

15-20 minutes

This activity mirrors the one in the book *Each Kindness*, which allows students to drop a stone in a bucket or container of water and observe and discuss the ripple effect.

Kindness Pond: Bring in a large bowl of water that can accommodate each student dropping a small stone into and also accommodate the teacher (and possibly students) adding additional stones to over the course of the entire RESPECT Unit (see other lessons for how the Kindness Pond will be incorporated further).

Each student takes a small stone, says something kind they have done that day or recently, and drops the stone in the water to demonstrate the ripple effect of their kind act. Encourage students to think about a kind act they did recently (vs. a long time ago) and remind them, as Chloe was reminded, that it can be a very small thing that they did (hold a door open for someone, smile at a classmate, etc.). If anyone cannot think of a kind act, give them the opportunity to state a kindness they experienced themselves, they observed someone else do, or that they will try to do before the end of the day. Remind students that even if they do not feel they have made kind choices so far today, they can always choose kindness moving forward. Kindness is always a choice and they have infinite opportunity to make kind choices each day.

Be sure to discuss the ripple effect and talk about how one kind act can lead to another kind act.



Reflect

3-5 minutes

Our kindness pond is going to be a part of our classroom for the entire RESPECT unit and maybe longer! I want a way for us to physically see how many kind respectful acts we are doing in second grade and each time we drop a stone I want us to think about how our kind and respectful act can positively impact other people. That is the ripple effect we talked about. Each time you do something that shows kindness and respect to someone else, you give them a feeling that lasts and inspires them to do something kind and respectful for someone else.

Think about how kind and respectful our classroom, our school, and even our world would be if we rippled kindness and respect out to everyone else! That is going to be our goal this year. Each time you see our kindness pond, think about doing something kind and respectful. And, each time I see you all doing something kind and respectful, I will drop another stone in the pond. If you see others being kind and respectful, you can drop a stone, too! Let's see how many kindness stones we can get in our pond this month!



Extension Ideas

- To make this a math lesson, you could have a set number of stones for “kindness and respect” (approximately 50 stones) and do a regular “stone count” to help your students see how many stones are in the pond vs left “on shore” in the container. If there are 50 stones to start, and you have 18 students who each drop a stone, how many stones are left? You can count stones at the end of the week, too, to determine how many more have been dropped.
- To make this a science lesson, you can measure the water line before the stones are dropped. Then measure the water line after the stones are dropped to see how much the mass of the stones have displaced the water.
- You can either explain to students or simply be mindful as the teacher that the water may eventually overflow the bowl if enough kindness stones are added. If/when this happens, consider the class “overflowing” with kindness. You might even have a targeted celebration to draw attention to and celebrate this!

The Ripples of Respectful Listening

This lesson will provide students with the basic skills and key elements of respectful listening. Use the basic structure provided in this lesson and incorporate unique classroom needs.

Respect Sub-Concept(s)

Self-Care, Kindness

Lesson Timeframe

30-35 minutes

Required Materials

- Lacey Walker, Nonstop Talker* by Christianne Jones
- White board, chalk board, large piece of paper to take notes on in front of the class, Smart Board
- Gold stones for the Kindness Pond. If stones are not available, use pennies or another item.

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Identify key elements of respectful listening.
- Demonstrate respectful listening in small group and during classmate presentations.

Teacher Connection/Self-Care

As we dive head on into this unit, take time to ask yourself, “How do I show respect to myself? How do I practice self-care?” You must fill yourself up first before you have anything to offer your students! Try creating one positive goal related to self-care each school day to ensure you are putting your needs at the top of the list. Some examples might be: “I choose to focus solely on eating during my lunch break and not grade papers!” or, “I choose to write a positive affirmation on the board each morning to remind myself (and everyone who reads it) that each one of us is a valuable member of our classroom and school community.”

Tips for Diverse Learners

- Advanced students may be able to have a short discussion about the difference between hearing and listening: <http://keydifferences.com/difference-between-hearing-and-listening.html>
- ELL students can share how to say the word “listen” in their native language.
- Kinesthetic learners can devise a physical movement or gesture that symbolizes learning and connect it with the dictionary definition.
- Students who come from a culture that does not look someone in the eye when speaking (Native American students may be this way, culturally), encourage them to show they are listening in another way, perhaps by bowing their heads, sitting still, and keeping hands folded or open (as demonstrated below). If students are simply shy, you could encourage them to make some eye contact and to focus their eyes on something that tells the other speaker you are paying attention even if you are not looking right into their eyes.



