

Caring



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

In the Caring Unit, students will discuss rumors and gossip and evaluate their damaging effects. The unit ends with lessons on making sincere apologies and forgiveness. These topics might trigger strong emotions for students if they have been victims of gossip or rumors, or if they have relationships (either at home or at school) where they feel apologizing and forgiveness is required. Be aware of those students who might be triggered by these topics and be prepared with a plan to support your them through the services and resources your school can provide.

Unit Objective

Students will:

- Identify rumors and gossip.
- Communicate assertively.
- Identify ways to give a sincere apology.
- Learn how forgiving others helps them to live happier lives.

Student Introduction

Welcome to the Caring Unit! This unit is a really important one. In this unit you will learn how to care for yourself and for others by learning how to stop the spread of rumors and gossip. You will also learn - or *relearn* - the power of making a sincere apology and offering forgiveness. Both of these things can be really hard because it means admitting we were wrong or accepting that someone else was wrong. While these aren't comfortable topics, it is absolutely critical that you have the skills to give and receive forgiveness. This is the ultimate show of caring and compassion - both for yourself and for others. If at any point you struggle with these concepts, let your teacher know. He or she will provide the support and guidance you need. Let's get started with our first lesson!

- Rumors and gossip
- Assertive communication
- Making sincere apologies
- Forgiveness

Unit Lessons

Lesson Title	Lesson Objectives	Materials Required
Lesson 1 Word Clouds of Care	<ul style="list-style-type: none"> Identify rumors and gossip. Reflect on ways they can respond when they hear information that is untrue or unkind. 	<ul style="list-style-type: none"> PBS Gossip and Rumors clip: https://www.youtube.com/watch?v=98SC_hJzflD4 Sheets of white paper (preferably cardstock or construction paper; something that will hold up) - one for each student Scissors Writing utensils String to hang clouds (if desired)
Lesson 2 Communication Comic	<ul style="list-style-type: none"> Identify different ways of communicating with others. Communicate assertively. 	<ul style="list-style-type: none"> Paper for the comic strip Writing/coloring utensils Ruler (to draw squares for comic strip, if desired)
Lesson 3 Making a Sincere Apology	<ul style="list-style-type: none"> Identify ways to give a sincere apology. Connect the importance and impact of an apology with caring and respect. 	<ul style="list-style-type: none"> Read about Rob Lewicki's research on apology. https://news.osu.edu/news/2016/04/12/effective-apology/ Kids Health: http://kidshealth.org/en/kids/sorry.html
Lesson 4 Steps to Forgiveness	<ul style="list-style-type: none"> Learn how forgiving others helps them to live happier lives. Connect the importance and impact of forgiveness with caring. 	<ul style="list-style-type: none"> The Lemon Moon by Edith Hope Fine. https://www.youtube.com/watch?v=h3bEL_LiYqv8 Journal materials (paper, pencils)

Unit Projects

Project Title	Project Overview	Materials Required
Project 1 I Care for My#Selfie	Students focus on identifying the ways they take care of their minds and bodies, and identify three specific things (about themselves) that they are thankful for.	<ul style="list-style-type: none"> You will use the #selfie drawings for the bulletin board idea in Project #1 for this unit. Printed #selfie worksheets, one for each student (see below) Crayons, markers for coloring the selfie
Project 2 Spread Care Project Plan	Students will brainstorm areas they would like to help others, which could include helping the janitors, helping the kitchen staff, or helping younger students by reading or assisting with special projects. This project could also be tailored to be a large group project related to caring, perhaps in caring for the school grounds or collectively helping in a younger classroom with a specific project or activity.	<ul style="list-style-type: none"> Project plan worksheet (see attached) Various materials depending on the project decided upon.

Word Clouds of Care

This lesson has students define rumors and gossip and explore how they experience these in their everyday life. The lesson gives students an opportunity to have good discussion on what rumors and gossip are, how they feel when engaged with that kind of talk, and how they can stand up for themselves and others in an assertive yet caring and respectful manner. The final activity gives students a chance to affirm one another in ways that will remind them of their specialness and connection, which will hopefully help kids think twice before spreading gossip or rumors about their classmates.

Caring Sub-Concept(s)

Compassion, Empathy, Kindness

Lesson Timeframe

35-40 minutes

Required Materials

- PBS Gossip and Rumors clip: <https://www.youtube.com/watch?v=98SChJzflD4>
- Sheets of white paper (preferably cardstock or construction paper; something that will hold up) - one for each student
- Scissors
- Writing utensils
- String to hang clouds (if desired)

Standards Map

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

Lesson Objective

Students will:

- Identify rumors and gossip.
- Reflect on ways they can respond when they hear information that is untrue or unkind.

Teacher Connection/Self-Care

In the first unit we talked about the importance of self respect as a building block for respect within our world. This unit our focus is on Caring, which incorporates compassion, helpfulness, gratitude, and empathy. Caring is defined as feeling and showing concern for yourself and others. With this definition in mind, try to evaluate how you care for yourself.

Self-Care is a vital tool to ensure we have time to reboot. It is not selfish to provide time each day to just focus on YOU. What do you do just for you each day? If the answer is difficult to identify, brainstorm some ideas on how you can care for yourself daily. If you've already started this process, attempt to expand or deepen your self-care to include long term goals (such as working out or taking a fun class). If you don't care for you, how can you expect to provide solid care for others?

Tips for Diverse Learners

- Drawing a gossip diagram on the board that shows how rumors spread. For example, you could draw stick figures of two people talking about a third and what happens.
- Another option would be to create laminated figures that you could use to illustrate points during the discussion.



