

CUE THE KINDNESS

Any day is the right day to show kindness! Use this calendar of activities to get students thinking about ways to show others they care.



HOW TO USE THE CALENDAR AT SCHOOL:

1. Give each student a copy of the calendar grid.
2. Ask students what *kindness* means and have them share definitions and examples. Lead students to understand that kindness is being helpful or thoughtful. Also explain that being kind is one way to show respect.
3. Read the activities on the calendar. Discuss what selected activities might look or sound like. For example, lead students to understand that “Tell someone one thing you like about them,” might sound like “You make the best spaghetti!” when a student is talking to a family member at home, or “Your project is awesome!” when talking to a classmate.
4. Challenge each child to do five or more acts of kindness each week, highlighting the space on the printout after he or she has completed each one. Also encourage students to write other acts of kindness on the blank calendar spaces and complete them too.
5. From time to time, check in with students on the status of their calendars. Invite each student to name an act he or she completed and tell how it felt to show kindness. Respond to each student’s remarks with enthusiasm and praise. Lead students to consider other acts of kindness they can participate in.



HOW TO USE THE CALENDAR FOR REMOTE LEARNING:

If you are using the calendar via video chat (or parents are using it at home one-on-one), complete the activity as described above, but have the student print one copy of the calendar.

If a printer is not available, help the child download the calendar pdf. Each time he or she completes an act of kindness, have the child click the space under the corresponding text to make a check mark. Then have the child type other acts he or she completes in the empty spaces. Be sure to remind the child to save the pdf each time it’s used.



SOCIAL-EMOTIONAL LEARNING SKILLS COVERED

- Social awareness: respect for others
- Relationship skills: social engagement, communication, relationship building

STANDARDS COVERED

CCSS.ELA.LITERACY.SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

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.

YOUR KINDNESS CALENDAR

Smile at someone.	Leave a kind note on someone's desk.	Offer to help someone do something.	Do someone else's chore for them.	Clean up without being asked.
Hold the door open for someone.	Read to someone.	Make a homemade gift for someone.	Let someone else go first.	Tell someone one thing you like about them.
Listen to a friend without interrupting.	Invite someone to play with you.	Let someone else choose.	Help a friend study.	Give a family member a hug.
Give a high five to a friend.	Call someone to see how he or she is doing.			

Write three more ways you can show kindness in the blank spaces. Highlight the spaces after you do the activities.

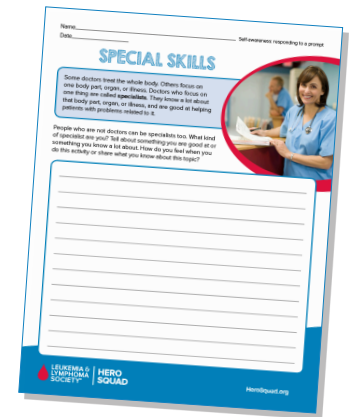
SHARE YOUR THOUGHTS!

Increase students' social-emotional learning skills with these ready-to-use prompt pages.



HOW TO USE A PROMPT PAGE AT SCHOOL:

1. Give each student a copy of a chosen prompt page.
2. Read the text aloud. Then repeat the bold-faced word and write it on the board. Guide students to understand what it means.
3. Provide time for students to talk about how they might respond to the prompt. Then have each student write a response.
4. Invite students to share their work with the class.



HOW TO USE THE PROMPTS FOR REMOTE LEARNING:



If you are using a prompt page via video chat (or parents are using it at home one-on-one), have a family member print the assigned page for the student.

If a printer is not available, direct the student to label a sheet of paper with the same title as the one shown on the prompt page and then have him or her write a response. Then invite the child to read his or her work aloud. Use the student's response to continue the conversation about the SEL skill.