Share

5-7 minutes

Write the word SILENT on the board or use cut-out letters that can stick to the board, wall, or felt board; this could also be done digitally if using a Whiteboard.

Can anyone tell me what this word says?

Invite student response.

Yes! This is the word “silent.” Can someone tell us what the word silent means?

Invite student response.

Great! When are some times that we are or should be silent? What are we often doing when we are silent?

Invite student response. Ideally this question prompts students to say “listening”.

Now, can anyone see the secret word that is hidden in the word “SILENT” if you rearrange the letters? It has to do with what we were just talking about! (This may be tricky for this grade, so the teacher may not want to spend too much time here.) After some guesses, the teacher rewrites, rearranges, or digitally shifts the letters from SILENT to LISTEN.

Can someone tell the class what “listen” means?

Invite student response.

How are the words silent and listen similar?

Invite student response.

What qualities make a good listener?

Invite student response. Write these qualities on the board or in a visible space.

Ideally student answers will include using their mouth, eyes, arms, legs in some way to go along with the MEAL acronym explained in the Empower section.



Inspire

10-12 minutes

Explain that today we are going to talk about respectful listening and how we can show kindness to others when we use our whole bodies to listen. Ask the kids to listen to the story using the qualities that you just talked about and wrote down.

Read *Lacey Walker, Nonstop Talker* by Christianne Jones or watch this read aloud <https://www.youtube.com/watch?v=B98jUpqHBv4&t=>

Questions for discussion:

- What happened when Lacey talked all the time?
- What happened when Lacey had to be silent? What did she learn?
- When we are silent and listen to others, how does that show kindness to the person we are listening to? (This may be a complex question: look for students to talk about giving others a chance to share, about showing we care by being interested in what someone else is interested in, instead of only doing what we are interested in, etc.



Empower

10-12 minutes

This activity will give students a chance to practice whole body listening, using mouths, eyes, arms, and legs. Follow suggested prompts/dialogue below to facilitate whole body listening instruction and role play.

Did you know that we use our whole body to listen? We don't only use our ears. We also use our mouths, our eyes, our arms, and our legs! You can remember this by thinking about the word MEAL: Mouth, Eyes, Arms, Legs. This helps us enjoy a conversation with another person just like we might enjoy a really nice meal!

Here is how you might [model](#) this before kids get started:

Ask for a student volunteer or demonstrate with a classroom helper:

I am going to ask _____ to tell me what (he or she) had for breakfast this morning. Then, I am going to use my eyes, ears, arms, and legs to listen and respond.

First, I will use my eyes to look into ____ eyes.

Second, I use my mouth to either restate what I heard ____ say or to ask a question about that he/she said. I will also smile!

Third, I will use my arms and legs to have an open, inviting posture, like this: (Stand with legs about shoulder distance apart and arms open but down at your side.)

This posture tells _____ that I am ready to listen to his/her story! If I cross my legs like this (cross your legs) or if I cross my arms like this (cross your arms) or if I am looking off in the distance or frowning, I communicate to _____ that I am closed up. I am not ready to listen. So, start a conversation with a nice, open posture, where you look your partner in the eye and smile.

Okay! Let's practice!

Do a short role play with your classroom helper where you model whole-body listening.

Now it is your turn. I am going to put you into groups of three. There will be a speaker, a listener, and an observer (someone who watches). You will get a chance to do all three jobs. I want you to take turns with the speaker and the listener having a short conversation about what you had for breakfast this morning, just like _____ and I just did. I want the third member of the group to observe the MEAL taking place between the speaker and the listener. When the conversation is over, the observer tells the group how the listener used his or her mouth, eyes, arms, and legs to listen. Then rotate jobs: the observer

becomes the listener, the listener becomes the speaker, and the speaker becomes the observer. Rotate until everyone has done all three jobs. When we are done, we will meet back as a class to talk about what we experienced!



