

Caring



Sub-Concepts Covered: Compassion, Gratitude, Empathy, 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.

This is the second unit of the *Kindness in the Classroom* curriculum. It builds upon the base of respect presented in the first unit, with an increased focus on how to go deeper and apply this respect via caring and its subconcepts. Students are continuing to find a balance between growing up and embracing kindness. Encourage the ongoing importance of self-care as a vital stepping block in the process of expanding your caring, compassion, and empathy for others.

Unit Objective

Students will:

- Utilize self-care tools and methods to increase a feeling of self worth.
- Expand their skills of empathy and compassion for both people they know personally and others within their community.
- Practice both giving and receiving gratitude through a foundation of kindness.

Student Introduction

Caring- the concept is nothing new to you at this point in your life. You have been caring for yourself (and probably others) in some capacity for years. However, true caring embraces a spirit of kindness through gratitude, compassion and empathy. This unit will focus on expanding your horizons within this concept. HOW do you show you care? What does that look like? Sound like? Feel like? HOW do you respond when others show they care? Our focus during this unit is as follows:

- The Importance of Self-Care
- Expressing Gratitude
- Expanding Empathy

Unit Lessons

Main Lesson Title	Weekly Objectives	Main Lesson Materials	Mini Lessons
Lesson 1 Self-Care Scattered Categories	<ul style="list-style-type: none"> Explore how they currently demonstrate self-care in both physical and mental ways Create a personal goal for increasing self-care as a part of their daily routine 	<ul style="list-style-type: none"> <input type="checkbox"/> Scattered Categories Handout (1 for each group) <input type="checkbox"/> Pencils 	<p><u>Small Group-</u> Self-Care Checklist</p> <p><u>Partners-</u> Daily Priorities</p> <p><u>Individual-</u> Self-Care Assessment</p> <p><u>Technology Focus-</u> Real Life vs. Media</p>
Lesson 2 Simple Gratitude	<ul style="list-style-type: none"> Explore how they currently demonstrate gratitude for what they have and those around them. Expand their ability to provide unsolicited gratitude. 	<ul style="list-style-type: none"> <input type="checkbox"/> Index Cards <input type="checkbox"/> Pencils 	<p><u>Small Group-</u> Gratitude Role Plays</p> <p><u>Partners-</u> Gratitude Session</p> <p><u>Individual-</u> Gratitude Comic Strip</p> <p><u>Technology Focus-</u> Technology for the Win!</p>
Lesson 3 Choose Your Empathy	<ul style="list-style-type: none"> Explore the difference between sympathy and empathy. Develop an understanding of empathy as it applies to them personally. Practice empathy in a variety of scenarios throughout their daily routine. 	<ul style="list-style-type: none"> <input type="checkbox"/> No materials are required for this lesson 	<p><u>Small Group-</u> Common Struggles</p> <p><u>Partners-</u> Common Ground</p> <p><u>Individual-</u> Welcome Home</p> <p><u>Technology Focus-</u> Awareness Extended</p>
Lesson 4 Compassion Challenge	<ul style="list-style-type: none"> Utilize empathy as a motivational tool to increase compassion within your everyday life. Practice compassion on both a local and national scale. 	<ul style="list-style-type: none"> <input type="checkbox"/> No materials are required for this lesson 	<p><u>Small Group-</u> Compassion in Action</p> <p><u>Partners-</u> Continuing Compassion</p> <p><u>Individual-</u> Sharing Compassion</p> <p><u>Technology Focus-</u> Compassion Apps</p>

Unit Project

Project Title	Project Overview	Materials Required
Caring for Our School	The class will work towards planning and executing a service project to benefit their school.	<ul style="list-style-type: none"><input type="checkbox"/> Workgroup Handouts (see lesson)<input type="checkbox"/> Computer<input type="checkbox"/> Basic Art Supplies<input type="checkbox"/> Other materials will vary depending on project selected

Caring

This is the first week of our Caring unit. Students will focus on self-care and explore the concepts of both physical and mental self-care.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

Main Lesson

Whole Class Lesson
30 minutes



Self-Care Scattered Categories

In this unit, we are moving on to the concept of caring. This word is not unfamiliar to you at this point in your life; you have been caring for yourself and possibly for others for quite some time! For this unit, caring is defined as providing care and showing concern for both ourselves and those around us. (See page 2 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Self-Care Checklist

Divide the class into groups of 4-6. Have each group create a Self-Care checklist for teens. Explore the topic of both mental and physical self care. Your list must have 10+ items with at least 5 under both categories.

For Partners
15 minutes



Daily Priorities

With your partner, write out a list of everything you must accomplish today after school. Make sure you include homework, chores, family time, etc. Once you have your lists in place, go back and ensure that you have time for self care in your schedule. Add at least one physical and mental activity that focuses on taking care of yourself.

For Individuals
15 minutes



Self-Care Assessment

What is one area of self-care you need to spend more time on? On an index card, identify that area and write a positive statement encouraging yourself to complete it daily. On the back of the card, make 7 boxes. Commit to targeting this area 5 out of the next 7 days.

Technology-Focused
15 minutes



Real Life vs. Media

How can technology interfere with your physical self care? Divide into small groups and identify one way that technology can decrease physical activity. Create a poster with an illustration and catch phrase motivating the reader to put physical activity BEFORE or IN COMBINATION with technology. It's time to be active.

Self-Care Scattered Categories

In this unit, we are moving on to the concept of caring. This word is not unfamiliar to you at this point in your life; you have been caring for yourself and possibly for others for quite some time! For this unit, caring is defined as providing care and showing concern for both ourselves and those around us.