Share

3-5 minutes

In this unit, we focus on what it means to care or show concern for ourselves and for others. We are going to look at this topic largely through how we communicate with each other. We will first talk about a really important topic that will only get more important as you get older: rumors and gossip.

Can anyone tell us what a rumor is and what gossiping means?

Have a few students share their ideas with the class. Consider jotting notes on the whiteboard or type them up on the smart board for visual learners.

If you have ever been a part of a group that spreads a rumor or shared gossip, how did it make you feel?

You may receive a variety of responses here; guide student to the idea that spreading rumors or gossiping may make them feel connected or “cool” for a while, but ultimately, it makes us feel bad because we know we have treated another person badly.

If you have ever had a rumor or piece of gossip spoken about you, how did it make you feel?

Good! We will talk more about this throughout the lesson, but spreading rumors or sharing gossip is not how we care for others or for ourselves.



Inspire

Telephone Game

5-7 minutes

We are going to start with a game of telephone. I want you all to sit in a circle. I will choose one person to go first and that person will think of a phrase or sentence. Whisper that phrase to the person sitting next to you. Then whisper it to the next person and so on until the last person has heard the phrase or sentence. The last person says the phrase or sentence out loud. Do the activity. Then ask the following questions:

- *Ask the person who went first if that was their phrase. Did anything change?*
- *Why do you think it changed?*
- *Do you think this can happen in real life? In what way?*

As we saw from this activity, it can be easy to get something wrong when we communicate. Now this was a game so it didn't really matter. But what would happen if you told someone a story and they told someone else but forgot some important facts or changed them on purpose? How would you feel? That is how rumors and gossip get started.

Allow students time to respond.



Empower

20-25 minutes

Video Clip and Discussion

Let's watch a video about gossip and rumors. Show PBS Gossip and Rumors clip: <https://www.youtube.com/watch?v=98SChJzflD4>

Then ask any of the following questions:

- *Was there something the students said that you agree with? Did you disagree with anything they said?*
- *How do these students' definitions of gossip and rumor compare with ours that we discussed earlier?*
- *Why do you think people gossip about others or spread rumors?*
- *When you hear gossip or a rumor, how can you show respect and care for the person talking and also the person who is being talked about?*
- *What can you do if you hear gossip or rumors? How can you be assertive in that situation? Define assertive.*

If you can't play the clip: Write the following statements on the board or project them on a smart board. The Public Broadcasting System created a video about Gossip and Rumors. We can't watch that today, but I'd like to explain some of the information that students your age said about Gossip and Rumors in the video. While I read, think about whether you agree or disagree with the statements:

- Gossip is when people talk about others behind their back.
- Gossip can be between a couple of people, but doesn't need to get spread around.
- Gossip is also when you say something to someone's face they don't want to hear.
- Rumors can be true or untrue and are spread by anybody.
- A rumor is when something happens and someone tells someone else and as it spreads, it turns into something that is inaccurate.
- Rumors are spread deliberately to get someone in trouble or hurt their feelings.
- Most of the time, neither rumors nor gossip is true. In thinking about what to do when you hear a rumor or gossip, people should go ask the person being talked about if it is really true. You shouldn't tell anyone else because it's probably not true.
- If you hear about a rumor and think it's not true, just ignore it or ask the person who said it why they said it.

Use these statements to have a short group discussion.

Continued on next page...

Word Cloud of Care

For this activity, everyone gets a sheet of white paper (preferably cardstock or construction paper; something that will hold up). Have students cut the edges so they are rounded like a fluffy cloud. Have students write their own name in the center in large letters. Collectively, the class is going to make a word cloud for each other of the positive qualities they admire or appreciate about the person whose name is in the middle. Students pass their word clouds around in a line (so it's organized) and students write down one or two words that represent something they respect or admire about the person. Through this, we remind ourselves that every person is special and has positive qualities. Hang the word clouds around the room or from the ceiling using string. Encourage students to remember these clouds whenever they hear gossip or rumors; they should think about how each person matters and how they can use these positive qualities to show respect and caring toward one another.



Reflect

5-7 minutes or longer if you have students answer one or more of the following questions; these could be used as a group discussion, too.

Gossip and rumors can be very hurtful and are often untrue. If you need to know if the rumor is true, ask the person directly. How many of you think you can do that?

Invite students to raise their hands.

Spreading rumors and gossiping about others is not a kind way to treat people. Kindness comes from treating all people with respect. Are there any questions?

Optional:

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing, or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What is gossip? What is a rumor?
- Why can gossip and rumors be hurtful?
- What is a respectful and caring way to react if you hear gossip or a rumor?

Reflection

- Write about a time when you or someone you know gossiped or told a rumor about you or someone you know. How did it make you feel? What did you do?
- How can we stop people from spreading rumors?
- How can you respect yourself and be assertive if someone tells a rumor about you?



Extension Ideas

- Do a role play (or send home to do with parents/guardians) acting out situations in front of the class. Here are some options:
 - Brian comes up to you at recess and says that he heard that your friend Dax still sleeps with a stuffed animal and blanket. Then Brian laughs. What do you do?
 - Sami is sitting behind you at lunch. You hear her lean over to Maya, who is sitting next to her, and whisper something about your outfit (which was brand new and that you had purchased with your birthday money). What do you do?
- Have students make response posters to convey words and strategies they can use when confronted with rumors or gossip. Hang these around the room for constant reinforcement.

Communication Comic

This lesson helps students understand the difference between aggressive, passive, and assertive communication. They will discuss the differences and demonstrate their learning through the creation of a comic strip that conveys each mode of communication. Ultimately the lesson ties communication back to respect and caring, noting that how we communicate - both the manner in which we communicate and whether or not we use words - makes a difference in how our message is received and how others feel.