Reflect

5 minutes

Okay, everyone! Let's review really quickly. What does MEAL stand for? Invite student response.

Great! How do we use our mouths? How do we use our eyes? How do we use our arms and legs? Invite student response after each question.

What are some things you felt when you used whole body listening? When you were a speaker, how did it make you feel to know that someone was truly listening to you? How do we show kindness to others when we listen to them?

Great! We are going to use MEAL and whole body listening in our classroom this year. Do you remember what Lacey got when she was a good listener at school? Yes! She got a gold star! Well, when I see students using good, whole body listening, I am going to put a GOLD stone into our Kindness Pond! If you notice others listening well, you can put a gold stone in the Kindness Pond too during certain parts of our day (maybe morning meeting or at the end of the day). There is a container of them right here by our container of respectful classroom stones. Let's see how many gold stones we can get in our pond, just like we want red kindness stones for respecting ourselves and others. Remember, that when we listen well and listen carefully to others, we are showing them respect, just like we do when we are a helper or when we include others in what we are doing. Our good listening creates ripples that go out and encourage others to listen, too.



Extension Ideas

- Remember to drop gold stones for acts of respectful listening throughout the month/term. You may want to give students the opportunity to drop gold stones during designated parts of the day: morning meeting, end-of-day wrap up, or before/after lunch, etc.
- You can have students create a MEAL poster as a visual cue for respectful listening that could be hung up in the classroom.
- To make this a math lesson, you could have a set number of stones for "listening" (say, 50 stones) and do a regular "stone count" to help your students see how many stones are in the pond versus left "on shore" in the container.
- To make this a science lesson, you can measure the water line before the stones are dropped and then measure the water line after the stones are dropped to see how much the mass of the stones have displaced the water.

The Ripples of Respectful Communication

This lesson will provide students with the basic skills to communicate differences and disagreements.

Respect Sub-Concept(s)

Self-Care, Kindness

Lesson Timeframe

35-45 minutes

Required Materials

Print and cut out copies of the following (one for each student). It is recommended you print the cards on different colored paper to help cue students to the cards statement.

- Statement Card (white paper)
- Turn, Say, Right Card:
“That is nice, but I disagree!
I think ___ because ___”
- Turn, Say, Right Card:
“I agree with ___ because ___”
- Turn, Say, Right Card:
“That is cool! Can you tell me more?”
- Blue stones for the Kindness Pond. If stones are not available, use another colored item (Legos, balls, etc.)

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Apply communication skills to conversations with disagreements.

Teacher Connection/Self-Care

Respect for others combines a myriad of social skills and compromise with individuals that we may or may not naturally mesh with. Take time out of your day to mentally prepare for difficult situations. Choose to approach each situation with a positive outlook, focusing on cooperation and collaboration. Your approach to difficult situations will ultimately influence every student you encounter.

Tips for Diverse Learners

- There is a lot of talking in this activity. A pre-made pasteboard with steps and pictures of what students do in the role play would be helpful for all learners but especially for those who struggle with multi-step instructions or students who have language limitations.
- Another idea is to assign groups based on verbal abilities. This will allow lower level speakers to participate through observation.
- You may also want to divide the group into four so that one can opt out if speaking is not possible, but no one will be left out of the question and answer session.



Share

5-7 minutes

Today we are going to talk about communication. Can anyone tell me what communication means?

Invite student response.

Communication is about sending and receiving messages. We can communicate through our words, through our actions, through our writing, and through things like art or music.

Have any of you been in a situation where you had friendly, kind communication with someone else? I have. (Give a short example.) Does anyone want to share their example?

How does it feel when we have kind communication that goes well and where everyone understands what we are saying?

Have any of you been in a situation where you had a disagreement with someone? Where you and the other person had different ideas about something or where you weren't understood? Did it feel like friendly, kind communication or did it feel unfriendly and unkind? I have an example of this, too. (Share a short example.) You may not want to ask kids for their personal examples as it could create a situation where a student shares something about another classmate or about his/her family that is uncomfortable.



Inspire

12-15 minutes

Did you know that communication, even if you are in a disagreement with someone, can still be friendly and kind? Disagreements do not have to be negative experiences. All communication can be positive if we want it to be.

