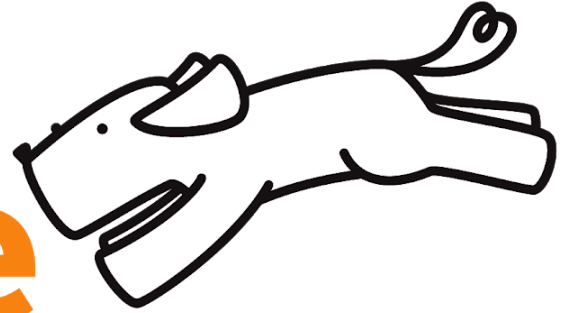


# Courage



## Sub-Concepts Covered: 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 last unit of our six unit series. The focus is on connecting courage to kindness and providing students with the tools to put these concepts into practice. Students will also focus on having the courage to lift themselves up using positive affirmations. Every grade will also end in unison in the final lesson by completing a grade specific Random Act of Kindness. Be on the lookout for what the other grades in your school have in store for you at the end of this unit!

## Unit Objective

Students will:

- Identify ways to show courage for ourselves and for others.
- Practice random acts of kindness.
- Discuss how it takes courage to be kind to others without recognition.

## Student Introduction

We made it to our final unit- Courage! When most of us think of courage, we think of superheroes. There are lots of ways to be courageous and our focus for this unit is how to use courage to be kind to both ourselves and others. Sometimes we are kind and no one even recognizes it. Although it may sound funny, it takes courage to be willing to do something kind knowing that no one will praise you for it later!

Let's explore the concept of courage and how we can choose kindness to end our year!

## Unit Lessons

Lesson Title	Lesson Objectives	Materials Required
<b>Lesson 1</b> Affirmation Mobile	<ul style="list-style-type: none"> <li>● Create 3-5 personal affirmations to demonstrate kindness to self.</li> <li>● Explain how it takes courage to be kind to ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Straws</li> <li>☐ Paper Clips</li> <li>☐ Affirmation Clouds for each student (see lesson)</li> </ul>
<b>Lesson 2</b> Kindness Mail	<ul style="list-style-type: none"> <li>● Create 5 personalized kindness letters to courageously spread kindness to others in class.</li> <li>● Explain how it takes courage to be kind to others.</li> </ul>	<ul style="list-style-type: none"> <li>☐ <i>Sheila Rae the Brave</i> by Kevin Henkes</li> <li>☐ Basic Art Supplies</li> <li>☐ Giant Manila Envelope OR Shoe Box decorated as a mailbox</li> <li>☐ 5 Kindness Mail sheets for each student</li> <li>☐ 5 basic white envelopes for each student</li> </ul>
<b>Lesson 3</b> Kindness Parade	<ul style="list-style-type: none"> <li>● Pledge to use kindness at school daily.</li> <li>● Explain how it takes courage to be kind to our school.</li> <li>● Create 5 personalized kindness letters to courageously spread kindness to others in class.</li> <li>● Explain how it takes courage to be kind to others.</li> </ul>	<ul style="list-style-type: none"> <li>☐ 2 dowels or brooms</li> <li>☐ Long 6 foot piece of butcher paper</li> <li>☐ Basic Art Supplies</li> </ul>
<b>Lesson 4</b> Random Acts of Kindness Bookmarks	<ul style="list-style-type: none"> <li>● Complete a random act of kindness.</li> <li>● Explain how it takes courage to be kind to others without recognition.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Brightly colored cardstock</li> <li>☐ A heart stencil or cut out</li> <li>☐ Yarn</li> <li>☐ A hole punch</li> <li>☐ Basic art supplies</li> </ul>

## Unit Projects

Project Title	Project Overview	Materials Required
<b>Project 1</b> The Book of Kindness	Students will work together to create a classroom book of kindness to leave as a legacy for the incoming kindergarten class.	<ul style="list-style-type: none"> <li>☐ 3 copies of the Kindness page per student (see project instructions)</li> <li>☐ Cardstock</li> <li>☐ Stapler</li> </ul>
<b>Project 2</b> Courageous Acts of Kindness	Students will work to “catch” older students completing acts of kindness to others on the playground. Students identified will receive a special award honoring their good deed.	<ul style="list-style-type: none"> <li>☐ Paper and Pencil for each student</li> <li>☐ “Courageously Kind” Awards (see project instructions)</li> </ul>

# Affirmation Mobile

This initial lesson in the Courage unit sets the focus on kindness as the ultimate form of courageousness. This lesson begins with kindness to self through the creation of an affirmation mobile.