SOCIAL-EMOTIONAL LEARNING SKILLS COVERED

• Self-awareness: identifying emotions and recognizing strengths • Self-management: goal-setting • Relationship skills: teamwork • Social awareness: empathy and perspective-taking • Responsible decision-making: solving problems

STANDARDS COVERED

CCSS.ELA-LITERACY.W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-LITERACY.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Name _____

Self-awareness: responding to a prompt

Date _____

SPECIAL SKILLS

Some doctors treat the whole body. Others focus on one body part, organ, or illness. Doctors who focus on one thing are called **specialists**. They know a lot about that body part, organ, or illness, and are good at helping patients with problems related to it.

People who are not doctors can be specialists too. What kind of specialist are you? Tell about something you are good at or something you know a lot about. How do you feel when you do this activity or share what you know about this topic?



Name _____

Self-management: responding to a prompt

Date _____

BE A "GOAL-GETTER"



Doctors and scientists who work with The Leukemia & Lymphoma Society have a **goal**, or something they hope to do. That goal is to find cures for blood cancers. Every day they move closer to meeting the goal.

Think about your goals. What is one thing you hope to do? What are you doing to reach that goal? Write to explain.

Name _____

Relationship skills: responding to a prompt

Date _____

TOGETHER EVERYONE ACHIEVES MORE



Your body is made of parts that work as **teams**. Your joints and bones work together to help you move. Your heart, lungs, and blood vessels work together to move blood around your body.

Describe a team you have been a part of. What was your job on the team? Did you and your teammates work well together? Why or why not?

Name_____

Social awareness: responding to a prompt

Date_____

ARE YOU OKAY?



Have you ever had a friend or family member act differently around you? There are many reasons a person might act this way. Sometimes people act differently because they don't feel well, or because they are worried about someone who is sick. When you show **compassion**, you show that you want to help someone who is sick, hungry, or in trouble.

Imagine that a friend is acting differently after a long time away from school. How can you show compassion? What can you say to help? What can you do?

Name _____ Responsible decision-making: responding to a prompt

Date _____

SEARCHING FOR SOLUTIONS



*How can we stop blood cancers? How can we make life better for patients and their families? These are just a few problems that some researchers and scientists at The Leukemia & Lymphoma Society are trying to **solve**.*

Think about a problem you have had in the last month. Write the problem in the form of a question. Then describe the problem. Tell whether you solved the problem and how you solved it. If you did not solve the problem, tell what you did to try to solve it.

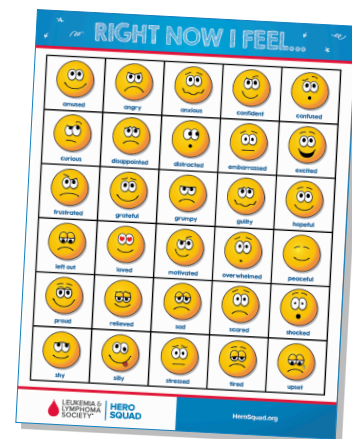
CHECKING IN

Foster a classroom environment where everyone's feelings matter with this daily check-in activity.



HOW TO USE THE ACTIVITY AT SCHOOL:

1. Print the emotions mini poster and project it onto the board. Discuss with students the emotions shown on it, guiding students to explain what each one might look like, sound like, or feel like. Also encourage students to describe a situation that might lead to each feeling.
2. After students are familiar with the emotions on the mini poster, make student copies of it and the prompts page. Also give each student a 12" x 18" sheet of construction paper.
3. Have each student fold the construction paper in half to make a folder. Direct the student to write his or her name on the cover; then have the student open the folder and glue a copy of the mini poster onto the left side and a copy of the prompts page onto the right side. Review the information on the prompts page, explaining to students that they can use the emotions mini poster to help them identify how they are feeling.
4. To start each day that follows, instruct each student to use the mini poster and prompts page to help identify the emotion(s) he or she is experiencing. (Encourage students to use other words if those on the mini poster don't match their current states.) Then have the student write on a sheet of paper a journal entry that includes the date, how he or she is feeling, and why. If time allows, have each student share his or her journal response with a partner.
5. Direct students to store their journal entries in their folders and keep the folder in a safe place until the next day. Periodically guide students to review their journal entries and look for common emotions and potential triggers.



