



# DGT's Big-Hearted Classroom

## How can we share appreciation?

### Lesson Agenda

#### ➔ Discuss

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

- **What If We Saw Everything As the Gift**

[youtu.be/BZKq6N100Bo](https://youtu.be/BZKq6N100Bo)

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

#### ➔ Do Good

Create **Gratitude Awards** and thank you notes for community heroes.

#### ➔ Lead the Homework

Young learners will lead their families in creating a **Gratitude Garden Display**.

#### Group Discussion

**AS PEOPLE ENTER:** While we get settled, you can take a minute to write down the names of **two people you see as community heroes**. Think about people who have made a difference for you or your family. If you can, write their name and a word or two about the reason you see them as community heroes. Invite students to share their ideas via sticky notes on a poster or using a whiteboard titled "Our Kind Community."

**TIME TO SHARE:** Take a moment to welcome the group. Follow up with the "homework" from your last meeting. Invite students to share why they chose their heroes, 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.

**Today, we're going to spend time thinking about feelings of gratitude and acts of appreciation, and we're going to have an opportunity to share our appreciation with heroes like these.**

#### LARGE GROUP DISCUSSION:

##### **Let's start at the beginning: what is thankfulness?**

Invite Sharing. Thankfulness is that warm feeling you get when you notice something or someone that made your day better. Noticing the feeling of thankfulness is really the first step toward gratitude.

Let's watch a quick video to get us thinking about thankfulness.

##### **What if We Saw Everything as the Gift It Is**

(1 minute, 42 seconds).

The truth is, it's not always easy to notice the things that make our lives better. We get used to them. We stop seeing them. That's what makes this video so funny. If we were thankful all the time for everything, we'd seem a little silly.

##### **Imagine a video that showed the opposite experience: a total lack of thankfulness.**

- How would the person feel when they woke up?
- How would their day look and feel different?

Without a sense of thankfulness, the joy in our lives -- and the people who make a difference in our lives -- might become invisible.

# How can we share appreciation?

Group Discussion Continued

## Who can tell me what gratitude is? How is it different?

- Gratitude is the practice of acknowledging the people behind our thankful moments, partly so we can share our appreciation with them -- like we'll be doing today -- and partly to cultivate our own sense of community and well-being.
- In fact, according to the past ten years of research, writing or thinking about gratitude daily (what you're feeling thankful about and who made it possible) makes people happier and healthier!

## Finally, what does it mean to share your appreciation?

- Appreciation is the act of acknowledging and celebrating the contribution of others – the act of **saying thank you**.
- What simple things can we do to share our appreciation with the people who make a difference in our lives? The people who make us feel thankful? The people we're grateful for?

### SMALL GROUP DISCUSSION:

Today we're going to share appreciation with our community heroes, so let's add to the list we've already started. We'll be creating fun gratitude awards and writing thank you notes.

**Gather in groups of 2 or 3 and work to answer the following questions. Using the prompts below, allow 5 minutes to brainstorm unsung heroes and add them to your "kindness" display. Invite sharing.**

- Who is missing from the list we started at the beginning of this lesson?
- Think of a time when you felt proud (maybe a test you did well on, a special performance, a recital, or a soccer game, etc). Who helped you be your best that day?
- Have you ever been in a difficult situation and needed help? (maybe you fell off your bike or had a problem at school) Whom did you turn to?

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## ➔ 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 a special gratitude project.**

This will be your opportunity to practice "noticing" what you're thankful for, and maybe you'll be inspired to keep sharing your appreciation!

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## ⬆ Notes for Group Leaders ⬆

- Consider breaking this lesson into pieces if time is short.
- Make photocopies ahead of the meeting:
  - Gratitude award templates (2 per student)
  - Take-home materials (1 set per student)
- Swap our gratitude activity for something new:
  - Assemble [Gratitude to Go Kits](#).  
[youtube.com/watch?v=gyfMJo7qill](https://www.youtube.com/watch?v=gyfMJo7qill)
  - Create Gratitude Trophies using upcycled materials.
  - Invite a Community Hero to speak with your group and share your gratitude in person.

# Thank You, Omu!

Great stories. GOOD ideas

How did Omu's neighbors know she was making stew?

**DOING  
GOOD  
TOGETHER.** Thank You, Omu!  
by Oge Mora

Omu gave stew to lots of different people in her neighborhood: a child, a police officer, a hot dog vendor. Imagine if this story was set in our classroom. Who might stop by for some stew?

**DOING  
GOOD  
TOGETHER.** Thank You, Omu!  
by Oge Mora

When Omu shared her stew, how do you think she made her friends feel?

**DOING  
GOOD  
TOGETHER.** Thank You, Omu!  
by Oge Mora

Can you share a time when a friend shared something with you? What was it? How did it make you feel?

**DOING  
GOOD  
TOGETHER.** Thank You, Omu!  
by Oge Mora

# Thank You, Omu!

Great stories. GOOD ideas

How do you think Omu felt as she realized her stew pot was empty?

**DOING  
GOOD  
TOGETHER.** Thank You, Omu!  
by Oge Mora

What are some things you can share with friends and neighbors, like Omu shared her stew?

Don't forget about things you can't touch, like compliments or time.