Caring Sub-Concept(s)

Compassion, Empathy, Kindness

Lesson Timeframe

35-40 minutes

Required Materials

- Paper for the comic strip
- Writing/coloring utensils
- Ruler (to draw squares for comic strip, if desired)

The Four Basic Styles of Communication

This page can help explain the three types of communication highlighted in this lesson; for advanced groups, you could discuss the fourth type: passive-aggressive.

Standards Map

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

Lesson Objective

Students will:

- Identify different ways of communicating with others.
- Communicate assertively.

Teacher Connection/Self-Care

Helpfulness. The word alone can bring both positive and negative images to mind. Are you the type to help with everything? Or are you one that avoids helping because you can't seem to find the time? Finding a balance when it comes to helpfulness is vital for self preservation in this profession. Establishing and maintaining clear boundaries with your team, your school, and yes, even your own family, will help you better organize your time, thus allowing you to either pair down on the help you are providing or find time to actually pitch in on more occasions. Helpfulness is a terrific character trait, but can often be over-expected with teachers. Speak up when you are taxed. No one likes a grumpy helper! Need ideas on HOW to say no?

Check out this resource:

<http://teacherhabits.com/effective-way-teachers-say-no/>

Tips for Diverse Learners

- Use a pie chart that visually represents how much of communication is verbal; vocal and body movements as described below.
- Share a driving analogy to better understand the difference between Passive, Aggressive, and Assertive (Healthy) Communication: When you're riding in a car, I bet you've seen all kinds of drivers. Passive drivers are those who hold back by driving too slowly as everyone zooms by. That can be unsafe because driving too slowly is not following the rules. Aggressive drivers sometimes make choices like cutting in front of other people or going too fast. Assertive drivers follow the rules, drive safely, and drive with a purpose in mind; they know where they going and how to get there safely.
- Write lines on cards if they have difficulty remembering their parts.
- The comic strip is a good activity for visual learners, struggling readers and writers, and children with autism.



Share

3-5 minutes

Ask students to share some ways they can communicate with others without talking (i.e. using hand signals, rolling eyes, crossing arms, etc.).

Good! This is called non-verbal communication. Now, let's practice. I am going to ask for volunteers. You are going to draw an emotion out of a hat, and, without using any words - non-verbal communication only - you are going to convey the emotion to us and we are going to see if we can guess it.

For this quick activity, simply write down emotion words like happy, sad, surprised, angry, tired, disgusted, etc., and have students draw from a hat, bucket, or whatever is handy.



Inspire

7-10 minutes

Video Clip and Discussion

Today we are going to talk about different ways to communicate, both in how we speak and through our actions. We can communicate with our words or with our bodies. Like we just talked about, when we communicate without words it is called nonverbal communication or body language. According to experts, 7% of our communication is verbal, 38% is vocal (the way we say things), and 55% are body movements! That means most of the messages we send every day we send not through our words, but through our actions. Have you ever heard the phrase, "Actions speak louder than words?" Now you know why!

Now we are going to watch a clip that shows how much toddlers can communicate with sounds and gestures. While they are using their voices, they aren't articulating words, so this still shows a lot of fairly dominant non-verbal communication.

Play the video (2 mins.): Talking Twin Babies:

https://www.youtube.com/watch?v=_JmA2CIUvUY

Then ask the following questions: (If you can't stream the clip, ask the last question only.)

- *How do the boys communicate verbally?*
- *What are some of the ways they "talk" without saying words (non-verbal communication)? (Moving their legs, gesturing with arms, laughing, bending over.)*
- *What are some ways that you talk without using words?*



Empower

20-25 minutes

We also can communicate in different ways, some that are healthy and some that are not. What do you think it means to communicate aggressively? Can you give some examples of this way of communicating? Do you think this is healthy? Why or why not?

Allow students to respond.

Aggressive communication is hurtful or unkind. It includes fighting, verbal or physical threats, or bullying as well as gossiping or spreading rumors. It does not show respect or caring. What are some non-verbal cues that might go along with aggressive communication?

What does it mean to communicate passively? Passive communication is communicating without directly addressing what you are trying to say. Can you give some examples? Do you think this is healthy? Why or why not?

Allow students to respond and write their responses.

Communicating passively means avoiding the problem and letting someone treat you disrespectfully. It includes ignoring people, not saying anything, and letting the other person get what he or she wants. It could include not standing up for yourself, doing things behind other people's backs, or being secretive. What are some non-verbal cues that might go along with passive communication?

What do you think it means to communicate assertively? Can you give some examples? Do you think this is healthy? Why or why not?

Allow students to respond.

Good! Assertive communication is how you can let others know about your needs and wants, and at the same time consider the needs and wants of other people. You stand up for your rights while respecting the rights of other people. It includes listening to others, asking questions, using positive body language, showing empathy, taking turns, using eye contact, not looking at your cell phone, etc.

Which of these three communication types has the potential to show respect and caring to others? Passive communication isn't always rude, so why isn't that a respectful, kind way to communicate? (It neglects self-care if you do not stand up for yourself. Remember that self-care is important when you communicate, too!)

How does our means of communicating affect how others receive or hear our message? (Example: If you are talking with your parent or guardian, and you are rolling your eyes and crossing your arms across your chest, how will your parent/guardian hear your message?)

Communication Comic

Give each student an 8.5" x 11" sheet of paper and have them fold it into 3 columns. Label each column: Aggressive, Passive, and Assertive. Have students create a comic strip conversation that represents each type of communication.



Reflect

5 minutes

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing, or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What are some examples of nonverbal communication?
- What is the difference between aggressive, passive, and assertive communication?
- How can you communicate respect and caring through your non-verbal communication? Through verbal?

