

# 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 “Say something nice,” might sound like “Dinner was so good tonight!” when a child is talking to a family member at home, or “That was a great pass!” when talking to a classmate in PE.
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. Periodically 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.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.1.1: Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.2.1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

# YOUNG PERSONS' KINDNESS CALENDAR

Smile at someone.	Say "hi."	Draw a picture for someone.	Help with a chore.	Say something nice.
Hold the door open for someone.	Read to someone.	Pick up trash.	Let someone else go first.	Say "thank you."
Listen to a friend.	Invite someone to play with you.	Let someone else choose.	Help someone get up.	Give a family member a hug.
Say "Please."	Call someone to see how he or she is doing.			

With help from an adult or by yourself, 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 draw and write (or dictate) 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 draw and write (or dictate) a response. Then invite the child to share 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 strengths • Self-management: goal-setting • Relationship skills: teamwork • Social awareness: empathy and perspective taking • Responsible decision-making: solving problems

## STANDARDS COVERED

CCSS.ELA-WRITING.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic they are writing about and state an opinion or preference.

CCSS.ELA-WRITING.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.

CCSS.ELA-WRITING.1.1: Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-WRITING.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Name \_\_\_\_\_

Self-awareness: responding to a prompt

# GOOD FOR YOU!

Did you know that running and jumping and playing ball are good for you? They are all ways to be **active**. Being active helps your heart and blood work well.

What is your favorite way to get exercise?  
How does it make you feel?  
Draw and write.



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Name \_\_\_\_\_

Self-management: responding to a prompt

# A GREAT GOAL

Some doctors and scientists have a special dream. They want to find a cure for people whose blood does not work well. That is a very big **goal**. It will take a lot of work. It will help a lot of people.

What do you hope to do someday?

Why?

Draw and write.



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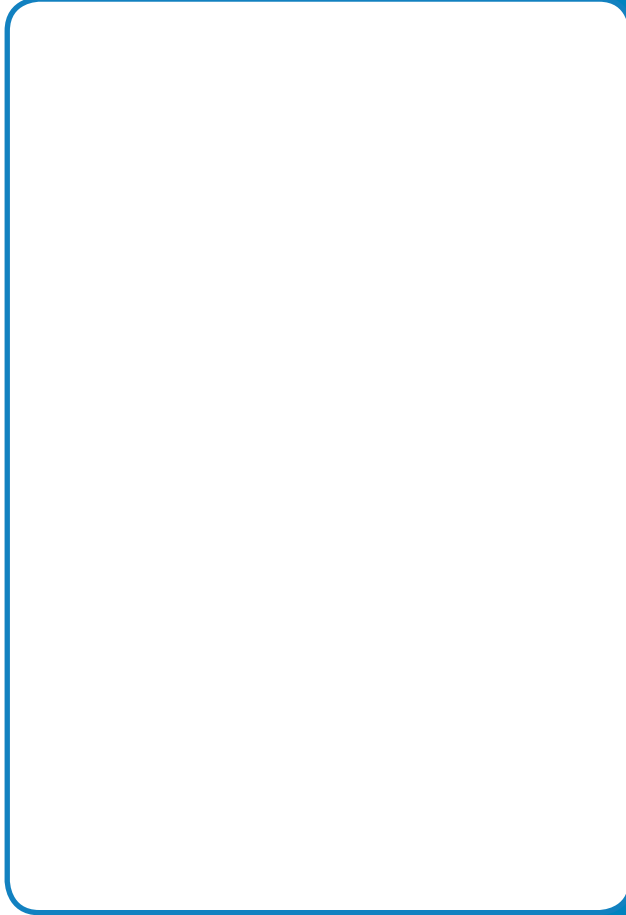
Name \_\_\_\_\_

Relationship skills: responding to a prompt

# WORKING TOGETHER

**Teamwork** is not just for sports! The parts of your body use teamwork. Each part has a job to do. The parts work together like the parts of a machine. When people use teamwork, each person does part of the work. They count on each other.