Lesson Timeframe

30 minutes

Required Materials

- Scattered Categories Handout (1 for each group)
- Pencils

Standards Map

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

Lesson Objective

Students will:

- Explore how they currently demonstrate self-care in both physical and mental ways
- Create a personal goal for increasing self-care as a part of their daily routine

Teacher Connection/Self-Care

Welcome to the Caring Unit! In this unit, we will talk about a number of concepts related to caring: compassion, empathy, and gratitude. Let's begin this unit like we did the Respect unit and look at how we care for ourselves. What does self-care look like for you? Exercise? Planning ahead so you are less stressed? Meditation? Prayer? Time with family and friends? Reading for fun? What does it look like at school? Eating a healthy lunch? Walking with students during a free period? (Does your school have a walking program? If not and this fuels your self-care, maybe you could start one!) Like respect, if students don't see us modeling self-care, they won't do it themselves. So, think about how you can model self-care at school and then set an intention to actually do it. Communicate this intention with students so they know that you are engaging in the practice of self-care just like you will be asking them to engage in self-care.



Share

3-5 minutes

In this unit, we are moving on to the concept of caring. This word is not unfamiliar to you at this point in your life; you have been caring for yourself and possibly for others for quite some time!

What are some basic ways you practice self-care at school? Invite student responses

Since this topic is not completely brand new to us, we will use this time to discuss the importance of self care and how vital it is to our overall health.



Inspire

5-7 minutes

Self Care is how we care for ourselves physically, mentally, and emotionally. This includes basic needs such as caring for our body, eating healthy, and getting enough sleep. Often times we don't even think about how those simple, everyday things affect our mental or emotional health.

Let's look at getting enough sleep and the effect it has on the rest of your life. What happens when you aren't able (or choose not to) get enough sleep for one night? How might you behave the next day?

What happens if you go 2-3 days without enough sleep? How might your behavior change? How do you think you would do on a major test or at an important game?

Your examples show a strong connection between physical and mental/emotional health. All we neglected was a little sleep, right? However, sleep allows your body to rest, organize thoughts from the day, and even problem solve! Lack of sleep causes not only crankiness, but also makes you more clumsy and takes away your focus and ability to learn.

As you can see just from this one area, self care is extremely important to help you stay healthy and to care for yourself. You can't care for others very well if you don't care for you first!



Empower

15 minutes

Explain that the class will now play a game to explore different ways that each of us currently practice self care. Divide your class into groups of 2-3. Review the rules for scattered categories:

Each pair will receive a Scattered Categories handout.

You will see 10 different categories on your board. Every group has the same categories.

I will announce a specific letter at the beginning of each round. Every answer on your board must begin with this letter. Proper nouns and people's names are not allowed.

You will have 3 minutes to fill out as many categories on your board as possible.

Your goal is to come up with unique answers that others don't have. Your answers might end up being silly, but they must be appropriate for school as well.

After each round, we will review the answers as a whole class. IF your answer was used in another group, you must cross it out.

After all the answers are reviewed, count up the number of UNIQUE answers your group has. The group with the highest number wins that round!

We will play 2-3 rounds of the game depending on time constraints..



Reflect

5-7 minutes

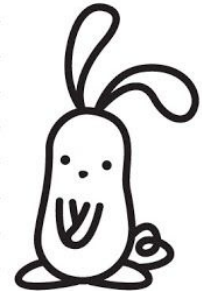
As a class, discuss why self-care can be so difficult at times. Examples include: We get busy and forget ourselves, we don't make time to properly care for ourselves physically AND mentally, we don't see the value, etc.

This week, make a commitment to spend 5 extra minutes everyday on YOU. You are a valuable member of our class, your family, and our community. Take time for you and report back to us on how it felt to consciously carve out time.

Remember! All your answers must begin with the same letter!

_____ Round 1 Letter

- One way to show self-care..... _____
- One way to show self-care in my appearance..... _____
- One way to show self-care in my eating habits..... _____
- One way to show self-care in my hygiene..... _____
- One way I take care of myself before bed..... _____
- One way I take care of myself at school..... _____
- One way to make yourself feel better when you feel overwhelmed..... _____
- One way I take care of myself every morning..... _____
- My favorite thing to do when I'm alone..... _____
- One place I can visualize to calm down..... _____



Remember! All your answers must begin with the same letter!

_____ Round 2 Letter

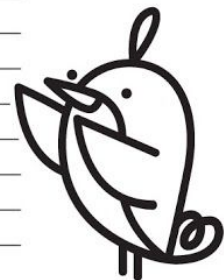
- One way to show self-care..... _____
- One way to show self-care in my appearance..... _____
- One way to show self-care in my eating habits..... _____
- One way to show self-care in my hygiene..... _____
- One way I take care of myself before bed..... _____
- One way I take care of myself at school..... _____
- One way to make yourself feel better when you feel overwhelmed..... _____
- One way I take care of myself every morning..... _____
- My favorite thing to do when I'm alone..... _____
- One place I can visualize to calm down..... _____



Remember! All your answers must begin with the same letter!