Reflection Questions

- What way do you communicate most of the time?
- What are some steps that you can take to communicate in a more positive way?
- Do you think there are times when you should communicate in an aggressive or passive way? Why or why not?

Talking to someone else is not the only way we communicate. What our body language says can be just as, if not more, important! When we do communicate, we need to ensure we are not acting in an aggressive or passive manner. Being assertive can help us communicate effectively and show respect for others and ourselves. Acting respectfully is a way to show kindness to ourselves and others.



Extension Ideas

- Divide students into groups of three to five students and hand each group of students a role-play. Note how many students are needed for each role-play. Allow a few minutes for students to create their role-plays. Have each group perform their role-plays, and ask the questions noted on each role-play.

Making a Sincere Apology

This lesson helps students learn concrete steps to make a sincere apology. The lesson gives them an opportunity to role play the steps in a variety of situations and prepares them for Lesson #4 which is about forgiveness.

Trigger warning: Talking about emotions and situations where strong emotions arise can lead to students revealing personal information that might require follow-up by yourself or a school counselor. If a student reveals any worrisome information or reaction, please know your school protocol for providing support and resources. Before class, find out the school policy about reporting a concern about a student's mental health to a school counselor or administrator.

Caring Sub-Concept(s)

Compassion, Kindness

Lesson Timeframe

45 minutes

Required Materials

- ☐ Read about Rob Lewicki's research on apology. <https://news.osu.edu/news/2016/04/12/effective-apology/>
- ☐ Kids Health: <http://kidshealth.org/en/kids/sorry.html>

Standards Map

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

Lesson Objective

Students will:

- Identify ways to give a sincere apology.
- Connect the importance and impact of an apology with caring and respect.

Teacher Connection/Self-Care

The act of compassion for others often seems easy for adults when we are watching a moving documentary or a news broadcast. However, the struggle to show compassion within our own community is at times a bit more difficult. We become immune to the homeless person with the sign or the single mother struggling with the packages. This week take a concentrated look around your community, your school, and even your classroom. Who might be in need that you may have overlooked in the past? Dialing in your compassion to your immediate surroundings can really increase the connectivity with your students, your peers, and your community as a whole. When we are connected, we are present, so take a look around. Who has fallen through the cracks? How can your compassion help you remain connected with your school?

Tips for Diverse Learners

- Give students a copy of the four steps to apologize for reference.
- Have students partner with someone who can explain the scenario.
- Have students respond or write in their journals about the scenarios to reinforce learning.



Share

3-5 minutes

Okay! In our last lesson, we talked about ways to communicate with others. What were the three manners in which we could communicate?

Invite student response: passive, aggressive, and assertive.

With which manner of communication can we best show respect and caring for others? Answer: Assertive

How else do we communicate?

Non-verbal communication; invite students to give examples.



Inspire

5-7 minutes

Today we are going to talk about another important part of communicating: the art of the apology!

Everyone makes mistakes - adults, kids, leaders - everyone. Sometimes we immediately feel sorry for our actions or words, sometimes it takes a while, and sometimes we never get there. But when we realize we have done something wrong, it's important to make amends with the person we've wronged.

Today we are going to learn some steps to a sincere apology. Raise your hand if you ever had someone give you an insincere apology? Someone who just said "Sorry!" but you knew they didn't mean it? How did that feel? Invite student response.

Sometimes it is hard to apologize! Why do you think it is hard to say, "I'm sorry" to someone? Invite student response.

If an apology is made too soon, sometimes the person giving the apology isn't ready to apologize yet. Apologies should be sincere and from the heart.

Write "The 4 Steps to Apologizing" on the board:

1. Realize you did something wrong.
2. Sincerely apologize.
3. Explain yourself.
4. Make future plans.

There are four steps to apologizing. The first step begins with you.

1. *Realize you need to apologize. This can take a little while. If you're not ready and someone tells you to apologize, it's OK to say something like, "I'm still really mad and I'm not ready to apologize yet. Can we talk about this after I calm down?"*
2. *Admit you were wrong and give a sincere apology. Say specifically what you did wrong. Be as honest as you can.*
3. *Explain why you acted the way you did. If you made a mistake, explain why. Everyone makes mistakes. Maybe you were mad,*

having a bad day because of something that happened at home, or really tired; just let someone know what happened.

4. *Make plans to make it right. This can be as general as, "I will try not to do that again," or as specific as, "Let me make it up to you by getting you a new binder like the one I spilled water on".*



Empower

10-15 minutes

Apology Role-Plays

Invite students to come up to the front of the class and act out an apology using the four steps. Use some of the scenarios below or make up ones that are more specific to your students. You do not need to have them act out the disagreement, only the apology.

Scenario 1

Two students are having an argument about which sports team is better. One person says the other person is dumb for thinking that their team is better.

Scenario 2

A teacher gets upset with a student because they don't have the work done that was due that day. The student wasn't able to get the work done because someone in their family got sick. *(This is a good one for teacher interaction; it's important for students to see the teacher apologize, too.)*

Scenario 3

Two students are walking past each other and one accidentally knocks into the other.

Scenario 4

Two close friends are talking about something very personal. The first friend asks the second not to say anything to anyone else. The second friend tells someone else what the friend said.

Discussion

- *Were there any situations where both people needed to apologize?*
- *In some situations, it was accidental, but in other situations it was deliberate. How might the apologies sound the same or different?*
- *If you apologize to someone, and they don't accept your apology right away, is that okay or not okay? Why might they not accept your apology right away? (This is a good question to transition into the next lesson on forgiveness).*



Reflect

5-7 minutes

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing, or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What is an apology?
- What are the steps to apologizing?
- How do apologies show respect?