**DOING  
GOOD  
TOGETHER.** Thank You, Omu!  
by Oge Mora

How did Omu feel when her friends shared with her at the end of the story?

Can you share a time when a friend made you feel like that?

**DOING  
GOOD  
TOGETHER.** Thank You, Omu!  
by Oge Mora

At the end of the story, the community gathering feels like a fun celebration of gratitude. Does our community come together to celebrate and share gratitude? How?

**DOING  
GOOD  
TOGETHER.** Thank You, Omu!  
by Oge Mora



# DGT's Big-Hearted Classroom

## Create Appreciation Awards

*Group Activity*

Everyone enjoys being recognized for their unique contributions to the lives of others. Put your creative talents to work designing unique thank-you cards and awards for everyday heroes.

### **Possible Recipients**

Use the list your brainstormed during group discussion. Don't forget to consider first responders, teachers, custodians, bus drivers, mail carriers, garbage collectors, parents, doctors, librarians, etc.



### **What You'll Need**

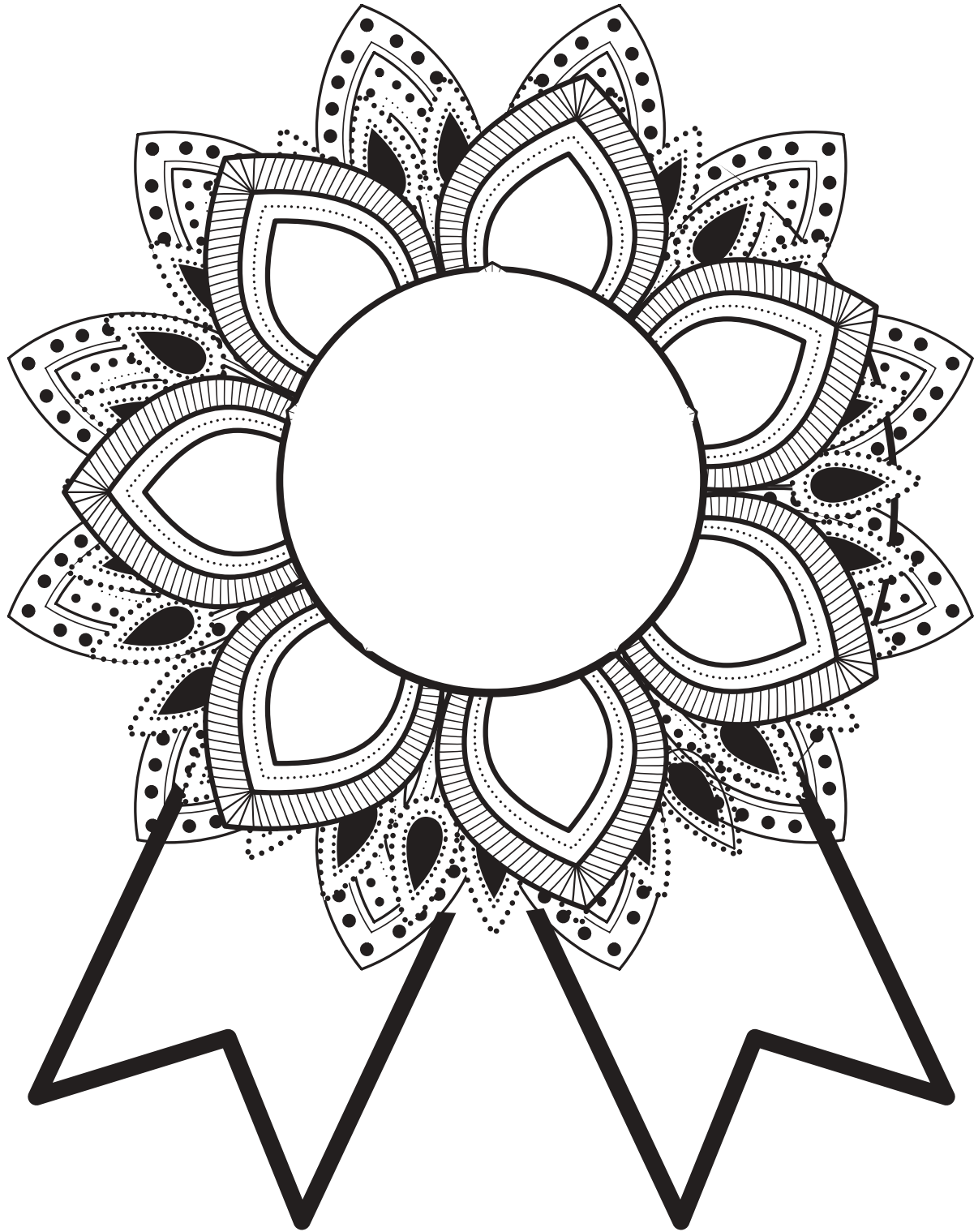
- Big-hearted award templates (included)
- Decorating supplies: markers, crayons, or colored pencils
- Extras (optional): sticker-backed gemstones, glitter glue, pom poms, stickers, and other embellishments
- Scissors (optional)
- Contact paper (optional)

### **Instructions**

- Give your award a unique name. Consider "The Humble Hero Award" or "World's Best \_\_\_\_\_" or brainstorm your own creative ideas.
- Decorate your awards, and write the titles you chose inside the circle. Do your best work!
- If you'd like, cut out your award and seal it between two sheets of clear contact paper.
- Create a thank-you note to accompany your award. Share specific reasons for your appreciation.
- If you have more time, create more awards and cards!
- Give your completed award to the person you are celebrating.