HOW TO USE THE ACTIVITY FOR REMOTE LEARNING:

If you are using the mini poster and prompts via video chat (or parents are using it at home one-on-one), complete the activity as described above but have the student print the mini poster and prompts page. If a printer is not available, direct the student to look at the mini poster and prompts page on screen before starting his or her journal entry. Have the student store the papers in a folder or organize them in a neat stack.

Teachers, identifying your feelings is important too! Participate in the activity with students. You can also connect with your peers by regularly completing the activity with your grade level colleagues or making it part of a school staff activity.

SOCIAL-EMOTIONAL LEARNING SKILLS COVERED

- Self-awareness: identifying emotions • Relationship skills: communication































STANDARDS COVERED

CCSS.ELA-LITERACY.W.3.2; W.4.2; W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.3.10; W.4.10; W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.SL.3.1; SL.4.1; SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade-level topics and texts*, building on others' ideas and expressing their own clearly.

RIGHT NOW I FEEL...

 amused	 angry	 anxious	 confident	 confused
 curious	 disappointed	 distracted	 embarrassed	 excited
 frustrated	 grateful	 grumpy	 guilty	 hopeful
 left out	 loved	 motivated	 overwhelmed	 peaceful
 proud	 relieved	 sad	 scared	 shocked
 shy	 silly	 stressed	 tired	 upset

IDENTIFYING MY EMOTIONS



HOW ARE YOU FEELING TODAY? USE THE MINI POSTER TO HELP YOU.

Today I feel _____ because _____.

word(s) reason(s)

IF YOU STILL NEED HELP IDENTIFYING YOUR EMOTIONS, THINK ABOUT WHAT YOUR BODY IS DOING.

Are you **smiling**? You might be *amused, confident, excited, grateful, hopeful, motivated, peaceful, proud, relieved, or silly*.

Are you **fidgiting**? You might be *anxious, embarrassed, excited, silly, or stressed*.

Are you **frowning**? You might be *angry, anxious, confused, curious, disappointed, distracted, frustrated, guilty, left out, overwhelmed, sad, scared, stressed, or upset*.

Does your **skin feel hot**? You might be *angry or embarrassed*.

Are you **quieter than normal**? Does your **stomach hurt**? You might be *angry, anxious, confused, disappointed, distracted, embarrassed, frustrated, grumpy, left out, overwhelmed, sad, scared, shy, stressed, or tired*.

Are your **teeth clenched**? Does your **jaw hurt**? You might be *angry, anxious, or stressed*.

Is your **heart beating fast**? You might be *angry, anxious, scared, or stressed*.

WAY TO ADJUST NEGATIVE FEELINGS

- Talk to a friend or family member.
- Ask a family member for a hug.
- Think about something that makes you happy.
- Breathe deeply.
- Write about your feelings.
- Dance, sing, do yoga, or play a game.
- Other: _____

ACT IT OUT!

These role-playing cards will help your students practice real-life social and emotional learning skills. Each colorful card features three scenarios that relate to an important SEL competency, such as self-awareness or relationship skills.



HOW TO USE THE ROLE-PLAYING CARDS AT SCHOOL:

1. Select a card and make student copies. Give each student a card. (As an alternative, display the card on your whiteboard using a document camera.)
2. Ask students what it means to *role-play*. After several students respond, explain that to *role-play* is to act out the role of someone, without the use of a script. Then read aloud the SEL word and definition at the top of the card. Explain that the card features three different real-life scenarios related to this word and its meaning. Each scenario includes questions to help students think about how they might act out the series of events.
3. Read the first scenario on the card aloud. Then ask for two volunteers to role-play the scenario in front of the class. When they are done, guide the rest of the class to tell what parts they could apply to their own lives as well as what they might do differently.
4. Repeat Step 3 with the other two scenarios, inviting two different students to act out each one.
5. At another time, introduce one of the remaining cards and have students role-play its scenarios.



