

Lesson Agenda

➔ Discuss

Explore the key question with the discussion guide and featured resources:

- **The Science of Kindness**
<https://youtu.be/O9UByLyQjBM>
- **Ordinary Mary's Extraordinary Deed** by Emily Pearson

➔ Do Good

Complete the featured activity by creating a **DIY Spiral Kindness Game** to guide learners in doing good long after your lesson is complete.

➔ Lead the Homework

Inspire learners to use the **Choose Your Next Act of Kindness** hand out to lead their families in acts of kindness and service.

AS LEARNERS ENTER: While we get settled, take a minute to write down one way someone has helped you lately and one way you or your family have helped someone else. Invite students to share their ideas via sticky notes on a poster or using a white board titled "Our Strong Community."

Today, let's talk about a simple word, a simple idea that you probably hear about a lot: kindness. **Do you think it matters if people act with kindness?** Invite students to respond. All of these examples you put on the board are examples of our community sharing kindness with one another. Read the featured book or watch the featured video and discuss to set the stage for next part of the conversation.

How do you think being kind to yourself can make a difference for the world?

● On the whiteboard or a piece of paper or your shared screen if teaching remotely, draw a small circle. Leave room for five nested circles. Label this smallest circle **YOU**.

- For example, when we are feeling healthy, strong, and hopeful, we are better able to share caring with the people around us. When we're afraid or angry, it's much harder to think about others.
- **What are some ways we can be kind to ourselves?** For example, get enough sleep, exercise, eat healthy snacks, and let people close to you know when you are feeling sad.

● Draw a larger circle around the first one. Label it **CIRCLE OF CONCERN**.

This next circle has an important name. It's called your **Circle of Concern**. Your Circle of Concern or "circle of care" is the group of people you think about and interact with often. Who do you think is in your Circle of Concern? Add ideas to the board, shared screen, or piece of paper. **How do you think being kind to friends and family can make a difference for our community?**

- When we take care of those we love, they are better able to share caring and kindness in the world. And when our friends and family feel loved, they, in turn, are better able to share kindness.
- **How can we show our friends and family kindness?** Possible prompts: set the table, be a good listener, hug your pet, pick up something that dropped on the floor.
- Helping those within our Circle of Concern comes easily. We see them often. We know when they're feeling sad or scared or worried. We know when they need help.

LESSON 1: DOES KINDNESS MATTER?

Group Discussion Continued

 Draw a larger circle on your visual aid. Label it **SCHOOLS & NEIGHBORHOOD**.

How do you think being kind in our schools and neighborhoods can make a difference?

- Kindness – even to kids they don't know well – can make our schools and neighborhoods have a kinder mood or culture overall.
- **Do you have ideas for ways we can share kindness, concern, and respect for others at school and in our neighborhood?**
- Possible prompts: welcome classmates you don't know well to play or sit with you at lunch if they look lonely, share sincere compliments (rather than teasing), help teachers and neighbors when you notice they need it, thank custodians for the work they do.

 Draw a larger circle on your visual aid. Label it **CITY & NATION**.

How do you think sharing kindness in your city or region can make a difference?

- When our community is taking care of one another, we all do better.
- For example, in communities with more volunteers and more service organizations, hard times – like losing a job or trying to find a place to live – aren't as difficult to get through. The people who live in such communities tend to be happier and healthier too.
- **How can we share kindness with those who need it in our city - or across the country - even if we don't know them?** Possible prompts: saying thank you to service and public safety workers, supporting your local food shelf, volunteering with your family to help at a soup kitchen, or reaching out to people that have served in our military.

 Draw a larger circle on the whiteboard. Label it **OUR PLANET & ITS PEOPLE**.

How do you think can we make a difference for people around the world or the planet itself?

- Possible prompts: read books about different people all over the world – to better understand what we have in common and how we are unique; protect the earth by recycling or buying less stuff; raise money for organizations like UNICEF that support the health and education of kids around the globe.
- How do you think that looking at the world this way might change the way you think about strangers you pass or people you read about or hear about on the news?

If we look at the world this way, as a series of circles that are all connected to us, is there anyone who does not deserve our respect and kindness? Today's activity will help you and your family share kindness with all of these circles.

Empower Students to Lead



- Leave 5 minutes at the end of class to discuss their take-home project. Students will use their paper game at home to remind their families to complete an act of kindness at each level of the spiral.
- Give students a copy of the Live Kind checklist if possible.
- Alternatively, spend a few minutes reading about the options and inviting students to write down their favorite idea at each level.

Ordinary Mary's Extraordinary Deed

Great stories, GOOD ideas

What does
ordinary
mean?

What does
extraordinary
mean?



Ordinary Mary's Extraordinary
Deed by Emily Pearson

Which of
these kind
acts is your
favorite?



Ordinary Mary's
Extraordinary Deed
by Emily Pearson

Why do you
think Mary left
the blueberries
on Mrs. Bishop's
porch?

Have you shared
any of the kind
acts featured in
this book?



Ordinary Mary's Extraordinary
Deed by Emily Pearson



Ordinary Mary's Extraordinary
Deed by Emily Pearson

Ordinary Mary's Extraordinary Deed

Great stories, GOOD ideas

Can you think of a kindness someone has shared with you?

DOING GOOD TOGETHER. Ordinary Mary's Extraordinary Deed by Emily Pearson

Why do you think the people in our story all reached out to others with kindness?

When someone is kind to you, do you feel inspired to pass it on?

DOING GOOD TOGETHER. Ordinary Mary's Extraordinary Deed by Emily Pearson

Would any of the kind acts in our story make you feel nervous or uncomfortable? If so, why?

DOING GOOD TOGETHER. Ordinary Mary's Extraordinary Deed by Emily Pearson

Think of a small kindness you've shared recently. Can you imagine the ripple effects it might have?

DOING GOOD TOGETHER. Ordinary Mary's Extraordinary Deed by Emily Pearson

LESSON 1: LIVE KIND WITH A DIY GAME

Big-Hearted Classroom
Group Activity

Together, young learners will create a three-dimensional, spiral-shaped game that helps kids visualize the importance of completing acts of kindness at every level. They will then use the take-home hand out to lead their families through each level.



What You'll Need

- Spiral Kindness Game template (alternatively, help students draw a spiral on a blank piece of paper)
- Sample of the completed project (to show learners)
- Paper plates (unwaxed)
- Scissors
- Glue sticks
- Pencils, markers, and crayons
- Hole punch
- Yarn
- Clothespins

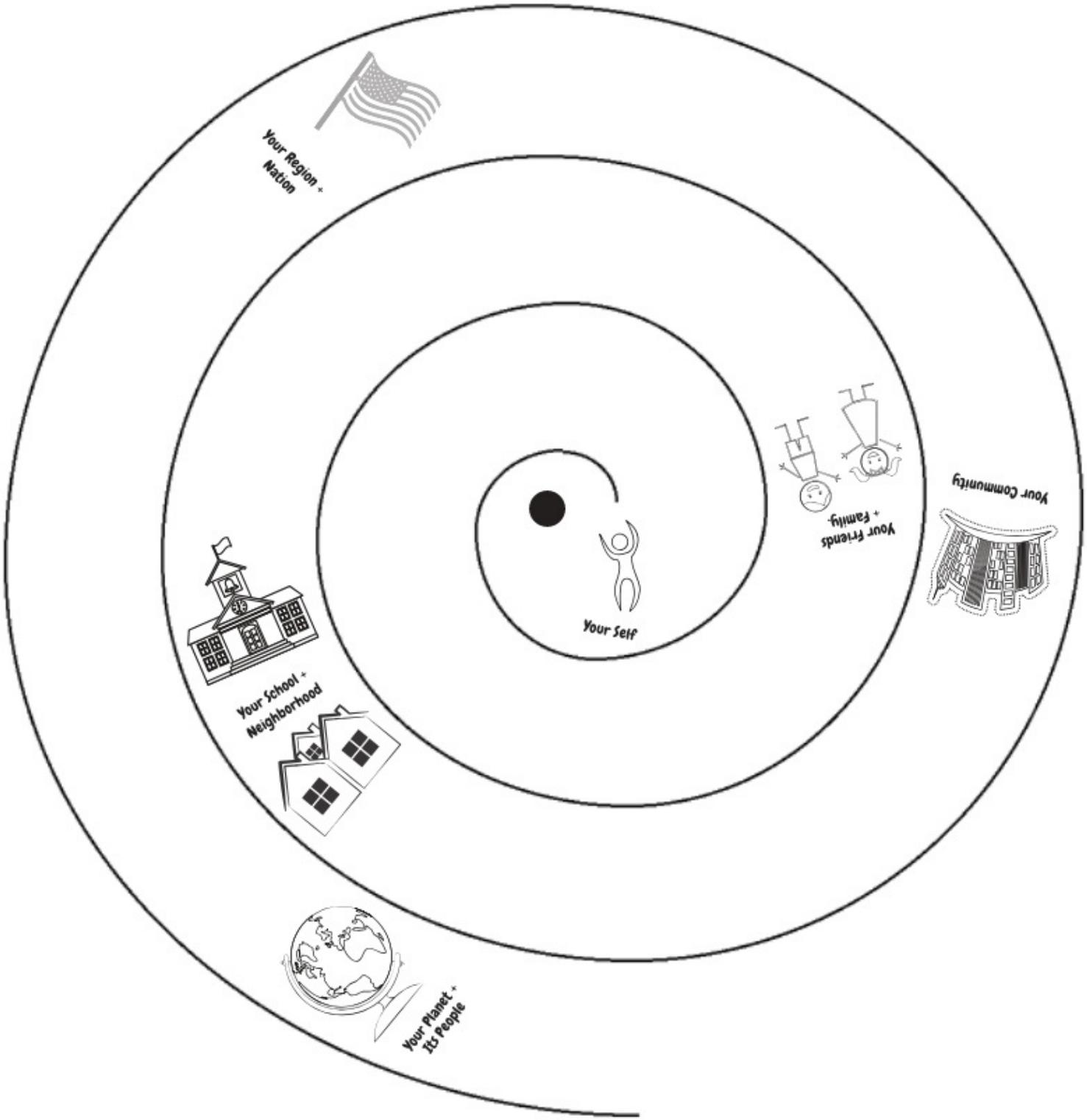
Instructions

- Introduce the game while gathering supplies: **This little craft is actually a game that will make it easier for you to remember to start ripples of kindness.** At each level on your spiral game board, you will get to choose an act of kindness to try with your family. Share some examples from the **Choose Your Next Act of Kindness!** on the take-home sheet.
- First, decorate the back of your plate (not where the food would go) or piece of paper. For example, you could color it like a rainbow or use the colors of your school or favorite sports team.
- Decorate the handout with the spiral on it or create your own version on a piece of paper. Do you see how the image in the center is meant to be you? Turn that into a tiny self-portrait and decorate the other images.
- Glue your decorated spiral to the blank side of your plate and cut along the spiral line.
- Punch a hole in the center where you see the black dot.
- Tie yarn through it in a fat loop.
- Decorate your clothespin with markers, or glue a fun paper shape to the end of it.
- When you get home, place your clothespin on the space marked "you" and hang it up. Then, using the list of kindness activities on your take-home sheet, move the clothespin along the spiral each time you complete an act of kindness at that level.

Group Discussion Questions

- Do you think this game will help you remember to share kindness beyond your immediate circle?
- How can we inspire our families to play this game - and share each act of kindness?

Spiral Kindness Game Template



Let's take this idea further!

KEY QUESTION: Do you think kindness makes a difference? In what ways or why not?

A Note for Parents:

Today we learned how important it is to share compassion not only with our friends and family but with our community, our nation, and our world. We also learned that kindness starts from within, so taking care of ourselves helps us live generous lives too.

How It WORKS

This simple spiral game will help us start many ripples of kindness. As a family, let's pledge to do at least one activity for each level of kindness. We can start with the ideas on the **Choose Your Next Act of Kindness** list.

- First, let's find a place to hang my game so we'll remember to come back to it.
- Then, let's place the clothespin on the space marked "you" and choose an item under the "you" category on our **Choose Your Next Act of Kindness!** hand out.
- To keep us on track, let's pick a time each week to complete a kind activity.
- Finally, we'll move the clothespin along the spiral each time we complete an act of kindness at that level.



Choose Your Next Act of Kindness!

For Your Self



- Play outside!
- Organize your room.
- Make a list of the ways you have helped others and the ways others have helped you.
- Talk to someone you love about the different feelings you experienced today.
- Start a journal to write or draw daily.

For Your Friends + Family



- Have a dance party together (or virtually).
- Read a book together (or virtually).
- Pay three sincere compliments.
- Send a hand-made card to someone you love.
- Give a thank you card to someone you appreciate.
- Video chat with a far-off family member.

For Your School + Neighborhood



- Greet new students or neighbors with welcoming cards.
- Mail a thank you note to a favorite teacher.
- Reach out to a school friend you haven't spoken with in a while.
- Take a walk and clean up your neighborhood.
- Bake treats and deliver them to neighbors.
- Offer to pick up groceries for an ailing neighbor.

For Your Community



- Make cards or room decorations for a local nursing home.
- Shop for and deliver donations to a food pantry.
- Create pet toys for an animal shelter.
- Look up a local nonprofit's wish list, purchase one item, and deliver it.
- Donate kids' craft kits to a shelter or food pantry.
- Leave colorful bookmarks in library books.

For Your Region + Nation



- Help a family in need through Family-to-Family.org.
- Create cheerful drawings for ColorASmile.org.
- Send notes to soldiers with AMillionThanks.org.
- Host a lemonade stand for a cause you care about.
- Buy a pair of pjs and donate them to the PajamaProgram.org.
- Write a letter or draw a picture in support of a cause you believe in and send it to your elected representative.

For Your Planet + Its People



- Read books and watch movies celebrating a different culture from your own.
- Make microloans through Kiva.org and read stories of global entrepreneurs.
- Create essential hygiene or baby care kits for CWSKits.org.
- Have a "zero waste day" when you don't use any items that generate trash.
- Start or recommit to a green habit, like using less plastic, less water, or less energy.

Lesson 2: Who Can Make a Difference?

Big-Hearted Classroom

Group Discussion

Lesson Agenda

➔ Discuss

Explore the key question with the discussion guide and featured resources:

- **Color Your World With Kindness**

<https://youtu.be/mdA2sByFX1I>

- **Say Something by Peter Reynolds**

➔ Do Good

Guide young learners in creating their own **Self-Portrait of a Kind Kid** to help them consider the traits and goals they want to embody.

➔ Lead the Homework

Inspire learners to lead their families in creating a **Family Portrait Collage**.

AS PEOPLE ENTER: While we get settled, please take a minute to write down one way someone has helped you lately and one way you or your family have helped someone else. Invite students to share their ideas via sticky notes on a poster or using a whiteboard titled "Our Strong Community."

TIME TO SHARE: Take a moment to welcome the group. Invite students to share one of their two stories rapid-fire (if they choose). These everyday acts of support and kindness make our community a great place to live, work, and learn in. Today, we're going to spend some time thinking about **who can make a difference** and the different ways we as individuals **want to make a difference** in our community.

LARGE GROUP DISCUSSION: Let's watch a video to help us start thinking about our key question: Who Can Make a Difference?

Color Your World with Kindness by A Better World

(2 minutes, 13 seconds - <https://youtu.be/mdA2sByFX1I>)

- In the video, how does giving make each person feel? What do you think they mean when they say kindness makes the world more colorful? Possible answers include: Being a giver makes people smile.
- What happens when someone in the video receives help? What do they do next? Just like in the video, everyone needs help sometimes, and everyone has something to give. When people feel cared for, they often spread that kindness on to the next person.
- How did the boy at the beginning of the video know to help the girl when she discovered her yucky lunch? Invite sharing. One key part of being a giving person is noticing when someone needs help.
- What are some other ways we noticed people needing help in this video? How would we recognize if people around us need help? Possible examples include: notice facial expressions, posture, etc.
- How do you think this video answers our key question: who can make a difference?

This video shows that young or old, big or small, we all have something to give. And we all need help sometimes. It also helps us see how one act of kindness inspires the next. And the next. On and on it goes. And before you know it, our world is a better place than it was before!

LESSON 2: WHO CAN MAKE A DIFFERENCE?

Group Discussion Continued

SMALL GROUP DISCUSSION: Raise your hand if you've ever had this thought: Someone should do something about that. Acknowledge any raised hands.

Does anyone want to share any recent examples? Invite sharing.

Maybe you've seen litter on the side of the road. Maybe you've noticed a homeless person asking for help on a busy street corner. Maybe you've wondered why the laundry is piled so high at home? We've all caught ourselves thinking **someone should fix this.**

Being a giver, really being a good citizen, means recognizing that we can all be one of the someones that fix what's wrong. **We can help fix the problems we see.**

Break into small groups and identify 1 or 2 problems you notice that inspire you to make a difference: If meeting in person, give each student two more sticky notes. If not, invite a leader from each small group (assuming you used breakout rooms) to share their group's ideas. Take five minutes to talk about some of the problems or issues you would like to help solve. These can be problems you've noticed around school, in your neighborhood, or in the broader community. Write 1 or 2 of the problems that inspire you to make a difference on these sticky notes and stick them up on our board. Alternatively, remote learners can share their ideas in group comments or on paper.

Possible prompts for students as they brainstorm:

- If you could volunteer for a cause, what would it be?
- Who comes to mind when you think of the words generous or giving? In what ways does this person inspire you to help others?

It's time to start our project!

Leaders, move on to the Group Activity Guide.



Empower Students to Lead



Leave 5 minutes at the end of class for students to fill in the blanks on their take-home page and explain the take-home project.

When you go home, it is your job to LEAD your family in this same sort of conversation.

We have a take-home sheet that will help you create a collage that represents your family's values, interests, and priorities too.

Notes for Group Leaders

- Consider breaking this lesson into pieces. Read the book and host the discussion one day. Then, make time for the art project another day.
- Cut out some appropriate words and images in advance of the lesson to speed up the art.
- If working remotely, distribute materials ahead of time. Or ask students to freestyle their collage.
- , Make all photocopies in advance
 - Portrait silhouette (1/student)
 - Words & Phrases (1/student)
 - Take-Home Sheet (1/student)

Say Something

Great stories, GOOD ideas

At the very beginning and end of the book, Reynolds shares examples of things you can say to change the world. Which words or phrases on this list do you like best?



Say Something by
Peter H. Reynolds

Do you think you need to be loud to be sure people hear what you have to say?



Say Something by
Peter H. Reynolds

This book gives us many ideas about how we can "say something." Which ideas did you like best?



Say Something by
Peter H. Reynolds

Do you have any ideas to add about how you can "say something"? Let's see if we can think of another example.



Say Something by
Peter H. Reynolds

Say Something

Great stories, GOOD ideas

Can we think of some ways our family is "saying something" already?



Say Something by Peter H. Reynolds

When is it hard to speak up and "say something"? Were there examples in our book?



Say Something by Peter H. Reynolds

What can we do when we have something to say, but we are feeling too shy or too scared to say it?



Say Something by Peter H. Reynolds

Are we ready? What could we do to "say something" right now?



Say Something by Peter H. Reynolds

LESSON 2: SELF PORTRAIT OF A KIND KID

Big-Hearted Classroom
Group Activity

Create a self-portrait collage! This special collage will be an artistic representation of you: your interests, personality, and the way you want to live your values as a part of our community. These self-portraits will remind you to be true to yourself. And that we all have the power to make a difference.

Possible Recipients

Students will bring their artwork home for inspiration.