What is one way you have used teamwork at home or school?  
Draw and write.



Name \_\_\_\_\_ Social awareness: responding to a prompt

# SURPRISE!

Some kids have blood that does not work well. They need special **care** to get better. A sick student might miss a lot of school. Imagine that a class makes cards for this student, and the teacher sends the cards to the student's home.

How do you think the student will look and feel when he or she gets the cards? Why?

Draw and write.



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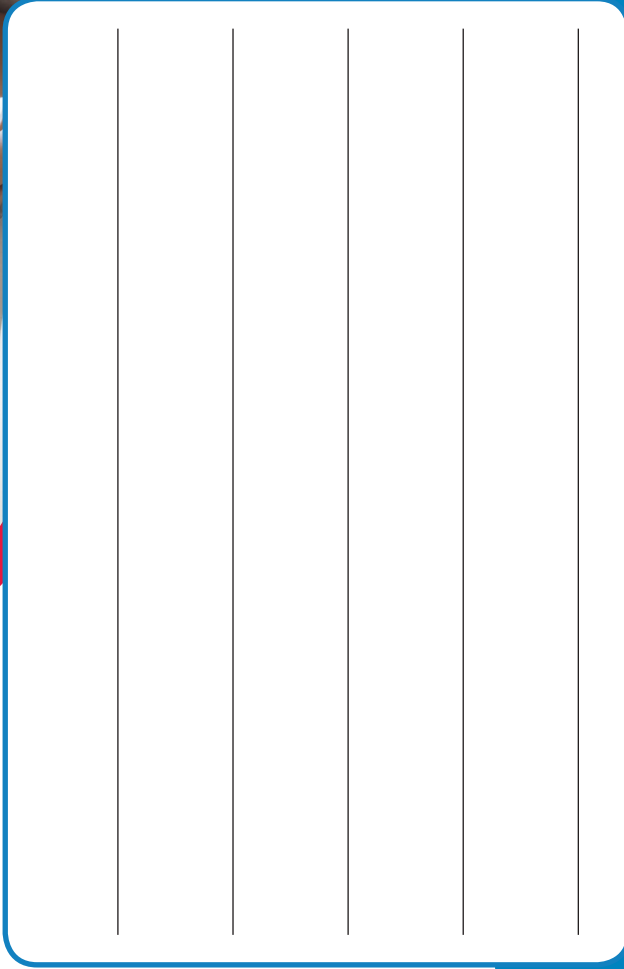
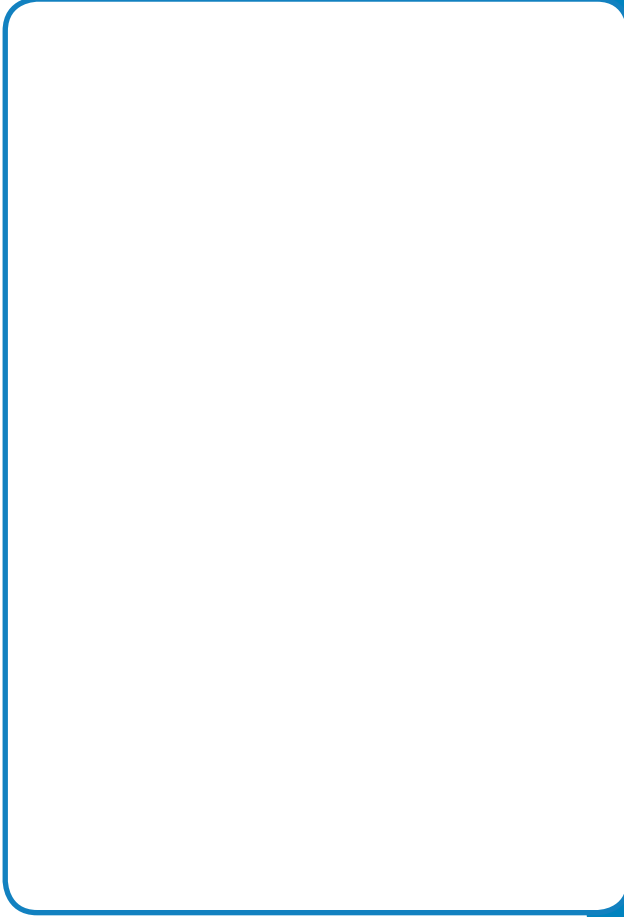
Name \_\_\_\_\_