### **Group Discussion Questions**

- What made you choose the recipients of your thank you cards and awards?
- How do you think your award recipient will feel (or felt) receiving your gift?
- What are some other ways we can celebrate everyday heroes in our lives?







**Today, we created awards and cards to show gratitude and appreciation to everyday heroes.**

*Kindness Homework from DGT's Big-Hearted Classroom*

**I created a one-of-a-kind appreciation award for**

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

**KEY QUESTION: How can we share appreciation?**

### **What We LEARNED**

Today we learned about gratitude, or the warm feeling you get when you notice something or someone that made your life a little better. And we learned about appreciation, the act of recognizing and celebrating the contributions of others. Together, we practiced the art of saying thank you. Then we created awards and cheerful thank-you cards to share our appreciation with people in our community.

### **Homework Option:**

Start a daily gratitude practice with your family. Take five minutes each day to share what you're grateful for with one another. Make the practice a more tangible activity with the ideas below:

- Create a display by writing your gratuudes on slips of paper and pinning them to a cork board.
- Keep a gratitude journal and invite each family member to write or/draw their ideas.
- Place a mason jar on your dining room table, along with slips of paper and a pencil. During family dinner, add gratitude s to your jar each evening.

### **Let's Talk!**

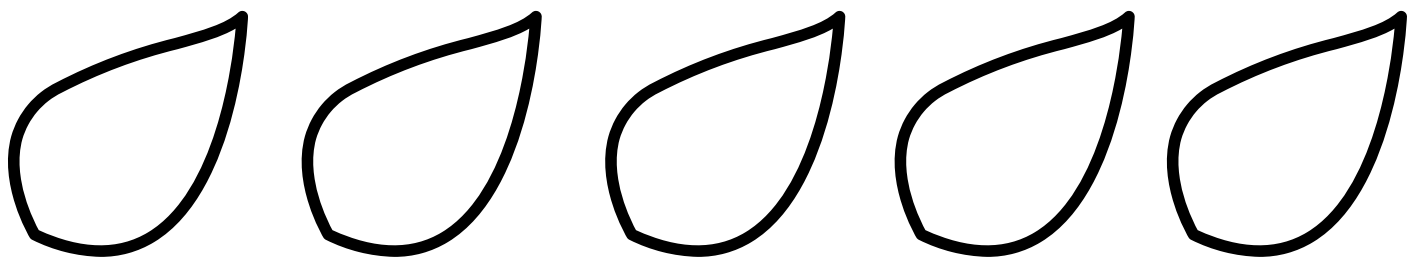
- What are some other ways we can celebrate everyday heroes in our lives?
- Why is it so easy to forget the many things we are grateful for when we discover something new that we desperately want?
- How can we remind ourselves to be satisfied with the good things already in our lives?
- What is the difference between what you need and what you want?
- **Can we take it further?** Let's start a gratitude garden at home. Use the take-home instructions or imagine your own gratitude display.



# CULTIVATE GRATITUDE

Transform your family's abundance into a colorful paper garden.

- **First, decorate your garden:** Color the garden fence below and glue or tape it to a clean tin can or a cracker box with the top half cut off.
- **Second, paint stems:** Use cardboard strips from a cracker box or popsicle sticks. Paint them green.
- **Third, cut petal shapes.** Use the template below or free-hand your own simple petal shapes. Cut them out of a variety of beautiful paper. Magazines, reused wrapping paper, or newspaper print work, as well as construction and scrapbook paper.
- **Fourth, reflect:** *What are you grateful for?* Write one thing on each petal. Glue the petals onto your stems to create colorful flowers.
- **Display and cultivate!** Place your garden somewhere nearby, along with any leftover petals and stems. Remember to add to it from time to time, perhaps after family dinner or during a weekend morning.



### Lesson Agenda

#### ➔ Discuss

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

- **What is a Refugee?**  
<https://youtu.be/0QPFn9hIMLw>
- **Refugee Stories**  
[http://teacher.scholastic.com/activities/immigration/young\\_immigrants/index.html](http://teacher.scholastic.com/activities/immigration/young_immigrants/index.html)
- **A Light for All** by Margarita Engle

#### ➔ Do Good

Create **Welcome Kits for New Students** with a bookmarks for new friends.

#### ➔ Lead the Homework

Young learners will lead their families in a discussion to learn about their family history. They will record their learnings on the attached template.

#### Group Discussion

**AS PEOPLE ENTER:** While we get settled, you can take a few minutes to write down what you would take with you if you had to pack up and leave for another country today. You can only bring 1 small bag-- so write down the most important things you would want to take. Invite students to share their ideas via sticky notes on a poster or using a whiteboard titled "My Treasured Belongings."

**TIME TO SHARE:** Take a moment to welcome the group. Follow up with the "homework" from your last meeting. Invite students to share how they tracked their gratitude. Did they use a mason jar, a cork board, or a gratitude journal? What was their experience in doing this? Were the things listed tangible (food, home, etc.) or intangible (love, family, etc.). Tracking gratitude often helps us to shift our perspective from the glass half empty (what we don't have) to thinking about the positive (glass half full) and what we do have and are grateful for in life.