## Courage Sub-Concept(s)

Kindness

## Lesson Timeframe

45 minutes.

## Required Materials

- Straws
- Paper Clips
- Affirmation clouds for each student

## 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:

- Create 3-5 personal affirmations to demonstrate kindness to self.
- Explain how it takes courage to be kind to ourselves.

## Teacher Connection/Self-Care

Many people associate the term “courage” with being strong, standing up to oppression, and fighting for what is right. While all of these definitions do in fact refer back to various types of courage, there is yet another focus that is equally valuable: the courage to respond with kindness. This unit will focus on kindness as a form of courageous action. Your ability to infuse kindness into your daily life is the most courageous thing you can do for yourself. When your thoughts change, your behaviors change, which ultimately leads to a positive change in those around you as well. This kindness chain reaction starts with you!

This week, write out one specifically kind thought about yourself and post it on your bathroom mirror. Repeat it to yourself aloud every single time you read it. At first this may feel awkward and unnecessary. However, the more you hear kind words out loud, the more likely you are to internalize them. How can you be kind to yourself today?

## Tips for Diverse Learners

- Allow students to draw a picture of each affirmation.
- Have students dictate their affirmation to the teacher or another student as they write the words on each cloud.
- Provide sentence starter prompts for each affirmation to increase understanding.
- Encourage higher level students to add an additional sentence below their affirmation that provides an example.
- Create a fill-in-the-blank song for affirmations that volunteers want to share, and have the class sing through it a few times. You can use the melody to, “I am free, I am unlimited.” <https://youtu.be/qrETJUjRDIE> Example: I am *brave*, I am *smart*. I can *swing really high*. I am *caring*, I am *good at coloring*. Right now, Right now!



## Share

5 minutes

Have the students gather in your circle time or community area.  
*How can we be responsible...*

- *In the kitchen or our bedrooms?*
- *On the bus?*
- *On the playground?*
- *In the cafeteria?*

*When we make responsible choices, we are showing kindness to others and our space!*



## Inspire

### **What is Courage?**

7-10 minutes

Explain that courage means that you are brave when facing new or difficult situations. This unit will focus on courage as it relates to kindness. Being kind requires us to be brave and willing to try something new or difficult with ourselves, others, and even our spaces (like our classroom or school). When we have the courage to be kind, we feel better about ourselves and help others to feel better too!

Explain that there are 3 ways to show courage through kindness:

- **Kindness to Yourself:** It may sound silly, but it takes courage to be kind to yourself. Most of us don't think about how we treat ourselves, but kindness actually starts with the things you say and do to yourself first! If you can't be kind to you, how can you expect to be kind to others?
- **Kindness to Others:** Sometimes it can be very difficult to treat others with kindness. You can be brave and use courage to focus your words and actions on kindness in any situation. Even if others are mean, you can choose to show courage through kindness. You may be surprised to see just how quickly others change when you shower them with kindness!
- **Kindness to Environment (School):** Our school is a terrific place to learn each day. Why? Because each one of us does our part to keep it safe, happy, and welcoming every day. Your courageous choice to show kindness in how you care for the school by treating our materials kindly, respecting our space, and being safe on the playground are all ways that help make our school the wonderful learning environment we have today!

### **What is an Affirmation?**

7-10 minutes

Explain that one way to show kindness to yourself is by using affirmations. Affirmation is a long word that means "kind words". When you say or read kind words about yourself every day, it helps you feel better about who you are inside. The better you feel about yourself, the more courage you have to be brave in new and difficult situations, like the first day of school!



## Empower

15 minutes

Today we will focus on how we can use courage to be kind to ourselves. Explain that each student will create an affirmation mobile using the clouds below. Each cloud has a sentence starter that encourages a different affirmation for students to complete. There are also blank clouds for advanced students to complete additional affirmations as needed.

- Brainstorm some answers using each sentence starter as a class to model the activity.

The best thing about me is \_\_\_\_\_.

My \_\_\_\_\_ makes me smile when I look in the mirror!

I like learning about \_\_\_\_\_.

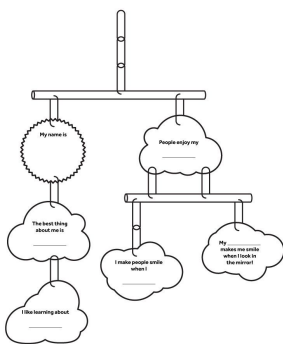
People enjoy my \_\_\_\_\_.

I make people smile when I \_\_\_\_\_.