_____ Round 3 Letter

- One way to show self-care..... _____
- One way to show self-care in my appearance..... _____
- One way to show self-care in my eating habits..... _____
- One way to show self-care in my hygiene..... _____
- One way I take care of myself before bed..... _____
- One way I take care of myself at school..... _____
- One way to make yourself feel better when you feel overwhelmed..... _____
- One way I take care of myself every morning..... _____
- My favorite thing to do when I'm alone..... _____
- One place I can visualize to calm down..... _____



Caring

This week we focus on gratitude, being thankful and appreciating what you have and those around you. The class will explore gratitude as it relates to their personal life, focusing on positivity and kindness as tools towards increasing caring and gratitude.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

Main Lesson

Whole Class Lesson
30 minutes



Simple Gratitude

The class will participate in a simple gratitude activity aimed at showing gratitude for someone else in the class for just being themselves. (See page 2 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Gratitude Role Plays

How do you SHOW gratitude? Divide into small groups and create a simple skit to illustrate one example of how you have shown gratitude this week.

For Partners
15 minutes



Gratitude Session

With your partner, create a gratitude card for one adult in your school. Make sure your statement is personalized and shows pride in work so your gratitude truly shows through. Work out a time to deliver your card, either in person or anonymously.

For Individuals
15 minutes



Gratitude Comic Strip

Using the template below (or one found online like this one <https://www.storyboardthat.com/storyboard-creator>), create a comic strip that shows a time when you were able to express your gratitude towards someone in your home life. How were you able to show gratitude? If you haven't had the opportunity yet, let your comic reflect what you CAN do next time you have the opportunity to say thank you.

Technology-Focused
15 minutes



Technology for the Win!

As a large group, create a T-chart with one side listing the areas we are most grateful for within technology and the other side providing an explanation of HOW it helps you. Listing 3-5 gratitudes is the goal. Make sure your gratitude is agreed upon as a class!

Simple Gratitude

The class will participate in a simple gratitude activity aimed at showing gratitude for someone else in the class for just being themselves.

Lesson Timeframe

30 minutes

Required Materials

- Index Cards
- Pencils

Standards Map

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

Lesson Objective

Students will:

- Explore how they currently demonstrate gratitude for what they have and those around them.
- Expand their ability to provide unsolicited gratitude.

Teacher Connection/Self-Care

Science shows that gratitude can improve our mental focus, reduce our stress, and improve our self-esteem and relationships with others. But having an “attitude of gratitude” can be easier said than done. This week, as you teach students about the benefits of gratitude, remember to engage in gratitude yourself. What is going well in your class right now? What is going well in your personal life? What are the small, mundane things that you usually take for granted that, in reality, would make a huge impact if they were gone? Be grateful for them. Put this into practice by writing down at least five things you are grateful for each morning before you begin your school day. Post these where you can reflect on them throughout the day and where students can see (if you are comfortable sharing your list). Having students see you practicing gratitude will make it easier for them to do it themselves.



Share

3-5 minutes

Gratitude is easy when someone does something obvious or huge that helps you out immensely. Think back on a time when you were very appreciative of something someone did for you that really helped you. (Allow several volunteers to share their answers.)



Inspire

4-6 minutes

Last week we explored the necessity to care for ourselves both mentally and physically and the consequences when we don't. This week our focus shifts to that of gratitude for others. For this unit, we will be basing our understanding off of the definition that gratitude is, “Being thankful for and appreciating what you have and those around you.” Often times we forget to show gratitude towards those around us for just being themselves and having a positive effect on you without even trying!

The big gestures are terrific and are much easier to identify and thank others for. However, as we continue to grow and mature in our ability to show

gratitude and kindness to others, we need to make a conscious effort to embed this concept into our everyday thinking.

Stop and think back to someone who positively affected you today just by being themselves. Maybe it was their kind greeting this morning, or the fact that they held the door open as you walked into class. Did you acknowledge this person? Did you make an effort to show them gratitude in some fashion? It's this type of intentional thinking that can really shift your outlook on life from one of "making it through each day" to one of positivity and gratitude. It all depends on what you are on the lookout for!

The choice is yours.



Empower

15 minutes

Explain that the class will now practice the act of intentional gratitude within our class. Each person in the class, including the teacher, will randomly choose one person in the class and write a statement of gratitude for them.

Guidelines:

- Have each person randomly select another person in the class using popsicle sticks with a name written on it (or another random option) so that everyone is selected and there are no duplicates or "favorites" selected.
- Provide each person with an index card. Write the person they chose on the blank side and the statement of gratitude on the lined side. At the bottom of the gratitude statement, they can sign their own name or keep it anonymous.
- Each statement must begin with the following sentence starter: "I am grateful for _____."
- Each statement of gratitude must be specific to the person chosen. Example: "I am grateful for all the times you share your pencils with me!" but not, "I am grateful for your coat!"
- Read each gratitude aloud as an exit ticket.