**We all may have different experiences of being here in the United States. Some of us were born here; others traveled to the United States from another country. Regardless, we all have had the experience of being new to something – at some point in time. We all know how helpful it can be to have someone welcome us and make us feel included.**

**Today, we're going to spend time actively practicing empathy and thinking about the challenges of starting something new. We will learn about the push and pull of immigration and learn about refugees.**

#### LARGE GROUP DISCUSSION:

##### Let's start at the beginning: What is Immigration?

Invite Sharing. Immigration is coming to live permanently in a foreign country. There are lots of reasons people may choose to emigrate to another country. We call this the push and pull of immigration. The push are things that make people want to leave and the pull are things that draw people to a new home country.

Can you think of reasons people might have to leave their country? (Push: war, famine, harm, lack of equity, religion, etc.) What about reasons why people might choose to move to another country? (Pull: Opportunity, education, to join family etc.) Let's talk about one particular kind of immigrant-- a refugee. This video tells us a bit about what it is like to be a refugee.

##### What is a Refugee?

(4 minutes, 42 seconds).

#### Debrief the Video

- What are some of the reasons refugees leave their home country?
- How would it feel to pack up your belongings and leave?
- What makes you feel welcomed?
- What are some ways to welcome refugees into our schools and communities?

For older students for whom you may desire more nuanced materials, [this link](https://www.unhcr.org/en-us/teaching-about-refugees.html) provides great definitions of different categories of displaced individuals.



# How can we welcome new immigrants?

Group Discussion Continued

## SHARE

It is hard to know the exact number of refugees, but we know there are at least 82 million displaced people or have left their homeland. About half of refugees are children.

(Use a smart board or tablet to review some of the different stories of refugee children.)

[http://teacher.scholastic.com/activities/immigration/young\\_immigrants/index.html](http://teacher.scholastic.com/activities/immigration/young_immigrants/index.html)

Alternate resource

## SMALL GROUP DISCUSSION:

Today we're going to continue our conversation on immigration.

**Gather in groups of 2 or 3 and work to answer the following questions. *Using the prompts below, allow 5 minutes to brainstorm. Invite sharing.***

- What did you learn about the children's stories?
- What surprised you?
- What was hard for the children in the stories?
- What did the children appreciate?
- What did you have in common with the children?
- Which child did you relate to the most?

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## ➔ 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 a conversation about family history.**

This will be your opportunity to practice your "listening skills," ask questions that show you want to know more, and a chance to learn more about your own history!

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## ⬆ Notes for Group Leaders ⬆

- Consider breaking this lesson into pieces if time is short.
- Make photocopies ahead of the meeting:
  - Bookmark templates (2 per student)
  - Take-home materials (1 set per student)
- Swap our gratitude activity for something new:
  - Assemble Kits for [Church World Services](http://www.doinggoodtogether.org/bhf/assemble-kits-for-cws).
  - <https://www.doinggoodtogether.org/bhf/assemble-kits-for-cws>
  - For more ideas and further instructions <http://bit.ly/DGTimmigration>

# A Light for All!

Great stories. GOOD ideas

What do you think  
"A Light Shines for  
All" refers to?

**DOING  
GOOD  
TOGETHER.** A Light for All!  
by Margarita Engle

How do you think the  
lit torch made the  
people entering the  
harbor feel?

**DOING  
GOOD  
TOGETHER.** A Light for All!  
by Margarita Engle

Can you name  
some of the many  
reasons listed in  
the book for why  
people came to the  
United States?

**DOING  
GOOD  
TOGETHER.** A Light for All!  
by Margarita Engle

How does a shining  
torch make you feel?

**DOING  
GOOD  
TOGETHER.** A Light for All!  
by Margarita Engle

# A Light for All!

Great stories. GOOD ideas

How do you think the children felt seeing the Statue of Liberty in the harbor?

**DOING  
GOOD  
TOGETHER.** A Light for All!  
by Margarita Engle

The book says "We have to struggle to be accepted, because some people don't understand the need for equality."

How can we help show acceptance?

**DOING  
GOOD  
TOGETHER.** A Light for All!  
by Margarita Engle

Why is it important to remember both the "long, bitter story of the US" and "gentler waves of arrival?"

How does the Statue of Liberty provide promise?

**DOING  
GOOD  
TOGETHER.** A Light for All!  
by Margarita Engle

At the end of the story, the community gathering feels like a fun celebration of gratitude.

What are the shared hopes that we all have?

**DOING  
GOOD  
TOGETHER.** A Light for All!  
by Margarita Engle

# DOING GOOD TOGETHER. DGT's Big-Hearted Classroom Welcome Kits for New Students

## Group Activity

Being in a new situation is always a challenge. Taking the time to welcome new students to the school is an opportunity to show kindness from the moment they walk through the door. Whether the student is traveling from a neighboring school, or from overseas, let's put our best foot forward in welcoming them.

### Possible Recipients

These kits are for any new student that come to your school, faith community, or group. Ask the coordinator to keep these welcome kits in a box so they are ready for new friends to be welcomed!