- Have each student fill out each affirmation, adding a picture on the back side of the cloud.
- Assemble the mobiles using the following directions: <http://www.enchantedlearning.com/crafts/mobiles/straws/>

Here is an image for those without Internet access. The straws lie horizontal, passing through the paper clips. Simply vary the number of paper clips to balance out each level of the mobile. Afix the affirmation clouds to the bottom of each paperclip chain.

- Hang your affirmation mobiles above student desks/personal spaces if possible. If not, send them home and encourage them to hang them above their beds to remind them of the courage they have to be kind to themselves!



## Reflect

5-7 minutes

After completing the mobiles, encourage each child to read one affirmation aloud to the class.

- Provide positive feedback for students as they share.
- Remind them that just the act of sharing a personal affirmation takes courage!



## Extension Ideas

- At home, have each student read one of their affirmations with their parents daily before bed or upon rising in the morning. Every little bit of kindness infused into their day can give them the courage to be kind to others as well!



**RANDOM ACTS OF KINDNESS**  
FOUNDATION®

# Kindness Mail

This second lesson in the Courage unit focuses on the courage to be kind to others by creating kindness letters for a different person every day for an entire week!

## Courage Sub-Concept(s)

Kindness

## Lesson Timeframe

45 minutes.

## Required Materials

- Basic art supplies
- Giant manila envelope or shoe box decorated as a mailbox
- 5 Kindness Mail sheets for each student
- 5 basic white envelopes for each student
- Sheila Rae the Brave* by Kevin Henkes

## 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:

- Create 5 personalized kindness letters to courageously spread kindness to others in class.
- Explain how it takes courage to be kind to others.

## Teacher Connection/Self-Care

Have you ever heard the phrase, “pay it forward”? It refers to the action of a person doing an unrecognized good deed for a stranger on the premise that the receiver will in turn “pay it forward” by doing a good deed for someone else. Perhaps the person in front of you has already paid for your coffee order or a positive note was left on your desk.

These are both terrific examples of this simple, yet powerful concept. This week, look for ways to respond with kindness by identifying three different ways to pay it forward to coworkers in some fashion. Spend some time brainstorming little surprises for those around you, adding a small note with the good deed that encourages them to keep the chain going by passing on a bit of kindness to another as well.

## Tips for Diverse Learners

- Allow students to draw a picture and then dictate the writing piece for each letter they send.
- Provide sentence starter prompts for each affirmation to increase understanding.
- Encourage higher level students to write 2-3 sentences after the sentence starter about how the other person was kind.
- When reviewing kindness with the class, lead them in a somatosensory ‘pay it forward’ circle time activity. Students sit in a circle and hold hands. The teacher will initiate a hand squeeze and ask them to pass it around the circle. The teacher can provide a rhythmic chant to maintain attention and provide structure. (KEEP THE KINDNESS FLOWING FROM YOUR HAND TO MINE. WHEN YOU FEEL A SQUEEZE, PASS IT DOWN THE LINE.) Explain how courageous it is to ‘pay it forward’ and do good deeds for others.



## Share

5 minutes

Play “My Favorite Things”:

- Line up everyone on the right side of the room. Randomly select one student to stand on the left side of the room. Ask the student the following questions:

*What is your favorite food?*

*What is your favorite subject in school?*

*What is your favorite color?*

*What is your favorite game to play at recess?*

- After each question, have others that feel the same way join the person on the other side of the room.
- Repeat with 2-3 more students as time permits.

It takes courage to speak up about our likes. When we do, we learn that others around us feel the same way sometimes as well!



## Inspire

5 minutes

### **The Courage to Be Kind to Others**

Review the explanation of Kindness to Others that you introduced in the last lesson:

*Kindness to Others: Sometimes it can be very difficult to treat others with kindness. You can be brave and use courage to focus your words and actions on kindness in any situation. Even if others are mean, you can choose to show courage through kindness. You may be surprised to see just how quickly others change when you shower them with kindness!*

Read Aloud *Sheila Rae the Brave* by Kevin Henkes

YouTube Link: [www.youtube.com/watch?v=JTU6c9yAssY](https://www.youtube.com/watch?v=JTU6c9yAssY)

*What do you think being brave and showing courage looks like?*

Sheila Rae thinks that being big, strong, and fearless is all that there is to having courage. However, her little sister shows her that it takes courage to be kind as well.

After the story use the following questions to guide a discussion:

- How does Sheila Rae use courage every day?
- What does she think brave looks like?
- How does she treat her sister when she says she is scared?
- How does her sister use kindness to help her in the end?
- Do you think Sheila deserved her sister’s kindness? Why or why not?