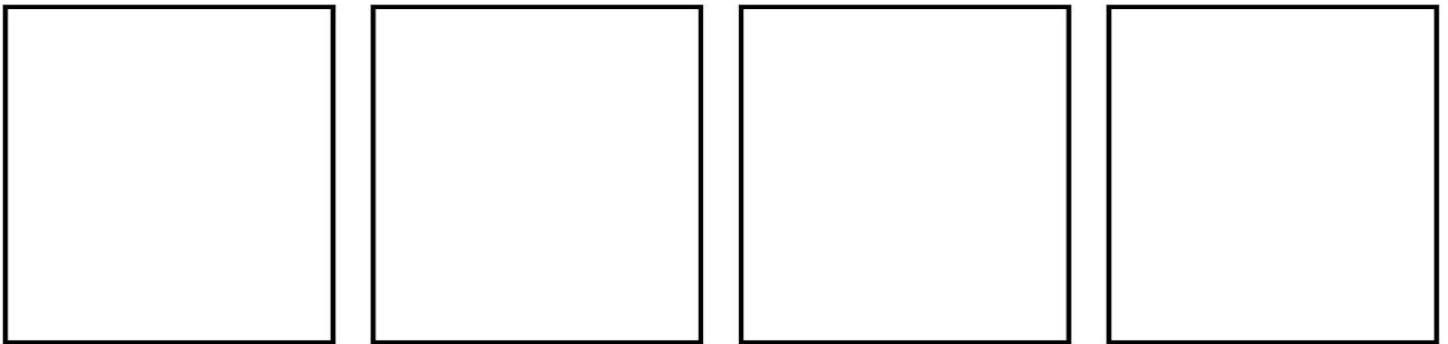
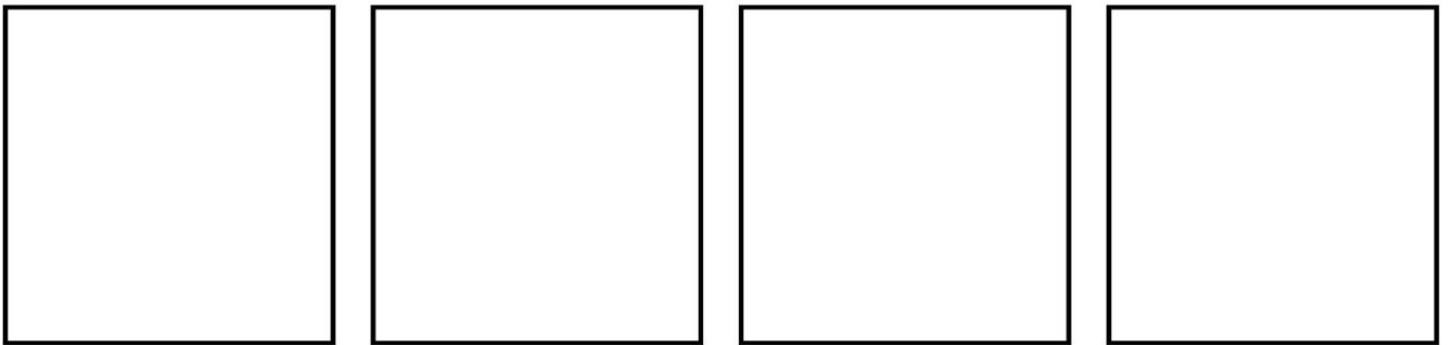
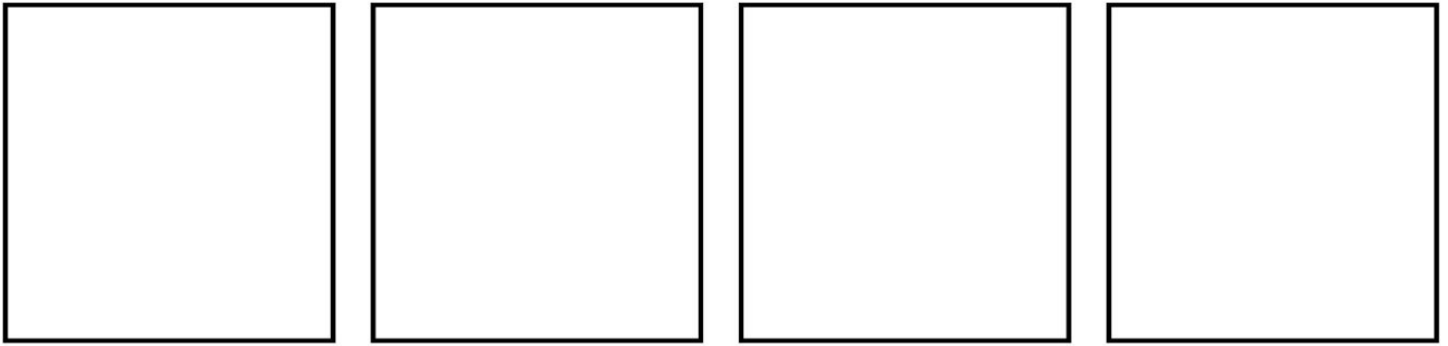
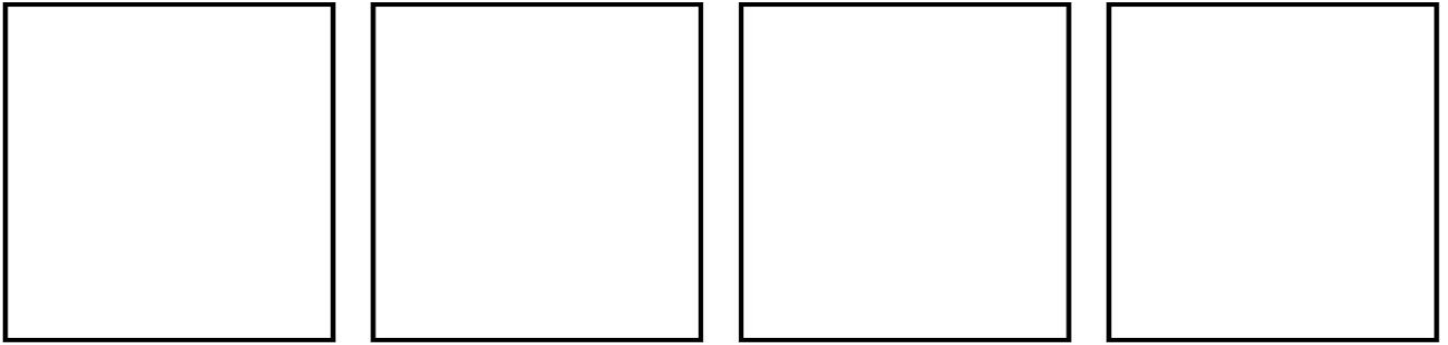


Reflect

5-7 minutes

Save the cards and pass them out for each recipient to keep. As a class discuss how it feels to receive gratitude for just being YOU. How can you continue this gratitude chain and spread kindness and gratitude to someone else after you leave class today?