What You'll Need

- Background paper (standard or legal size)
- Words & phrases page (included)
- Silhouette (included)
- Alternatively, learners may use a photo of themselves or freehand a self-portrait
- Collage materials, including recycled books or magazines
- Crayons, markers, or colored pencils
- Scissors
- Glue sticks

Instructions

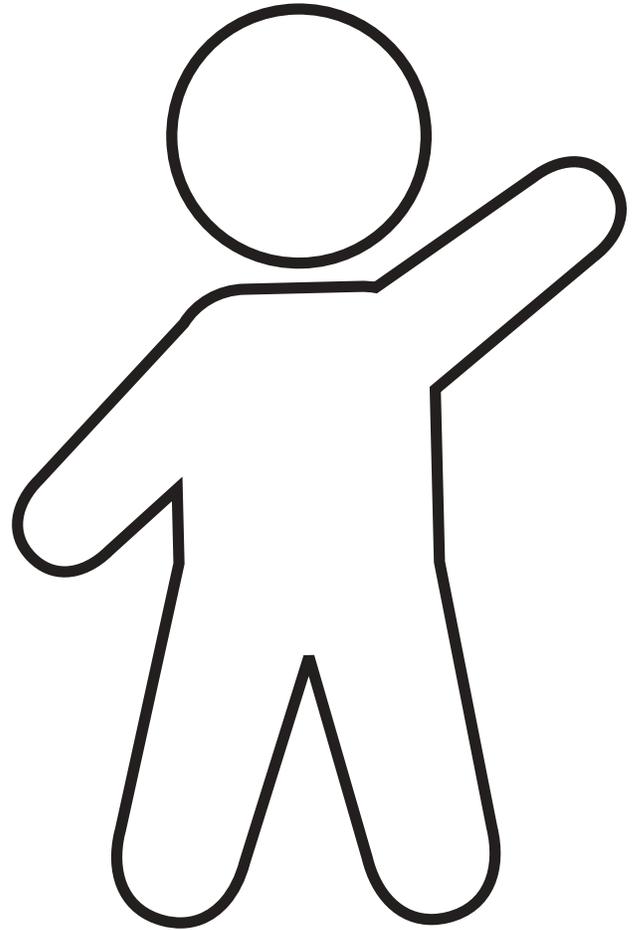
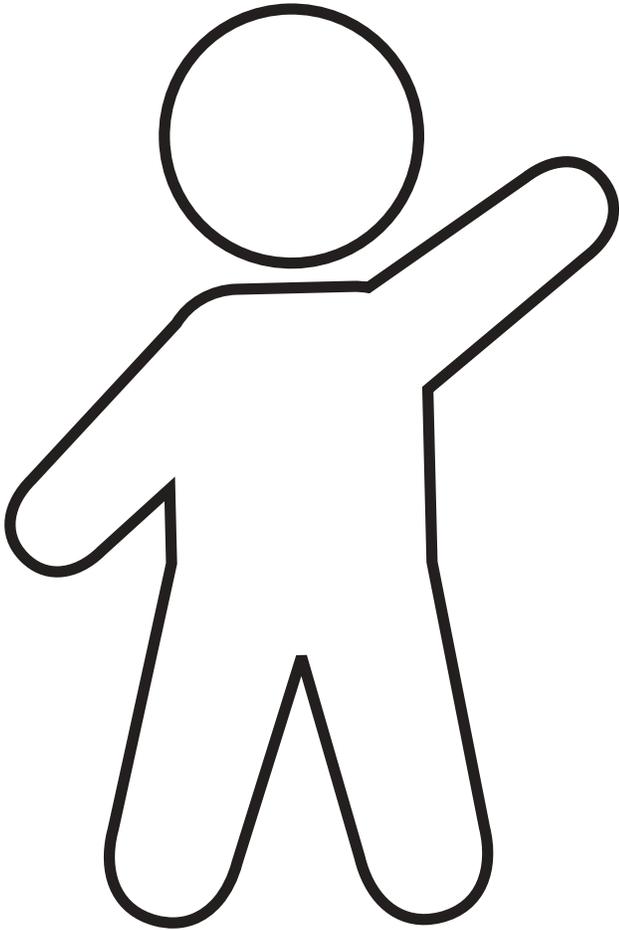
- Create a colorful background on blank paper.
- Turn the silhouette (if using) into a self-portrait.
- Cut out silhouette. Glue it (or photo) onto the background.
- Encourage learners to cut out words and images to include on the self-portrait. These may be from our Words & Phrases sheet or you may find them in your collage materials.
- Artfully glue the words you come up with around the silhouette (or photo).
- Students can embellish collages by cutting out or drawing words and images to go along with their ideas.

Group Discussion Questions

- What words or phrases represent the sort of person you want to be?
- How would you finish the phrases "I'm a giver of..." (maybe hugs, high-fives, cookies) and "I'm a helper of..." (maybe my family, animals, the earth, classmates)
- What causes are you passionate about?
- How is your collage the same as your neighbor's? How are they different?
- Share a compliment with your neighbor about their collage.



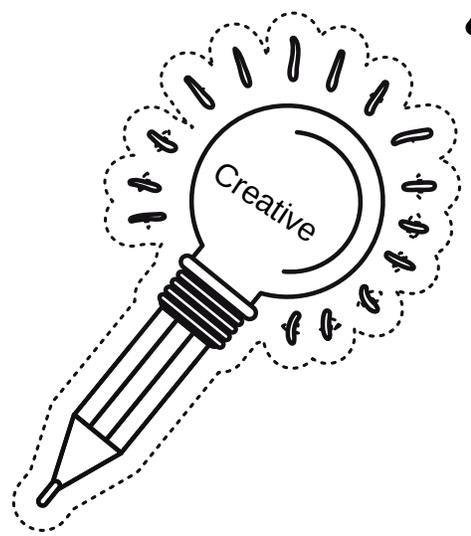
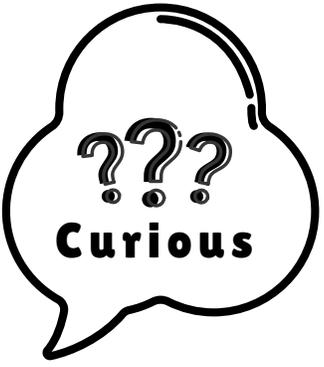
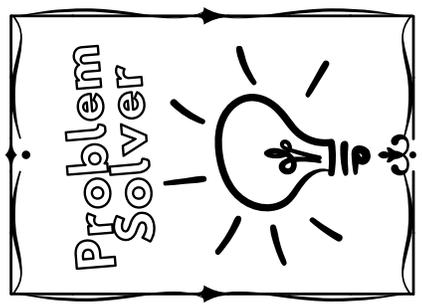
SELF-PORTRAIT OF A KIND KID



WORDS & PHRASES FOR YOUR SELF-PORTRAIT COLLAGE

GIVER OF

HELPER OF



**Today, we created collage portraits of ourselves and our values.
My favorite part of my Portrait of a Kind Kid is**

Let's take this idea further and create a Family Portrait Collage!

KEY QUESTION: What kind of family will we strive to be?

A Note for Parents:

The values we intentionally encourage and practice within our families shape our family culture. These values inform our thoughts, behavior, and identity. That's why clearly defining and talking about your own family's core values is so critical.

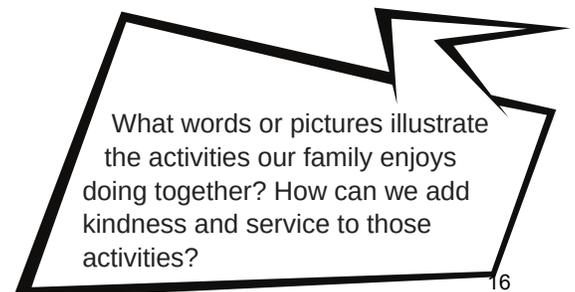
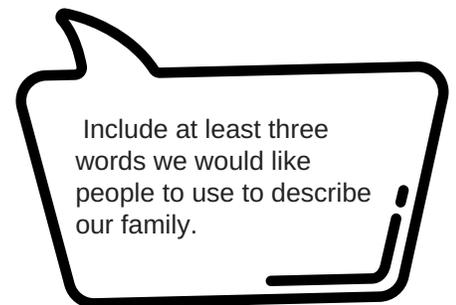
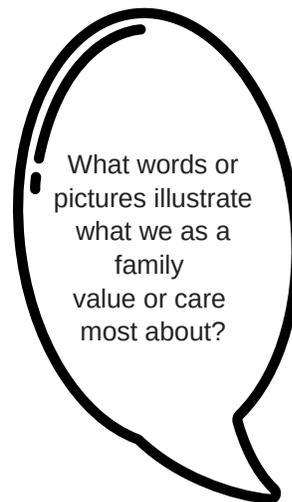
Research indicates there is often a gap between what parents say they value and the messages they convey to their children. That's why it's important to have ongoing conversations about your values as you brainstorm how to make a difference. This project is designed to help you start these conversations.

What You'll Need

- Background paper (standard or legal size)
- Family photo(s)
- Collage materials, including recycled books or magazines
- Crayons, markers, or colored pencils
- Scissors, Glue sticks

Instructions

- Create a colorful background on blank paper.
- Cut out words and images to include on your Family Portrait Collage
- As you work, discuss the featured questions. Work your answers into your collage.
- Artfully glue the words you come up with around the silhouette (or photo).
- Embellish your collage by drawing or cutting out images to go along with your ideas.
- Hang your finished artwork to remind your family of your core values.



Lesson Agenda

➔ Discuss

Explore the key question with the discussion guide and featured resources:

- **What is Philanthropy?** by **Learning to Give** youtu.be/7_VfRdxuae8
- **The Money Tree** by Sarah Stewart

➔ Do Good

Guide young learners in creating their own **Giving Jars** to help them while learning about the many different ways we all have the power to live generously.

➔ Lead the Homework

Inspire learners to lead their families in playing **Live Generous B-I-N-G-O**

AS PEOPLE ENTER: While we get settled, you can take a minute to write down one way someone has helped you lately and one way you or your family have helped someone else. Invite students to share their ideas via sticky notes on a poster or using a whiteboard titled "Our Strong Community."

TIME TO SHARE: Take a moment to welcome the group. Invite students to share one of their two stories rapid-fire (if they choose). These everyday acts of support and kindness make our community a great place to live, work, and learn in.

Today we're going to learn about "philanthropy", does anyone know what this word means? *Invite sharing raised hands.*

It's a tricky word. Let's see if this quick video can help us out. We're about to see a lot of different people answer the question "What is philanthropy?" While you're watching, jot down the answers or phrases that you like. Be sure students have writing materials with them.

What is Philanthropy? by Learning to Give

(5 min 38 seconds https://youtu.be/7_VfRdxuae8)

SMALL GROUP DISCUSSION: For the next few minutes, turn to your neighbor and work together to come up with a definition of the word philanthropy that you both like. Invite each pair or group to share their definitions with the group. Virtual breakout rooms may work for remote learners.

Philanthropy really just means GIVING or HELPING OTHERS.

LARGE GROUP DISCUSSION: Let's brainstorm together some of the different ways we could be philanthropists, giving what we can to help others. We're going to go around the room and each offer up one idea of a way we can give our time, our talent, or our treasure to help other people, creatures, our community, or the planet. Invite students to add their ideas to post-it notes on a large piece of poster paper or use dry erase markers on the board. Smaller groups may want to go around the room two or three times to fill your board or poster with ideas.

To brainstorm lots of ideas, keep asking questions like:

- How do you help people at home?
- Do you have a favorite sport or hobby? How could you use it to help others? Like playing piano at a nursing home, reading to animals in a shelter, donating soccer balls to a homeless shelter.
- Do you know anyone in your community who needs a smile or a little help? Like a friend or neighbor struggling with illness, grief, or stress.

Look at all of these ideas we've come up with together. If each of us just gives a little, it can add up to a lot of generosity in our community!

LESSON 3: WHAT IS A PHILANTHROPIST?

Group Discussion Continued

Today, we're going to create Giving Jars to help us collect treasure for a cause you care about. Have any of you donated your own money to a charity before? *Invite sharing.*

Don't worry about how much you can save to make a donation. Even a donation of \$5 can make a big difference in our community.

- \$5 donated to the local food pantry can buy \$50 dollars worth of groceries for a family in need because they have access to discounts and bulk food supplies.
- \$5 donated to the local homeless shelter can pay for the transportation to and from a job interview to help someone move past troubled times.
- \$5 donated to a children's hospital can purchase an activity kit that will put a smile on the face of a sick child.

Those are just a few examples. There are charities working on every cause you can think of. You can make a difference in so many different ways, it's almost mind-boggling.

Let's take a minute to brainstorm ways we can add money for our Giving Jars.

Prompt kids to come up with ideas: You could:

- Save a portion of your allowance.
- Clean out junk drawers and car consoles at home.
- Ask friends and family to make a contribution.
- Hosting a bake sale or a lemonade stand.
- You might even want to convince your family to "feed" your Giving Jar when something positive happens in your life to "pay it forward."

Empower Students to Lead



Leave 5 minutes at the end of class for students to fill in the blanks on their take-home page and explain the take-home project.



When you go home, it is your job to LEAD your family in this same sort of conversation.

The take-home sheet and unique, Live Generously B-I-N-G-O game make it easy to include small acts of generosity in regular family life.

Notes for Group Leaders

- Consider breaking this lesson into pieces. Read the book and host the discussion one day. Make time for the art project another day.
- If working remotely, distribute project materials ahead of time. Or encourage students to use materials around their home to create their own Giving Jar.

The Money Tree

Great stories ✨ GOOD ideas

Read this book again, looking closely at the illustrations. Which items did you fail to notice on your first reading?

**DOING
GOOD
TOGETHER.** The Money Tree
by Sarah Stewart

Create the Good!

Draw your own money tree and together write a sentence or two about what you would do if one grew in your yard.

**DOING
GOOD
TOGETHER.** The Money Tree
by Sarah Stewart

What routines do you look forward to in spring, summer, fall, and winter?

Look back through Miss McGillicuddy's year. What does she do each month?

**DOING
GOOD
TOGETHER.** The Money Tree
by Sarah Stewart

Where do you think the money tree came from?

**DOING
GOOD
TOGETHER.** The Money Tree
by Sarah Stewart

The Money Tree

Great stories. ✨ GOOD ideas

Why do you think Miss McGillicuddy doesn't use the money from the tree?



The Money Tree
by Sarah Stewart

If you were suddenly given a lot of money, what would you do with it?



The Money Tree
by Sarah Stewart

Is it possible a money tree would make your life worse? How might that happen?



The Money Tree
by Sarah Stewart

Why do you think Miss McGillicuddy cut the tree down in the winter?



The Money Tree
by Sarah Stewart

LESSON 3: SELF PORTRAIT OF A KIND KID

Big-Hearted Classroom *Group Activity*

Create your own Giving Jar to collect charitable donations. When it's full, decide where you would like to donate the money.

Possible Recipients

Introduce learners to a few local charities, like a food pantry, homeless shelter, animal rescue center, or environmental advocacy group just to help them think through the possibilities. Take it further and print fact sheets from these organizations for students to look at.



What You'll Need

- Container (paper soup bowls with lids, shoe boxes, aluminum cans with colorful duct tape lids) with an opening cut into the top
- Decorating supplies (stickers, colorful tape, Sharpies, etc.)

Instructions

- Decorate the container.
- Take it home and place it somewhere you won't forget about it.
- Add donations when you can.
- When your box is full, count your donation and take or send it to your chosen organization.

Group Discussion Questions

- Can you think of any other ways to fill your Giving Box?
- Do you think it is a good idea to share extra money with others? Why or why not?
- Is it hard to think about giving away your money?
- Is there something you can do to remind yourself of the value of giving?
- If you had \$1,000 (or a money tree) and had to give it away, where would you give it?

Today, I created a Giving Jar and became a junior philanthropist.

Big-Hearted Classroom
Kindness Homework

Today, we learned about the many different ways we can be philanthropists, and I created my own Giving Jar. I'm thinking about collecting donations for

Let's take this idea further as a family!

**KEY QUESTION: How are we living generously?
And what else can we do?**

A Note for Parents:

Today we learned what it means to be a philanthropist. We also learned that living generously doesn't mean giving away all that you have or giving away more than you can afford. It simply means making donations – of money, time, or talents (as a volunteer) – to causes you care about when and how you can. And living generously does two amazing things. It meets real needs for the organizations we donate to, and it gives us the good feeling of making a difference.



LIVE GENEROUSLY

A Family B-I-N-G-O Fundraiser

1. Decide as a family which charity you'll support with the Giving Jar you created with your group.
2. Decide whether you will donate coins, dollars, or IOUs to your jar.
3. Fill blank spaces with your own creative ways to feed your Giving Jar.
4. Complete 5 in a row. Or keep going! Can you complete every square?



<p>Discuss: What was the last thing you shared? How did it make you (and the recipient) feel?</p>	<p>Start a Habit: Inspire kids to split funds three ways: spend, save, share</p>		<p>Feed Your Jar: What are you grateful for today? Add to your jar for each one.</p>	<p>Feed Your Jar: Make a list of people who make life better for your family. Add to your jar for each one.</p>
<p>Start a Habit: Offer a treat and/or a thank-you note to someone you appreciate.</p>		<p>Discuss: How do we know if someone around us needs help or support? What are the clues?</p>	<p>Feed Your Jar: Count how many pieces of fruit you have in your home. Add to your jar for each one.</p>	<p>Feed Your Jar: Skip an impulse buy or a "want" and add that amount to your jar.</p>
<p>Discuss: How can/do you use your unique skills to make someone smile?</p>	<p>Feed Your Jar: Add to your jar for every pair of shoes in your house.</p>			<p>Start a Habit: Reach out to a senior friend or family member with a call or video chat.</p>
<p>Feed Your Jar: How much does your favorite snack cost? Donate that much money to your jar.</p>		<p>Start a Habit: Pack sturdy gloves and a trash bag and pick up litter each time you visit a park.</p>	<p>Discuss: If you had a money tree, how would you use the cash?</p>	<p>Feed Your Jar: How many books are on your bedside tables? Add to your jar for each one.</p>
<p>Feed Your Jar: Create a poster or newsletter to inspire friends and family to feed your jar.</p>	<p>Discuss: How does the charity you chose spend the donations it receives?</p>	<p>Feed Your Jar: Make a list of good things that happened this week. Pay them forward by adding to your jar.</p>	<p>Start a Habit: Share guerrilla art! Consider sidewalk chalk art, painted stones, or colorful origami.</p>	

Lesson 4: How Can We Help the Hungry?

Big-Hearted Classroom

Group Discussion

Lesson Agenda

➔ Discuss

Explore the key question with the discussion guide and featured resources:

- **Growing Hope Against Hunger - Sesame Street**
<https://youtu.be/vhJ6hfbn4x8>
- **The Lunch Thief** by Anne C. Bromley

➔ Do Good

Work together to decorate **Giving Bags** to kick off your mindful group donation drive for the food pantry.

➔ Lead the Homework

Inspire learners to lead their families, and perhaps friends and neighbors, in supporting the food pantry with a **Donation Scavenger Hunt**.

AS PEOPLE ENTER: While we get settled, you can take a minute to write down one way someone has helped you lately and one way you or your family have helped someone else. Invite students to share their ideas via sticky notes on a poster or using a whiteboard titled "Our Strong Community."

TIME TO SHARE: Invite students to share one of their two stories rapid-fire (if they choose). These everyday acts of support and kindness make our community a great place to live, work, and learn.

Today we're going to talk about hunger in America. And we're going to work together to make a difference for people in our community who are going through tight times.

Everyone experiences hunger some of the time, but what do you think would happen to your body and your feelings if you were often hungry, like too many kids in our communities?

(Note: Remind kids that everyone experiences some of these at times, but kids without enough to eat experience more of them, more often.)