HOW TO USE THE ROLE-PLAYING CARDS FOR REMOTE LEARNING:

If you are using the role-playing cards via video chat (or parents are using them at home one-on-one), complete the activity as described above, but have the student role-play one or more of the scenarios with a parent or with a classmate with whom he or she can video chat. As an alternative, have the student write a short script of the scenario.



SOCIAL-EMOTIONAL LEARNING SKILLS COVERED

- Self-management: impulse control, stress management, goal-setting
- Self-awareness: identifying emotions, accurate self-perception, self-confidence
- Social awareness: perspective-taking, empathy, respect for others, appreciating diversity
- Relationship skills: social engagement, relationship-building, communication
- Responsible decision-making: making constructive choices, analyzing situations, ethical responsibility

STANDARDS COVERED

CCSS.ELA.LITERACY.SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

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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.

SELF-MANAGEMENT

If you have good *self-management skills*, you can manage your emotions, your thinking, and your behaviors. You can set and achieve your personal goals. You also keep trying even when the going gets tough.



ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

Act out each scene and talk about the appropriate response.



Stop and Think: A classmate is trying to talk to you while you are working on an assignment. You are starting to lose your patience with this person. How can you deal with this situation in a positive way?
Impulse control



Stress Busters: A family member or buddy is feeling very worried about a situation. He or she has asked you for help. What will you suggest to help this person reduce his or her stress level?
Stress management



Reaching for a Dream: A friend who has never acted before wants to get a part in the school play. This buddy asks you for advice on how to make their dream of acting come true. What steps can you suggest this person take to reach his or her goal? **Goal-setting**



SELF-AWARENESS

If you have good *self-management skills*, you can recognize how you are feeling and how your feelings affect your behavior. You know what you are good at doing, what you like doing, and what areas you can improve in. You also keep a positive attitude about your future.



ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

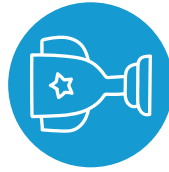
Act out each scene and talk about the appropriate response.



I Feel...: You and a friend are talking about your weekend. Your friend mentions that he or she was part of a fun video chat with some of your friends. You did not know about this video chat and realize you were not invited to be part of it. How do you feel about not being invited to the chat? How do you express your feelings to your friend? **Identifying emotions**



Give Me Three! A neighbor is interviewing you for a pet-sitting job. The neighbor asks you an interesting question: *What are three things you love about yourself?* How will you answer the neighbor? How will these qualities help you with the pet-sitting job? **Accurate self-perception**



Contest Winners: You and a classmate worked really hard on a project that you entered in a school contest. You just found out that you won! How does winning make each of you feel? How does it feel to be recognized for hard work? How would you have felt if you had not won? Would the hard work have been worth it or not? **Accurate self-perception/Self-confidence**



SOCIAL AWARENESS

If you have good *social awareness*, you can understand how other people might think or feel. You know how to behave in different places, such as at school, a place of worship, a formal ceremony, or while spending time with your friends. You also understand and respect people who are different from you.



ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

Act out each scene and talk about the appropriate response.

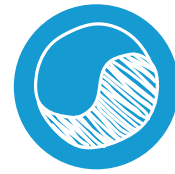


So Embarrassing! A friend tells you about a situation that embarrassed him or her. How do you think this situation made your friend feel? What do you think your friend thought during and after this event? Have you been in a similar situation? How did you feel, and what did you think?

Perspective-taking/Empathy



Stand Up: You and a friend see a group of students making fun of a classmate's appearance. The two of you share how this makes you feel and what you can do to help your classmate. How do you help the situation? What do you say to the classmate who has just been bullied? **Respect for others**



Totally Different? You and your friend just overheard a conversation in which someone said, "I hate people who are _____." You and your friend believe differences are great, not something to hate or be afraid of. Why do you and your friend think living in a world full of different people is a positive thing? What are the negative effects of not appreciating differences?