Comic Strip Templates



Caring

This is the 3rd week in the caring unit. Students will focus on empathy and finding common ground with others regardless of background and location.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

Main Lesson

Whole Class Lesson
30 minutes



Choose Your Empathy

This is the 3rd week in the caring unit. Students will focus on empathy and finding common ground with others regardless of background and location. (See page 2 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Common Struggles

Divide the class into groups of 6-8. With your small group, select a common scenario that other teens experience throughout the world regardless of money, environment, etc. Write your idea down and list 3 supporting details to backup your answer. Share your common ground with the large group.

For Partners
15 minutes



Common Ground

Have students partner up with someone they are not friends with or do not know very well. Create a list with your partner highlighting 10 things you have in common. You may NOT include obvious attributes such as appearance, grade, gender, etc. Dig deeper!

For Individuals
15 minutes



Welcome Home

Create a welcome home banner for a veteran returning home in your community. Speak with your local VFW to get more info about when they might arrive and how to deliver your banner. You could also create a welcome home banner for all the Vietnam veterans that did not receive a happy homecoming.

Technology-Focused
15 minutes



Awareness Extended

Divide into small groups. Identify one recent campaign that you became aware of through technology specifically. Examples might include animal rights, homelessness, bullying, etc. How did technology help you become aware and how can you use technology to ACT and HELP spread awareness now that you know?

Choose Your Empathy

This is the 3rd week in the caring unit. Students will focus on empathy and finding common ground with others regardless of background and location.

Lesson Timeframe

30 minutes

Required Materials

- No materials are required for this lesson

Standards Map

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

Lesson Objective

Students will:

- Explore the difference between sympathy and empathy.
- Develop an understanding of empathy as it applies to them personally.
- Practice empathy in a variety of scenarios throughout their daily routine.

Teacher Connection/Self-Care

Each student you work with is unique. Maybe you work with students who come from challenging backgrounds. Maybe you work with students who have very stable, loving homes. Maybe you work with students who are in foster care or who live with extended family or are homeless. Maybe you work with students who love school and do well. Maybe you work with students who do not like school and are behind grade-level. Whatever the situation, look for the common ground that you share with each student, both in their challenges and their triumphs. Being able to empathize with what they are going through outside of your care will help you be more caring and compassionate toward them when they are in your charge. Students at this age are forming their identities and long to be seen and known. Showing empathy toward them as individuals will go a long way in helping them cope with challenges and form healthy self-images.



Share

3-5 minutes

We are halfway through our unit on caring and we have covered both self-care and gratitude. This week our focus is on empathy, what that means, and how we can really tap into it throughout our daily lives.

How do you think sympathy and empathy differ from each other?



Inspire

15 minutes

The word empathy is often thrown around lightly, but many people struggle to really define it for themselves. One way to help yourself create this personal understanding is to look at the difference between the two concepts that are frequently interchanged but have very different meanings: sympathy and empathy.

Sympathy is defined as feeling pity or sorrow for someone else's situation. Babies as young as one show this to their parents or siblings when they get hurt. You see them run up to the person with a sad face offering them a hug and some love because they recognize their pain. However, there is a big difference between feeling sorry for someone and actually understanding how they feel.

Empathy is the ability to truly understand someone else's emotions and look at things from their perspective. We are able to step into their shoes and feel what they feel, see what they see, and ultimately understand the situation from their point of view. We often feel that this concept is easy when we have had a similar (or even the exact same!) situation occur within our lives. While this is somewhat accurate, true empathy pushes us to see things from the perspective of the other person, which is the true challenge. How you interpret a situation could (and often is) much different from others around you.

Let's explore this situation with a common activity that we have all experienced at school:

- Close your eyes and imagine that I have just announced that we have an assembly during class today. We will be leaving in the next 3 minutes.
- Okay, open your eyes.
- Raise your hand if you feel excited about this sudden change.
- Stand up if you feel upset/anxious by this sudden change.
- Remain sitting if you feel annoyed by this sudden change.
- Now everyone take a look around you; there are a variety of responses to the exact situation. We have all experienced an assembly at some point. However, the type of assembly, the topic of the assembly, and our personal preferences all color our perspective on the activity. When you are truly showing empathy, you first thought is to put yourself in the shoes of the other person based on what they might be feeling towards the situation. Observing body language, facial expressions, and the tone of the words they use can all help you empathize.



Empower

15 minutes

Explain that the class will now practice exhibiting empathy using the skills above. The teacher will read two scenarios aloud. Each student must choose the situation that they can best empathize with. Select several students to share their reasons for their choice after each round.

Directions:

- Divide the room into Scenario A (front) and Scenario B (back).
- Explain that you will read two scenarios aloud. Each student must consider which situation they can better empathize with.
- Once they have made their decision, every student must walk to the corresponding area of the room.
- Repeat 3-5 times and make sure that each student explains their choice at least once.

Scenarios:

- Being late for school vs. missing the school bus
- Forgetting your lunch vs. forgetting your homework
- Being bullied vs. being ignored
- Failing a test vs. not knowing the answer when called on
- Walking home alone and someone is following you vs. being home alone and a stranger knocks on the door



Reflect

5-7 minutes

The scenarios chosen today were real life situations that can and do happen every day to seventh graders just like yourself. It's extremely important to take time to consider the other person before you share your understanding of their experience.