- Slower growth
- Weakened immune systems, which means getting sick more often
- Higher than average rates of asthma
- Lower test scores
- Behavior problems, like fighting, mood swings, and anxiety
- Being late or missing school

Let's play true or false. I'm going to read a few statements, and I'd like you to call out whether you think the idea is accurate or not. These myths are based on information from FeedingAmerica.org.

Hunger is a problem in other countries, but not in the United States.

- **False.** There is hunger in every community in the United States. For many reasons, people sometimes don't have enough money to buy enough healthy food. They may be our neighbors. They may be our friends at school.

HOW CAN WE HELP THE HUNGRY?

Group Discussion Continue

Families who are hungry must not have a job, and probably don't have a home either.

- **False.** More than half of those who struggle with hunger also work, and most (93%) have homes. Many people needing food assistance are children, and many are elderly who are unable to get a job or get to the grocery store. For some families, after they have paid rent and other bills, there isn't enough money left for groceries.

If you have a good education and a good job, you will always have enough to eat.

- **False.** Sometimes things happen in our lives that we can't control. Unexpected challenges like a medical emergency or natural disaster may make it impossible to continue working, which can make paying the grocery bill incredibly challenging.

Let's watch a video that will help us see the real stories behind these busted myths.

Growing Hope Against Hunger - Sesame Street

3 min 58 seconds <https://youtu.be/vhJ6hfbn4x8>

We can see how important it is for communities to come together and help people through difficult times. Today we're going to kick off a donation drive for our local food pantry by decorating donation bags and inspiring our family - and maybe our friends and neighbors - to give.

Take a few minutes to explain your specific plan in greater detail and brainstorm ways to inspire generous donations.

SMALL GROUP DISCUSSION: For the next few minutes, turn to your neighbor and work together to come up with a few creative ways to inspire your family, your friends, or your neighbors to support the local food pantry. Whom can you ask to help you fill your giving bag? What could you tell them to inspire them to make a donation? *Invite each pair or group to share their ideas with the group.*

Consider reading and discussing **The Lunch Thief** while kids decorate.



Take it Home



Invite kids to encourage their families to "adopt" the local food pantry. The take-home activity will make it easy for helping the hungry to become a regular part of family life. Remind them they will have a chance to share their family's story at your next meeting.

Notes for Group Leaders

- Consider breaking this lesson into pieces.
- Before you get started, make your plan. Will your group be supporting an organization-wide food drive? Will students bring donations to your next meeting or drop them off elsewhere?
- Remember, the goal is to encourage long-term support for the food pantry and an understanding of the issue of hunger.
- Call the local food pantry and ask what donations they most need. Add suggestions to the blank spaces of your Giving Bag handout.

The Lunch Thief

Great stories, GOOD ideas

Rafael saw Kevin steal his lunch. Why doesn't he tell a teacher right away? What do you think the teacher would have done?



The Lunch Thief by
Anne C. Bromley

In the beginning, the boys are making judgments about one another. Can you remember them? Can you think of a time when you felt judged or judged someone unfairly?

Remind listeners:

- Rafael assumes Kevin could pack a mean punch
- Kevin calls Rafael dough boy and says he has a funny name



The Lunch Thief by
Anne C. Bromley

Rafael's Mama tells him "fighting is for cowards" and "use your mouth before your fists."

What do these two reminders mean to you?



The Lunch Thief by
Anne C. Bromley

Rafael "uses his mouth before his fists" by getting to know Kevin better. What does he learn?

Does this change how Rafael (and you) think about Kevin?



The Lunch Thief by
Anne C. Bromley

The Lunch Thief

Great stories, GOOD ideas

How does Rafael decide to stop the lunch thief? Can we think of any other ways he might have solved this problem?

*Try saying:
Sometimes it takes creativity to solve conflicts with friends. Let's brainstorm some more ideas.*



The Lunch Thief by
Anne C. Bromley

What do you know about organizations in our community that help to feed the hungry and house the homeless? What can we do to help?

*Try saying:
Do a little research ahead of time. Share a couple of specific organizations kids should know about.*



The Lunch Thief by
Anne C. Bromley

Rafael learns that Kevin has been through a lot after recent wildfires swept through his town. Take a minute to imagine how you would be feeling and what you would be thinking or worrying about if you were in Kevin's situation.

*Try saying:
Personal difficulties can make people act in ways they wouldn't normally.*



The Lunch Thief by
Anne C. Bromley

Can you think of someone you have judged to be tough or difficult? Let's think of some ways we can offer compassion and build a foundation for friendship.

Try saying:

- *We could ask more questions and listen well (the way Rafael found out where Kevin was from).*
- *We could offer kindness.*
- *We could try to see things from their perspective.*



The Lunch Thief by
Anne C. Bromley

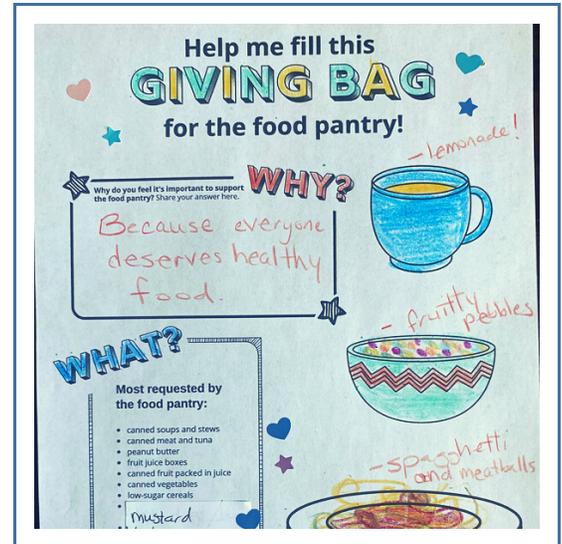
DECORATE GIVING BAGS

Big-Hearted Classroom
Group Activity

Between now and our next meeting, we will gather donations for our local food pantry. *Share your specific plan's details.* To get our donation drive started, we're going to decorate a giving bag with a label designed to inspire more food pantry donations.

What You'll Need

- Giving Bag Label (one per person, included)
- Bag for each participant (plain paper)
- Markers or crayons
- Decorating supplies such as stickers, stencils, or stamps (optional)
- Stapler or glue stick



Instructions

- Pass out the decorating supplies, bags, and labels.
- Decorate bags and labels.
- Encourage children to be creative with their decorating and to have fun.
- Attach the labels to the bags with a stapler or a glue stick.
- While your artists are at work, read aloud the list of most-requested foods.
- Explain your plan for returning donations.

Group Discussion Questions

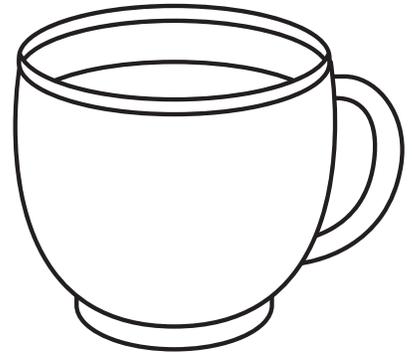
- Why would the foods on this list be good to have at the food pantry?
- Should we set a goal for how many food items our group hopes to collect for the food pantry? Ten food items per person? More? Less?
- What are other ways you could collect food pantry donations? Could you ask neighbors for a contribution? Family members? Collect “buy one, get one free” coupons and donate the free item?

Help me fill this GIVING BAG for the food pantry!



Why do you feel it's important to support the food pantry? Share your answer here.

WHY?

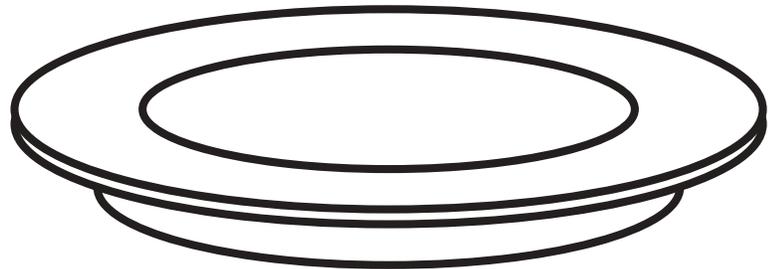
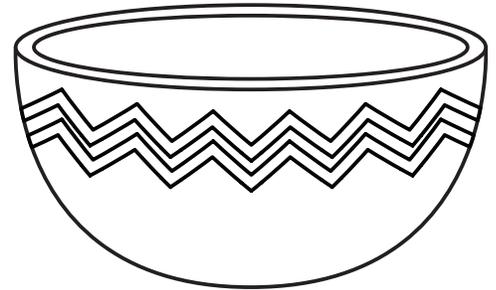


WHAT?

Most requested by the food pantry:

- canned soups and stews
- canned meat and tuna
- peanut butter
- fruit juice boxes
- canned fruit packed in juice
- canned vegetables
- low-sugar cereals

- _____
- _____



If you could make a meal to feed everyone who struggles with hunger, what would you share with them? Draw or write your answer on the empty dishes above.

Today, I decorated a Giving Bag to launch our Food Pantry Donation Drive!

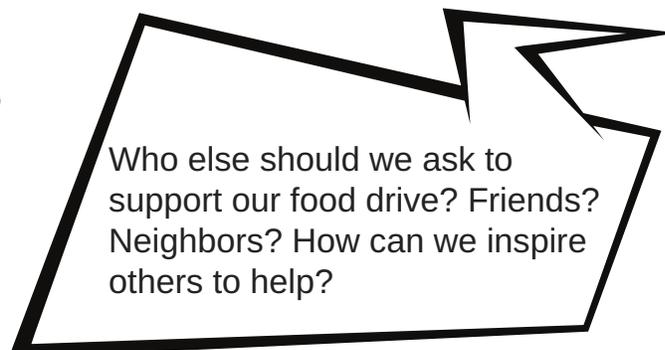
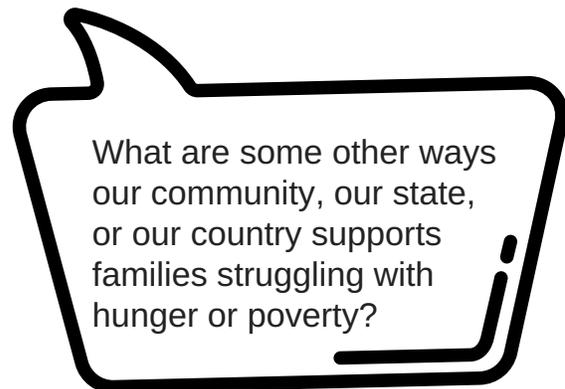
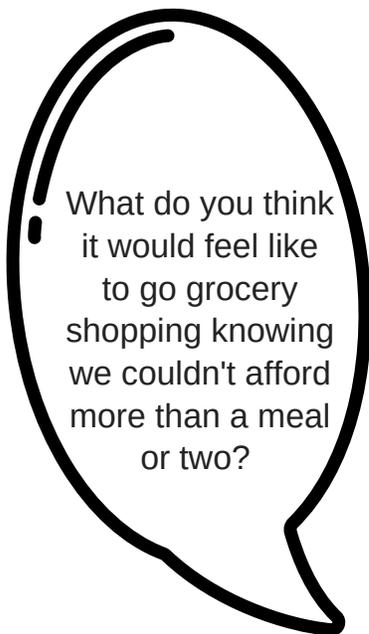
Big-Hearted Classroom
Kindness Homework

Today, we learned about the complicated issue of hunger in communities all over the United States. Now that we know more about the problem, we want to be part of the solution.

**We're collecting food for our local food pantry!
Donations are due by:**

KEY QUESTION: What are some other ways we can support people in our community who are going through tight times?

Let's talk about hunger, then use the Scavenger Hunt handout to find key food pantry items to donate:





Grocery Store Scavenger Hunt

For Food Pantry Favorites

 **Canned Soups & Stews**

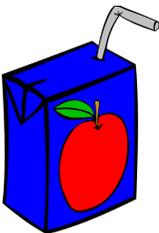
 **Canned Fruit Packed in Juice**

 **Canned Vegetables**

 **Canned Meat & Tuna**

 **Low Sugar Cereal**

 **Peanut Butter or Soy Butter**

 **Juice Boxes**

 **Coffee, Cocoa, or Tea**

 **Crackers & Kid Snacks**

 **Laundry Soap & Dish Soap**

Lesson 5: How can we soothe anxiety?

Big-Hearted Classroom

Group Discussion

Lesson Agenda

➔ Discuss

Explore the key question with the discussion guide and featured resources:

- **“Just Breathe” by filmmakers Julie Bayer Salzman and Josh Salzman** youtu.be/RVA2N6tX2cg
- **Ruby Finds a Worry by Tom Percival**

➔ Do Good

Work together to create **Stress Fidgets** to share with a nonprofit supporting kids experiencing stress.

➔ Lead the Homework

Empower kids to teach their families about managing strong emotions and make a plan to handle stress using **two creative worksheets**.

AS PEOPLE ENTER: While we get settled, you can take a minute to write down one way someone has helped you (or shared kindness or made you smile) lately and one way you or your family have helped someone else. Invite students to share their ideas via sticky notes on a poster or using a whiteboard titled “Our Strong Community.”

TIME TO SHARE: Invite students to share one of their two stories rapid-fire (if they choose). These everyday acts of support and kindness make our community a great place to live, work, and learn.

Today we’re going to talk about stress, anxiety, worry.

Everyone experiences these strong emotions, and they are something we all need to get really good at addressing. Let's watch a video that will show us one technique lots of people rely on.

“Just Breathe” by filmmakers Julie Bayer Salzman and Josh Salzman (3 minutes, 41 seconds) youtu.be/RVA2N6tX2cg

Raise your hand if you've been taught some kind of breathing technique to allow a feeling of stress or worry or anxiety to pass. Allow students to share their own techniques if they have them.

Stress and worry can have a real impact on our bodies and our minds. Can anyone think of some ways the feeling of stress or worry might make everyday life more difficult? Physical manifestations like tummy aches or headaches, lack of focus, feelings of sadness or depression, etcetera.

SMALL GROUP DISCUSSION: Let's break into groups of 2 to 4 and spend time brainstorming answers to these three questions:

- **How can we recognize stress and anxiety?** What do stress and anxiety sound like, in yourself and/or your family members? In other words, what are the clues that someone is experiencing stress? What facial expressions do you notice? Postures? Words or actions?
- **What are some strategies you or your family members use to calm down when you are feeling stressed?**
- **What can you do to help** if you notice a friend, family member, or classmate is stressed or worried?

After a few minutes, regroup and invite small groups to share their observations and helping strategies.

LARGE GROUP DISCUSSION:

Learning to recognize, name, and understand the many different emotions we experience is an important skill to master, to be our best selves -- and to make a difference in our communities. By learning to recognize these feelings in ourselves, we can understand and sympathize with the feelings other people are having. This is at the heart of empathy and caring.

Think of it this way. Ask for a volunteer to play the role of "inner calm." You'll need more volunteers as you go, to walk theatrically in a large circle around the "inner calm" volunteer like shifting emotions.

Everyone has a core sense of inner calm, think of the feeling you had during the "Just Breathe" video. Let's think of that inner calm - played by our kind volunteer - as your home base.

Around your home base, your inner still point, the weather is constantly shifting.

- The temperature has its ups and downs, just like our feelings. Call up a couple of feelings volunteers. Offer emoji stickers or representations of happiness, worry, excitement, and loneliness. Name them, then invite them to walk around the still point in a wide circle. Volunteers must remain silent but can use body language to act their part.
- Sometimes rain clouds move in for a few dreary days. Call up a volunteer to play sadness while moving around the "still point" two times. While sadness is circling, "happiness and excitement" sit down.
- From time to time big storms blow through and rattle things around. Call up a volunteer to play anger. All other emotions sit down as anger ferociously stomps around the circle once.

Invite your volunteers to take a bow and have a seat.

Who held your attention during that little skit? Was it easy to forget about the still point, quiet at the center?

- Around your still point, your emotions shift constantly, just like weather around your home.
- Your emotions might storm and blow. You will certainly notice these changes in the weather, these big emotions.
- But at your home base, your inner still point will be calm and safe.
- You know that no matter how stormy the world seems, sunny days will return.

Today, we're going to create fidgets to share and one to keep. Show an example. This fidget is one tool you can use to remind yourself to take a breath, come back to your still point, and notice the emotional weather happening around you.

Consider reading and discussing **Ruby Finds a Worry** while kids decorate the cards for their fidgets.

Notes for Group Leaders

- Consider breaking this lesson into pieces.
- Before you get started, make your plan. Where will you donate your fidgets? Call a nonprofit that supports kids in crisis or a neighborhood organization that supports struggling families.
- Use props (emoji stickers, stuffed animals) to represent the emotions during the skit.
- Bring enough materials to allow students to create a fidget and card to donate, one for a person they know who needs support, and one for themselves.

Ruby Finds a Worry

Great stories, GOOD ideas

What is a worry?
How would you describe a worry?



Ruby Finds a Worry
by Tom Percival

Ruby loves to swing, explore, and play. What do you love to do?



Ruby Finds a Worry
by Tom Percival

Why do you think Ruby's worry grew and grew?
Have you ever felt like you had a worry that grew and grew?



Ruby Finds a Worry
by Tom Percival

What's the worst thing you can do about a worry, according to our story?



Ruby Finds a Worry
by Tom Percival

Ruby Finds a Worry

Great stories, GOOD ideas

How does Ruby feel when she discovers that other people have worries too?



Ruby Finds a Worry
by Tom Percival

What shrinks Ruby's worry?



Ruby Finds a Worry
by Tom Percival

How can you tell when someone else is feeling worried or sad or angry? What clues do we look for?



Ruby Finds a Worry
by Tom Percival

What can we say or do to comfort others when they are stressed? To comfort ourselves?



Ruby Finds a Worry
by Tom Percival

MAKE FIDGETS TO FIGHT ANXIETY

These therapeutic stress balls are simple to assemble and satisfying to manipulate.

Possible Recipients

Reach out to a local organization caring for children in crisis. They are often happy to have a stress fidget and an encouraging card to share with their young clients. Catholic Charities, social workers, or a nonprofit may all be good options. Challenge students to create a fidget and a card for kids dealing with difficult situations. Then they may make a fidget for themselves and one to share with a friend or family member working through a stressful time.



What You'll Need

Fidget supplies:

- 12" Balloons (2 per fidget)
- Scissors
- Spoon
- Dried beans (black beans or lentils)
- Small Funnel that fits your beans (sports water bottle tops work well)

Cardmaking supplies:

- Cardstock
- Markers, crayons, or colored pencils
- Stickers

Instructions

- Select two balloons of different colors.
- Attach one balloon to the funnel.
- Add spoonfuls of beans to the balloon. Press them through the funnel until the balloon is about the size of a golf ball.
- Remove the funnel and knot the balloon.
- Cut off the narrow end from the remaining balloon.
- Nest the knotted end of your first balloon inside the second balloon to create a smooth, brightly colored fidget.
- Craft a cheerful, encouraging card to attach to the fidget.
- Create another fidget to share with a friend or family member who may feel stressed.

Group Discussion Questions

- What are some ways we can use our fidgets to soothe our own anxiety?
- How can talking about our feelings help us be more understanding of others?
- How do you think other kids will feel when they receive our donated fidgets?
- Whom do you plan to give your fidget to, personally? Do you know anyone experiencing extra stress or anxiety lately?

Today, I created stress fidgets and learned about coping with strong emotions.