Reflection Questions

- Is it always important to apologize if you do something wrong? Why or why not?
- How do you feel when you get a sincere apology from someone? How do you feel when you give one?
- Is it okay to ask someone to apologize to you? Why or why not?

Apologizing is an act of kindness to yourself and others. When we make a sincere apology, using the four steps of apologizing, we are mending our relationship with someone and that makes our future relationships stronger! A person may not accept your apology right away because it takes them a while for the hurt to go away. That's okay. The important thing is that you apologized and that they know you are sorry.



Extension Ideas

- Print out and assign the Home Extension Activity below.

Home Extension Activity

Name

Return by

As part of the Random Acts of Kindness program, we have been talking in class about what it means to communicate in a positive, assertive way and how to show forgiveness.

Directions: Ask your student about the difference between aggressive, passive, and assertive communication. Then discuss the following questions and write (or have your student write) responses below or on the back and return to school by the date shown:

How can we communicate in a positive way?

How can we be forgiving toward each other?

What are some steps we can take to communicate in a more positive way?

Steps to Forgiveness

This lesson builds on previous lessons in this unit. This lesson helps students understand tangible steps to help them forgive others. Through instruction and story, students can see how forgiveness can be given and the positive impact forgiveness has not only on others but also on ourselves.

Trigger warning: Talking about emotions and situations where strong emotions arise can lead to students revealing personal information that might require follow-up by yourself or a school counselor. If a student reveals any worrisome information or reaction, please know your school protocol for providing support and resources. Before class, find out the school policy about reporting a concern about a student's mental health to a school counselor or administrator.

Caring Sub-Concept(s)

Empathy, Kindness

Lesson Timeframe

35-40 minutes

Required Materials

- ☐ *The Lemon Moon* by Edith Hope Fine.
<https://www.youtube.com/watch?v=h3bELLiYqv8>
- ☐ Journal materials (paper, pencils)

Standards Map

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

Lesson Objective

Students will:

- Learn how forgiving others helps them to live happier lives.
- Connect the importance and impact of forgiveness with caring.

Teacher Connection/Self-Care

Compassion and Empathy go hand in hand. When you experience that tug of compassion, you are often able to express empathy simultaneously. Last week we focused on paying closer attention to the frequently forgotten in your community. This week, the challenge goes even deeper. Pick one person in your community to empathize with and place yourself in their shoes for one day. What is their day like? What struggles might they encounter? What might be the highlight of their day? If possible, try and live one day the way they would. If this isn't possible, try visualizing the day or journaling about it. Compassion leads us to feel emotions. However, true empathy allows us to place ourselves squarely in the place of the other person, with their highs and lows, their struggles, and their celebrations. This simple exercise can help you practice empathy more readily with all different people both locally and internationally.

Tips for Diverse Learners

- While forgiveness is a crucial skill, some kids may be struggling with past traumas and need more assistance than you are able to provide in this activity. If trauma is revealed through this activity be sure to seek the advice of the school counselor.



Share

3-5 minutes

In our last lesson, we talked about how to make a sincere apology. There are four steps. What are they?

Has anyone had to make a sincere apology since we had our last RAK lesson? How did it go?

In the last lesson, we also talked about if you apologize to someone, and they don't accept your apology right away, is that okay or not okay? Why might they not accept your apology right away? What were your thoughts on that?

Invite student response.



Inspire

7-10 minutes

We have talked about some healthy and unhealthy ways to communicate, like apologizing and gossiping. We also talked about assertive communication and what to say to communicate in a positive way. Today we are going to talk about forgiveness, which is another important part of interacting and communicating with others and being kind to ourselves. Can anyone tell me what it means to forgive someone? Why do you think forgiveness might be important?

Good! Forgiveness is letting go when you are mad at someone for what they did. It might be for something big or small. You may forgive someone for something minor like bumping into you, or leaving you out at recess, or forgetting to wish you a happy birthday. You may forgive someone for a big thing like telling you they aren't your friend anymore or hurting you on purpose. Forgiveness isn't easy and it might take a long time to forgive someone or for someone to forgive you. Forgiveness can build and keep friendships and relationships and help you to feel at peace in yourself. Let's talk about what forgiveness is and what it isn't.

For visual learners or ELL students, displaying this on the board or through pictures would be useful

Forgiveness isn't:

- Forgetting what happened
- Saying what the person did is okay
- Feeling okay about what happened
- Making the other person apologize or waiting for them to apologize

Forgiveness is:

- Accepting the reality of what happened
- Letting go of bad feelings towards the person
- Not holding what someone did in the past against them
- Seeing what happens in the future actions of yourself or someone else.
- Forgiving someone whether they deserve it or not because you need to take care of yourself

Why forgive? Research shows that if we are forgiving:

- It makes us happier.
- It is a kindness to ourselves.
- It shows compassion to others.
- It improves our health.

When we forgive, we show caring not only for the other person but also for ourselves. Forgiveness is a powerful form of self-care.



Empower

15-20 minutes

There are some specific steps we can take to help us forgive someone, just like there are steps we can take to make a sincere apology to someone. Here are the steps:

*Step 1: **Identify:** Figure out what happened and the consequences of the action. Sometimes you don't even know how mad or sad you are until you think about it. For example: When the person yelled at me, I felt really hurt and like I couldn't tell them something in the future*

*Step 2: **Decide:** Decide you're ready to forgive the person and move forward. If you're not ready to forgive yet, go back to Step 1. You do not need to forgive right away. For example: I'm tired of being mad and it's not helping anymore. I'm ready to forgive and move on.*

*Step 3: **Forgive:** Accept that the past is in the past and you can only change the future. You do not need to excuse the behavior, but move forward. For example: You may think, "I know yelling at someone isn't right, but I know it happens," and/or tell the person you're not mad anymore and you forgive them.*

*Step 4: **Reflection:** Explore what you have learned from this experience and how it will change how you do things in the future. For example: Next time someone yells at me, I'm going to say, "Don't talk to me like that," and walk away.*

Read or watch the read aloud of *The Lemon Moon* by Edith Hope Fine.