We can have communication where everyone gets these three things:

1. a chance to be right
2. to have a say
3. to have a turn

We also need to apologize, or say we are sorry, when we say or do something that is unkind. This helps us have respectful, kind communication, even when we disagree.

We are going to read a story all about how to have respectful, kind communication. Listen for the three things we just talked about: Everyone gets a chance to be right, to have a say, and to have a turn. Also listen for the right time to say "I am sorry".

Read Aloud: *Howard B. Wigglebottom Learns We Can All Get Along* by Howard Binkow or [watch the read-aloud on YouTube](#).

Questions:

- *In what ways was Howard's communication with his friends unkind?*
- *How did he let others have a chance to be right?*
- *How did he give others a chance to have a say?*
- *How did he give others a chance to have a turn?*
- *Why did he apologize?*



Empower

15-20 minutes

This activity will give students a chance to practice giving others a chance to be right, to have a say, and to take a turn.

The “statement cards” have a statement starter on them and students finish the statement. They may disagree about how they finish the statement, but that is okay. That is the point! After the student reads his/her statement card, he/she finishes the statement. Then the other two students have a chance to hold up one of their Turn, Say, Right Cards to help them continue the conversation using guided prompts. Once each person has had a turn to respond, the next student can read his or her statement, and so forth until everyone has read and finished their statement.

Put students in groups of three and give each group the following items (one per student):

- Statement Card and Thank You Card
- Turn, Say, Right Card: “That is nice, but I disagree! I think _____ because _____.”
- Turn, Say, Right Card: “I agree with _____ because _____.”
- Turn, Say, Right Card: “That is cool! Can you tell me more?”

Students read and finish (with their own opinion) the statement on their Statement Card and the group has a conversation about the statement. Students should use the Turn, Say, Right Cards to help them navigate the conversation. You may want to [model](#) this, which could go as follows:

Teacher: Reads statement card:

Example: “The best flavor of ice cream is _____.” (example: chocolate)

Student (prepared) or Teacher Helper #1: Chooses and holds up a Turn, Say, Right Card and reads and finishes the statement.

Example: “That is cool! Can you tell me more?”

Teacher: Provides a brief explanation in response.

Student (prepared) or Teacher Helper #2: Holds up a Turn, Say, Right Card and reads and finishes the statement.

Example: “That is nice, but I disagree! I like strawberry ice cream because it tastes really good with cake!”

Teacher: “Thank you for sharing and taking a turn! I think we are all right!”

Once everyone has had a turn in that conversation, the next person reads his or her statement card, and another discussion happens.



Reflect

3-5 minutes

How did it feel to have a conversation where everyone had a turn, a say, and a chance to be right, even if you didn't always agree with each other? How did it feel to use those questions to help guide your communication?

Having calm communication, even if we disagree, is a big deal in our classroom! If we speak kindly to one another, it creates a ripple effect that causes others to speak kindly, too. So, whenever I see second graders giving others a chance to have a turn, have a say, and be right, especially when you are disagreeing with that person, I will drop a blue stone into our Kindness Pond. Let's see how many calm, blue stones we can add to our pond this month!



Extension Ideas

- Teach students about the CALM acronym to help them remain calm in a disagreement (adapted from "[Everybody Gets Mad: Helping Your Child Cope With Conflict](#)"):
 - Calm: Take deep breaths to remain calm during the conversation.
 - Avoid: Avoid interrupting others, avoid name-calling, and avoid saying unkind things about what the other person is saying.
 - Listen: Use whole-body listening so you can truly hear what the other person is saying. Try to see his or her point of view (why he/she thinks the way he/she does). Ask questions if you don't understand what the other person is saying and listen to the answer.
 - Move on: If you are not able to have a calm, kind conversation with the other person, it is best to move on to a new topic or seek help from an adult who might be able to help you finish the discussion.

Invite students to teach this method to their parents and/or siblings at home, and discuss or even role play how to have respectful and calm conversations (even disagreements!) at home. Or, if they do not have an opportunity to teach this method, tell them to use it on their own. Tell students that you will ask about who taught their family how to be "CALM" or who used the method in morning meeting tomorrow.