Big-Hearted Classroom
Kindness Homework

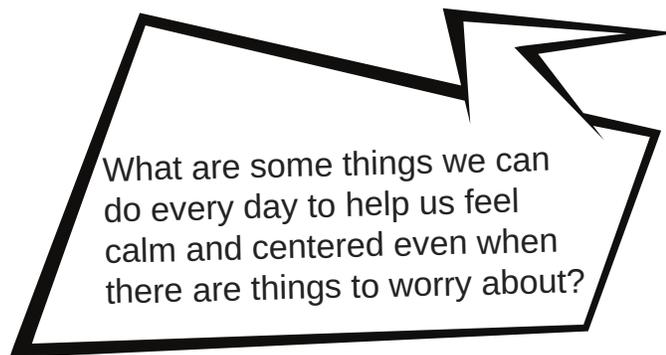
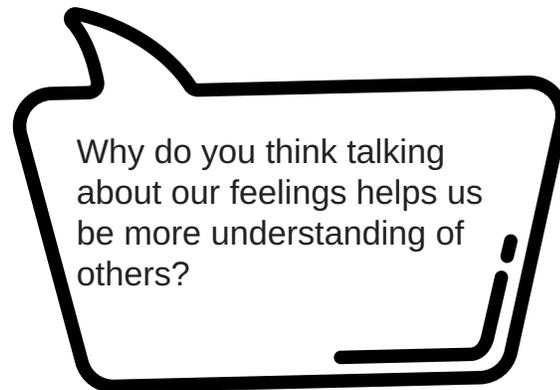
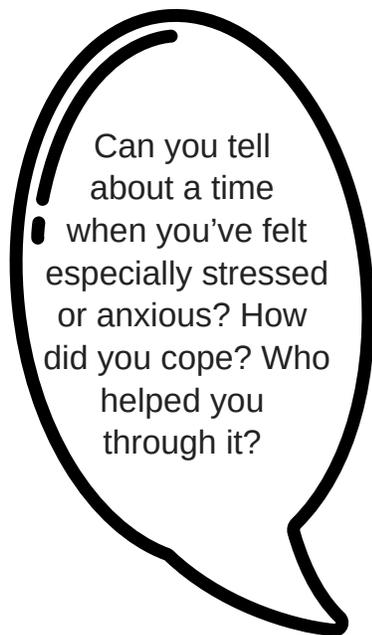
We created stress fidgets for ourselves and for others.
We are giving the fidgets we created to

a local organization helping kids

someone in my life who may be coping with stress or worry

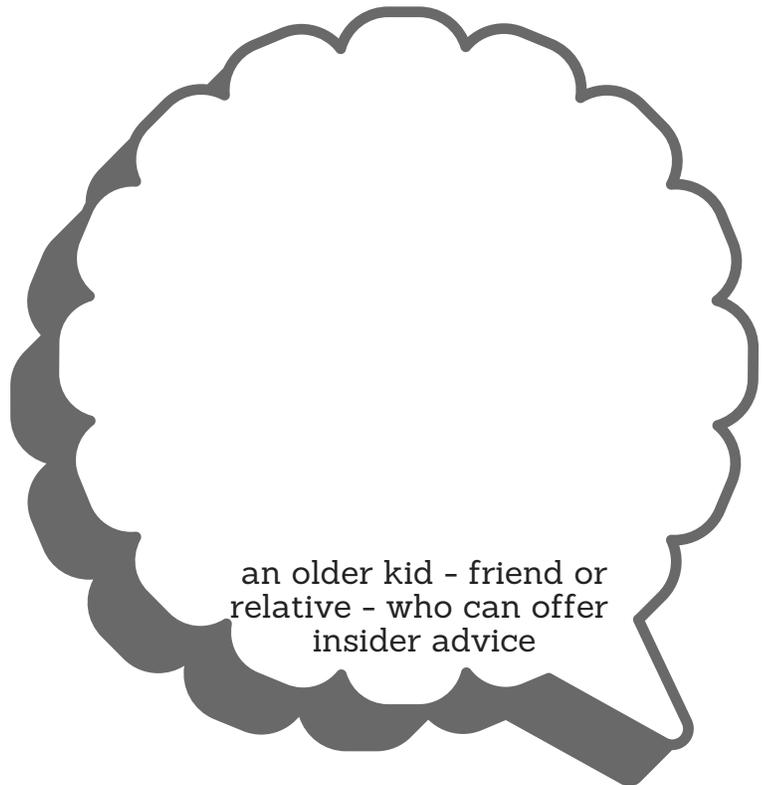
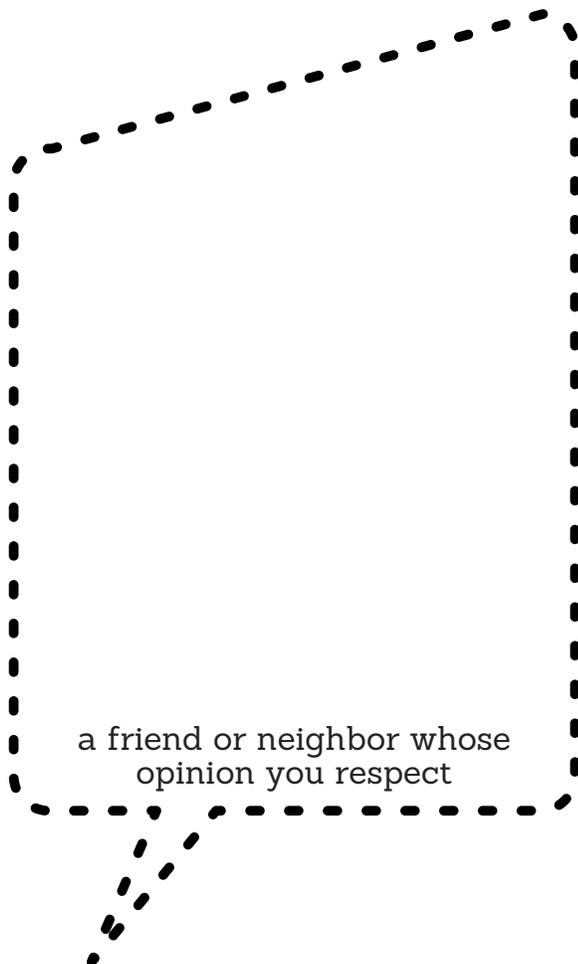
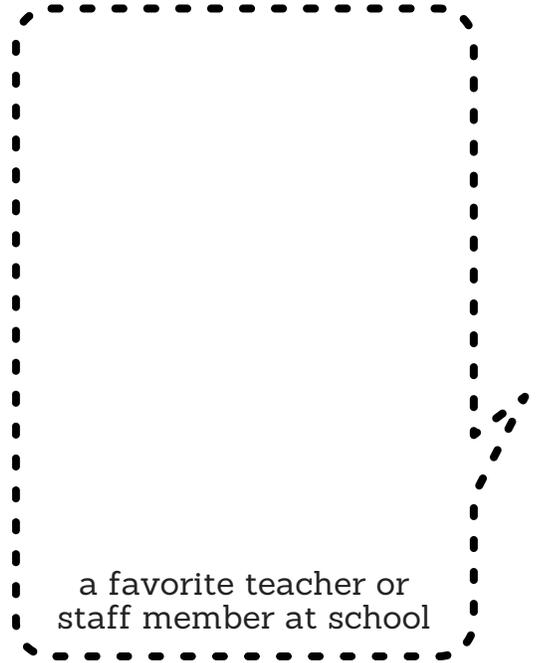
KEY QUESTION: How can we recognize, name, and understand the strong emotions we may be feeling?

- I'm bringing home two worksheets we can talk through together.
- The discussion questions below will help us ponder today's topic as well.



Who do you tell?

Feeling worried? Frustrated? Sad? Don't face it alone! Draw a picture or write the name of one or two people who fit the description in each bubble. Talk with your family about how you could reach out to each of these people if you needed extra support.



How do you find your **calm**?

You can help yourself stay calm and centered in troubled moments by making a plan ahead of time. Circle your favorite strategy in each bubble. Then practice each strategy so you'll know what to do next time you feel anxious or stressed.

Notice your breath.

- Breathe in 4 counts. Hold it 4 counts. Release 8 counts (4x)
- Take deep breaths while listening to a favorite song.
- Discover your own method!

Do something you LOVE!

- Move your body (play a sport, dance to a song, go for a walk)
- Write/draw in a journal
- Read a book
- Share a kindness with someone else
- Write your own idea:

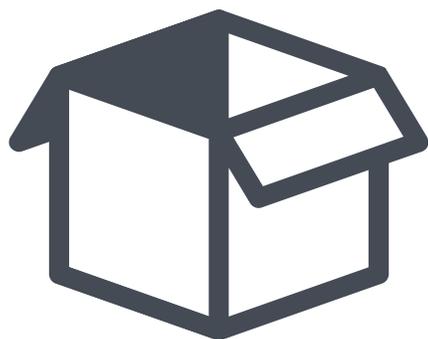
calm

Repeat a mantra while breathing.

- I've got this.
- This won't last forever.
- Big heart. (Breathe in.)
Fierce Spirit. (Breathe out.)
- I am safe. (Breathe in.)
I am loved (Breathe out.)
- Write your own mantra!

Connect with nature.

- Step outside. Notice what you can see, smell, touch, hear.
- Play with a pet.
- Visit a special outside space.
- Or spend time at you favorite outdoor activity:



Put together a Feel Better Box.

Gather something calming for each of your senses - something you enjoy the feeling of, the sound of, the taste of, the smell of, and the sight of. Keep them in a box in your room and return to this box whenever you are feeling stressed.

Lesson 6: How can we celebrate diverse books?

Big-Hearted Classroom

Lesson Agenda

➔ Discuss

Explore the key question with the discussion guide and featured resources:

- **Kids Share Why They Love Literacy:** youtu.be/FY00soBKIHA
- **Excerpts from A Velocity of Being: Letters to a Young Reader** edited by Maria Papova

➔ Do Good

Work together to **Create Bookmarks** to share with a local library, friends, and family, or your community.

Optional: Consider hosting a book drive to share books with a shelter or school.

➔ Lead the Homework

Empower kids to lead their families in sharing **Library Tear-Off Posters** that celebrate their favorite big-hearted books.

Group Discussion

AS PEOPLE ENTER: While we get settled, you can take a minute to write down one way someone has helped you in the last few weeks and one way you or your family have helped someone else. Invite students to share their ideas via sticky notes on a poster or using a whiteboard titled "Our Strong Community".

TIME TO SHARE: Take a moment to welcome the group. Invite students to share one of their two stories if they would like to. These everyday acts of support and kindness make our community such a great place to live and work and learn in. Keep this going!

Today, we're going to spend time together helping out our community in a more intentional way: we're going to introduce people to diverse books that will help us all walk in someone else's shoes.

LARGE GROUP DISCUSSION: Today we'll be creating colorful bookmarks to share with readers in our community. **(Optional: and we'll be collecting diverse books to share with _____).**

Raise your hand if you enjoy reading. Invite students to share rapid-fire, in 1 or 2 words, what they are currently reading.

Author George R.R. Martin wrote: "A reader lives a thousand lives before he dies. The man who never reads lives only one."

- What do you think this means?
- Do you agree?
- Why do you think it might be important to read diverse books, books about lots of different people with different backgrounds, abilities, and experiences? It's an opportunity to "live" lots of different lives and understand lots of different experiences.

In this way, reading strengthens our empathy muscles, our ability to understand the experiences and feelings of people even though they are living different lives than our own.

It's also important to discover books that reflect your own unique experiences. Can you think of a book that has made you think: "Yes! I've had that experience!?" or "Yes, they're just like me!" Invite sharing.

- Why do you think it's important to be able to see people like yourself as the hero of the story?
- Why do you think it's important for libraries and schools to be filled with books that reflect all kinds of different experiences, abilities, and heroes?

Optional: This is why we're going to spend time collecting diverse books to donate to _____. We believe it's crucial to get great books that explore lots of different stories into the hands of more kids.

SO, WHY DO DIVERSE BOOKS MATTER?

Access to books featuring lots of different characters and experiences is important for a lot of reasons. Why do you think diverse books are important? (*Invite sharing.*)

- It's fun! Reading widely lets you get to know many different people, places, and experiences.
- It reminds us there are many ways to be a hero.
- It helps us think about what we might do when faced with the challenges in our books.
- It distracts us from everyday worries and boredom.
- Reading helps us understand the perspectives and lives of people with different experiences.
- The more books you encounter the more likely you are to find a book you love.

Even more importantly, kids who learn to read well by fourth grade are 4 times more likely to graduate than kids who struggle to read. Let's take a minute to hear from some other kids about why they love literacy and reading.

[Kids Share Why They Love Literacy](https://youtu.be/FY00soBKIHA)

<https://youtu.be/FY00soBKIHA>

(2 minutes, 52 seconds).

- This video shares an important message: reading and writing are powerful tools to share our stories, inspire each other, and learn about each other.

It's time to start our project to inspire fellow readers with these fun bookmarks! (*Share example bookmark. **Optional:** invite students to donate to a group book drive. Let students know where to bring donations, how to spread the word, and where your donations will be sent - see options below.*)

READ AND DISCUSS EXCERPTS FROM A VELOCITY OF BEING

- [Books Can Be Friends for the Lonely: Alain De Botton](http://www.brainpickings.org/2019/03/28/alain-de-botton-velocity-of-being-why-we-read/)
www.brainpickings.org/2019/03/28/alain-de-botton-velocity-of-being-why-we-read/
- [Books Can Empower Us to be Change Makers: Rebecca Solnit](http://www.brainpickings.org/2019/01/03/a-velocity-of-being-rebecca-solnit/)
www.brainpickings.org/2019/01/03/a-velocity-of-being-rebecca-solnit/

➔ Introduce the Take-Home Project



Leave 5 minutes at the end of class for students to fill in the blank on their take-home page and to prep them to lead an extension project at home.

When you go home, it is your job to LEAD your family in this conversation.

⬆ Notes for Group Leaders ⬆

- **Decide how you'll distribute your bookmarks:** Older students could gift them to younger students. You could bring them to the local library. **Optional:** you could use the bookmark creations to launch a book drive for an organization like
 - [Family-to-Family's Books 4 Life](#)
 - [Reach Out and Read](#)
 - Or a local shelter serving families.
- Make all photocopies in advance,
 - Bookmark templates (1 of each per student)
 - Take-home sheet (1 per student)
 - Take-home tear-off poster (1 per student)

A Velocity of Being:

Books Can Be Friends for the Lonely

Have you ever reached for a book when you were feeling lonely? What is it about books that help us feel less alone?

DOING GOOD TOGETHER. A Velocity of Being: Alain de Botton

"They explain us to ourselves," de Botton writes.

Have you ever read a book that helped you understand yourself better?

DOING GOOD TOGETHER. A Velocity of Being: Alain de Botton

Can you recommend a book that fits de Botton's description as a cure for loneliness?

DOING GOOD TOGETHER. A Velocity of Being: Alain de Botton

Do movies or television shows have this effect too? Why or why not?

DOING GOOD TOGETHER. A Velocity of Being: Alain de Botton

A Velocity of Being:

Books Can Empower Us to be Change Makers

Solnit uses lots of fun metaphors to describe books: horses that take you away, parties full of friends, etc. Can you think of a metaphor to describe the book you are reading right now?

**DOING
GOOD** A Velocity of Being:
TOGETHER. Rebecca Solnit

How can a book be a refuge from unhappy circumstances?

**DOING
GOOD** A Velocity of Being:
TOGETHER. Rebecca Solnit

What book would you recommend for a friend going through hard times?

**DOING
GOOD** A Velocity of Being:
TOGETHER. Rebecca Solnit

Solnit also says books are a gift writers give to strangers. Have you ever written to an author to say "thanks"? If you could, who would you write to?

**DOING
GOOD** A Velocity of Being:
TOGETHER. Rebecca Solnit

DECORATE BOOKMARKS

Possible Recipients

Together, students will decorate big-hearted bookmarks and make a plan to share bookish kindness in your community.

Decide how your club will share these bookmarks. Will you give them to younger students at a local school? Donate them to your media center? Or perhaps kids can bring bookmarks home to:

- stash in favorite library books as a surprise for the next borrower.
- leave in Little Free Libraries to inspire a stranger.
- give to people in need of a smile! Teachers, librarians, folks in nursing homes, friends, neighbors, family members. Anyone!



What You'll Need

- Bookmarks (included, printed on cardstock)
- Markers, colored pencils, or crayons
- Scissors
- Ribbon or yarn
- Hole punch
- Laminating paper or clear packing tape (optional)

Instructions

- Decorate your bookmarks. Be creative!
- **On the blank bookmarks**, write your favorite book suggestions featuring characters with very different life experiences from your own.
- Cut around the outside of the bookmarks.
- Seal with packing tape or laminating paper (optional)
- Use a hole punch where indicated. Thread yarn or ribbon through the hole and tie it into a decorative tassel.
- Share your creations with folks in need of a smile.

Group Discussion Questions

- How do you think people will feel when they receive your bookmarks?
- How do you feel when you get an unexpected gift?
- Do you think people will be inspired to try your book suggestions?
- Have you discovered any book titles today that you want to try? If possible, have samples of some of the books on the bookmarks or on the Read with Empathy Challenge to have on hand for students to explore.

Read with Empathy Challenge for Families

Practice walking in the shoes of another, one picture book at a time.



***The Day You Begin* by
Jacqueline Woodson**

What traits make you special or unique? How can you celebrate these traits?



***The Big Umbrella* by
June Bates**

Let's brainstorm ways we can be welcoming to new people.



***Last Stop on Market Street*
by Matt de la Peña**

Nana encourages CJ to stop complaining and to appreciate what he has. What helps you to be more appreciative?



***What Can a Citizen Do?* by
Dave Eggers**

How is our family practicing good citizenship? What more can we do?



***A Chair for My Mother* by
Vera Williams**

How did the community help the family after their apartment fire?



***Jabari Jumps* by Gaia
Cornwall**

Who has helped you overcome your fear and leap toward a goal?



***Dreamers* by
Yuyi Morales**

What does it mean to be a dreamer?



***Ruby Finds a Worry* by
Tom Percival**

Who do you talk to when you are feeling worried?



***Catching the Moon* by
Crystal Hubbard**

What big dreams do you want to work toward for now?



***Just Ask: Be Different, Be Brave, Be You* by Sonia
Sotomayor**

How are you different than other kids, and what strengths have your differences helped you develop?



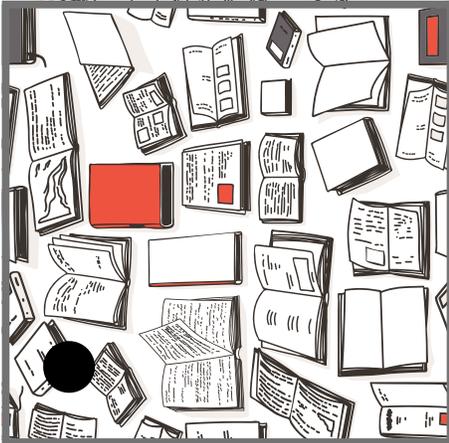
***I Walk with Vanessa: A Story about a Simple Kindness* by Kerascoët**

What does courage look like? Can you think of a time when you stood up for someone else?



***Thank You, Omu!* by
Oge Mora**

How does your family live generously, like Omu?



GREAT BOOKS ARE LIKE GOOD FRIENDS

They stick with you
all your life.



● 5 DIVERSE NOVELS FOR YOUNG ADULTS

- *Aristotle and Dante Discover the Secrets of the Universe* by Benjamin Alire Saenz
- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
- *On the Come Up* by Angie Thomas
- *Long Way Down* by Jason Reynolds
- *Starfish* by Akemi Dawn Bowman
- Discover more inspiring titles at DiverseBooks.org

DOING Share
GOOD kindness.
TOGETHER. Start now.