Appreciating diversity



RELATIONSHIP SKILLS

If you have good *relationship skills*, you build and keep healthy relationships with others. You communicate your feelings and thoughts clearly. You also stand up to peer pressure, resolve conflicts in a positive way, and ask for and give help when needed. You also cooperate with others.

ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

Act out each scene and talk about the appropriate response.



Nice to Meet You: You have just been introduced to someone you have never met. Now, you and this new friend are left alone to talk. How will you start a conversation with this person? How will you keep the conversation going? How will you end the conversation? **Social engagement**



Reaching for a Resolution: You and another student must work together on a class assignment.

Your partner wants to do the assignment over the weekend, but you want to do it tonight. The two of you can't seem to agree. How can you resolve this conflict peacefully and in a way that satisfies both of you? How will you know that you and your partner are both happy with the resolution?

Relationship-building



Time to Talk: You and a friend or family member have had an argument. For a while, both of you are so mad you don't speak to each other. Now, though, you decide to talk about what happened. How did the argument make both of you feel? What could the two of you have done differently? What will you do differently the next time you have a disagreement? **Communication/Relationship-building**



RESPONSIBLE DECISION-MAKING

If you make responsible decisions, you make good choices about how you behave and interact with others. When you identify a problem, you think carefully about how to solve it. You understand that your actions have consequences. You make sure that any decision you make does not hurt yourself or others.



ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

Act out each scene and talk about the appropriate response.



Copycat Crisis: A classmate is always trying to copy your homework. The classmate insists that it is no big deal, but you are really upset about it. You ask a family member to help you come up with different ways to solve this problem. What solutions do you come up with? Which solution do you and your family member think is the best one? Why? **Making constructive choices**



Project Decision: It is Thursday, and your teacher has assigned a project that is due on Monday. You can either stay up late tonight to finish the project and turn it in early, or you can wait and do the project over the weekend. You ask one of your parents to help you decide what to do. What are the pros and cons of each option? Which option do you and your parent decide is the best one? Why? **Analyzing situations**



Missing Cash: Your teacher has just announced that the fundraiser money from her desk is missing. Ten minutes later, one of your friends privately admits to you that he or she took the money. What do you do? What do you say to your friend? Do you tell your teacher? Why or why not? **Ethical responsibility**



HELPERS & HEROES

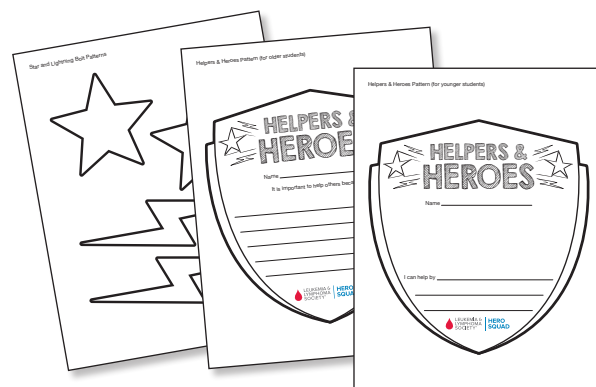
Participating in a Hero Squad fundraiser is a great way to build social-emotional learning skills. Use this activity to focus your students on the importance of helping others during the fundraiser and every day.



Materials for each student: copy of the “Helpers & Heroes” pattern for your grade, scissors, crayons or colored pencils, tape

Optional materials: copies of the star and lightning bolt patterns, yellow paper, gold glitter pen, aluminum or gold foil

In advance: Copy the appropriate list of social-emotional learning skills (see the box) on a sheet of chart paper.