- To make this a math lesson, you could have a set number of stones for "kind and respectful communication" (say, 50 stones) and do a regular "stone count" to help your students see how many stones are in the pond versus left "on shore" in the container. You can count stones at the end of the week, too, to determine how many more have been dropped.
- To make this a science lesson, you can measure the water line before the stones are dropped and then measure the water line after the stones are dropped to see how much the mass of the stones have displaced the water.

The best flavor of ice cream
is _____.

That's nice, but I **disagree!**
I think _____ because _____.

I **agree** with _____
because _____.

That's cool!
Can you **tell me** more?

...

Okay, thanks!

The best movie is _____.

The most exciting school
subject we have is _____.

Thank you for sharing
and taking a turn!
I think we are all right.

The Ripples of Respectful Teamwork

Building off the previous lessons, this lesson focuses on the importance of good listening skills as well as how to disagree respectfully in order to work in collaboration.

Respect Sub-Concept(s)

Self-Care, Kindness

Lesson Timeframe

30-40 minutes

Required Materials

- White board to watch the YouTube video or computer screens
- Printed transcript if you cannot watch the video
- Paper plates
- Tape or rope to mark the edges of the “pond”
- Green stones for the Kindness Pond. If stones are not available, use another small item (Legos, balls, etc.)
- Crossing the Pond activity handout

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Review and practice listening and working together in small groups.

Teacher Connection/Self-Care

Respect for your community is a natural result when one possesses self-respect and respect for others. This is the third piece of the puzzle under the heading of respect. How do you demonstrate this within your school and your community? Getting involved in organized opportunities allows you to give back in a structured, concrete way. However, don't overlook the daily random acts of kindness that you have access to within the school and your town. Simple tasks such as cleaning up the campus or turning off unused lights in your home to decrease electricity usage are also valid ways to respect your community. Stay alert to the opportunities presented to you. This will in turn help you pass this practice down to your students.

Tips for Diverse Learners

- Students with physical limitations may not be able to participate in the Crossing the Pond activity; these students should serve as coaches and you can add a rule that says teams may not talk but, instead, must listen to their coach.
- Students who are not comfortable sharing space with other students (where they are touching or are in close contact with other students) might also serve in a coach role, or you could change the rule that says team members must touch to “you cannot touch another team member”. This will add a layer of difficulty to the activity, but you could try it out!



Share

5-7 minutes

Today we are going to talk about teamwork. Can anyone define teamwork?
Invite student response.

Who here has been on a team?
Invite a show of hands.

What are some teams you have been on?
Invite student response.

Why couldn't you have done these activities on your own?
Invite student response.

On a team, does everyone do the same job? How does a team work?
Invite student response.

Today we are going to talk about teamwork and how we can work together to achieve a goal.



Inspire

10-15 minutes

To begin, watch the following video with the students or read the story from the transcript.

Froggie Story – Team Building:
https://www.youtube.com/watch?v=dG_-HteRaA4

Ask students to pay attention to the role each frog played on the team, what their goal was, and how they succeeded.

After the video (or story), ask kids what made the frogs successful as a team. Write down the qualities they give you and talk about them. Tell students they will need to have these same qualities for the activity they are going to participate in.



Empower

12-15 minutes

This activity will give students a chance to practice working in teams.

For the Crossing the Pond activity handout, you can view a snapshot of the concept here: https://www.youtube.com/watch?v=1rfYou_ogKk



Reflect

3-5 minutes

Hopefully you see how important it is to not only work together but also to encourage each other. When you encourage and help one another, it's easier to reach a goal together. One encouraging word or helpful suggestions can send a ripple out to the rest of the team that helps keep them focused and moving forward.

How can we all work together this year to be a team in our classroom?
Invite student response.

These are all great ideas! Whenever I see second graders working together or with others as a team and offering encouragement or suggestions for improvement, I will put a green stone in our Kindness Pond! If you see others working as a team in our class, you can also add a green stone. Let's see how many green stones we can get in our pond this month!



Extension Ideas

- Share the acronym TEAM: Together Everyone Achieves More. Invite students to create their own acronym for TEAM.
- To make this a math lesson, you could have a set number of stones for “teamwork” (say, 50 stones) and do a regular “stone count” to help your students see how many stones are in the pond versus left “on shore” in the container.
- To make this a science lesson, you can measure the water line before the stones are dropped and then measure the water line after the stones are dropped to see how much the mass of the stones have displaced the water.