DoingGoodTogether.org

● READ A MILE IN SOMEONE ELSE'S STORY

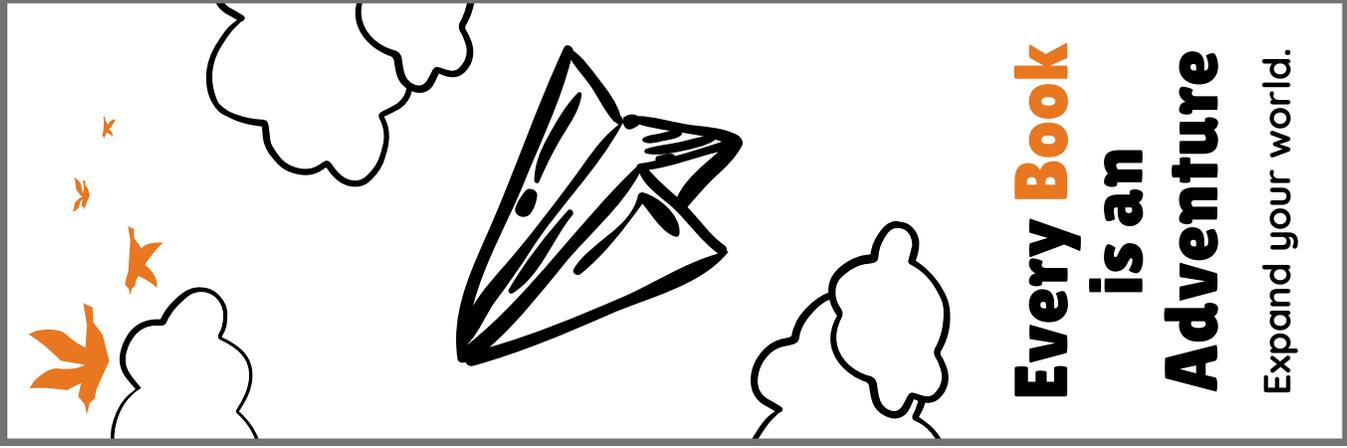


● 5 DIVERSE
**NOVELS FOR
MIDDLE GRADE
READERS**

- *Apple in the Middle* by Dawn Quigley
- *The Epic Fail of Arturo Zamora* by Pablo Cartaya
- *As Brave as You* by Jason Reynolds
- *Blackbird Fly* by Erin Entrada Kelly
- *The Grand Plan to Fix Everything* by Uma Krishnaswami
- Discover more inspiring titles at ColoursofUs.com

DOING Share
GOOD kindness.
TOGETHER. *Start now.*

DoingGoodTogether.org



**Every Book
is an
Adventure**

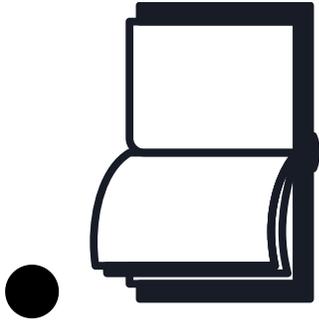
Expand your world.

5 DIVERSE PICTURE BOOKS

- *You Matter* by Christian Robinson
- *The Day You Begin* by Jacqueline Woodson
- *Dreamers* by Yuyi Morales
- *Jabari Jumps* by Gaia Cornwall
- *Jingle Dancer* by Cynthia Leitch Smith, Cornelius Van Wright, and Ying-Hwa Hu
- Discover more inspiring titles at DiverseBooks.org

**DOING
GOOD
TOGETHER.** Share kindness. Start now.

DoingGoodTogether.org



READ

**WITH ME AND
TOGETHER
WE CAN**

**CHANGE
THE
WORLD**



One reason I think it is important to read about lots of different kinds of people and their stories is

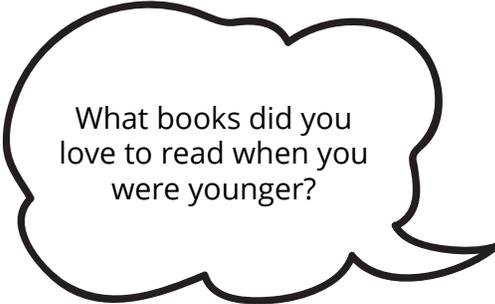
KEY QUESTION: How can we celebrate, share, and elevate diverse books?

A Note for Parents:

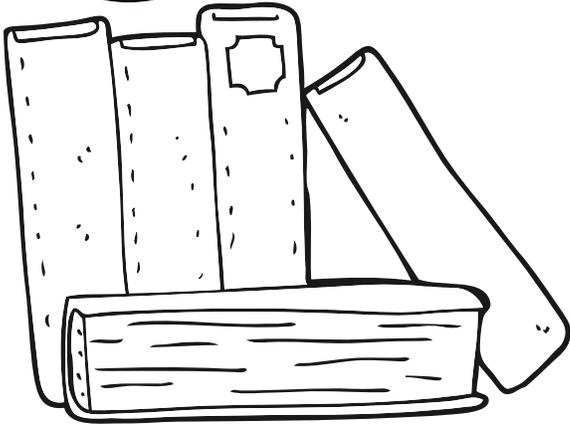
Emerging research is demonstrating what book lovers have always known instinctively: reading is an incredible tool for developing empathy, compassion, and insight into the world of others. Making time to read with your older kids, whether aloud together or simply by reading the same book simultaneously, will give your family the opportunity to share a great story and meaningful conversations together. Give it a try!

Share diverse book recommendations as a family!

- Read widely as a family.
- Visit <https://diversebooks.org/resources/> for title suggestions.
- Decorate the tear-pff poster and add your favorite book title and author that allows you to walk in someone else's shoes.
- Share your poster at a library, a Little Free Library, or on a public bulletin board near you.



What books did you love to read when you were younger?



Never underestimate the power of a

GREAT BOOK!

Diversify your bookshelf with one of these epic books:

DoingGoodTogether.org

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Lesson 7: How can we comfort the lonely?

Big-Hearted Classroom

Lesson Agenda

→ Discuss

Explore the key question with the discussion guide and featured resources:

- **Stopping Loneliness in the Elderly with Letters**
youtu.be/00j9bKdiOjk
- **Somebody Loves you, Mr. Hatch** by Eileen Spinelli

→ Do Good

Work together to support local seniors with **Greeting Cards**. *Optional: Assemble small, seasonal holiday gifts to share.*

→ Lead the Homework

Inspire kids to host a letter writing event for their family in support of **Love for Our Elders** or local seniors in their lives.

Group Discussion

AS PEOPLE ENTER: While we get settled, you can take a minute to write down **one way someone has made you smile** lately and **one way you or your family have made someone smile**. *Invite students to share their ideas via sticky notes on a poster or using a whiteboard titled "Our Connected Community."*

TIME TO SHARE: *Invite students to share one of their two stories rapid-fire (if they choose).* These everyday acts of comfort and support make our community a great place to live, work, and learn.

Today we're going to talk about comforting people who are lonely. And we're going to have a chance to create cheerful cards and letters for _____.

Everyone feels lonely sometimes, now matter how old you are or how busy you are.

- Psychologists sometimes describe loneliness as an epidemic, something affecting more and more people all the time, even before the pandemic kept us distant. Roughly 3 in 5 Americans in early 2020 reported feelings of loneliness ([Cigna](#)).
- Sharing messages of hope and encouragement sparks a sense of connection and alleviates loneliness for both givers and receivers, even when you never meet in real life!

Let's watch a quick video about the difference your cards can make for elders in our community.

Stopping Loneliness in the Elderly with Letters by Jacob Cramer youtu.be/00j9bKdiOjk

- How did Jacob's sunflower analogy make you feel?
- Are you ready to share cheerful cards and letters with elders in our community?

HOW CAN WE COMFORT THE LONELY?

Group Discussion Continued: Decorate Cards & Offer Comfort

SMALL GROUP BRAINSTORMING

For the next few minutes, team up in groups of two or three and brainstorm three or four images and messages that might cheer people up when they are lonely. When you're done, write or draw them up on the [white board or poster paper].

- Leaders: Bring joke books, books of quotes, a sample card or letter, and offer other inspiring examples of cheerful words and imagery.
- What words or images, jokes or messages would you enjoy receiving from an unknown supporter? Why?
- Do you have any other ideas about what to include in your cards?

A few last guidelines:

Come together as a large group and invite small groups to share the words and images they came up with. Here are a few last guidelines.

- **Be creative.** Remember, your gift your act of kindness is a card or letter.
- **Avoid religion.** Make sure to keep them non-denominational unless the institution serves only one religious group.
- **Sign with first names only.** Don't include addresses or phone numbers.
- **Be kind and thoughtful.** You won't receive a letter in return, but know, if you put care into your card, the folks who receive it will feel that.

*Time permitting, read the book **Somebody Loves You, Mr. Hatch** (cards included) while the kids create their cards. This book is exceptionally good at helping us see the difference one card can make.*

➔ Take it Home



Invite kids to lead their families in a card-making campaign at home, either for friends and neighbors who may be lonely or for [Letters for the Elderly](#). The take-home sheet will help students share what they learned today. Remind them they will have a chance to share their family's story at your next meeting.

⬆ Notes for Group Leaders ⬆

- Consider breaking this lesson into pieces.
- Before you get started, **make your plan.** Reach out to a nursing home, or Meals on Wheels program. Let them know you'd like to create cheerful cards for their seniors and ask if they have any special requests or restrictions.
- Remember, the goal is to spark *ongoing* acts of comfort and outreach at home. Consider creating cards and letters for this community monthly.
- If possible, invite students to help distribute cards or ask the senior home to share photos of their cards being distributed.

Somebody Loves You, Mr. Hatch

Cut-and-keep conversation cards designed to be stored in library pockets.

In the beginning, why doesn't Mr. Hatch smile?

DOING GOOD TOGETHER. Somebody Loves You, Mr. Hatch by Eileen Spinelli

Before Mr. Hatch receives his surprise, does he have any friends? Is he a helper?

DOING GOOD TOGETHER. Somebody Loves You, Mr. Hatch by Eileen Spinelli

How does Mr. Hatch treat others differently after he receives the chocolates and the card? Why?

DOING GOOD TOGETHER. Somebody Loves You, Mr. Hatch by Eileen Spinelli

When Mr. Hatch finds out that the chocolates were given to him by mistake, how do you think he felt? How would you feel?

DOING GOOD TOGETHER. Somebody Loves You, Mr. Hatch by Eileen Spinelli

Somebody Loves You, Mr. Hatch

Cut-and-keep conversation cards designed to be stored in library pockets.

What do you think this story tells us about how to make friends?

DOING GOOD TOGETHER. Somebody Loves You, Mr. Hatch by Eileen Spinelli

Create the Good!

Do you know someone in your life who may be lonely? Can you think of ways to help make that person smile?

DOING GOOD TOGETHER. Somebody Loves You, Mr. Hatch by Eileen Spinelli

There are two pictures of Mr. Hatch taking his lunch break. One is on the first page, and one is near the end. Can you spot the difference between the two pictures? What happened to change the way people act in both pictures?

DOING GOOD TOGETHER. Somebody Loves You, Mr. Hatch by Eileen Spinelli

How do you think Mr. Hatch feels at the end of the book? How do you think Mr. Hatch makes the people around him feel?

DOING GOOD TOGETHER. Somebody Loves You, Mr. Hatch by Eileen Spinelli

CREATE CHEERFUL GREETING CARDS

Big-Hearted Classroom
Group Activity

Design thoughtful cards and letters to cheer up older adults in need of a smile.

Possible Recipients

Reach out to a nearby nursing home, Meals on Wheels, or senior center to see if they would appreciate cheerful cards and letters.



What You'll Need

- Colorful paper, blank cards, stationery
- Envelopes (optional, depending on how/where you distribute your cards)
- Paper shape punches (hearts, stars, etc)
- Stickers, stamps, markers, crayons, and other decorating supplies
- A good joke book or other prompts for card messages

Instructions

- **Make a plan.** Choose images and messages that will make the card recipient smile and feel appreciated or encouraged.
- **Decorate!**
- **Do your best work!** Think about what details you can add to make someone feel special.
- **Share!** Mail your cards or – if possible – take them to a local facility.

Group Discussion Questions

- Why is it nice to bring friends together to do this type of project?
- What are some other ways we could share love and kindness with this group? Could we send holiday cards? Create seasonal decorations for them? Read aloud to interested residents over zoom?

Keep it going! Consider adopting a seasonal tradition of card-sharing.

This project is easily recreated as part of any seasonal or holiday celebration. Consider making cards for this same group of seniors as a regular part of your work. Be sure to complete the work a couple of weeks before the upcoming holiday so recipients can receive their cards in time.

Today, I decorated cards to share comfort and cheer with seniors!

Big-Hearted Classroom
Kindness Homework

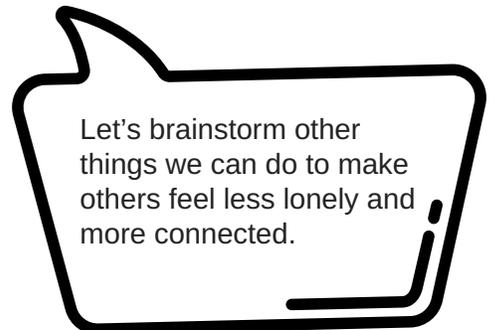
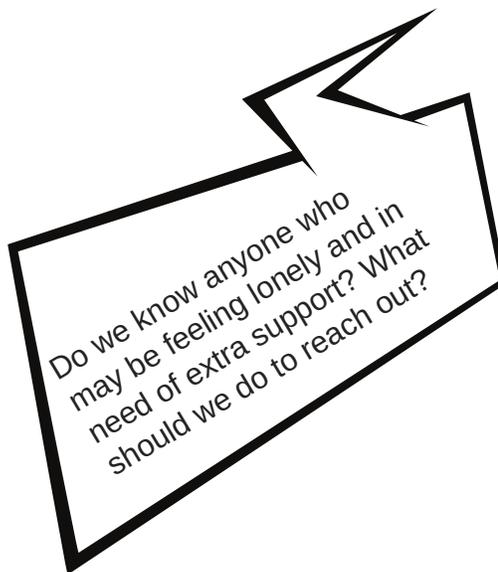
Today we created greeting cards for people in need of comfort. I made cards for

KEY QUESTION: Why is it important to reach out to elders in our family, in our community, in our nation?

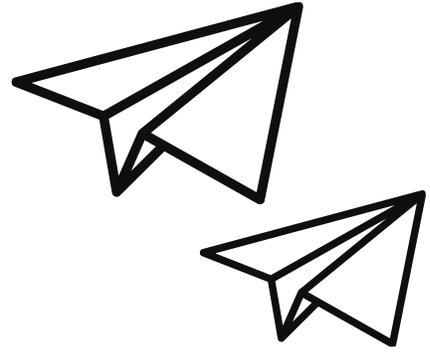
Let's spread cheer, either with someone we know or with Love for Our Elders.

- Fill in the blanks on the included letter template to create a fun uplifting message that will help you spark a conversation with a senior in your life (or launch a conversation between seniors and their caregivers).
- Or get creative and design greeting cards and letters as a family.
- If sharing with Love for Our Elders visit: <https://loveforoureliders.org/letters> for details.
- Why might it feel good to receive a handmade card?
- Mail your creations to the address below or give them to seniors in your life.

Love For Our Elders
P.O. Box 24248
Cleveland, OH 44124



HELLO!



I'm writing this letter to wish you

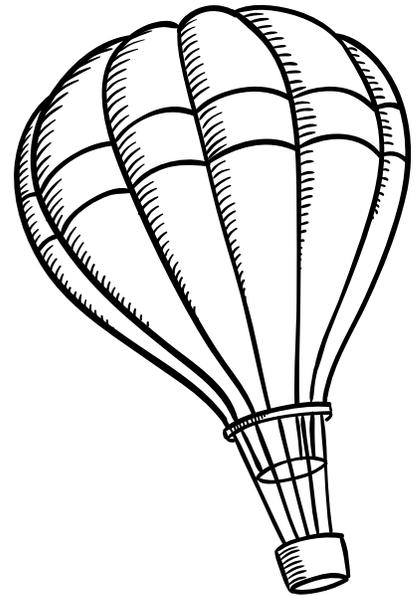
_____ and _____.

I wonder, if you could travel anywhere - right now - where would you go?
Who would you bring with you? And how would you travel?

I would go to _____

and I would bring _____

and I would take a _____.



Here is my favorite joke. Share it, and pass on a smile!

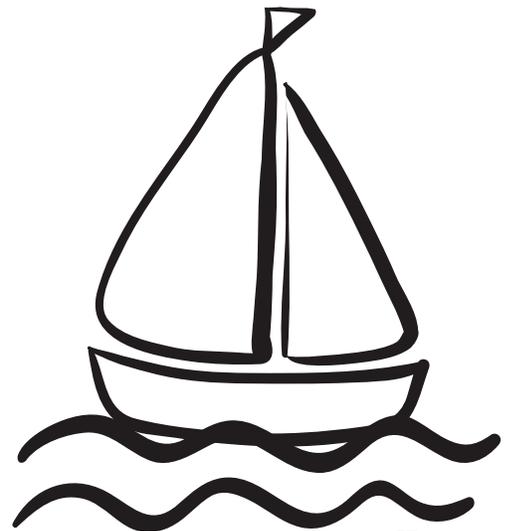
I hope you have a chance to enjoy the things you are most grateful for today!

Right now, I'm grateful for

_____ and _____.

Take care!

Name, age



Lesson 8: How can we disagree and still get along?

Big-Hearted Classroom

Lesson Agenda

➔ Discuss

Explore the key question with the discussion guide and featured resources:

- **How To Disagree - Kid President**
youtu.be/dG5fkAgJmqc
- **World Pizza by Cece Meng**

➔ Do Good

Practice **big-hearted debate skills** and talk about disagreeing with ideas while treating others with respect. Then, create a **Peace Banner** to display in a public space.

➔ Lead the Homework

Empower kids to lead their families in sharing **Peacemakers B-I-N-G-O** with their families,

Group Discussion

AS PEOPLE ENTER: While we get settled, you can take a minute to write down one way someone has helped you lately and one way you or your family have helped someone else. Invite students to share their ideas via sticky notes on a poster or using a whiteboard titled "Our Strong Community."

TIME TO SHARE: Take a moment to welcome the group. Invite students to share one of their two stories rapid-fire (if they choose). These everyday acts of support and kindness make our community such a great place to live and work and learn in. Keep this going!

Today, we're going to spend time thinking about how to disagree because disagreeing well is one way we can help make the world more peaceful.

LARGE GROUP DISCUSSION:

Why do you think we're talking about disagreements and peace at the same time? Invite sharing.

That's right! Because disagreeing with each other is okay. It might even be a good thing, as our different ideas help us stretch our thinking and grapple with big ideas. But it is important for us to learn how to disagree peacefully.

Let's watch a video to help us start thinking about our key question: how can we disagree and still get along?

[How to Disagree - Kid President](https://youtu.be/dG5fkAgJmqc) - youtu.be/dG5fkAgJmqc
(4 minutes, 18 seconds)

- **What are Kid President's steps to disagreeing?**
 - Treat people like they are people.
 - Listen. Hear them out.
 - Pause. Breathe. Say it with Love.
 - Stuck? Distract.
 - Acceptance.
- **Can you think of someone in your life who approaches disagreements like this, calmly and patiently?**
- **What should we avoid while we're disagreeing?**
 - Mocking or belittling a person.
 - Talking over a person. Interrupting.
 - Exaggerating wildly to illustrate a point.

HOW CAN WE DISAGREE AND STILL GET ALONG?

Group Discussion Continued

SMALL GROUP DISCUSSION:

Let's break into pairs and practice disagreeing peacefully using Kid President's tips.

First, take a minute or two to circle which side you'd prefer to debate on this sheet (*distribute small group worksheet*).