### What You'll Need

- Big-hearted bookmark templates (included)
- Cardstock (to print the templates)
- Decorating supplies: markers, crayons, or colored pencils
- Extras (optional): sticker-backed gemstones, glitter glue, pom poms, stickers, and other embellishments
- Scissors
- Clear contact paper (optional)

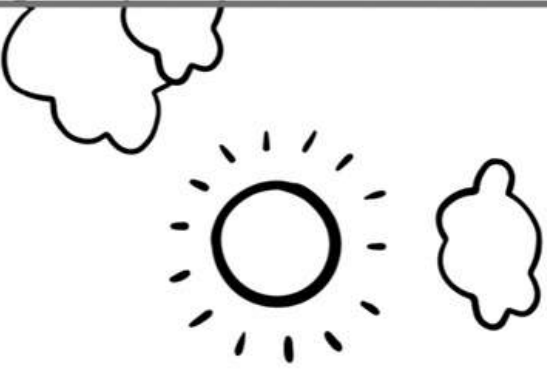
### Instructions

- Color in the bookmarks on the cardstock templates.
- Cut out the bookmark and cover it with clear contact paper to protect it.
- Create a welcome note to accompany your award. Tell the student who you are, how you enjoy spending your time and why you enjoy your school. Welcome them to the school!
- Decorate your note with sticker-backed gemstones, glitter glue, pom pom, stickers, and other embellishments. Do your best work! If you have more time, create more bookmarks and cards!
- Attach your bookmark to your letter with a paperclip.

### Group Discussion Questions

- Think of a time when you felt welcomed? How did it make you feel?
- How does it feel to welcome someone to the school?
- Why do you think it is important to include new people?
- What are some other ways to be welcoming and include new friends at recess?

Today I will  
**SHARE  
 KINDNESS**



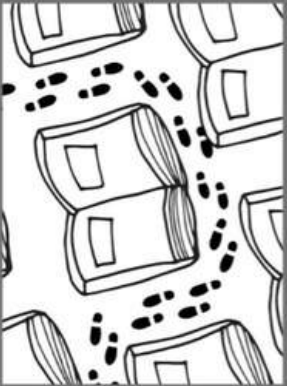
DoingGoodTogether.org



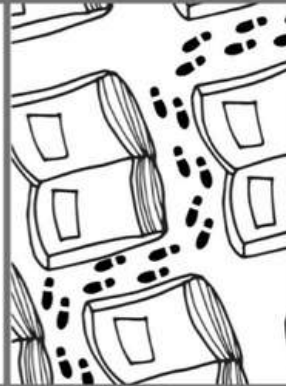
**READ**  
 WITH ME AND  
 TOGETHER  
 WE CAN  
 CHANGE  
 THE  
 WORLD

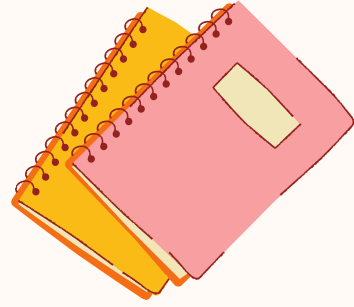
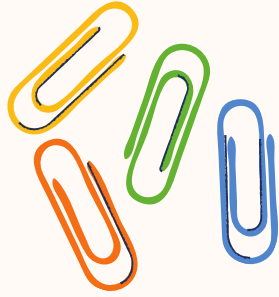


DoingGoodTogether.org



**READ A  
 MILE IN  
 SOMEONE  
 ELSE'S  
 STORY**



# Welcome to Our School!

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*We are so glad you are here!*

*Your Friend,*

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## Today, we created bookmarks and letters to welcome new students to our school.

*Kindness Homework from DGT's Big-Hearted Classroom*

**We learned about immigration and refugees and the importance of kindness in welcoming and including new students. To continue the lesson at home, visit <https://ukraine.welcome.us/wrd2022> to write a brief welcome message or record a video welcoming refugees to the United States.**

**Let's take this idea further and talk about our "Family Histories."**

### **KEY QUESTION: How can learning about our past, inform our future?**

#### **What We LEARNED**

Today we learned that people from many different cultures and backgrounds come together to create the United States of America. People travel to the U.S. for many different reasons (the push and pull of immigration). Some immigrants are refugees, people leaving their country because they have experienced war, hunger, or persecution. We also read a story that reminded us of the journey that many people make. It is time to reflect a bit on our own family story.

#### **Homework Option:**

Talk to your family and find out about their history. Learn about your parent or guardian's history. Were they born in North America or in other lands? Where were their ancestors from? What did you learn about your family member's history?

Practice deep listening by asking the questions, letting your family member speak, and asking follow-up questions to better understand the story. On the Family History template, write down 3 things you learned.

- Think about the different reasons individuals come to the United States.
- Did you learn something about your parent or guardian? Did you already know the story well?
- What is your own story?
- How did the story make you feel?
- What story will you share with the next generation?
- Think about how you will add to the story with your own life, dreams, and goals.
- Take time to journal about your learnings. Stories passed down from generation to generation help us to learn about who we are and inform where we want to be.

#### **Let's Talk!**

- Knowing that many people in the United States were once new to its shores, why is it important to be welcoming?
- What can immigrants bring that help to enrich the lands on which we live?
- How can we welcome new immigrants to the United States?
- **Can we take it further?** Let's make a plan to show our kindness by welcoming people who are traveling to join us here in the United States.

