

# 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 HEROES'S 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.

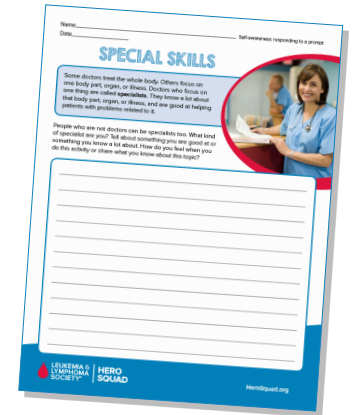
# SHARE YOUR THOUGHTS!

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 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?

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# 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?

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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?

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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.



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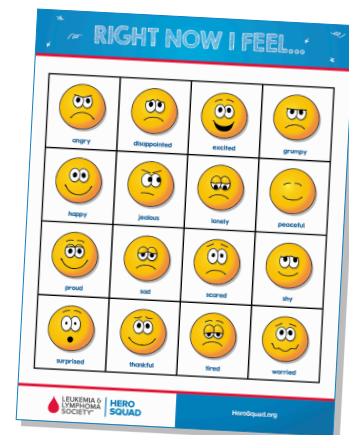
# CHECKING IN

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 \_\_\_\_\_

\_\_\_\_\_

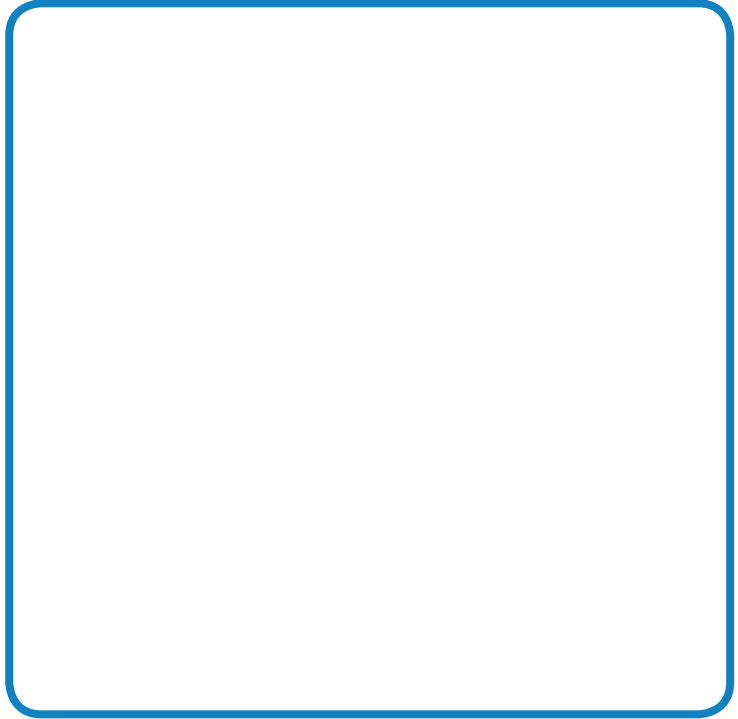
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## IF I AM NOT HAPPY, HERE IS WHAT I CAN DO TO MAKE MYSELF FEEL BETTER:

- 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.



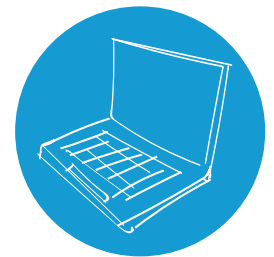
## HOW TO USE THE ROLE-PLAYING CARDS AT SCHOOL:

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.



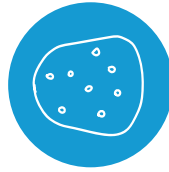
**Time for a Test:** You have a test at the end of the week. You think you are ready, but a classmate is feeling worried. What will you tell your classmate to do so he or she feels better?

**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**



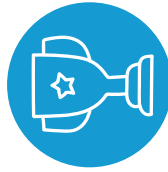
# SELF-AWARENESS

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

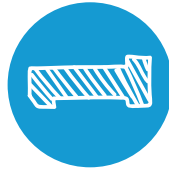
If you have good *relationship skills*, you know how to get along with others. You share your feelings and thoughts clearly. You don't let bullies bother you or others. You find good ways to solve disagreements. You ask for and give help when needed.

## 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**



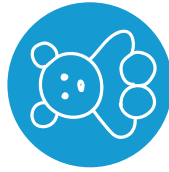


# RESPONSIBLE DECISION-MAKING

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**