Now, let's debate. To find your debate partner, find someone who disagrees with one of the statements you've just filled out. Talk about the subject that you disagree about. Explain why you feel your position is the right one. Listen to your partner. Then see if you can find something you have in common too.

- Were you able to disagree peacefully?
- Did you listen?
- Did you treat each other with respect?
- How was this exercise different from a real disagreement?
- How can we remind ourselves to use these tools even when we're feeling strongly about something?
- At the very bottom of the handout is the phrase, "before you get furious, get curious." Why is that a helpful reminder?

Feel free to take this handout home and practice with your family.

Disagreeing respectfully is one way we can bring peace to our community. A public peace banner is another way we can encourage our community to get along. (*Leaders, share where you've arranged to display your banner.*)

Share a demonstration of the peace banner, and introduce the instructions for the group project.

➔ Introduce the Take-Home Project



- *Leave 5 minutes at the end of class for students to fill in the blank on their take-home page, and explain the take-home project.*
- *Share a demonstration of the Peacemakers Bingo. If you're asking students to bring their completed bingo sheets back for a simple prize or acknowledgement, let kids know!*

When you go home, it is your job to LEAD your family in this same type of conversation.

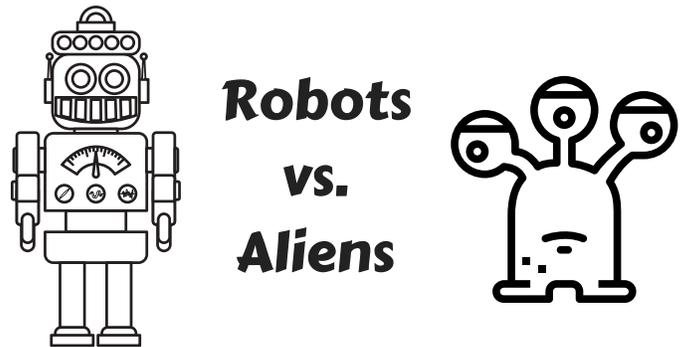
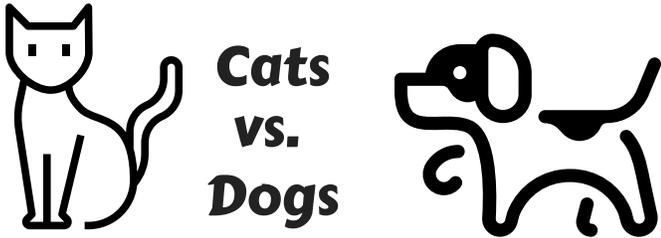
⬆ Notes for Group Leaders ⬆

- Consider breaking this lesson into pieces if time is short.
- Read and discuss the book while making your banner.
- Arrange for a public space to display your banner. A school, library, or community building may be interested in hosting a display.
- Make photocopies ahead of the meeting:
 - Small-Group Discussion Worksheet
 - Peace banner templates (multiple - if using paper)
 - Take-home sheet (1/student)
 - Peace Bingo (1/student)

I DISAGREE: Small Group Practice

Small Group Worksheet

- Circle your preference in the matchups featured below.
- Find a partner that disagrees with one or more of your preferences.
- Debate the topic for a few minutes, using respectful disagreement strategies.
- Try to use some of the words and phrases below as you debate.



Words and phrases to try out as you disagree

When you agree:

- Excellent point.
- You're absolutely right.
- That's a good way of looking at it.
- Yes, and...

When you disagree:

- I see what you're saying, but I wonder if...
- I respectfully disagree because...
- Have you considered the fact that...
- I feel/think...
- Looks like we disagree about this. I wonder what we have in common?

Remember, before you get furious, get curious.

World Pizza by Cece Meng

Great stories. GOOD ideas

What does the mom intend to wish for? Why?

**DOING
GOOD** TOGETHER. World Pizza by Cece Meng

When the mom accidentally wishes for a pizza, a pizza lands in her lap.

If she had wished for world peace, what could the author have done to show us her wish had come true?

**DOING
GOOD** TOGETHER. World Pizza by Cece Meng

What examples does the story give of the pizza leading to actual peace?

**DOING
GOOD** TOGETHER. World Pizza by Cece Meng

The author includes lots of zany pizza combinations, toppings, sauces, that reflect a variety of cultures and tastes. Can you think of a topping that reflects your family's traditions?

**DOING
GOOD** TOGETHER. World Pizza by Cece Meng

World Pizza by Cece Meng

Great stories. GOOD ideas

In this silly story, pizza makes people everywhere happy. Let's think of some real things that all people have in common.

**DOING
GOOD** TOGETHER. World Pizza by Cece Meng

The mom describes world peace as a world filled with kindness and love and no fighting. Can you disagree with someone without fighting?

**DOING
GOOD** TOGETHER. World Pizza by Cece Meng

If you could make a wish for the world, what would it be? How do you think that would make the people of the world feel?

**DOING
GOOD** TOGETHER. World Pizza by Cece Meng

What are some things you can do to create a more peaceful home, school, or community?

**DOING
GOOD** TOGETHER. World Pizza by Cece Meng

Create a Peace Banner

Group Activity

Let's create a public banner to display messages of peace and compassion with our community.

Possible Recipients

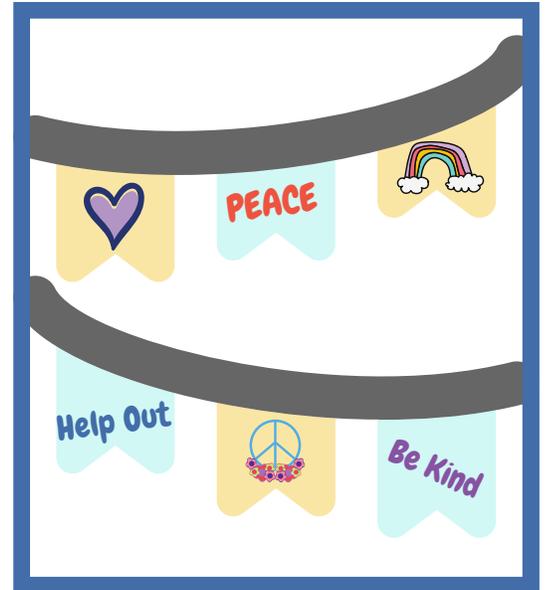
Arrange to display your banner in the entrance to your school, church, synagogue, mosque, library, or community center, or anywhere your community gathers.

What You'll Need

- Peace Banner Templates (at least 1 each per student) printed on sturdy paper (alternatively, 8-inch fabric squares)
- Blank paper
- Scissors
- Coloring supplies (alternatively, fabric markers)
- Ribbon
- Tape
- Hole punch

Instructions

- **Pass out supplies.** Encourage creativity.
 - Students may use the templates or blank paper. They may mount white paper on colorful backgrounds. They may trim the bottom of their paper in a triangle shape or create a fringe.
- **Decorate the banner pages** (or fabric) with images or words to inspire peace in your community. The following prompts may help get them thinking?
 - What does peace look like in our community?
 - What does peace feel like? taste like? sound like?
 - Where in our community do you feel peaceful?
 - What actions could people take to make our community more peaceful?
- **Create additional pages** featuring your favorite peace quote like those below or highlighting the word "peace" in additional languages (*find one of many lists available online*).
 - "Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that." ~ Martin Luther King, Jr.
 - "Peace cannot be kept by force; it can only be achieved by understanding." ~ Albert Einstein
 - "Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world." ~Desmond Tutu
 - "Alone we can do so little. Together we can do so much." ~Helen Keller
- **Use colorful ribbon to hang banner squares** in a prominent location.





PEACE IS

Peace is

Today, we practiced respectful disagreeing as one way to create a more peaceful community. My friend and I debated this issue:

Let's complete 5 in a row on this Peacemakers Bingo together!

KEY QUESTION: How can we make our community more peaceful?

A Note for Parents:

To create peace in the world, we must strive for peace among our neighbors, peace within our homes, and peace in our own hearts. Today's lesson was all about disagreeing with respect. You can encourage this skill at home too! Watch the video [How To Disagree - Kid President](https://youtu.be/dG5fkAgJmqc) (https://youtu.be/dG5fkAgJmqc) and practice these positive strategies when disagreements arise at home.

What You'll Need

- Peacemakers Bingo (included)
- Pen or pencil

Instructions

- Fill in the blank spaces with your own ideas. Ask yourself how your family can create peace in your community.
- Complete 5 in a row. Or try them all!





Peacemakers Bingo

Share simple acts of kindness to create peace in our homes and communities.

1. Fill blank spaces with your own answers to the question: how can we create peace in our community.
2. Complete 5 in a row.

<p>Discuss: Who do you reach out to for help when you feel lonely or scared?.</p>	<p>Share a welcome note or an invitation to play with a new student.</p>		<p>Share a treat and/or a thank-you note with your mail carrier or delivery person.</p>	<p>Discuss: Read a picture book together. Discuss how the main character feels during the conflict.</p>
<p>Share a phone call and warm greetings with a friend or neighbor you haven't seen in a while.</p>		<p>Discuss: Make a thorough list of people who make life better for your family. What surprises you about this list?</p>	<p>Share a treat and thank-you note with someone as a surprise.</p>	<p>Discuss: How could our family get out into nature more this week?</p>
<p>Discuss: How do we know if someone around us needs help or support? What are the clues?</p>	<p>Share cheerful cards with a community helper you admire.</p>			<p>Share a donation of any size with a community organization you admire.</p>
	<p>Share a book (or more) with a Little Free Library or donate to your school.</p>	<p>Share treats and a warm greeting with a neighbor you don't know well.</p>	<p>Discuss: What was the last thing you shared? How did it make you (and the recipient) feel?</p>	<p>Share a sincere compliment with three people you don't speak to often.</p>
<p>Discuss: Make a list of places in your community you feel peaceful. Make a date to visit one of them!</p>	<p>Share a thank you card and a treat with someone you are grateful for.</p>	<p>Share cheerful bookmarks in your library books when you return them.</p>	<p>Share a letter with a local elected official, speaking up about an issue you care about.</p>	

How can we help people coping with illness?

Big-Hearted Classroom

Lesson Agenda

➔ Discuss

Explore the key question with the discussion guide and featured resources:

- **How Good Spreads**
youtu.be/bH5ozEo1Ao4
- **How Do You Care for a Very Sick Bear?** by Vanessa Bayer

➔ Do Good

Create **Forever Flowers** and cheerful cards to share.

➔ Lead the Homework

Lead this effort at home by coloring pictures to send to **Color A Smile**.

Group Discussion

AS PEOPLE ENTER: While we get settled, you can take a minute to write down one way someone has helped you in the last few weeks and one way you or your family have helped someone else. Invite students to share their ideas via sticky notes on a poster or using a whiteboard titled "Our Strong Community".

TIME TO SHARE: Take a moment to welcome the group. Invite students to share one of their two stories rapid-fire (if they choose). These everyday acts of support and kindness make our community such a great place to live and work and learn in. Keep this going! Today, we have the exciting opportunity to make a difference in a more intentional way.

LARGE GROUP DISCUSSION: Today we'll be creating cheerful paper flowers - called Forever Flowers because they never wilt - and cards for patients in a nearby hospital.

Let's get inspired to share kindness with this fun video from Kid President. Watch [How Good Spreads youtu.be/bH5ozEo1Ao4](https://youtu.be/bH5ozEo1Ao4)

Raise your hand if you've been a little sick this school year. Have you ever been so sick you needed to spend time in the hospital? *(Invite sharing if students seem eager.)*

We've all been sick at some point. Let's talk about how it feels:

- For your body? *(painful, uncomfortable, tired)*
- Mind? *(bored, worried)*
- Heart? *(lonely, sad, left out)*

Has anyone spent time with someone who is coping with a long-term illness or health problem? How did this experience make you feel? *(Invite responses.)*

It's normal to feel nervous or uncertain about what to say when you visit someone who's unwell. Here are a few ground rules:

- Wash your hands before and after your visit.
(To keep them safe.)
- Think of a story to share.
(Use your stories to distract and cheer your friend.)
- Bring a gift.
(What might be a good gift? A book? A simple game or craft?)
- Keep it short.
(By definition, people who are sick don't have a lot of energy for entertaining. Pop in, share a cheerful story and perhaps your Forever Flower and card, then move on and let them rest.)

HOW CAN WE HELP PEOPLE COPING WITH ILLNESS?

Group Discussion Continued

SMALL GROUP DISCUSSION:

Now that we've talked about being kind to friends and loved ones who may be ill, let's think about how we can support people we don't know well. Hospitals and nursing homes appreciate greeting cards and simple gifts to share with patients going through a difficult time. Today we'll create cards and flowers for nurses to deliver to people in a nearby hospital, but first, let's practice what we might want to say. For the next five minutes, gather in groups of two or three. Brainstorm a few phrases or drawings you might use to cheer up someone who is in the hospital. (Encourage students to write their responses on post-it notes to share on a group board.)

Remember: We won't know why these patients are in the hospital. This means we need to stay away from phrases like "Get well soon" since we don't know if their condition is ongoing or not. We also don't know what faith they might practice, so stay away from specific religious statements.

Possible prompts for students as they brainstorm:

- Do you know any funny jokes that might make someone smile?
- What words or phrases encourage you?
- What images do you find uplifting, cute, or funny?

Time to comfort the sick: (*Invite each group to come up front, share comforting ideas, and stick their post-it notes to a shared board.*) Now we have a whole menu of ideas to inspire our cards. Think about these as you make your Forever Flowers. After you've made one set of flowers, create a card to go with it. If you finish both, you may start on a second set (*if applicable*).

One last reminder: Never sign your card with your last name. You could write your first name and your town or school if you like: *Sarah from Taylors Falls Elementary.*

➔ Introduce the Take-Home Project



Leave 5 minutes at the end of class for students to fill out their take-home page questions and to prep them to lead an extension project at home.

When you go home, it is your job to LEAD your family in this same sort of conversation.

We have a take-home sheet that will guide you through your conversation. Then take a coloring page for each member of your family. This way you can all create cheerful art for Color A Smile, an organization that will share your art with folks who may be in the hospital, a nursing home, or even with soldiers serving overseas.

⬆ Notes for Group Leaders ⬆

- Reach out to a hospital prior to your meeting to confirm they will accept donations.
- Make all photocopies in advance
 - 1 take-home sheet per student
 - multiple coloring pages per student
- Coloring pages for the take-home activity can be found at ColorASmile.org. Other coloring pages can be substituted, but remind students to add name/age to each creation.
- Offer to mail Color A Smile drawings as a group if students prefer to bring them back.

How Do You Care for a Very Sick Bear?

Great stories. **GOOD** ideas

What can you do to care for a sick friend, according to this little story? Have you done any of these things for a friend?

DOING GOOD TOGETHER. How Do You Care for a Very Sick Bear? by Vanessa Bayer

Why do we sometimes feel scared around people who are sick?

Illness may change the way our friends look and act for a time, but they are still the same person.

DOING GOOD TOGETHER. How Do You Care for a Very Sick Bear? by Vanessa Bayer

Do you remember the last time you felt sick? What made you feel better? How did you comfort yourself? How have others comforted you when you were sick?

DOING GOOD TOGETHER. How Do You Care for a Very Sick Bear by Vanessa Bayer

How can we tell if a person needs some alone time? How should we react?

DOING GOOD TOGETHER. How Do You Care for a Very Sick Bear? by Vanessa Bayer

How Do You Care for a Very Sick Bear?

Great stories. **GOOD** ideas

They say laughter is the best medicine. What are some ways you can share laughter with someone when they are sick?

DOING GOOD TOGETHER. How Do You Care for a Very Sick Bear? by Vanessa Bayer

Why is it sometimes hard to know what to do when a friend is sick?

DOING GOOD TOGETHER. How Do You Care for a Very Sick Bear? by Vanessa Bayer

Take a close look at the illustrations. How are the bears feeling throughout the story? Which picture is your favorite?

DOING GOOD TOGETHER. How Do You Care for a Very Sick Bear? by Vanessa Bayer

Sending drawings to ColorASmile.org is one way to comfort people who may be sick. Are there other ways you might want to reach out to friends or family members?

DOING GOOD TOGETHER. How Do You Care for a Very Sick Bear? by Vanessa Bayer

Create a Forever Flowers

Group Activity

Together, students will create Forever Flowers and cheerful cards to brighten the days of folks in a nearby hospital or people in your community coping with illness.

Possible Recipients

Contact the volunteer coordinator at a nearby hospital or nursing home. They will likely be happy to receive your donations, especially if you can create and deliver your flowers near a holiday like Easter or May Day. If you have enough supplies, allow students to create a Forever Flower for someone they know who could use some cheer and encouragement as well.



What You'll Need

- Colorful tissue paper squares (a variety of 3x3 or 4x4 or 5x5 inches - 12 pieces per creation)
- Green pipe cleaners (3 per creation)
- Pony beads (at least 4 per creation)
- Colorful cardstock
- Markers and crayons
- Card-making embellishments (stickers, ribbon, etc - optional)
- Joke Book (optional)

Instructions

- Select 2-4 pieces of tissue paper and arrange them on top of each other.
- Slide a bead onto a pipecleaner to about 1 inch from the top. Bend the top part of the pipecleaner over and twist it so that the bead stays in place.
- Poke the bottom end of the pipecleaner through your layers of tissue paper ("good side" of the tissue paper facing up) and feed the tissue papers up so that they are just below the bead.
- Crumple the tissue paper around the bead, then gently open and arrange the "petals."
- Repeat until you have a total of 3 flowers.
- Line up the bottom ends of your flower "stems." Slide a pony bead up to the top, so that the flowers stay held together. Feel free to add more beads along the joined "stems" for decoration.
- Create a cheerful card to pair with your Forever Flowers.

Group Discussion Questions

- How do you think patients will react when their nurse shares your creation with them?
- (If applicable) Who will you share your extra bouquet with and why? How do you think it will make them feel?

Today I learned how our family can help people coping with illness.

Kindness Homework

Today, we made Forever Flowers and cheerful cards for

One way I can cheer up friends and family when they aren't feeling well is

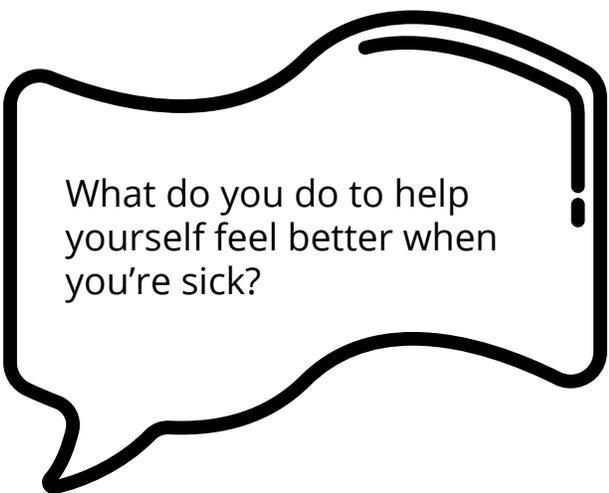
Now, let's send cheerful art to folks in need of a smile.

KEY QUESTION: What images and words can make people smile?

A Note for Parents:

Color A Smile is a nonprofit organization that sends cheerful mail to people in hospitals and nursing homes. Decorate the attached coloring page. You can also download more pages from ColorASmile.org. You could also use coloring books you already have or draw our own original work (no glitter please). **Be sure to add a first name and/or age to every page.** When you're done, mail creations to

**Color A Smile
PO Box 1516
Morristown, NJ 07962-1516**



What do you do to help yourself feel better when you're sick?