Responsible decision-making: responding to a prompt

# EVERYDAY HELPERS

Doctors are not the only ones who can help people who are sick. We can all help! Sometimes people are **lonely** or sad when they are sick. There are many ways to help people feel better.

What are two ways to cheer up someone who is lonely?  
Why do you think they are good ideas?  
Draw and write.





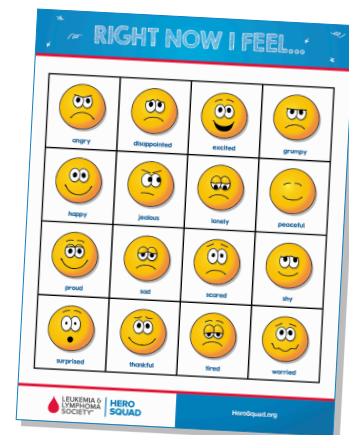
# CHECKING IN

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 and what each one might look like, sound like, or feel like. Point out that emotions change, and people can do things to improve the way they feel, such as listening to upbeat music or talking with someone.
2. After students are familiar with the emotions on the mini poster, give each student a copy of the poster and 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 on the left side.
4. To start each day that follows, give each student a copy of a journal page. Help students identify their emotions by encouraging them to refer to the mini poster. Also guide them to think about physical signs of their feelings, such as whether they are smiling or frowning and whether they are more or less active than usual.
5. Instruct each student to write and draw to complete the top part of the journal page. If students are experiencing negative emotions, also have them complete the bottom part of the page. Then ask students to store their folders in a safe place until the next day.



## HOW TO USE THE ACTIVITY FOR REMOTE LEARNING:

If you are using the mini poster and journal page via video chat (or parents are using them at home one-on-one), complete the activity as described above but have a family member print the mini poster and journal page.

If a printer is not available, direct the student to look at the mini poster on screen and then write and draw on a sheet of paper to record his or her feelings and the reasons for them. Have the student store the papers in a folder.

**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.K.2; W.1.2; W.2.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-LITERACY.SL.K.1; SL.1.1; SL.2.1: Participate in collaborative conversations with diverse partners on *grade-level topics and texts*, with peers and adults.