## Empower

15 minutes

Explain that this week everyone will be creating kindness mail for others in the class. Every person will receive a new piece of kindness mail daily, which will be read aloud by the teacher and delivered to the student at the end of the school day. By the end of the week, every person will have received 5 pieces of kindness mail!

### Instructions:

- Assign a manila envelope or shoebox as your kindness mailbox. Store it on the teacher's desk to discourage peeking, which will be very tempting knowing that there is a letter in there for each student! Students this age LOVE getting mail.
- Explain how to fill out the kindness mail sheet found below. Practice completing it using the teacher as an example. Read the sentence starter, "You make me smile when you \_\_\_\_\_" and allow students to answer. Model how to write the answer down on the page. Emphasize the importance of adding a detailed illustration below the sentence to help the person feel extra special!
- Call up each student and have them select one popsicle stick with another student's name on it (or use a different randomizing system you already have in place). Read the person's name they drew if they are still struggling with phonics.
- Label their sheet with the name of the person they selected. This will help you remember when you read them aloud later.
- Instruct every student to complete the sentence starter with an answer that relates to the person they selected. This may be hard if they selected a person they struggle to get along with. Encourage them to think really hard and find at least one example of a time when they made them smile.
- Provide a simple envelope for each student to place their mail in. Encourage them to decorate the envelope. Remind them to write the name of the recipient on the outside of the envelope.
- Have each student place their mail in the designated mailbox on the teacher's desk.
- At the end of the school day, call up each child as you take out the mail. Allow them to open their mail and then read the kindness statement aloud to the entire class. Give the mail to the student to keep as an affirmation they can look back on over the summer.
- Repeat this activity daily for an entire week to build up each child through kindness!



## Reflect

5 minutes

At the end of the week, take some time to reflect on the activity as a class:

- How did it feel to receive the kindness mail every day?
- How did it feel to have it read aloud to the entire class?
- What will you do with your mail now?

Although it is important to have courage through bravery and fearlessness, the ultimate example of courage is kindness. When you are able to show kindness to others regardless of how they are treating you or how well you may know them, the world will be a better place. Let's spread kindness to others wherever we go!



## Extension Ideas

- Consider sending kindness mail to other classes, other teachers, and the administrative staff as well!
- Home extension- have students create kindness mail for the people they live with.

You make me smile when...



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# Kindness Parade

This lesson in the Courage unit focuses on kindness within the school environment by creating a kindness banner. Your class will then use courage to start a kindness parade, inviting others to sign the kindness pledge and join the parade.

**Courage Sub-Concept(s)**

Kindness

**Lesson Timeframe**

45 minutes.

**Required Materials**

- 2 dowels or brooms
- Long 6 foot piece of butcher paper
- Basic art supplies
- Soft ball for tossing to each other

**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:

- Pledge to use kindness at school daily.
- Explain how it takes courage to be kind to our school.

## Teacher Connection/Self-Care

The ultimate goal of every teacher is a kind and respectful class. When the environment in which we spend 8-10 hours a day naturally responds with kindness as a default, we are able to more easily teach the academic components required of us. As you head into the final few weeks and months of the school year, the positive environment you established at the beginning might be waning a bit as students get more antsy for summer vacation.

Now is the perfect time for a kindness tune up, so to speak. Although you are bogged down with end of year testing, grades, and parties, taking a few moments at the beginning of each day with some focused kindness will do wonders for your classroom environment. One idea is to write a bunch of uplifting notes on index cards and have each child choose one from a bowl during your morning meeting. Have them read their kindness card aloud as they are excused to their desks. Not only will each child be encouraged, but you may find that kindness is contagious!

**Tips for Diverse Learners**

- Allow students to draw a picture of how they treat the school with kindness.
- Select easily distractible students as the kindness banner holders to increase attention to the task.
- Create a simple kindness chant to increase participation during your parade.



## Share

5 minutes

Using a ball, play kindness toss.

Have the class make a circle in the meeting area.

Say a person's name and one thing you are grateful/thankful for about them before tossing the ball to them. Example: Kinsley always includes me during four-square!

Once you toss the ball, you scoot back out of the game.

The person that caught the ball must choose another person, say their name and one kind thing about them, and then toss the ball to them.

When the last person receives the ball, they will say something kind about the teacher, toss the ball, and the game will end.



## Inspire

### **Courageously Kind to Our School**

5-7 minutes

Review the explanation of Kindness to Environment (school) presented in the first lesson of this unit.