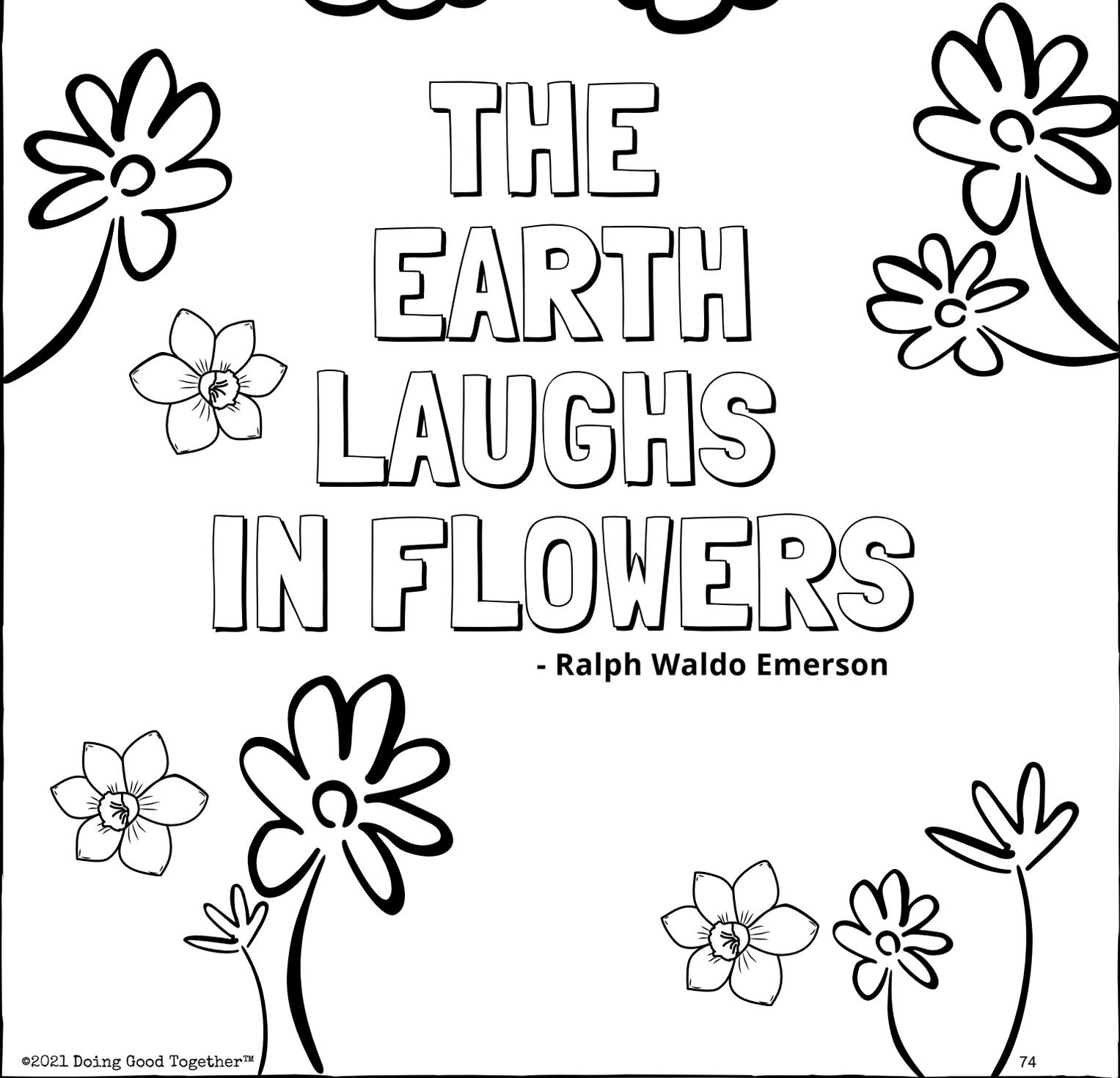
Has anyone in our family spent time in a hospital?

What was it like?



THE
EARTH
LAUGHS
IN FLOWERS

- Ralph Waldo Emerson



Lesson 10: What makes a community strong?

Big-Hearted Classroom

Lesson Agenda

➔ Discuss

Explore the key question with the discussion guide and featured resources:

- **What is a Community?**
youtu.be/68KKpn_6tFE
- **Last Stop on Market Street by Matt de la Peña**

➔ Do Good

Each student will design their own **Community Kindness Map**, and gain an understanding of the people and organizations working together to build a strong community.

➔ Lead the Homework

Empower kids to look for ways to practice making a difference at home with the **At Home Helper Map**.

Group Discussion

AS PEOPLE ENTER: While we get settled, you can take a minute to write down one way someone has helped you lately and one way you or your family have helped someone else. Invite students to share their ideas via sticky notes on a poster or using a whiteboard titled "Our Strong Community."

TIME TO SHARE: Take a moment to welcome the group. Invite students to share one of their two stories rapid-fire (if they choose). These everyday acts of support and kindness make our community such a great place to live and work and learn in. Keep this going! Today, we're going to spend some time thinking even more about our community.

SMALL GROUP DISCUSSION:

For the next few minutes, let's work together in groups of 2 or 3 to come up with your answer to this question:

What other ways does our community provide support to one another?

To brainstorm lots of ideas, keep asking questions like:

- What does a supportive community do? (vote, connects with neighbors, volunteers)
- What organizations make a community strong? (fire dept., food pantry, animal shelter)
- How does a strong community make a difference for its citizens? (makes it easier to do good work, learn well at school, and solve problems that impact everyone, like pollution issues or severe weather)
- What makes you proud about our community? (a sports team, a theater, a fun festival)
- What does a strong community look like? (parks, good schools, people chatting together, etc.)

After 2 to 5 minutes, invite each pair or group to share their thoughts with the group as a whole. Add answers to a white board or easel to get a sense of everyone's ideas.

To sum up, community is people helping people when they need it most.

WHAT MAKES A COMMUNITY STRONG?

Group Discussion Continued

LARGE GROUP DISCUSSION:

Let's watch a video to help us start thinking about our key question: What makes a community strong?

What is a Community?

(1 minute, 19 seconds).

- Community, at its best, is people coming together to help people when they need it most.
- The organization in this video, CLC is one charity that provides support.
- When we come together to solve problems, we help make our community STRONG.

Today we're going to make a map of helpful things we can do to support charities in our community.

Let's look at some of the places we'll be "visiting" as we put together our map.

Can we brainstorm ideas about the community helpers that are already working there and what problems they are solving for our community? Talk through the examples on your Community Kindness Map: park rangers keep our parks clean and the trails clear; etc.

In a strong community, like ours, you'll find helpers everywhere you look. And you'll find opportunities to BE a helper – or a giver – all over our community.

➔ Introduce the Take-Home Project



Leave 5 minutes at the end of class for students to fill in the blanks on their take-home page and explain the take-home project.

When you go home, it is your job to LEAD your family in this same type of conversation.

We have a take-home sheet that will help you create a map of the different ways you can make a difference at home!

⬆ Notes for Group Leaders ⬆

- Consider breaking this lesson into pieces if time is short.
- If you wish to include addresses or contact information for the locations on your map, compile this list of local organizations as an extra handout before your meeting.
- Make all photocopies in advance
 - Map locations (1/student)
 - Take-home sheet (1/student)
 - At-Home Helper Map (1/student)

Last Stop on Market Street

Great stories. GOOD ideas

What differences do you notice between what people have and don't have in the story?

DOING GOOD TOGETHER. Last Stop on Market Street by Matt de la Peña

In what ways could riding the bus be more fun than riding in a car?

DOING GOOD TOGETHER. Last Stop on Market Street by Matt de la Peña

What does Nana give everyone on the bus? Do you think this makes a difference in her community?

DOING GOOD TOGETHER. Last Stop on Market Street by Matt de la Peña

Do you think there is a difference between CJ wanting an iPod and Bobo and the Sunglass Man wanting food?

- One is a want. One is a need.
- How can we tell the difference?

DOING GOOD TOGETHER. Last Stop on Market Street by Matt de la Peña

Last Stop on Market Street

Great stories. **GOOD** ideas

Nana encourages CJ to stop complaining and to appreciate what he has. What helps you to be more appreciative?



Last Stop on Market Street
by Matt de la Peña

Why do you think Nana volunteers at the soup kitchen? Why does CJ volunteer?



Last Stop on Market Street
by Matt de la Peña

Do you think Nana is happy?
How can you tell?
Are there people in your life like Nana who usually look at the good in a situation?



Last Stop on Market Street
by Matt de la Peña

How is CJ feeling throughout the book?

- At the beginning when he gets on the bus?
- When he notices the older boys and their iPod?
- When he listens to the musician's song?
- When they arrive at the soup kitchen?

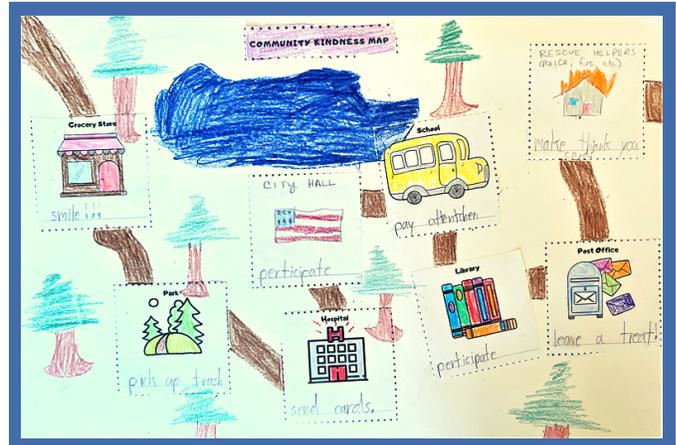


Last Stop on Market Street
by Matt de la Peña

Let's create maps to remind us to be helpful and share kindness all over our community. We've already talked about the community helpers that make a difference at each of these locations. We've even brainstormed a few other ideas you may want to add to the blank spaces.

Possible Recipients

Students will bring their artwork home for inspiration.



What You'll Need

- Community Kindness Map Locations (included, 1 per student)
- White paper, 12x18 inch (1 per student)
- Crayons, pencils
- Scissors
- Glue sticks

Instructions

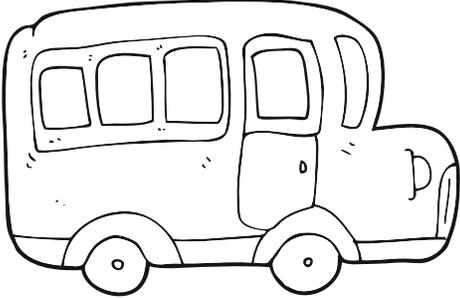
- Pass out supplies.
- Decorate each location.
- In the blank space, write one way you could be a helper or share kindness in that location.
- Use the prompts below or think of your own ideas.
 - School: pay attention, welcome new students, give a compliment
 - Park: pick up garbage, smile, leave no trace
 - Grocery store: smile and say hi to the cashier, pick up a food shelf donation
 - Library: leave kind notes in library books, participate in library events, donate books
 - Post Office: thank your mail carrier, send cheerful mail
 - Hospital: share cards with local hospital residents or a sick friend
 - Other Ideas: Town Hall (write letters to fix problems), Fire Station (bring treats and thank yous, wave), a Museum (be curious, leave a donation, spread the word)

Group Discussion Questions

- While you work, talk to your neighbors about what you are each adding to your map.
 - What other places do you go to in your community?
 - How can you share kindness or be a helper in other places?
 - What other community helpers inspire you to be a helper too?

MY COMMUNITY KINDNESS MAP

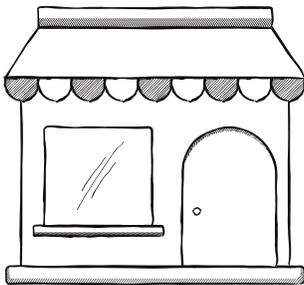
School



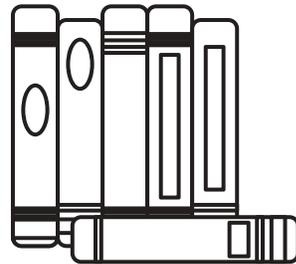
Park



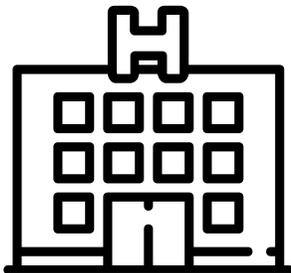
Grocery Store



Library



Hospital



Post Office



Create Your Own Locations

- What other places do you visit in your community?
- How can you share kindness and be a helper there?

Location →

Draw →

Add your act of kindness →

Today, we created maps showing where and how we can help out in our community. My favorite, big-hearted idea on the map is

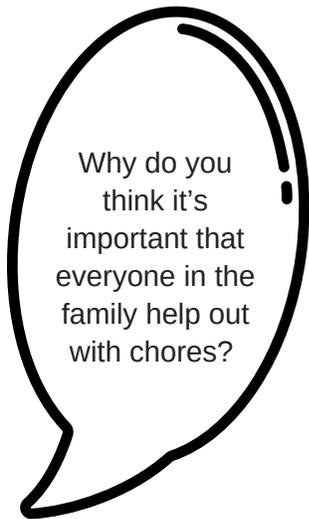
Let's take this idea further and complete this At-Home Helper Map!

KEY QUESTION: How can I make a difference at home?

A Note for Parents:

Doing household chores can be an early introduction to contributing to the common good. Surprising research tells us that doing chores, beginning at age 3 or 4, is actually a proven predictor of adult success. It teaches responsibility, competence, perseverance, the value of hard work -- and the idea that in a family we help one another out.

Not surprisingly, children who are regular chore-doers turn into adults who are more likely to respond to other people's needs.

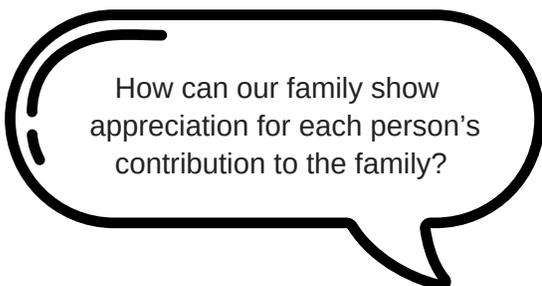


What You'll Need

- At-Home Helper Map (included)
- Coloring Supplies

Instructions

- First, as a family, fill in the blank spaces with ideas about one way they can help in each room of the house.
- Then, invite kids to decorate the map.
- Hang it in up as a reminder.
- Do chores regularly together as a family.



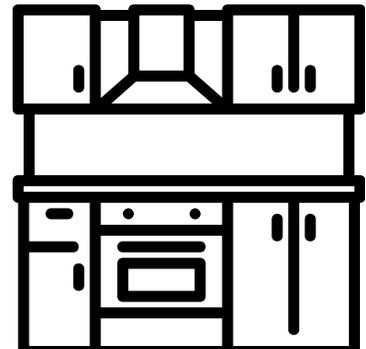
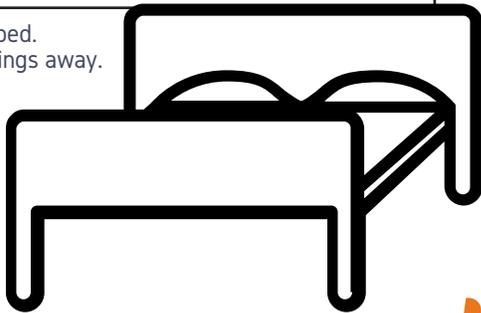
My At-Home Helper Map

Surprising research says that doing chores, beginning at age 3 or 4, is actually a proven predictor of adult success. It teaches responsibility, competence, perseverance, the value of hard work -- and the idea that in a family we help one another out.

Work with your child to draw or write one chore for each space on your map. The suggestions below are just a starting point.

In my bedroom I can

Make my bed.
Put my things away.



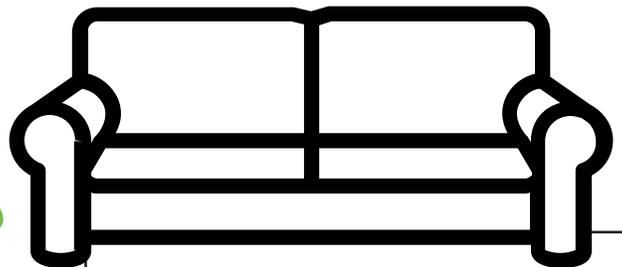
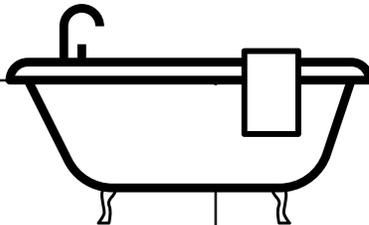
In the kitchen I can

Set the table. Pack my lunch. Unload dishes.
Help make meals.



In the bathroom I can

Hang up towel. Restock toilet paper. Wipe off the counter.
Put my toothbrush away.

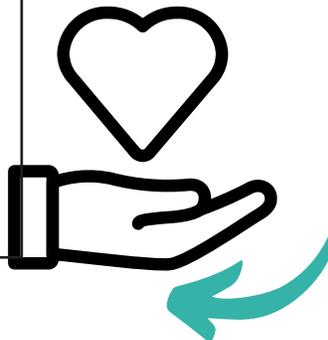


In the living room I can

Put away my toys. Dust. Water plants. Vacuum. Sweep.

One other way I can help is

Fold laundry. Tidy up when I make a mess. Put my backpack away. Rake leaves. Feed my pet.



DOING GOOD TOGETHER™ Lesson 11: How can we reduce our waste?

Big-Hearted Classroom

Lesson Agenda

➔ Discuss

Explore the key question with the discussion guide and featured resources:

- **Kids Take Action Against Ocean Plastic | Short Film Showcase** youtu.be/hKfV9IquMXA
- **Not for Me, Please** by Maria Godsey

➔ Do Good

Create an **upcycled birdfeeder** to share with people in your community.

➔ Lead the Homework

Empower kids to lead their families in starting an Upcycle Bin to inspire future projects at home, and motivate them to reduce waste at home.

Group Discussion

AS PEOPLE ENTER: *Invite students to share their ideas via sticky notes on a poster or using a whiteboard titled "Our Green Community."* While we get settled, you can take a minute to write down one place where you feel connected to nature - a park, favorite tree, a place you've visited. Also, write down one thing your family does to reduce waste or help keep the earth clean.

TIME TO SHARE: *Take a moment to welcome the group. Invite students to share their locations and their green activity (if they choose).* We are already a community that cares about the earth and works to keep it clean.

Today, we're going to spend time thinking about how to make our community - and our world - a cleaner, greener place to live!

LARGE GROUP DISCUSSION:

Some scary words get thrown around when people start talking about the environment. Raise your hand if you've heard the terms climate crisis, extinction, or the great Pacific garbage patch. Yes, these are big complicated problems. But all over the world, people are working to solve these problems. And we can do our part!

Let's watch a video to help us start thinking about our key question: how can we reduce our waste?

[Kids Take Action Against Ocean Plastic | Short Film Showcase](https://youtu.be/hKfV9IquMXA) (3 minutes, 10 seconds). <https://youtu.be/hKfV9IquMXA>

- This video shares a powerful message: "**What we choose to do is really going to determine what our future is going to be like.**"

Today we're going to build a bird feeder out of single-use plastics. But first, let's talk about some ways we can reduce how much single-use plastic we all use and toss.

Has your family already started thinking about reducing single-use plastic? (*Invite sharing.*)

HOW CAN WE REDUCE OUR WASTE?

Group Discussion Continued

SMALL GROUP DISCUSSION:

Let's break into groups of two or three and come up with some ideas about how we can REDUCE our waste, especially our single-use plastics.

For the next few minutes, let's work together to create a list of three or four plastic items you throw away on a regular basis and come up with some creative ways you could swap them out with a reusable or less wasteful alternative. Think about things like toothbrushes, plastic bags, individually-wrapped snacks, and beverages. What alternatives could you decide to use?