# RIGHT NOW I FEEL...



angry



disappointed



excited



grumpy



happy



jealous



lonely



peaceful



proud



sad



scared



shy



surprised



thankful



tired



worried

# HOW DO I FEEL?

Today is \_\_\_\_\_

I feel \_\_\_\_\_

I feel this way because \_\_\_\_\_

\_\_\_\_\_

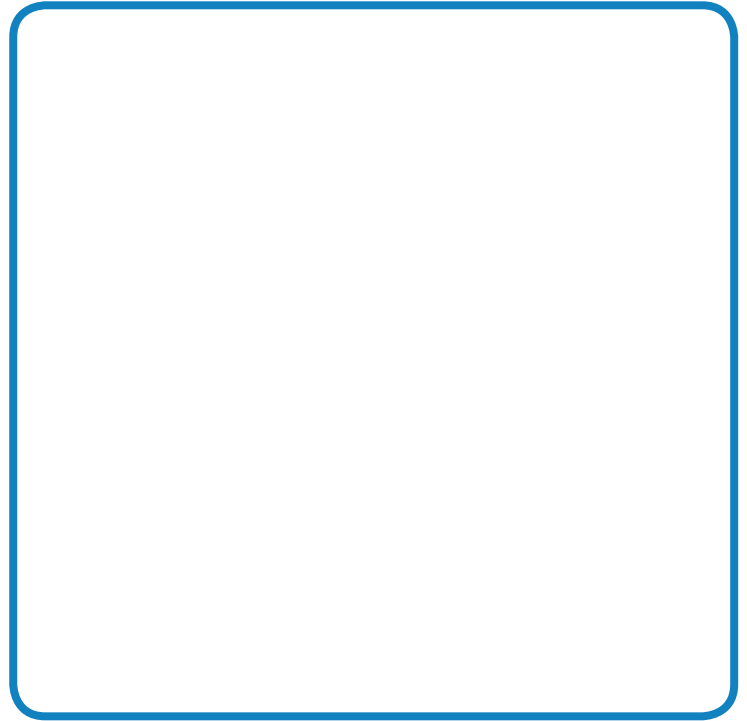
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\_\_\_\_\_



## IF I AM NOT HAPPY, HERE IS WHAT I CAN DO TO MAKE MYSELF FEEL BETTER:

- Draw a picture.
- Ask a family member for a hug.
- Sing, listen to music, or play a game.
- Talk to a friend or family member.
- Think about something that makes me happy.
- \_\_\_\_\_

# 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.



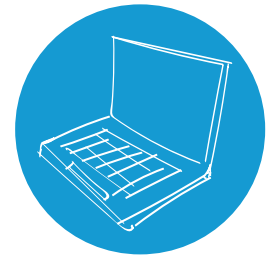
## HOW TO USE THE ROLE-PLAYING CARDS AT SCHOOL:

1. Display the card on your whiteboard using a document camera. (As an alternative, give each child a copy of the card.)
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 invite the child to role-play each scenario with a parent or with a classmate with whom he or she can video chat.



## SOCIAL-EMOTIONAL LEARNING SKILLS COVERED

• Self-management: stress management, organizational skills, impulse control • Self-awareness: recognizing strengths, identifying emotions, demonstrating self-efficacy • Social awareness: appreciating diversity, respecting community property, respecting others • Relationship skills: social engagement, relationship-building, communication • Responsible decision-making: solving problems, ethical responsibility, reflecting and evaluating

## STANDARDS COVERED

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.1.1: Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.2.1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

# SELF-MANAGEMENT

If you have good *self-management skills*, you can take care of your feelings, your thinking, and your actions. You can set and meet goals. You keep trying even when the going gets tough.



## ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

Act out each scene. Talk about it.



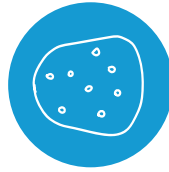
**Time for a Test:** You have a test at the end of the week. You think you are ready, but a classmate is feeling worried. What will you tell your classmate to do so he or she feels better?

**Stress management**



**Messy Desk:** It is time to turn in a paper at school. You look inside your desk and your backpack, but you can't find it. What do you tell your teacher? How will you make sure this doesn't happen again?

**Organizational skills**



**Goody Gumdrops:** There is a bowl of candy nearby. A family member tries to get you to eat some of the candy. It's your favorite candy, but you know you should wait until after dinner to eat it. What do you do? What do you tell your family member? **Impulse control**



# SELF-AWARENESS

If you have good *self-awareness*, you know how you feel and how your feelings affect what you do. You know what you are good at doing, what you like doing, and what you can do better. You also have a good attitude.



## ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

Act out each scene. Talk about it.



**Award Winner:** Your teacher gives you an award for something you are really good at. What is the award? How do you feel when you receive it? **Recognizing strengths/Identifying emotions**



**Future Star:** You want to play pro basketball when you get older. When you play with a family member, you make shot after shot. What do you say to your family member to let him or her know that you believe you will reach your goal? **Recognizing strengths/Demonstrating self-efficacy**



**Can You Help?** You had a hard day at school and are feeling sad. You want to feel better, so you talk to a family member. What do you say? How do you ask for help? **Identifying emotions**



# SOCIAL AWARENESS

If you have good *social awareness*, you try to understand how other people think or feel. You know how to act in different places, such as at school, at a restaurant, or while spending time with your friends. You respect everyone.

## ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

Act out each scene. Talk about it.



**Different but Nice:** A neighbor wears clothing that other people in your town don't wear. A friend says something mean about how your neighbor looks. You like the neighbor, and it makes you sad to hear mean words. What do you say to your friend? **Appreciating diversity**



**Dining Out:** You and your family go to the park for a picnic. After you eat, there are bags and other trash items all over the picnic table. What do you do? Why? **Respecting community property**



**Surprise!** Your teacher surprises each student in your class with a new book to keep. You already have the book your teacher gives you. What do you say to your teacher? Why? **Respecting others**



# RELATIONSHIP SKILLS

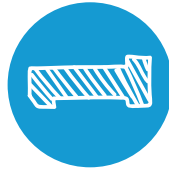
If you have good *relationship skills*, you know how to get along with others. You share your feelings and thoughts clearly. You don't let bullies bother you or others. You find good ways to solve disagreements. You ask for and give help when needed.

## ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

Act out each scene. Talk about it.



**A New Classmate:** There is a new student in your class. Your teacher asks you to be his or her buddy. What will you say to your new classmate? How will you talk to this student to show that you will be a good friend? **Social engagement**



**Who's First?** You and a family member plan to play a game. You want to go first, but so does your family member. How can you solve this problem so you both are happy? **Relationship-building**



**Time to Talk:** A classmate wants the tablet you are using and says that because you are friends, you should give up the tablet. You don't want to give up the tablet, but you still want to be friends. What do you say to your classmate? **Communication/Relationship-building**



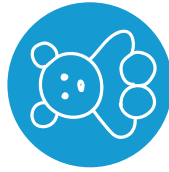


# RESPONSIBLE DECISION-MAKING

If you make responsible decisions, you make good choices. When you have a problem, you think carefully about how to solve it. You make sure that anything you do does not hurt yourself or others.

## ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

Act out each scene. Talk about it.



**That's Mine!** You have a favorite toy named Teddy. A younger family member finds Teddy and won't give it back to you. What is your first plan to get Teddy back? If that plan doesn't work, what will you do? **Solving problems**



**Broken Phone:** You are playing a game on a phone that does not belong to you. While you are playing, you drop the phone and the screen cracks. You could put the phone back where you found it and pretend you don't know who broke it, or you could tell the truth. What do you do? Why?

**Ethical responsibility**



**Doing Chores:** You and a family member are in charge of washing the dishes. Together you decide that your family member will wash and you will dry. You get the dishes done, but now there is a wet mess on the floor. What did you and your family member do well? What problem do you have now? What could you do differently next time? **Reflecting and evaluating**



# HELPERS & HEROES

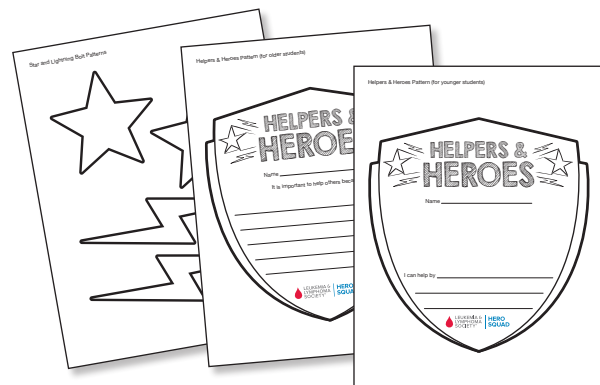
Participating in a Hero Squad fundraiser is a great way to build social-emotional learning skills. Use this activity to focus your students on the importance of helping others during the fundraiser and every day.



**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

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# Star and Lightning Bolt Patterns