<https://www.youtube.com/watch?v=h3bELLiYqv8>

Pretend you are Rosalinda. In your journal (or on a piece of paper), write down (or draw a picture, for students with limited writing skills) how you, as Rosalinda, moved through the four stages of forgiveness toward the man who took all the lemons from her lemon tree. Don't forget to reflect on your experience!



Reflect

5 minutes

To gauge understanding, ask some students to share their journal reflections.

Just like there are steps to apologizing, there are steps for forgiveness, too. If you feel there is someone in your life you need to forgive, start moving through the steps. If you are able to get through Steps 1-3, try taking action on them and then complete Step 4. Likely, you will feel full and content like Rosalinda did.

Forgiving others plays a large role in our own health. In order for us to live happy lives, we must learn to forgive those who have hurt us and move past the hurt. When we are able to forgive someone, we start feeling better ourselves. Forgiveness is a form of self kindness, but it also allows others to be better versions of themselves than they were in the past.



Extension Ideas

- They could do the Steps to Forgive worksheet at home - http://rak-materials.s3.amazonaws.com/cde/en/05.4_healthy_communication_unit_steps_to_forgiveness.pdf
- Incorporate lemons into the lesson. Perhaps everyone gets a lemon to give to someone they want to forgive or when a student consciously forgives someone, they put a lemon on a bulletin board. When each student has put a lemon on the board, you make lemonade and celebrate.

Helpful Resources:

The New Science of Forgiveness:

berkeley.edu/article/item/the_new_science_of_forgiveness

8 Ways Forgiveness is Good for Your Health:

huffingtonpost.com/2014/10/25/forgiveness-health-benefits_n_6029736.html

How to Teach a Child Forgiveness:

psychcentral.com/blog/how-to-teach-a-child-forgiveness/

In order to understand forgiveness, it is important to understand what it is and is not. Bob Enright, a leading researcher on forgiveness, outlines the eight keys to forgiveness:

berkeley.edu/article/item/eight_keys_to_forgiveness

Article by the Greater Good on the definition of forgiveness:

berkeley.edu/topic/forgiveness/definition

I Care for My#Selfie

Learning that showing gratitude is a way to be kind to ourselves because of its ability to reduce stress and improve general morale is a very important lesson. In this lesson, students focus on identifying the ways they take care of their minds and bodies, and identify three specific things (about themselves) that they are thankful for.

Caring Sub-Concept(s)

Compassion, Kindness

Project Timeframe

25-30 minutes

Required Materials

- ❑ You will use the #selfie drawings for the bulletin board idea in Project #1 for this unit so encourage students to do their best work, use vibrant colors, and sign their name.
- ❑ Printed #selfie worksheets, one for each student (see below)
- ❑ Crayons, markers for coloring the selfie

Lesson Outcomes:

Students will:

- Identify ways they take care of their minds and bodies.
- Identify things about themselves they are thankful for.
- Apply self-care thinking to their lives.

Tips for Diverse Learners:

- Encourage students to draw their responses if they are unable to write them.
- Let students work in small groups to help idea generation

SHARE:

So far in this unit, we have been talking about what it means to care for ourselves and for others through respectful communication and through avoiding spreading rumors and gossip. We have also talked about what it means to make a sincere, or real, apology and how we can forgive someone. Let's do some review. Use this time for a quick large group comprehension check.

- What is a rumor?
- How is a rumor different from gossip?
- What are the three methods of communication?
- What are the four steps to making a sincere apology?
- What are the four steps to forgiveness.

INSPIRE:

Part of offering care to others, though, is the ability to offer care to ourselves. We talked about this right away in the unit. Can anyone remember what we call taking care of ourselves? We call this self-care.

Think about it. If you do not take care of yourself, how will you have the energy to take care of someone else? You won't!

So, today, we are going to think about all of the ways we take care of ourselves and think about the things about ourselves that make us special. Specifically, we are going to look at how we care for our minds and for our bodies.

Consider brainstorming on the whiteboard different ideas for how we can take care of our minds and our bodies to prepare students to complete the worksheet on their own.

Mind: Be kind to others, be thankful, get enough sleep, do puzzles, attend school, read, take deep breaths, learn something new, learn another language, play learning games, watch educational TV, play an instrument, speak truth about ourselves and others, stop gossip and rumors, apologize, forgive.

Body: Get enough sleep, exercise, eat healthy foods like fruits and vegetables, dance, help with chores at home, be active at recess time, participate in gym class, ride bike, play a sport, apologize and forgive (yes, there are physical health benefits when we do this!)

EMPOWER:

Hand out the “I Care for My#Selfie” worksheet for students to complete/see instructions on the worksheet.

Students can work independently or in a group for semi-guided practice. This could be an interesting way to see how they transfer what they have learned so far about caring for others to caring for themselves; float from group to group to see what they are discussing.

As a model, consider having a #selfie worksheet that you completed for yourself. You will want one for the bulletin board anyway.

REFLECT:

If students finish their worksheets, you could have them share their work or, if you grouped students for the brainstorm session, let them work in these groups and share what they have at the end of the work period. These should be completed for the purpose of the bulletin board in Project #1, so you may need to give students additional time to finish or request students to finish them at home.

Tailor the wrap-up message depending on whether or not students finished their worksheet. Remind students that some of the most important caring they can do is for themselves! They won't be able to care for anyone else if they don't first care for themselves.