Crossing the Pond

Teamwork Activity

Materials:

- Tape (like masking or duct tape) or rope to mark the sides of the pond
- Paper plates, one per person
- Room large enough to create a “pond” space for crossing (size depends on number of people, but a typical classroom should work if desks are pushed to the side)

Objective:

- Each team must get across the pond touching only each other and their “stepping stones” (paper plates). If anyone lets go of a teammate or steps off of a stone and into the designated pond area (the water), the whole team needs to start over.
- Each team must also engage in active encouragement and positive solutions to help everyone get across.

Set-Up Instructions:

- Move desks to the side of the room, creating an open space in the center of the room
- Mark off the side of the “pond” with tape or rope (see example below)



- Divide the class into two or three teams, depending on the size of class and room (aim for 8-10 students per group).
- Give each student a paper plate to act as their “stepping stone”.
- Line teams up on one side of the pond with their stepping stones.
- Let teams pick names and determine who will go first (observe how the team structure unfolds).

Activity Instructions:

- Each team must get all the members of their team across the pond.
- Team members must be touching a fellow team member and a paper plate at all times.
- If a team member lets go of his or her teammates or steps into the pond, the entire team needs to start over.
- If team members say discouraging things to their teammates or to another team, the entire team starts over.
- Team members can share stones by passing them up or down the line, or step on each other’s stones to help each other get across.
- The first team to get everyone across to the other side of the pond wins (if you want to make this a competition) or, time the activity and see how fast all teams can get across. If time permits, you could do it twice to see if the whole class can beat their first collective time.

Teams can also share plates with other teams if they think to do so. For example, if a team that finishes wants to help another team still crossing by giving them extra plates or by cheering/sharing tips and strategies, they can. It isn’t against the rules! However, let students do this on their own and without prompting. See how far the teamwork extends to others!

Choose Kindness

This project is designed to help students recognize and select appropriate choices, phrases, and actions to respond (in the interest of kindness, respect, and self-care) to various situations.

Respect Sub-Concept(s)

Self-care, Kindness

Project Timeframe

25-30 minutes

Required Materials

- Poster paper
- Markers
- Black/white board

Remind students about all the lessons they have gone through in the Respect Unit and how the choices they make to respect and be kind to themselves, to each other, and to their surrounding classroom environment create a ripple effect that impacts everything around us. It is important that we are always thinking about the choices we make and to have tools to help us make the right choices in different situations. This is where the idea of a “12 Choices List” comes from. (see <https://bkind.ly/12-choices> for details) Perhaps the teacher can share his or her choice list to demonstrate that even teachers need to be sure they are making careful and kind choices every day. (See the “Self-care” section for teachers in each of the Respect Unit student lessons.)

Project Details:

Have students help you create a “12 Choices List” based on the 12 Choices List from the Happy Teacher Revolution. (<https://bkind.ly/12-choices>) (You may choose to use fewer choices depending on what works best for your group of learners; maybe there are only three choices or six.) This list will help keep students focused on their own self-care and on the care of others and of respecting their classroom environment. Refer back to the Respect Unit lessons as students share their choices; make connections between what they learned in the lessons, particularly in the stories you read or watched. Remind students that they may only get one chance to make a positive choice and to choose kindness. Sometimes an unkind choice sends out a ripple, too, that is hard to undo, just like the choices Chloe made toward Maya in Each Kindness.

Example:

- I choose to welcome new people to our classroom.
- I choose to keep my work space clean.
- I choose to listen when the teacher is speaking.
- I choose to take deep breaths when I feel upset.
- I choose to work together with others in kind and respectful ways.

Instructions:

Break students up into three groups: self-respect/self-care, respect for others, and respect for school. Each group will think of four choices to go in their category to share with the rest of the class. If three groups is too large, there could be two small groups per category and two choices are ultimately selected from each group. Choices should encompass the lesson themes they just experienced: respectful listening, respectful communication, and respectful teamwork.