- What might happen if you don't think about the other person's perspective before you share your understanding?
- How can be more cautious when showing empathy?

Remember, some topics cause you panic while others are excited by them. However, the reverse may be true and you might accidentally offend them with your positive reaction to a situation that caused them a great deal of anxiety!

Caring

This is the 4th week in the caring unit. Students will focus on compassion as the natural progression of caring once empathy is identified.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

Main Lesson

Whole Class Lesson
30 minutes



Compassion Challenge

Students will tour the school, identify areas that are not particularly accommodating, and create an action plan for at least one area identified. (See page 2 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Compassion in Action

Divide class into small groups. Have each group create a scenario that demonstrates a common struggle they experience in school or in the community (bullying, gossip, etc.). Trade with another group and create a role-play to illustrate how you could overcome that struggle.

For Partners
15 minutes



Continuing Compassion

With your partner, discuss a time when you have received unexpected compassion from a stranger. For example, someone paid for your drink, helped you carry something heavy, etc. How did this change your attitude? How can you pass it on/pay it forward?

For Individuals
15 minutes



Sharing Compassion

Pick one person in your household that you don't normally hang out with. Do 3 compassionate things for them today. This includes kind words, small gestures, and helping out beyond your regular chores/expectations.

Technology-Focused
15 minutes



Compassion Apps

With a partner, explore different apps that focus on compassion for others. Select your favorite and present it to the class. If possible, download it and try it out this week!

Compassion Challenge

Students will tour the school, identify areas that are not particularly accommodating, and create an action plan for at least one area identified.

Lesson Timeframe

30 minutes

Required Materials

- No materials are required for this lesson

Standards Map

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

Lesson Objective

Students will:

- Utilize empathy as a motivational tool to increase compassion within your everyday life.
- Practice compassion on both a local and national scale.

Teacher Connection/Self-Care

In our Caring Unit the capstone emotion is compassion, which is the desire to help those in need. How do your students need you today? How do your colleagues need you? In what ways can you show compassion while still maintaining professional and personal boundaries? Remember that being compassionate does not mean you are responsible for solving everyone's problems. You cannot change a student's home life. You cannot magically improve another teacher's classroom management skills. What can you do to show compassion, then, when you see others struggling? You can provide a stable, healthy classroom environment for students to thrive while they are in your care. You can offer strategies, if asked, to help your colleague make small, positive changes in their classroom management. Compassion is about helping where you can and being supportive while recognizing that not every problem is yours to solve. Being present, listening, empathizing, and acting when able are good steps toward showing compassion toward your students and coworkers.



Share

4-6 minutes

How would you define compassion? (Allow for answers from several volunteers.)

Yes, all of these answers point to a common ground of kindness. Compassion is defined as feeling empathy for and wanting to help another in need.



Inspire

4-6 minutes

We have arrived at our final week in our caring unit. We have explored self-care, gratitude, and empathy. The last component is compassion. At this point in our lives, we have heard this term before. However, our definition may vary based on our personal experiences.

Think back to our game last week. We had to decide which situation we could empathize more closely with: being bullied or being left out. Just because you could empathize with the person that was bullied doesn't necessarily mean you automatically feel inspired to help them. Compassion is the next step after empathy. It is the action that follows the emotional connection.

Now, think of a time where you were able to both show empathy and demonstrate compassion. Share your answer with a neighbor. (Allow several volunteers to share their examples with the whole class if time allows.)



Empower

15 minutes

Explain that the class will now take their ability to empathize to the next level by using compassion to make small but impactful changes within their school. The class will go on a "compassion challenge walk" throughout the school.

- Look for any areas that might not be accommodating to everyone in the school. This could include physical struggles (stairs and no ramp, etc.) or privacy options (locker rooms, bathrooms etc.).
- After the walk, reconvene and create a list of areas noted and brainstorm solutions where possible.
- Discuss who has the power to make these changes (students, teachers, administration) and follow through on sharing your observations with those people.



Reflect

5-7 minutes

As a class, discuss the challenges of truly expressing the feeling of empathy with the action of compassion.

- Why is it hard to respond with action at times?
- How have you showed compassion for others in the past?
- How did it feel to help someone in a situation that you can empathize with?

When you truly empathize with someone, it takes courage to follow through and help them through their situation. Your compassion just might be the positive turning point to a really difficult situation!

Caring for Our School

We have completed all four weeks of our caring unit. Now it's time to apply everything you have learned. Over the next week or two, we will be working towards planning and executing a service project to benefit our school.

Caring Sub-Concept(s)

Compassion, Gratitude, Empathy, Kindness

Project Timeframe

1-2 weeks, broken up as needed by class schedule

Required Materials

- Workgroup Handouts (see below)
- Computer
- Basic Art Supplies
- Other materials will vary depending on project selected

Standards Map

This project aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Here is the plan for this project:

- 1) As a class, we will brainstorm areas of concern within our school community. This could be anything that we identify as a class, from accessibility to esthetics. What is one area you would like to make a positive change?
- 2) Each of you will be assigned a specific workgroup once our service project is identified. It is your responsibility to participate to your full potential within your group.
- 3) Over the next two weeks, we will work together to complete our assigned tasks towards the larger project. At the end of the project, we will present our positive change to the principal through a formal presentation.

PART 1: Identifying Our Project

Over the next several days we are focusing on identifying an area within our school that would truly benefit from a positive change. This is our chance to utilize our empathy and compassion to improve our school in a tangible way.