Name: \_\_\_\_\_

# Family History

I interviewed: \_\_\_\_\_

I learned: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_





# You and Your Family Can Help Support Immigrants!

Assisting a newly arrived family is one way to learn about another culture while making a real difference in someone's life. Newcomers, particularly refugee families, face multiple challenges, including language difficulties, cultural adaptation, lack of social support, discrimination, and employment barriers. Learning about and supporting immigrants allows children (and adults) to appreciate the complexity and richness of other countries, and to realize that their view is only one among many possible views. For more ideas and further instructions visit <http://bit.ly/DGTimmigration>

## **Pledge to befriend an immigrant family.**

Many organizations invite volunteers to assist immigrant families as they transition to life in this country. Check out VolunteerMatch, Lutheran Social Services or Catholic Charities to find a local opportunity. Activities can include helping with grocery shopping, finding services, or sharing a meal.

## **Pledge to sign petitions.**

Take time to learn about and support specific immigration issues through online petitions. Go to [change.org](http://change.org) and browse immigration-related petitions. Read the petition summaries so you can learn more. Read the comments of others who have signed. Sign petitions you support and feel free to comment on your own reason for signing.

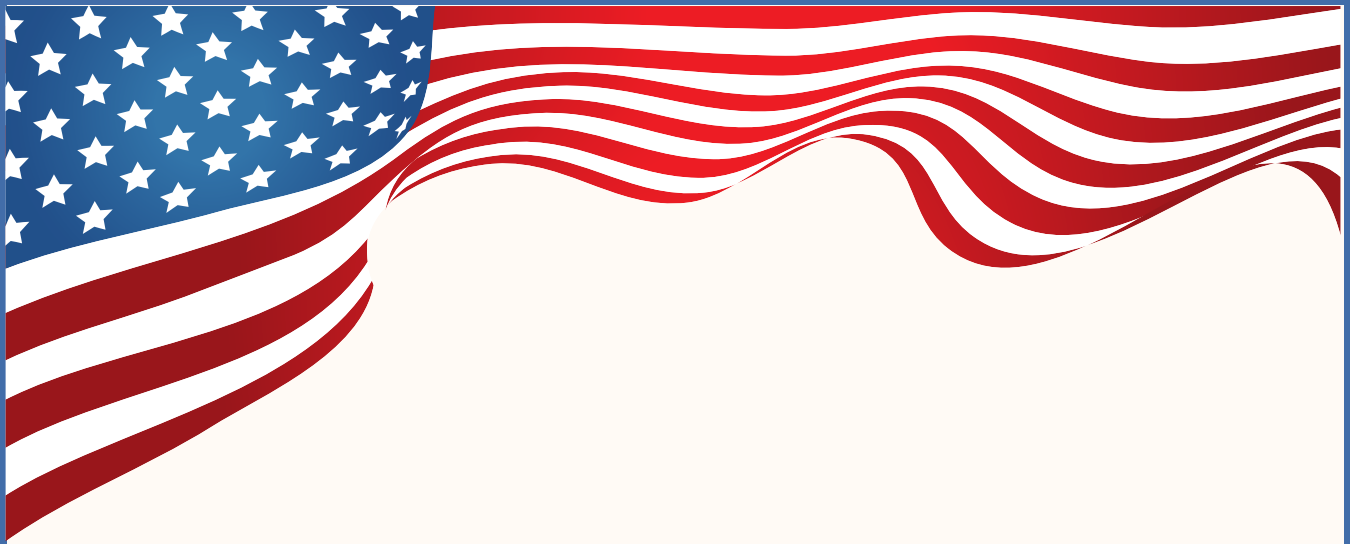
## **Pledge to raise money for legal aid.**

Host a lemonade stand, a car wash, or a garage sale and donate the proceeds to an organization that helps low-income immigrants navigate complicated legal matters.

Visit the Immigrant Law Center of Minnesota ([www.ilcm.org](http://www.ilcm.org)) or the National Immigrant Justice Center ([www.immigrantjustice.org](http://www.immigrantjustice.org)).

## **Pledge to advocate for immigrants.**

Contacting your elected officials when you feel strongly about an issue teaches active citizenship. Post the contact info and photos of your elected leaders in a prominent place. Talk to your family about why issues in immigration matter to you. Send a note as a family to your representative stating your position.



*Dear* \_\_\_\_\_,

Please support humane and fair immigration policies. My family and I care about the safe and just treatment of immigrants because

\_\_\_\_\_

\_\_\_\_\_

My family and I pledge to:

\_\_\_\_\_

\_\_\_\_\_

*What will you do to help?*

*Sincerely,*

\_\_\_\_\_  
Name, Age



### Lesson Agenda

#### ➔ Discuss

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

- Fight Flight Freeze: A Kids Guide to Anxiety?
- <https://www.youtube.com/watch?v=FfSbWc3O5M>
- Stress Explained
- <https://www.youtube.com/watch?v=k8FiAxAqqYE>
- *What Do You Do When You Worry Too Much?* by Dawn Huebner

#### ➔ Do Good

Create **Inspirational Stones** for family, friends, counselors or yourself!

#### ➔ Lead the Homework

Young learners will lead their families in a discussion to learn about different ways to handle stress and anxiety. They will have an opportunity to practice talking about their feelings (if they choose) through this exercise.