I Care for My#Selfie

Take some time to think about how you care for yourself, then do the following:

1. Draw a picture of your #selfie on the smartphone screen below.
2. Answer the questions on the next page about how you take care of your #mind and #body.
3. Answer the questions about what you are #thankful for about yourself.
Think about the things you can do, that you have, and that you are.

I Care for My #Mind. Three ways I care for my mind:

1. _____.
2. _____.
3. _____.

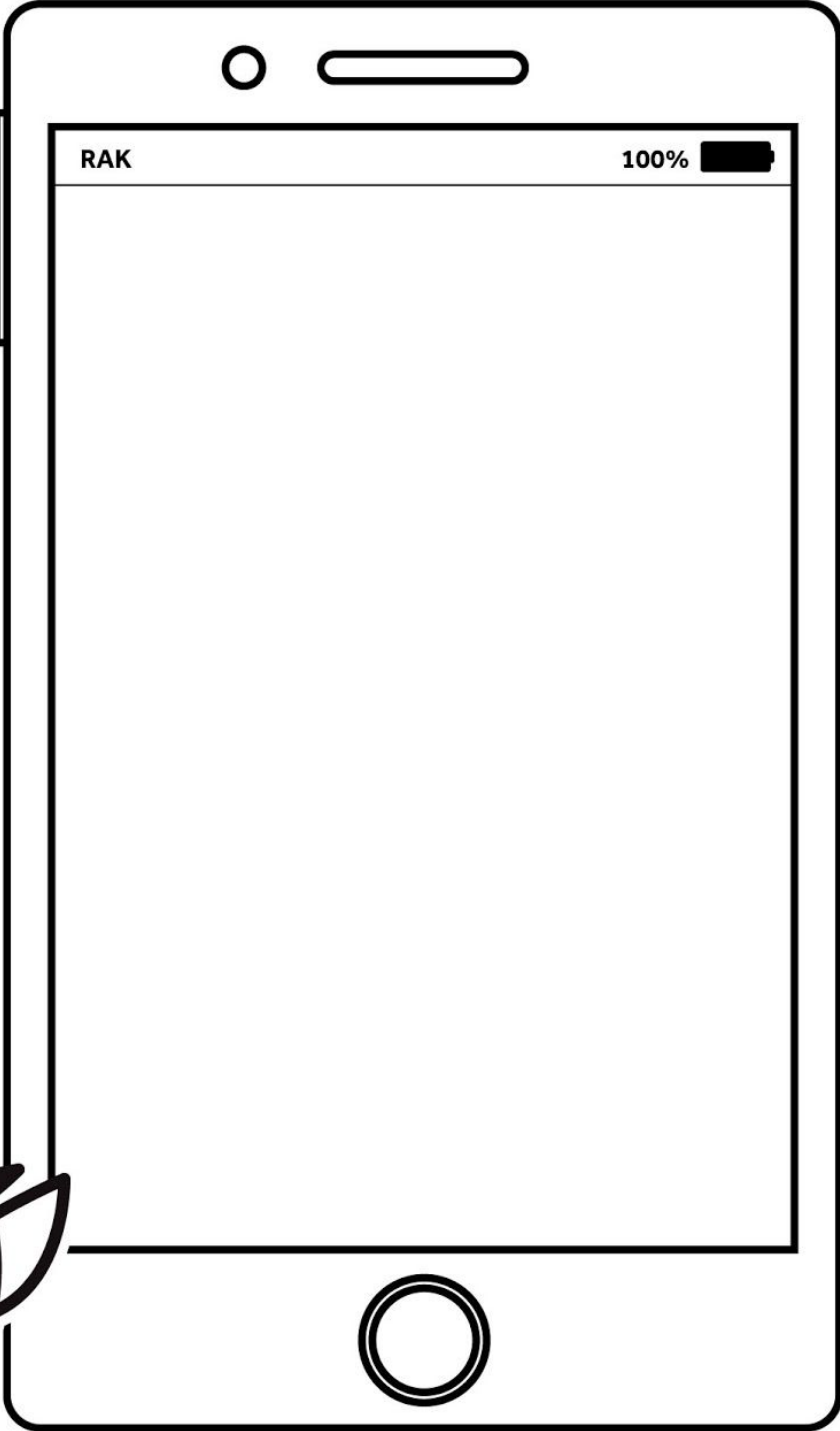
I Care for My #Body. Three ways I care for my body:

1. _____.
2. _____.
3. _____.

I Am #Thankful For. Three things I am thankful for about myself:

1. I can _____.
2. I have _____.
3. I am _____.

my#selfie



Spread Care Project Plan

This project gives students an opportunity to care for others by volunteering around the school. Students can work in small groups if that is best for your group of students or individually. They will brainstorm areas they would like to help others, which could include helping the janitors, helping the kitchen staff, or helping younger students by reading or assisting with special projects. This project could also be tailored to be a large group project related to caring, perhaps in caring for the school grounds or collectively helping in a younger classroom with a specific project or activity.

Caring Sub-Concept(s)

Compassion, Kindness

Project Timeframe

25-30 minutes

Required Materials

- Project plan worksheet (see attached)
- Various materials depending on the project decided upon.

Project Details:

- To prepare, you may want to speak with different departments, teachers, and staff members around the school to get ideas/permission to encourage your students to help out at school. If this proves difficult or if you feel your students would work best as a large group (vs. individually), you could determine a large group project such as caring for the school grounds/property (picking up litter, cleaning common spaces, organizing the library or gym closets, etc.). Students may also want to give a presentation about communication, rumors and gossip, or forgiveness to other grades or even to faculty. If there are ELA standards associated with presentations, this might be a good opportunity to demonstrate those standards.
- At a determined time at the end of the Caring Unit, and after various permissions have been established, have students brainstorm their ideas for spreading caring around the school. They should fill out their “Spread Care Project Plan” and get your approval. This helps students stay organized and accountable for their ideas.