Let's watch this video to better understand what service learning is. <https://youtu.be/kFd-yiAfrmE>

Now it's time to brainstorm our own ideas based on the needs of our school and community. To ensure that everyone has the ability to suggest a topic, we will follow the following process:

- As a class we will discuss large topics that we feel passionate about within our school. (Some ideas might include accessibility, bullying, esthetics of the school, accountability, inclusiveness, etc.)
- Each person will write one idea down on an anonymous index card.
- The teacher will collect all of the ideas and read them aloud.
- The teacher will tally up the ideas and the most popular idea will become our service project for this unit.
- Make sure to adjust your project to fit the timeframe you have to work within. For example, do not select building a ramp if you only have one or two class periods to accomplish your task.

PART 2: Planning and Execution

During the next week or so, we will work in assigned groups to complete our service project. Everyone must participate. You will be required to submit a reflection paragraph outlining your contribution to the project and your overall feelings regarding our class accomplishment. Check out this link for more information on how to execute a service project:

We will divide up our service project into the following four categories:

- **Investigation** (1 Day, 30-45 minutes)
What are the needs of our school and community? What are some possible solutions? Who, outside of our class, might be interested in helping? Break the class into groups of 4-6 and have each group fill out the Investigation handout below. As a class, discuss each investigation and vote on the topic that is both the most needed AND fits into your time schedule for this project.
- **Planning** (2-3 Days, 30 minutes each day)
This is a large component of your project. It can be broken down into the following sections: Creating S.M.A.R.T. Goals, Developing a Timeline, and Outlining our Action Plan. You will be divided into 3 groups with one of these tasks as your assignment. See the related handouts below to guide the conversation within your group. Remember, you must feel confident about your plan BEFORE we can move forward with serving our school and/or community.
- **Service** (3-7 days, depends on project selected)
It's time to get started! We will work as a team to complete our project. NOTE: You will want to divide your class into smaller groups based on all the different tasks that are needed to complete the project. This will be very project specific.
- **Evaluation** (1-2 Days)
It is important to evaluate our efforts and reflect on how we did and what we would change moving forward. Have each student fill out the accompanying Evaluation handout and then discuss the project as a class.

If possible, allow your normally scheduled RAK time for working on this project in class. 15 minutes each day might not seem like a lot, but it adds up over 12 days. Another option is to set aside an entire class period once a week to accomplish this project. If you look closely, any subject can be woven into this project so you don't feel like the service project takes too much time away from your normal instruction time.

1 INVESTIGATION

Who will be part of this project?
List the names of all the participants:

Name	Signature
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Why does this issue exist?
List three possible answers:

What are some possible solutions?

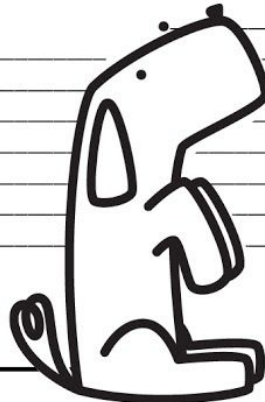
Who else might we need to help us? Are there other adults, community members, teachers, or peers that can help?

Name

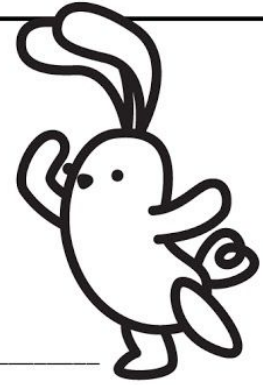
How will you use kindness, caring, gratitude, empathy, and compassion to make a difference?

Determine Need

What is one challenging area within our school community that would benefit from a positive change?



3 SERVICE



GROUP 1

Goal

Specific Tasks

Timeline

GROUP 2

Goal

Specific Tasks

Timeline

GROUP 3

Goal

Specific Tasks

Timeline

GROUP 4

Goal

Specific Tasks

Timeline

4 EVALUATION

Complete this evaluation handout based on your experience within our service project. Come prepared to class to discuss your personal assessment of the assignment, including any suggestions you might have about what you would do differently, include, adjust, etc. Your voice counts!

Did we accomplish our goal(s)?

What was the most important contribution you made to the service project?

On a scale of 1-10 how effective was our project in meeting our SMART goal(s)? _____

What do you feel went well?

How do you feel about what we were able to accomplish?

What would you change if you could do the project all over again?

What impact do you think your project had in the community?



Caring

Hello Parents and Guardians,
Welcome to Unit 2 of our Kindness in the Classroom curriculum! For the next 6 weeks we will be learning all about CARING. We will dedicate 30 minutes once a week for our main lesson, with a few 15 minute mini lessons sprinkled throughout our week to help your student go deeper with the concept. We will end the unit with a project that we will all work on together. Since this topic might feel super familiar to many of our students this year, we will be diving deeper as we explore the following topics:

GOALS FOR THIS UNIT

- ✓ Utilize self-care tools and methods to increase a feeling of self worth.
- ✓ Develop the skills of empathy and compassion for both people they know personally and others within their community.
- ✓ Practice both giving and receiving gratitude through a foundation of kindness.