The class could vote as a whole on the choice options if there are more than 12 generated; this might be a fun way to integrate some social science/civics. When the choices are determined, the groups can design a poster for their four choices. You could turn this into a computer lesson for advanced students if they wanted to type the choices with large size/bold font and then print/cut out to put on the posters.

The Ripples of Respect and Kindness

This project is designed to share with the school community what students have been learning and practicing in regard to respect, listening, communication, and teamwork.

Respect Sub-Concept(s)

Self-care, Kindness

Project Timeframe

25-30 minutes

Required Materials

- Bulletin Board materials
- Colored markers

Teachers prepare students for the lesson by reminding them about all the lessons they have gone through in the Respect Unit and how the choices they make to respect and be kind to ourselves, to each other, and to our surrounding classroom environment create a ripple effect that impacts everything around us. It is important that we are not only making kind and respectful choices ourselves, but that we are also looking for others who make kind and respectful choices. This project will give us the opportunity to look for and celebrate others who make kind and respectful choices regarding listening, communication, and teamwork!

Project Details:

Set up a bulletin board outside of the classroom that looks like a round pond or lake. In the center of the lake, draw a blue dot or put a small circle cut-out. Have markers hanging on the board or located by the board in some way: gold (or yellow/orange) for respectful listening; blue for respectful communication; green for respectful teamwork.

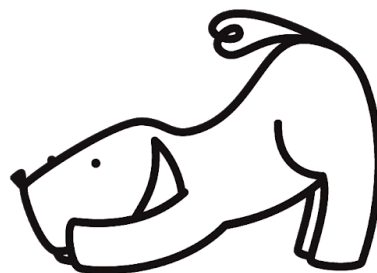
Each time a student observes someone in their school engaging in respectful and kind listening, communication, or teamwork, he/she can draw a ripple with the applicable color around the blue dot. Each ripple is a specific color that represents the observed act of kindness and respect.

It would be useful to have a brief explanation of the board and why second graders are “on the lookout” for these specific acts of respect and kindness. You should also explain the “ripple effect” that respect and kindness has, and that this board represents the ripples of respect that you are looking for in your school!

Extensions:

- Set a goal for how many ripples the pond should have by the end of the month and see if the class can reach it.
- You might make a “pond” board for each area of respect (instead of a single pond) and the class would track patterns for which area of respect/kindness is greatest and which area needs more attention. (This would make it easier to compare the ripples in multiple ponds versus all of the ripples in a single pond.)
- Have students help the teacher write a “blurb” about the bulletin board that can go on the school website, in a school newsletter, or a school announcement. A group of second graders may even deliver the announcement themselves if announcements are given over a loudspeaker system! Let the whole school know what the bulletin boards are for and that the second grade class will be watching!
- You may also invite other teachers and classes to participate and put the boards in the school lobby or lunch room so many people can participate. Set school-wide goals for recording respect and kindness! If older kids/teachers are involved, students can write the name of the person they observed engaging in respectful, kind behavior and write down what they did.

Respect



Hello Parents and Guardians,

Welcome to Unit 1 of our Kindness in the Classroom curriculum. For the next 4-6 weeks we will be learning all about RESPECT. Since this is still a fairly new concept for children this age, we will focus on the following topics:

TOPIC	QUESTIONS WE'LL BE EXPLORING	HOW YOU CAN HELP AT HOME
Self-Respect	<ul style="list-style-type: none"> • How can we show ourselves respect? • How do we treat ourselves with kindness? 	Talk with your child about the importance of respecting yourself in everything you think, say, and do! Respect starts with YOU.
Respect for Others	<ul style="list-style-type: none"> • How do we treat our classmates, our family, our friends? • How do our words and actions affect others? 	Help your child look at how they use kind words and actions to show respect for others in their immediate world.
Respect for Our School	<ul style="list-style-type: none"> • How do we care for our classroom and the things in it? • How do we show respect for our school? 	Talk with your child about the importance of respecting school property, including school supplies, technology (like computers/tablets), and playground toys.

Key activities we'll be doing:

- Create a kindness pond to encourage respect within our class!
- Practice Whole Body Listening!
- Practice respectful communication during times of disagreement!
- Use teamwork to accomplish a physical game!