Extension Ideas:

- Create a bulletin board of the project plans so students can see how others are spreading care.
- Do a write up (or have students do this) for the school paper, newsletter, or website, highlighting all of the care plans. You might even submit the reflection to the local paper.

Optional Extension Discussion Activity

- Have a large group discussion after the plans have been implemented; ask students how they felt when they cared for others or for shared spaces. Have students talk about what they learned.
- Have students do a similar planning process for how they can spread care at home or in their communities.

Proposed Lesson Outcomes:

Students will:

- Plan and execute an activity where they get to care for someone or something else.

Spread Care Project Plan

For my plan, I would like to care for:

What activities will I be doing for my Spread Care plan?

How much time will my Spread Care plan likely require?

What do I need to do in order to prepare for and complete my plan?

Besides my teacher, who do I need to talk to in order to set up my plan?

When would I like to complete my Spread Care plan?

Caring



Hello Parents and Guardians,
Welcome to Unit 2 of our Kindness in the Classroom curriculum. For the next 4-6 weeks we will be learning all about CARING. Since this is a very familiar concept for children this age, we will expand on the following topics:

TOPIC	QUESTIONS WE'LL BE EXPLORING	HOW YOU CAN HELP AT HOME
Self-Care	<ul style="list-style-type: none"> How can we increase our level of personal self-care? What parts of our daily routine demonstrate some type of self-care? 	Talk with your child about how important self-care is as you grow older. Discuss the consequences of poor self-care (cavities, skin problems, etc.)
Helpfulness	<ul style="list-style-type: none"> How can we use our time and talent to help others, even without being asked? How does helping without asking inspire kindness in our family? 	Discuss different ways your child can help at home. What areas need more help and how can they assist in a way that you find truly helpful?
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? 	Help your child practice showing gratitude towards both adults and children in their lives using kind words.
Compassion	<ul style="list-style-type: none"> How do we show compassion to others our own age? How do we demonstrate compassion for adults that are struggling? What does compassion look like to you? 	Talk with your child about people in their school that may be struggling. Brainstorm ways they can show compassion for them.
Empathy	<ul style="list-style-type: none"> What is empathy? How are compassion and empathy connected? 	Connect your child with opportunities for them to feel empathy for others that are going through similar situations. Example- talk with a friend going through a divorce, make a get well card for a sick friend, etc.

Key activities we'll be doing:

- Create affirmation clouds!
- Develop a communication comic strip!
- Practice making a sincere apology!
- Explore steps to forgiveness!

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!

Be on the lookout for the Home Extension handout connected to the making a sincere apology lesson. Work with your child to fill out the worksheet as you discuss ways to both make and accept apologies from loved ones.

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), 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: Word Clouds of Care

CASEL

Self-awareness

Identifying emotions
Accurate self-perception
Recognizing strengths
Self-confidence

Self-management

Impulse control
Self-discipline
Self-motivation

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

NHES

Standard 1. Understanding concepts

1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

Standard 2. Analyzing influences

2.5.3 - Identify how peers can influence healthy and unhealthy behaviors.

Standard 4. Interpersonal communication

4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.

Standard 8. Advocating

8.5.1 - Express opinions and give accurate information about health issues.

Common Core

English Language Arts Standards

Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.5.1

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

Knowledge of Language:

CCSS.ELA-LITERACY.L.5.3

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

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.5.5

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

Lesson 2: Communication Comic

CASEL

Self-awareness

Identifying emotions
Accurate self-perception

Self-management

Impulse control
Self-discipline
Self-motivation

Social awareness

Perspective-taking
Empathy
Respect for others

Relationship skills

Communication
Social engagement
Relationship-building

Responsible decision-making

Analyzing situations
Evaluating
Reflecting
Ethical responsibility

NHES

Standard 1. Understanding concepts

1.5.1 - Describe the relationship between healthy behaviors and personal health.
1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

Standard 4. Interpersonal communication

4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.

Standard 7. Practicing healthy behaviors

7.5.1 - Identify responsible personal health behaviors.
7.5.2 - Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Common Core

English Language Arts Standards

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.5.1

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

CCSS.ELA-LITERACY.L.5.2

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

Knowledge of Language:

CCSS.ELA-LITERACY.L.5.3

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

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.5.5

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

CCSS.ELA-LITERACY.L.5.5.C

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Lesson 3: Making a Sincere Apology

CASEL

Self-management

Impulse control
Self-discipline
Self-motivation

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
Ethical responsibility

NHES

Standard 1. Understanding concepts

1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

Standard 4. Interpersonal communication

4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.

Standard 7. Practicing healthy behaviors

7.5.1 - Identify responsible personal health behaviors.
7.5.2 - Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Common Core

English Language Arts Standards

Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.5.1

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

Knowledge of Language:

CCSS.ELA-LITERACY.L.5.3

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

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.5.5

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

Lesson 4: Steps to Forgiveness

CASEL

Self-awareness

Identifying emotions
Accurate self-perception

Self-management

Impulse control
Self-discipline
Self-motivation

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

NHES

Standard 1. Understanding concepts

1.5.1 - Describe the relationship between healthy behaviors and personal health.
1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

Standard 4. Interpersonal communication

4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.

Standard 7. Practicing healthy behaviors

7.5.1 - Identify responsible personal health behaviors.
7.5.2 - Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Common Core

English Language Arts Standards

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.5.1

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

CCSS.ELA-LITERACY.L.5.2

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

Knowledge of Language:

CCSS.ELA-LITERACY.L.5.3

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

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.5.5

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