*Kindness to Environment (School): Our school is a terrific place to learn each day. Why? Because each one of us does our part to keep it safe, happy, and welcoming every day. Your courageous choice to show kindness in how you care for the school by treating our materials kindly, respecting our space, and being safe on the playground are all ways that help make our school the wonderful learning environment we have today!*

### **School of Courage**

5-7 minutes

Draw a simple picture of a school building on the whiteboard. Ask the class how they can use courage to show kindness for our school. Write words and/or draw simple pictures inside your school as they answer.

- Turn your answers into a simple list if desired.



## Empower

20 minutes

Explain that you will create a kindness banner as a class to show the school how they can have the courage to be kind to the school space every day. Every student (and the teacher!) will sign the banner as a show of unity. We will then go on a kindness parade inviting the whole school to join us in our pledge to treat our school with kindness!

- Using a long piece of butcher paper (6 feet or more is preferred), write down the following sentence starter:

### **“I promise to show kindness to our school by....”**

- Spread the paper out onto the floor and have each student sign their name and draw/write an answer to the sentence starter.
- Reference your School of Courage activity from earlier if students are stumped.
- After everyone has had a chance to add to the banner and sign their names, tape the front and the back of the banner to 2 dowels (or two broom handles) to create a banner.
- Assign two students as banner holders and start your kindness parade!
- As you pass people in the hall, invite them to sign your kindness banner and join in your quest to show kindness to the school!
- Display your kindness banner in the hallway outside your class or even towards the front of the school if allowed!



## Reflect

5-7 minutes

*It takes courage to start something new and invite others to join you. Our kindness parade today was fun, but it was also courageous! We were able to use our courage to inspire kindness throughout the entire school. Now we must use courage to follow through with our pledge and truly bring kindness to our school each and every day!*



## Extension Ideas

- At home, have each student create a smaller mini banner for their homes as well. The sentence starter can say, “I pledge to show kindness to my home by...” Have the student add their answer and then invite the other people they live with to sign it as well!

# Random Act of Kindness Bookmarks

This is the final lesson in our Courage unit. It focuses on the namesake of the entire organization- Random Acts of Kindness. The class will create RAK bookmarks and secretly hide them in books in the library for others to find.

## Courage Sub-Concept(s)

Kindness

## Lesson Timeframe

45 minutes

## Required Materials

- Brightly colored cardstock
- Heart stencil or cut out
- Yarn
- Hole punch
- Basic art supplies

## 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:

- Complete a random act of kindness.
- Explain how it takes courage to be kind to others without recognition.

## Teacher Connection/Self-Care

As we head into the final week or so of the school year, the courage to respond with kindness leads us out of the classroom and back with our families and friends as summer vacation looms in the not so distant future. Do you have the courage to respond with kindness at home? At times, it can often feel harder to lean into kindness with those closest to you as they are also the people that know firsthand how to press your buttons and dampen your mood. However, the real test in your ability to respond with kindness is how you treat those in your inner circle.

This week, and throughout the summer this year, use our namesake, Random Acts of Kindness, as a motto for how to treat others each day. Become more conscious of the people closest to you. Find one small thing you can do for each of them daily. Something small, but meaningful; something simple, but kind. No random act of kindness is too small to impact another. Your concentrated effort to make your immediate world a better place has a ripple effect on the larger world around you. How can you courageously respond with kindness on a daily basis?

## Tips for Diverse Learners

- Write the kindness phrase on the bookmark and have the student trace it if needed.
- Pair students up during the book hiding portion to increase understanding and comprehension of the activity.
- Remind students to NOT put their names on the bookmarks- they are secret surprises for others!



## Share

3-5 minutes

Play Happy! Excited! Surprised!

### **Instructions:**

Partners stand back to back and individually make a decision on which of the three expressions they want to make with their body:

- Happy- 2 thumbs up
- Excited- fist pumped in the air
- Surprised- Two hands open in front of chest

Demonstrate how to play using a volunteer. The teacher will count to three and then both partners will turn around, showing the other their expression. If the other person doesn't match, that's ok! Show kindness with your words and try again! Repeat the activity 3 times and then trade partners to try again.



## Inspire

### **What are Random Acts of Kindness?**

5-7 minutes

Explain that a random act of kindness is a fun surprise of kindness given to someone else without them ever knowing it was you! These acts of kindness are not announced, not planned, and not rewarded. You are doing kind things for others just because you want someone else to feel good, not because you want anyone to notice you. The trick to completing random acts of kindness is to not get caught. The best part of random acts of kindness is how it makes us feel inside. We might feel excited, knowing someone will find it soon, scared that no one will find it all, or even proud because we are doing a good deed. That's our body telling us we're doing something that benefits others and ourselves!