If you have any questions about our *Kindness in the Classroom* lessons, please feel free to contact me at anytime. We are on this kindness path together!

Sincerely,

TRY THIS AT HOME!

Ask your child to teach you the CALM method of communication. Remind them that CALM stands for Calm (voice) Avoid (interruptions) Listen (intently) Move on (and let go!). Try out this method during conflicts if desired!

Respect Unit

This Standards Map summarizes each of the standards met by all lessons within this unit. All **Kindness in the Classroom®** lesson plans have been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies, the Centers for Disease Control and Prevention's National Health Education Standards (NHES), and the national Common Core State Standards for English Language Arts & Literacy and Mathematics. Utilization and adoption of these national standards and competencies vary by state. Teachers can use this resource to align their own state standards with each lesson.

Lesson 1: The Ripples of Kindness

CASEL

Self-awareness

Identifying emotions
Accurate self-perception

Social awareness

Perspective-taking
Empathy
Appreciating diversity
Respect for others

Relationship skills

Communication
Social engagement
Relationship-building

Responsible decision-making

Analyzing situations
Reflecting

NHES

Standard 4. Interpersonal communication

4.2.1 - Demonstrate healthy ways to express needs, wants, and feelings.

Standard 7. Practicing healthy behaviors

7.2.1 - Demonstrate healthy practices and behaviors to maintain or improve personal health.

Common Core

English Language Arts Standards

Reading: Literature

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language:

CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.2.5.A

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Lesson 2: The Ripples of Respectful Listening

CASEL

Self-awareness

Identifying emotions
Accurate self-perception

Self-management

Impulse control
Self-discipline

Social awareness

Perspective-taking
Respect for others

Relationship skills

Communication
Social engagement
Relationship-building

Responsible decision-making

Analyzing situations
Evaluating
Reflecting

NHES

Standard 4. Interpersonal communication

4.2.1 - Demonstrate healthy ways to express needs, wants, and feelings.

Standard 7. Practicing healthy behaviors

7.2.1 - Demonstrate healthy practices and behaviors to maintain or improve personal health.

Common Core

English Language Arts Standards

Reading: Literature

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language:

CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.2.5.A

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

CCSS.ELA-LITERACY.L.2.5.B

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Lesson 3: The Ripples of Respectful Communication

CASEL

Self-awareness

Identifying emotions
Accurate self-perception

Self-management

Impulse control
Stress management
Self-discipline

Social awareness

Perspective-taking
Empathy
Appreciating diversity
Respect for others

Relationship skills

Communication
Social engagement
Relationship-building

Responsible decision-making

Analyzing situations
Solving problems
Evaluating
Reflecting

NHES

Standard 4. Interpersonal communication

4.2.1 - Demonstrate healthy ways to express needs, wants, and feelings.

Standard 7. Practicing healthy behaviors

7.2.1 - Demonstrate healthy practices and behaviors to maintain or improve personal health.
7.2.2 - Demonstrate behaviors that avoid or reduce health risks.

Common Core

English Language Arts Standards

Reading: Literature

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

Reading: Foundational Skills

Phonics and Word Recognition:

CCSS.ELA-LITERACY.RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency:

CCSS.ELA-LITERACY.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.2.4.A

Read grade-level text with purpose and understanding.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language:

CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.2.5.A

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Lesson 4: The Ripples of Respectful Teamwork

CASEL

Self-awareness

Identifying emotions
Accurate self-perception
Recognizing strengths
Self-confidence

Self-management

Impulse control
Self-discipline
Goal-setting

Social awareness

Perspective-taking
Empathy
Appreciating diversity
Respect for others

Relationship skills

Communication
Social engagement
Relationship-building
Teamwork

Responsible decision-making

Analyzing situations
Solving problems
Evaluating
Reflecting

NHES

Standard 4. Interpersonal communication

4.2.1 - Demonstrate healthy ways to express needs, wants, and feelings.

Standard 7. Practicing healthy behaviors

7.2.1 - Demonstrate healthy practices and behaviors to maintain or improve personal health.

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CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

Speaking & Listening

Comprehension and Collaboration:

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Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

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Ask for clarification and further explanation as needed about the topics and texts under discussion.

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CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Conventions of Standard English:

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Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).