SKILLS THAT HELP YOU HELP OTHERS

For younger students:

- Understanding and caring about how someone else feels
- Wanting to help someone who needs help
- Giving what you have to others
- Working together
- Planning what you need to do
- Believing in yourself and your abilities
- Sending messages to others clearly
- Showing respect to those who may be different from you because of a sickness

For older students:

- Empathy
- Compassion
- Generosity
- Teamwork
- Goal-setting
- Self-confidence
- Communicating clearly
- Respect

Steps:

1. Display the list of social-emotional skills and read it aloud with students. Clarify for students any skills they may be unfamiliar with.
2. As a class, spend several minutes brainstorming how social-emotional skills like those listed on the chart can help students in school, at home, and in the future.
3. Review with students how Hero Squad helps children and families that are battling cancer. Then ask students how this fundraiser can also help kids build important social-emotional skills like those on the chart. Use these examples to guide the discussion:
 - Students will practice **communicating** and **expressing themselves** clearly when they ask potential donors for contributions.
 - Students will practice **empathy** as they consider how students and families affected by cancer may feel.
 - Students will be asked to **set individual goals** and work throughout the campaign to achieve them.
4. Talk with students about how they can make more than financial donations to Hero Squad. For example, instead of spending an hour playing video games, a student can use that time to contact friends, neighbors, and family members to ask for donations. Another student might use artistic skills to make posters advertising Hero Squad or to make cards for local cancer survivors. Divide the class into small groups to brainstorm other ways they can give their time and talents to Hero Squad. After several minutes, provide time for groups to share their ideas.

HERO SQUAD OVERVIEW

- More than **12 million students** in **24,000 schools** across the country collect donations to help fight blood cancers.
- Programs typically run for **three weeks** between November and May.
- Schools register and set a fundraising goal. Students receive **collection envelopes**, and schools receive posters of Honored Heroes and other supplies to help promote the program.
- Students learn about **local cancer survivors** and patients. Some schools have virtual kickoff assemblies, classroom competitions, and thank-you gifts.
- Students have raised more than **\$400 million** for research, patient and community services, and education.

5. Give each student a copy of the “Helpers & Heroes” pattern page, scissors, and crayons or colored pencils. Thinking about Hero Squad, have each student complete the pattern by following these directions:

- **For younger students:** Have each student draw a picture illustrating himself or herself doing something that helps someone else. Then help children finish the sentence starter.
- **For older students:** Have each student finish the sentence starter to explain why helping others is important. Have the student add an illustration if space allows.

6. Have each student color and cut out the pattern.

7. Display the patterns on your classroom door or in the hallway outside your classroom. Add the title “Helpers & Heroes Together!” Optional: Enhance the display using these suggestions:

- Print the star and lightning bolt patterns on yellow paper. Have students help you cut them out. Outline each star with a gold glitter pen. Post the stars and bolts around the display after the glitter glue dries.
- Print the star patterns on sturdy paper and cut them out. Then have students trace the stars on sheets of aluminum or gold foil. Help them carefully cut out the stars. Then attach them to the display.



Administrator’s tip: Pledge to come to school dressed as a superhero if every class in your school creates a display or if your school reaches its fundraising goal. Students will be extra motivated!

BLOOD CANCER BASICS

- Blood cancers can affect the bone marrow, blood cells, lymph nodes and other parts of the lymphatic system. Blood cancers include **leukemia, lymphoma, myeloma**, and other diseases.
- About **every 3 minutes** someone in the United States is diagnosed with blood cancer.
- Blood cancers affect over **1.3 million people** in the United States.

ABOUT LLS

- The Leukemia & Lymphoma Society is the **world’s largest voluntary health organization** dedicated to **funding blood cancer research** and providing education and patient services.
- Since 1954 LLS has invested nearly **\$1.3 billion** in groundbreaking research and in support and education.
- LLS funds research at nearly **100 medical institutions** around the world.



HELPERS & HEROES

Name _____

I can help by _____



HELPERS & HEROES

Name _____

It is important to help others because

Star and Lightning Bolt Patterns