Kindness is Cooler, Mrs. Ruler by Margery Cuyler (10-12 min.)

Read Aloud Link: [www.youtube.com/watch?v=et4KluESo0o](http://www.youtube.com/watch?v=et4KluESo0o)

This book helps illustrate what a random act of kindness is and provides concrete examples of how children can perform them for others in everyday life. After reading the story ask the following:

- What is a random act of kindness?
- What random acts of kindness did the children do for their families?
- How did doing random acts of kindness help the children change their attitudes and treat others kindly again?

If time permits, brainstorm some ways students can perform random acts of kindness in the classroom. Remember, it's the little things that count! Every small act of kindness helps to make our world a better place!





## Empower

15 minutes

Today we will do our first random act of kindness together as a class. Explain that each student will create a kindness bookmark. Then, the class will go to the library and hide the bookmarks in random books for future students to find when they check them out. Not only will they have a new bookmark, but they will be inspired to pass on the kindness to someone else as well!

- Every student will write the phrase, “Be KIND and pass it on!” on their bookmark. They will then add a heart and illustrate the back. Remind them to NOT write their names on the bookmarks. A random act of kindness is anonymous, which means no one knows who did it!
- Punch a hole at the top of the bookmark and tie a piece of yarn to the hole. Make sure this part sticks out of the books as you hide them in the library.
- Last but not least, hide the bookmarks! If anyone tells you about finding one in the future, don’t give away the secret that you hid it; instead, encourage them to pass on the kindness to someone else!



## Reflect

5-7 minutes

Gather as a class in your circle time/community area.  
Review the following questions:

- How did it feel to make the bookmarks?
- How did it feel to hide them in the library?
- What should our next random act of kindness be?

Random Acts of Kindness are often contagious! It can be just as much fun giving a random act of kindness as it is to receive one. Keep your eyes open and be on the lookout for ways you can spread kindness daily. Your decision to give kindness to others might just inspire someone else to continue this kindness chain!



## Extension Ideas

- Random Acts of Kindness can and should be carried out beyond the classroom. As a class, create a T-chart and label the sections “home” and “park”. Brainstorm ideas for doing random acts of kindness in both locations. Encourage students to complete one random act of kindness daily throughout the summer.

# Courageous Acts of Kindness

One of the best ways to infuse kindness into everyday conversation is to be on the lookout for this new behavior in others in addition to practicing it ourselves. This project encourages your class to “catch” others being kind. It takes courage to respond with kindness and it can be very powerful to know that your kind responses are inadvertently inspiring others to continue this trend.

**Kindness Concept(s)**

Courage, Kindness

**Project Timeframe**

25-30 minutes

The design of this project is very simple. As a class, you will spend 10-15 minutes during the morning or afternoon recess of another grade observing the playground. Everyone in the class will be on the hunt for people who are responding with kindness as they play.

**Step 1:**

Prior to completing your observations, review how to complete them as a class. Write and/or draw answers on the whiteboard:

- Brainstorm what kindness looks like.
- Discuss possible ways students could demonstrate kindness to others on the playground.
- Challenge the class to respond with kindness during your next recess time.
- Discuss ways each student was able to respond with kindness during recess.

**Step 2:**

As a class, decide *when* your observation of the upper grades recess will be. Remind students that they must find one courageous moment of kindness to report on by the end of recess.

To help, you may assign groups of students to observe a different section of the playground: sandbox, play structure, basketball court, grassy area, etc. Provide a piece of paper, book (or other hard object), and pencil for each student to draw their observed act of kindness

If needed, assign 1-2 kindness reporters using students that may not be able to draw or write down their observations. They can report observations directly to the teacher as they are observed. The teacher will keep a running list in addition to the students' written observations.

Clue in the playground supervisors about your activity so they can assist in highlighting kind acts as well!

Do not let the other classes know what you are doing either beforehand OR when they see you sitting on the sidelines at recess. If students are particularly nosey, simply reinforce that you are making observations outside today.

Step 3:

Observe recess for at least 10 minutes. A morning or afternoon recess that lasts approximately 15 minutes works best if possible.

Step 4:

As a class, report back your courageous acts of kindness to the group. Write the answers on the whiteboard.

Vote on 2-3 Courageously Kind Superstars observed on the playground. These students showed an exemplary level of kindness in a difficult situation. Review your observations to help you narrow things down as needed. Using the template below, give those students the Courageously Kind Superstar award at your end of year party, during reading buddies time, or during another group opportunity.