- Leaders, find excellent ideas with this [32 Day Zero Waste Challenge for Kids](https://www.goingzerowaste.com/blog/31-day-zero-waste-challenge-for-kids)
 - <https://www.goingzerowaste.com/blog/31-day-zero-waste-challenge-for-kids>
- Create space on a whiteboard or piece of poster paper titled "We can REDUCE waste." When students are finished brainstorming, after 5 minutes or so, invite each group to write their best ideas on the board.

By changing the way we use and discard plastics, each of us can be part of the movement to make the earth a cleaner, more sustainable place.

Now, let's create some upcycled bird feeders for our feathered neighbors. Who knows what the word upcycled means? It means we'll transform items that might otherwise be thrown in the trash into something totally new.

- Share a demonstration of the bird feeder, and introduce the instructions for the group activity.

➔ Introduce the Take-Home Project



- Leave 5 minutes at the end of class for students to fill in the blank on their take-home page, and explain the take-home project.
- Share a demonstration of an Upcycle Bin.

When you go home, it is your job to LEAD your family in this same type of conversation.

You and your family can decorate this simple Upcycle Bin poster, and create a space to store items that can't be recycled but may become interesting craft supplies.

⬆ Notes for Group Leaders ⬆

- Consider breaking this lesson into pieces if time is short.
- Request donations ahead of your meeting:
 - clean plastic spoons
 - clean, label-free plastic bottles and caps
 - birdseed
- Decide whether students will bring feeders home or donate them to a senior care facility.
- Make photocopies ahead of the meeting:
 - Take-home sheet (1/student)
 - Upcycle Bin Poster (1/student)

Not for Me, Please!

Great stories. GOOD ideas

Do you think of yourself as someone who tries to think and act "green"? What does this mean to you?



Not for Me, Please!
by Maria Godsey

How does it make you feel when you hear stories about climate change, ocean plastic, and other environmental problems?



Not for Me, Please!
by Maria Godsey

What is the difference between single-use and recyclable plastic? Can you think of some examples? How can we know which is which?



Not for Me, Please!
by Maria Godsey

Do you remember the three R's? What does it mean to you to reduce, recycle or reuse? In what ways are you already doing this?



Not for Me, Please!
by Maria Godsey

Not for Me, Please!

Great stories. GOOD ideas

Why do you think people are still consuming single-use plastic? What is keeping people from making greener choices?



Not for Me, Please!
by Maria Godsey

Will you join Luke in saying, "Not for me, please" ? What makes his phrase particularly effective?



Not for Me, Please!
by Maria Godsey

Spreading the word about making greener choices is another way we can take action. Who could you share these green ideas with?



Not for Me, Please!
by Maria Godsey

How does it make you feel when you think about adopting new, green habits that protect the earth?



Not for Me, Please!
by Maria Godsey

Let's create bird feeders using single-use plastic. By reusing objects like water bottles and plastic utensils, we can give them new life.

Possible Recipients

Students may bring their bird feeders home to share with their families. Alternately, group leaders could collect the group's bird feeders and donate them to a local senior care facility to entertain residents.

What You'll Need

- Birdseed
- Plastic spoons (1 or 2 per student)
- Water bottles (clean, label free) and screw on tops (1 per student)
- Decorating supplies: stickers, colorful duct tape, paint pens, etc.
- Scissors
- Twine
- Upcycle Bin Poster (1 per learner)

Instructions

- Pass out supplies.
- Decorate empty bottles.
- Use scissors to carefully poke two (or four) holes in each water bottle, taking care to line them up across from each other. (This step may be done in advance.)
- Slide the plastic spoons through the opening. Be sure the hole over the bowl of the spoon is large enough to allow the seed to spill out a bit.
- Fill with birdseed. Use sheets of paper to funnel the seed into the bottles.
- Tie twine around the top of the bottle as a hanger.
- Invite students to help clean up their work space and sweep any wayward birdseed from the floor.

Group Discussion Questions

- What are some other ways we can repurpose things we might otherwise throw away?
- **Early Finishers:** Decorate your upcycle bin posters. Talk about:
 - What are some interesting items your family frequently throws away that you might be able to repurpose (apple sauce containers, for example)?





Today, we talked about Upcycling!

Take-Home Activity

Today we created bird feeders out of plastic bottles and plastic spoons. Going forward, I want to use less plastic by

Let's take this idea further and set up an Upcycle Bin at Home!

KEY QUESTION: What can't be recycled but might be reused?

A Note for Parents:

Teaching our children to care for the earth is integral to teaching compassion. And as the complicated challenges of climate change and waste management demand global attention, the planet's health will be front and center in kids' lives. Here is one small, fun way your family can learn to become earth advocates.

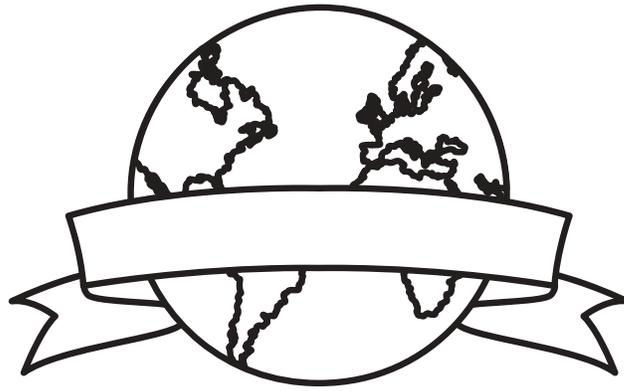
What You'll Need

- Upcycle bin poster (included)
- Coloring supplies
- Empty box
- Duct tape

Instructions

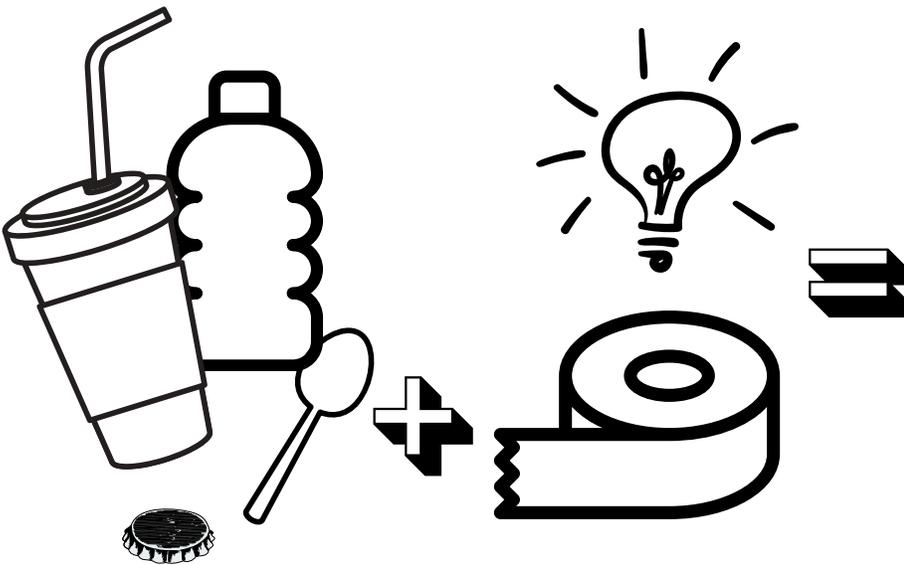
- First, decorate your poster.
- Add three ideas for upcycled creations in the three blank spaces.
- Attach your poster to a large cardboard box.
- Add a roll of duct tape.
- Add unrecyclable plastics and other reusable waste to your upcycle bin when possible.
- Create something new from the materials you gather!





OUR UPCYCLE BIN

MAKING WHAT'S OLD, NEW AGAIN



1. Tape poster to a box
2. Add interesting items that would otherwise be tossed
3. Turn them into:

- Bird Feeders
- Kooky robots
- Wall Art
- Wind Chimes
- Planters

- _____
- _____
- _____

Ask: Are there products you could swap to stop filling up your upcycle bin so quickly?

Lesson 12: How can we build a welcoming community?

Big-Hearted Classroom

Lesson Agenda

➔ Discuss

Explore the key question with the discussion guide and featured resources:

- **Being the New Kid in School - YouTuber Arnold Telagaarta's Story**
youtu.be/PpPysRXn1Ug
- **The Name Jar by Yangsook Choi**

➔ Do Good

Students will have the opportunity to create **New Kid Welcome Kits**.

➔ Lead the Homework

Young learners will lead their families in a **conversation about their own "Moving Story."**

Group Discussion

AS PEOPLE ENTER: While we get settled, you can take a minute to write down one way someone has helped you lately and one way you or your family have helped someone else. Invite students to share their ideas via sticky notes on a poster or using a whiteboard titled "Our Strong Community."

TIME TO SHARE: Take a moment to welcome the group. Invite students to share one of their two stories rapid-fire (if they choose). These everyday acts of support and kindness make our community such a great place to live and work and learn in. Keep this going!

Today, we're going to spend time thinking about how to make our community a more welcoming place for our newest community members.

LARGE GROUP DISCUSSION:

Let's watch a video that helps us understand some of the challenges of being the new kid, especially if you're also new to our country. As you watch this video, keep our key question in mind:

How can we build a more welcoming community?

Being the New Kid in School - YouTuber Arnold Telagaarta's Story
(3 minutes, 14 seconds).

- Arnold's reminder is an important one. Of course, when life throws us curveballs, we're going to feel stressed, and it may be difficult. But we can all learn to adapt to our new situation.
- Were the students at Arnold's new school welcoming?
- How would you feel if you had to move to a new school in a new community? How would you feel if you, like Arnold, had to move to a whole new country where you didn't speak the language?
- If you suddenly had to move to a new school, what would you hope for? How would you want your new classmates to respond?

HOW CAN WE BUILD A WELCOMING COMMUNITY?

Group Discussion Continued

SMALL GROUP DISCUSSION:

Today we're going to create welcome kits for new students at [our local school], but before we get started, let's brainstorm some other ways we can make our community a more welcoming place.

We know how difficult it is to move to a brand new community. Arnold's story (from our video) and Unhei's story (from our book) make it clear that moving from another country can be even more difficult. What can we personally do to make it easier for new students and community members to feel welcome?

Gather in groups of 2 or 3 and work to answer the following questions. Remember our key question: How can we build more a more welcoming community?

Hand out the Small Group Discussion worksheet. Give students 5 minutes or so to brainstorm answers to the list. Then invite each group to share their ideas.

Now, let's create our New Kid Welcome Kits!

- Share a demonstration of the New Kid Welcome Kits, and introduce the instructions for the group activity.

➔ Introduce the Take-Home Project



- Leave 5 minutes at the end of class for students to fill in the blank on their take-home page, and explain the take-home project.
- Share Arnold's and Unhei's stories with your family.

When you go home, it is your job to LEAD your family in this same type of conversation.

You and your family can talk about what brought you to where you live now. The take-home sheet will help you record your family's story.

⬆ Notes for Group Leaders ⬆

- Consider breaking this lesson into pieces if time is short.
- Request donations ahead of your meeting:
 - Use the donation flier (included)
 - Brainstorm at a previous meeting: what else would you like to include?
- Make photocopies ahead of the meeting:
 - Small-Group Discussion Questions (1/2 sheet/student)
 - New Kid Welcome Letter (1/student)
 - Take-home sheet (1/student)

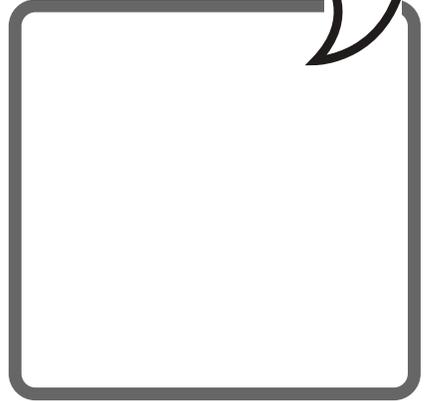
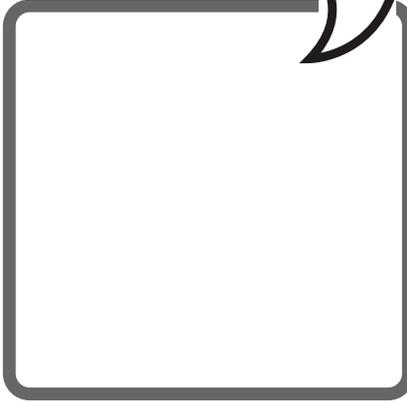
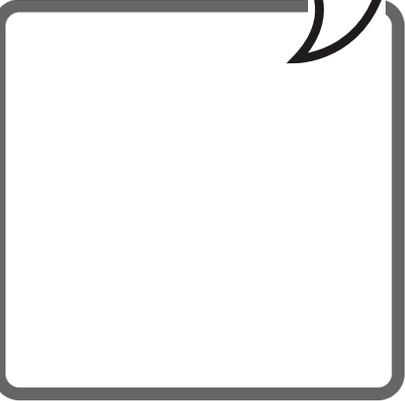
HOW CAN WE BUILD A WELCOMING COMMUNITY?

Small Group Discussion Questions

What 2 or 3 things can we DO to be welcoming when a new kid joins our community or classroom?

What new traditions could our group take on to welcome new kids and their families?

How should we react if we notice others laughing at a new kid because of the unfamiliar way they speak, their lunch, or anything that makes them unique?



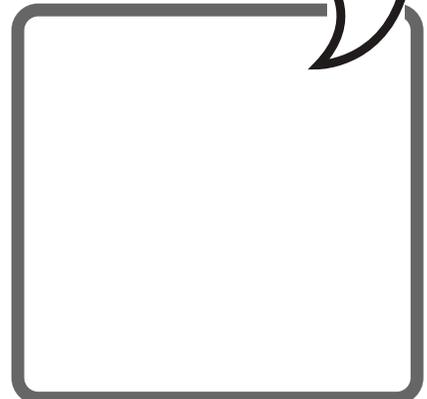
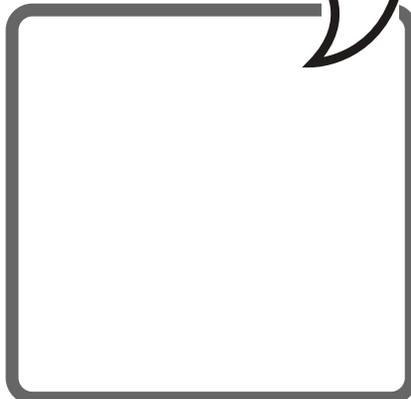
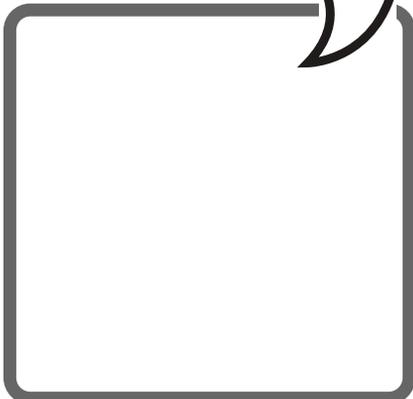
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The Name Jar

Great stories, GOOD ideas

Why did
Unhei
feel she
needed
to pick
a new name?



The Name Jar by
Yangsook Choi

How do you think
Unhei was feeling
when she stood
in front of her
new class?
How would you
feel?



The Name Jar by
Yangsook Choi

Has anyone
ever said or
spelled your
name wrong?
How did it
make you feel?



The Name Jar by
Yangsook Choi

Practice
saying
Unhei
aloud.



The Name Jar by
Yangsook Choi

The Name Jar

Great stories, GOOD ideas

How do you
think
Unhei felt
when she
tried on
new names?



The Name Jar by
Yangsook Choi

Create the Good!

Tell the stories
behind the names
in your family.
Why and how were
they chosen?
If they mean
something,
what is it?



The Name Jar by
Yangsook Choi

Have you ever
traveled to a
faraway place that
felt strange and
unfamiliar? If you
have, explain
what it was like. If
not, what do you
think it would feel
like?



The Name Jar by
Yangsook Choi

If you had to
choose a new
name for
yourself,
what would
you choose?



The Name Jar by
Yangsook Choi

ASSEMBLE NEW KID WELCOME KITS

Group Activity

Let's create cards and assemble welcome kits to greet new students on their first day.

Possible Recipients

If your club is associated with a school, faith group, or other organization, create your kits to hand out there. If not, consider reaching out to a public school nearby. Contact the main office to learn how many new students they see during the typical calendar year. Most are happy to have a meaningful gift to hand out and may offer brochures to include in the kits.



What You'll Need

- New Student Welcome letter (included). If your group is donating kits to a school they don't attend, create your own letters or cards to greet new students.
- Gift bags to decorate and contain kit materials
- Decorating supplies: markers, stickers, stamps
- Welcome Kit Items: (Leaders, prior to your meeting, be sure to share the donation flier with students' families and your community.)
 - School or organization brochure or bumper sticker
 - Coupons or gift cards for local businesses
 - A small pack of crayons or colored pencils
 - Fun erasers and/or pencils
 - Small notebooks or journals
 - Sidewalk chalk
 - Allergy-friendly treats
 - Other ideas your club comes up with

Instructions

- Pass out supplies.
- Decorate bags.
- Fill out new student welcome letters and decorate them. Alternatively, create your own welcome letters.
- Fill bags with your new student kit supplies.

Group Discussion Questions

- What do you think would be most difficult about moving to a new community?
- What might be exciting or interesting about being a new student?

Welcome!

We're so glad you've joined us! The best things about being a part of this community are

- * _____
- * _____
- * _____

You might enjoy my favorite yearly tradition.

- * _____

I love it because

- * _____
- * _____

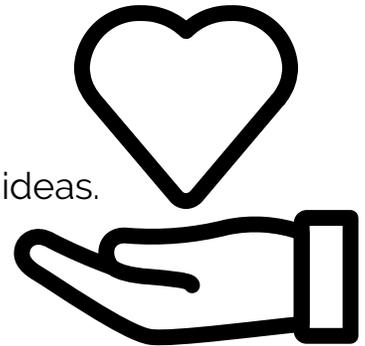
I hope this simple Welcome Kit makes you smile as you get settled. Getting started in a new community can feel hard, but we're here to help. And you've got this!

Sincerely,

Donation Drive

**HELP US GREET NEW KIDS
WITH WELCOME KITS!**

All donations are helpful! Here are some ideas.



Coupons or gift cards for local businesses

Small pack of crayons or colored pencils

Small notebooks or journals

Silly erasers and pencils

Sidewalk chalk

Allergy-friendly treats (goldfish, crackers, candy)

Dropboxes for your
donations are located at



Today, we talked about building a welcoming community!

Take-Home Activity

Today created welcome kits for new students. I'm also going to try to be a more welcoming person by

Let's take this idea further and talk about our "Moving Story."

KEY QUESTION: What has brought our family to where we live now?

A Note for Parents:

Family histories offer us all a richer understanding of our connections to others in our community and beyond. Whatever your family's story, movement and migration likely play a role, and these transitions in your family's past lay the foundation for the challenges and opportunities that are available to your family in the present.

Let's Talk!

As you discuss these questions, you may want to record your answers in a notebook. Or try using StoryCorps.org to record your conversation as a keepsake for the future! Be sure to ask follow-up questions and reach out to older relatives when you want to know more.

What is our family's "moving story"?
Where have we moved from? What inspired this move?

What about our ancestors? What are their "moving stories"?

What objects or family treasures have moved with our family?

How does our family's "moving story" still impact us today?
What challenges or opportunities has moving brought us?

Do we have family traditions that connect us with the places our family has lived in the past?
What are they?

What two or three things could our family do to help build a more welcoming community for new neighbors and students?