#### Group Discussion

**AS PEOPLE ENTER:** Have some classical or peaceful music playing the background while the students enter the room. Have students choose one of the mandala sheets (attached) and ask them to take out some colored pencils or crayons. Ask the students to spend 5 minutes coloring. Invite students to share a word that describes that experience. Give the students an example of how the music coupled with the coloring makes them feel-- for example-- peaceful, reflective, thoughtful, etc. List the words on the whiteboard labeled "Reflection."

**TIME TO SHARE:** Take a moment to welcome the group. Follow up with the "homework" from your last meeting. Invite students to share how their interview with a family member or guardian went. Rather than sharing the information they learned, ask them to share how the experience was-- connecting with someone from their family. Learning about one another creates a space where connection can happen. Did you find that you connected with others through this experience?

#### LESSON INTRODUCTION:

Today we are going to talk about what we do when life gets daunting. Each of us faces unique challenges. At different times in our lives, we can feel stress or anxiety over schoolwork, friends, bullying, family changes, or even self-image or identity. For every person it is different.

Today, we're going to spend time exploring what we can do when life gets daunting or overwhelming. How can we help to calm our nerves and usher in a sense of peace and calm.

#### LARGE GROUP DISCUSSION:

##### **Let's start at the beginning: How does the body feel when you are stressed?**

Invite Sharing. Imagine that it is Thursday night. Your parent or guardian tells you that you have to clear the table and help clean up. You have an extraordinary amount of homework tonight and you had promised your best friend you would go outside and play soccer after dinner. To top it all off, you have a big standardized test tomorrow and you really need some good sleep to feel rested. Sigh. This is just one of many situations that could cause you stress. We have all been there when it feels like things are piling up like a stack of blocks and one more thing might make your blocks topple over. Everyone experiences stress and anxiety-- but it can surface in different ways. What is your response to stress and anxiety?

[Fight-Flight-Freeze: A Guide to Anxiety for Kids](#)

(2 minutes, 12 seconds)

#### Debrief the Video

- What did you learn about how your brain handles stress and anxiety?
- Was this new information or had you heard it before?
- What are some of the causes of stress and anxiety?
- How is stress or anxiety trying to help you?

# What do we do when life gets daunting?

Group Discussion Continued

## SHARE:

When we are faced with new or difficult situations, we experience a Stress Response. How we think about our stress and how we respond can help us to manage the challenges of our unique situation. And, the more we practice the better we get at moving through our stressful challenge.

## [Stress Explained](#)

(5 minutes, 18 seconds)

## SMALL GROUP DISCUSSION:

We know that stress affects all of us. So, knowing that, what do you do to decrease stress or anxiety in your life?

**Gather in groups of 2 or 3 and work to answer the following questions. *Using the prompts below, allow 5 minutes to brainstorm. Invite sharing.***

- Think of a time you experienced stress. How did you feel at the time?
- What did you do?
- Thinking back to the situation what other things could you have done?
- What are three ways you handle stress in your life?
- Can people learn to handle stress better with practice?

## Read an Excerpt from the Book :

*What to do When You Worry Too Much* by Dawn Huebner

This is a long book that is excellent. For one session read the chapter entitled "Relaxation" pg 62-69 to explore how to help address worries. Use the attached discussion cards for the chapter referenced.

## ➔ 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 a conversation and brainstorm about stress and anxiety.**

This will be your opportunity to practice your "facilitating skills," ask a question and make sure everyone has a chance to share their answer!

## ⬆ Notes for Group Leaders ⬆

- Consider breaking this lesson into pieces if time is short.
- Make photocopies ahead of the meeting:
  - Mandala Sheets (3 options for students)
  - Take-home materials (1 set per student)
  - There is a checklist of "What to do when life gets daunting" and a sheet to accompany each checkbox.
- The book is long but could be used for multiple lessons if you want to take this lesson further.
- Add to our Video by also showing these:
  - [Stress Management for Kids](#)
  - <https://www.youtube.com/watch?v=3Nf2Pzcketg>



# What Do You Do When You Worry Too Much?

Great stories. **GOOD** ideas

The author talks about resetting your system -- what does this mean?



What Do You Do When You Worry Too Much?  
by Dawn Huebner

The author says that when you are stressed taking one breath isn't enough -- why not?



What Do You Do When You Worry Too Much?  
by Dawn Huebner

What does the author suggest you can do to make your brain and body feel better?



What Do You Do When You Worry Too Much?  
by Dawn Huebner

How did you feel after trying the meditation activity?



What Do You Do When You Worry Too Much?  
by Dawn Huebner

# What Do You Do When You Worry Too Much?

Great stories. **GOOD** ideas

How is this meditation activity different from just taking a breath?



What Do You Do When You Worry Too Much?  
by Dawn Huebner

When you are worried, how can you "change the channel"?



What Do You Do When You Worry Too Much?  
by Dawn Huebner

What happens when you think about your special memory?



What Do You Do When You Worry Too Much?  
by Dawn Huebner

What does resetting your system mean?



What Do You Do When You Worry Too Much?  
by Dawn Huebner

# DGT's Big-Hearted Classroom Make Inspirational Stones

## *Group Activity*

We have all been in stressful situations before. Anxiety can be challenging and cause us to feel concerned. We have learned talked about a lot of different ways to de-stress. One way is to think about the things we are grateful for, or look at inspirational words or messages. Today we are going to make inspirational stones with words of hope for the times we feel down.