Highlight how they were kind and *how* that shows courage. Giving someone a hug when they fall down is an extremely kind action. This shows courage because you reached out to them even though you did not know them very well!

# COURAGOUSLY KIND SUPER STAR AWARD!



**RANDOM ACTS OF KINDNESS**  
FOUNDATION

# The Book of Kindness

As your kindergarten class prepares for graduation and advancement to first grade, now is a terrific time to create a lasting legacy for the next incoming kindergarten class on the value of kindness. To highlight the variety of ways your students have had the courage to be kind, the class will create a book of kindness.

**Kindness Concept(s)**

Courage, Kindness

**Project Timeframe**

25-30 minutes

**Required Materials**

- ❑ Book of Kindness page template (one for each student)

**Step 1:**

Revisit the three areas of kindness covered in this unit and how it takes courage to be kind.

- Kindness to Self: How do you take care of yourself? How are you kind to your body and heart?
- Kindness to Others: How are you able to respond with kindness to other students in our class? On the playground?
- Kindness to Our Space: How have you chosen kindness with our toys? With our classroom? On the playground?

**Step 2:**

Using the template below, work through each area of kindness by having every student complete one sheet. In the end, each student will complete a kindness page for all three areas of kindness. (Approximately 90 pages for a class of 30.)

- These pages should be completed at separate times throughout the week. If you have your class complete them all at once, the quality of the work will decrease dramatically due to attention spans and fatigue.
- One option is to explain the project and complete the first page on Monday. Complete page 2 on Tuesday and page 3 on Wednesday. Use Thursday to compile the book and then read the book to another class on Friday.

**Step 3:**

As a group, design your cover. There are many ways to complete this:

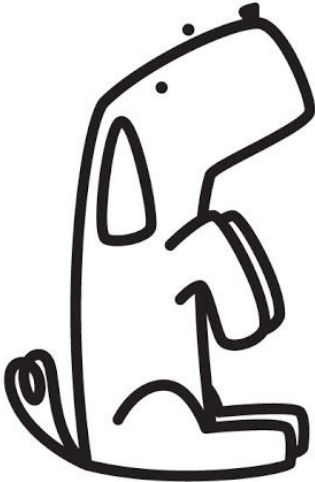
- A group picture
- A giant Letter K for kindness
- A class animal or image that you have used this year
- Your school mascot if applicable

**Step 4:**

Bind the book and choose a class to read it to! At the end of the year, add it to your library for access with next year's class!

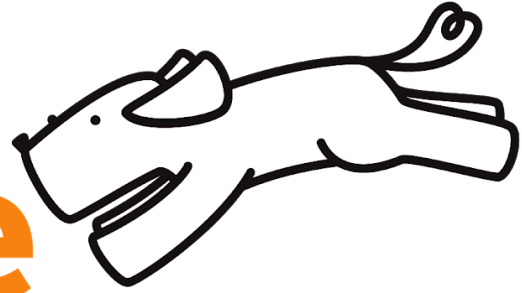
**I showed kindness to \_\_\_\_\_ by:**

Handwriting practice lines consisting of four sets of solid top and bottom lines with a dashed midline.



**RANDOM ACTS OF KINDNESS  
FOUNDATION**

# Courage



Hello Parents and Guardians,

Welcome to Unit 6, our final unit in our Kindness in the Classroom curriculum! For the next 4-6 weeks we will be learning all about COURAGE. Since this is a somewhat 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
<b>Courage</b>	<ul style="list-style-type: none"> <li>• What does it mean to show courage? How can we use courage to be ourselves? How can we use courage to stand up for others?</li> </ul>	Discuss the importance of always being true to yourself first. You are a valuable and important member of the class and of this family! Talk about how to use courage to stand up for others who might not stand up for themselves.
<b>Kindness</b>	<ul style="list-style-type: none"> <li>• How does it take courage to be kind?</li> <li>• How can we be kind even when others are not?</li> <li>• How can we use everyday actions to show random acts of kindness to others?</li> </ul>	Talk about random acts of kindness, when we do kind things for no specific reason! How do little kind acts brighten someone's day? Why does that take courage?
<b>Heroes/Leaders</b>	<ul style="list-style-type: none"> <li>• Who do you look up to?</li> <li>• Why is that person a hero to you?</li> <li>• How do they lead others?</li> </ul>	Start a conversation with your child about who they look up to. Do they have a hero? If so, why do they look up to them? How is their hero courageous?

## Key activities we'll be doing:

- Create an affirmation mobile!
- Delivery kindness mail to others!
- Participate in a school wide kindness parade!
- Complete Random Acts of Kindness!