TOPIC	QUESTIONS WE'LL BE EXPLORING	HOW YOU CAN HELP
Self-Care	<ul style="list-style-type: none"> ● How important is your own self-care? ● Do you place a high priority on taking care of yourself each and every day? ● What does mental self-care look like? 	Talk with your student about the differences between basic self-care and positive mental health. Self-care goes beyond just getting up and getting dressed. Emphasize the importance of seeing value in ourselves.
Gratitude	<ul style="list-style-type: none"> ● How do our words and actions show others we are thankful for who they are and what they do for us? ● How do acknowledge the little things others do for us on a day to day basis? 	Encourage your child to list 5 things their teachers do for them each day without asking. Talk to them about taking time out of their day to say thank you for those little things. Teachers really appreciate it when students notice all their hard work.
Compassion	<ul style="list-style-type: none"> ● Why is it sometimes difficult to show compassion to kids our own age? ● How do we demonstrate compassion for people outside our immediate community? 	Talk with your child about people in our country that may be struggling. Brainstorm ways they can show compassion for them.
Empathy	<ul style="list-style-type: none"> ● How do you personally define empathy? ● How can you feel empathy for someone you have never met? 	Select something that is going on in the news right now. How can we empathize with some of the people we hear about?

TRY THIS AT HOME!

As a household, make one big goal to increase your self-care in some way. One example might be to increase your positive self talk by saying one nice thing to yourself in the mirror each morning while getting ready. After a week or so, come back together to talk about how that one small change has helped you feel better about yourself!

We will continue our Kindness in the Classroom curriculum throughout the year. Please join us on this journey using this handout and the at home activity as a way to connect with your child regarding our unit concept. Feel free to contact me with any questions or comments as we move forward.

Sincerely,

Caring 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), the International Society for Technology in Education (ISTE) Standards, when applicable, and the national Common Core State Standards for English Language Arts & Literacy, Mathematics, History/Social Studies, and Science & Technical Subjects. 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: Self-Care Scattered Categories

CASEL

Self-awareness

Accurate self-perception

Self-management

Impulse control
Stress management
Self-discipline
Self-motivation
Goal-setting

Social awareness

Perspective-taking

Relationship skills

Communication
Social engagement
Relationship-building
Teamwork

Responsible decision-making

Analyzing situations
Evaluating
Reflecting

ISTE

2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.*

NHES

Standard 1. Understanding concepts

1.8.1 - Analyze the relationship between healthy behaviors and personal health.
1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.7 - Describe the benefits of and barriers to practicing healthy behaviors.

Standard 2. Analyzing influences

2.8.6 - Analyze the influence of technology on personal and family health.*

Standard 5. Decision-making

5.8.1 - Identify circumstances that can help or hinder healthy decision making.
5.8.4 - Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

Standard 6. Goal-setting

6.8.1 - Assess personal health practices.

Standard 7. Practicing healthy behaviors

7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

Common Core

English Language Arts Standards

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.7.1

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

Knowledge of Language:

CCSS.ELA-LITERACY.L.7.3

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

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

*Standards are applicable when teaching the Technology-Focused Mini Lessons.

Lesson 2: Simple Gratitude

CASEL

Social awareness

Perspective-taking
Empathy
Appreciating diversity
Respect for others

Relationship skills

Communication
Social engagement
Relationship-building

Responsible decision-making

Analyzing situations
Reflecting

ISTE

2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.*

NHES

Standard 1. Understanding concepts

1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

Standard 2. Analyzing influences

2.8.6 - Analyze the influence of technology on personal and family health.*

Standard 4. Interpersonal communication

4.8.1 - Apply effective verbal and nonverbal communication skills to enhance health.

Standard 7. Practicing healthy behaviors

7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

Common Core

English Language Arts Standards

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.7.1

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

CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.7.2.B

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.7.3

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

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

*Standards are applicable when teaching the Technology-Focused Mini Lessons.

Lesson 3: Choose Your Empathy

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
Teamwork

Responsible decision-making

Analyzing situations
Evaluating
Reflecting

ISTE

2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.*

NHES

Standard 1. Understanding concepts

1.8.1 - Analyze the relationship between healthy behaviors and personal health.

Standard 2. Analyzing influences

2.8.6 - Analyze the influence of technology on personal and family health.*

Standard 7. Practicing healthy behaviors

7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

Common Core

English Language Arts Standards

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.7.1

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

Knowledge of Language:

CCSS.ELA-LITERACY.L.7.3

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

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.7.5.B

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

*Standards are applicable when teaching the Technology-Focused Mini Lessons.

Lesson 4: Compassion Challenge

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
Evaluating
Reflecting
Ethical responsibility

ISTE

2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.*

NHES

Standard 1. Understanding concepts.

1.8.1 - Analyze the relationship between healthy behaviors and personal health.

Standard 2. Analyzing influences

2.8.6 - Analyze the influence of technology on personal and family health.*

Standard 6. Goal-setting

6.8.1 - Assess personal health practices.

Standard 7. Practicing healthy behaviors

7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

Common Core

English Language Arts Standards

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.7.1

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

Knowledge of Language:

CCSS.ELA-LITERACY.L.7.3

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

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.7.5.B

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

*Standards are applicable when teaching the Technology-Focused Mini Lessons.

Project 1: Caring for our School

CASEL

Self-management

Self-discipline
Self-motivation
Goal-setting
Organizational skills

Social awareness

Perspective-taking
Respect for others

Relationship skills

Communication
Social engagement
Relationship-building
Teamwork

Responsible decision-making

Identifying problems
Analyzing situations
Solving problems
Evaluating
Reflecting
Ethical responsibility

ISTE

Not applicable

NHES

Standard 2. Analyzing influences

2.8.4 - Analyze how the school and community can affect personal health practices and behaviors.

Standard 7. Practicing healthy behaviors

7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

Common Core

English Language Arts Standards

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.7.1

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

CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.7.2.B

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.7.3

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