**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!

Work with your child to create kindness letters for others in your home or in your family outside the home. You can decide to deliver it to them face to face, or slip it into their mailbox as a fun random act of kindness!

# Courage 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: Affirmation Mobile

### CASEL

#### Self-awareness

Identifying emotions  
Accurate self-perception  
Recognizing strengths  
Self-confidence

#### Self-management

Impulse control

#### Social awareness

Respect for others

#### Responsible decision-making

Analyzing situations  
Ethical responsibility

### NHES

#### Standard 1. Understanding concepts

1.2.1- Identify that healthy behaviors impact personal health.

#### 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: Foundational Skills

##### Print Concepts:

CCSS.ELA-LITERACY.RF.K.1

Demonstrate understanding of the organization and basic features of print.

##### Phonics and Word Recognition:

CCSS.ELA-LITERACY.RF.1.3

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

##### Writing

##### Text Types and Purposes:

CCSS.ELA-LITERACY.W.K.1

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

##### Speaking & Listening

##### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.1.B

Continue a conversation through multiple exchanges.

CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

##### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.



## **Language**

### **Conventions of Standard English:**

CCSS.ELA-LITERACY.L.K.1

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

CCSS.ELA-LITERACY.L.K.2

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

### **Vocabulary Acquisition and Use:**

CCSS.ELA-LITERACY.L.K.5.C

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

CCSS.ELA-LITERACY.L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Lesson 2: Kindness Mail

### CASEL

#### Self-awareness

Identifying emotions

#### Social awareness

Perspective-taking

Empathy

Respect for others

#### Relationship skills

Communication

Social engagement

Relationship-building

### NHES

#### 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.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

##### Reading: Foundational Skills

##### Print Concepts:

CCSS.ELA-LITERACY.RF.K.1

Demonstrate understanding of the organization and basic features of print.

##### Writing

##### Text Types and Purposes:

CCSS.ELA-LITERACY.W.K.1

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

##### Speaking & Listening

##### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.1.B

Continue a conversation through multiple exchanges.

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

##### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

##### Language

##### Conventions of Standard English:

CCSS.ELA-LITERACY.L.K.1

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

CCSS.ELA-LITERACY.L.K.2

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

**Vocabulary Acquisition and Use:**

CCSS.ELA-LITERACY.L.K.5.C

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

CCSS.ELA-LITERACY.L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

# Lesson 3: Kindness Parade

## CASEL

### Self-awareness

Recognizing strengths  
Self-confidence

### Social awareness

Respect for others

### Relationship skills

Communication  
Social engagement  
Relationship-building  
Teamwork

### Responsible decision-making

Ethical responsibility

## NHES

### Standard 1. Understanding concepts

1.2.2 - Recognize that there are multiple dimensions of health.

### Standard 8. Advocating

8.2.2 - Encourage peers to make positive health choices.

## Common Core

### English Language Arts Standards

#### Writing

##### Text Types and Purposes:

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

#### Speaking & Listening

##### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  
CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.1.B

Continue a conversation through multiple exchanges.

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood

##### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

#### Language

##### Conventions of Standard English:

CCSS.ELA-LITERACY.L.K.1

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

CCSS.ELA-LITERACY.L.K.2

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

##### Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.K.5.C

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

CCSS.ELA-LITERACY.L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Lesson 4: Random Acts of Kindness

### CASEL

**Self-management**

Self-motivation

**Social awareness**

Respect for others

**Relationship Skills**

Social engagement

**Responsible decision-making**

Ethical responsibility

### NHES

**Standard 1. Understanding concepts**

1.2.2 - Recognize that there are multiple dimensions of health.

**Standard 8. Advocating**

8.2.2 - Encourage peers to make positive health choices.

### Common Core

**English Language Arts Standards****Reading: Literature****Key Ideas and Details:**

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

**Craft and Structure:**

CCSS.ELA-LITERACY.RL.K.4

Ask and answer questions about unknown words in a text.

**Range of Reading and Level of Text Complexity:**

CCSS.ELA-LITERACY.RL.K.10

Actively engage in group reading activities with purpose and understanding.

**Reading: Foundational Skills****Print Concepts:**

CCSS.ELA-LITERACY.RF.K.1.B

Recognize that spoken words are represented in written language by specific sequences of letters.

**Speaking & Listening****Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.1.B

Continue a conversation through multiple exchanges.

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood

**Presentation of Knowledge and Ideas:**

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

**Language****Vocabulary Acquisition and Use:**

CCSS.ELA-LITERACY.L.K.5.C

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

CCSS.ELA-LITERACY.L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.