## **Possible Recipients**

These inspirational stones are great to keep around the house as a friendly reminder and are amazing gifts to bring to a nursing home or to bring to a mental health practitioner, or school counselor. People of all ages love them!



## **What You'll Need**

- Paint markers
- Stones, gather your own, or [try these](#)

## **Instructions**

- Using paint markers, decorate a rock with a simple message or image of support.
- Some examples include: Words: Love, Peace, Strength, Hope
- Images: Heart, Sun, Peace Sign, Get Creative!
- Let your stones dry completely.
- Deliver them in as a family.

## **Group Discussion Questions**

- What gives you inspiration?
- What makes you feel good about yourself?
- How do other people's words or actions affect your mood?
- How do your words or actions affect others?
- How can you help others to feel inspired, calm, and joyful?

# Mandalas

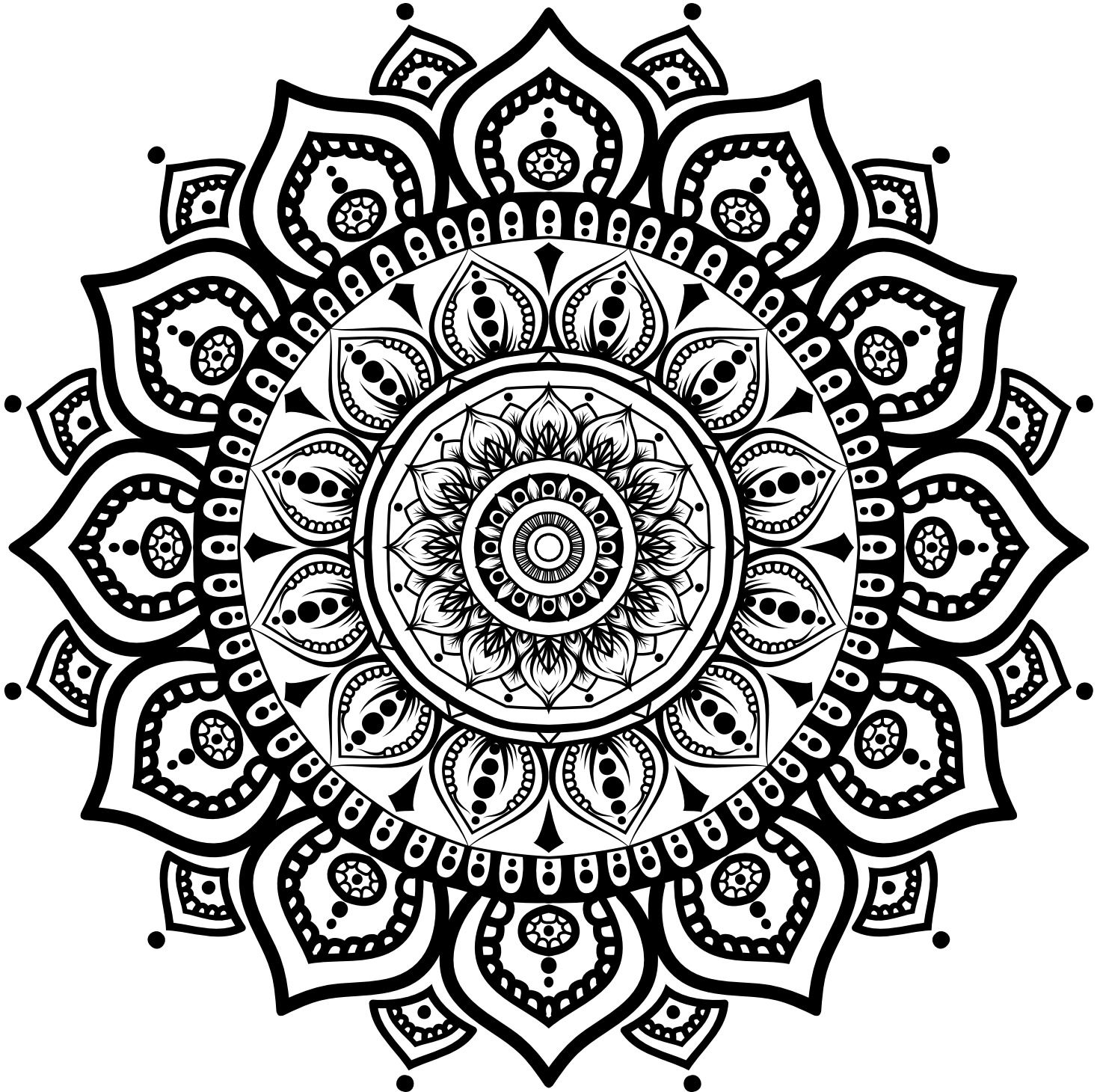
COLOR YOUR MANDALA

## What is a mandala?

A mandala is a geometric configuration of shapes and symbols. Some spiritual practices use it as an opportunity to focus attention.

Check out this [video](#) to learn more about mandalas.

<https://www.youtube.com/watch?v=3j4a5ijDazE&t=23s>



# Mandalas

COLOR YOUR MANDALA

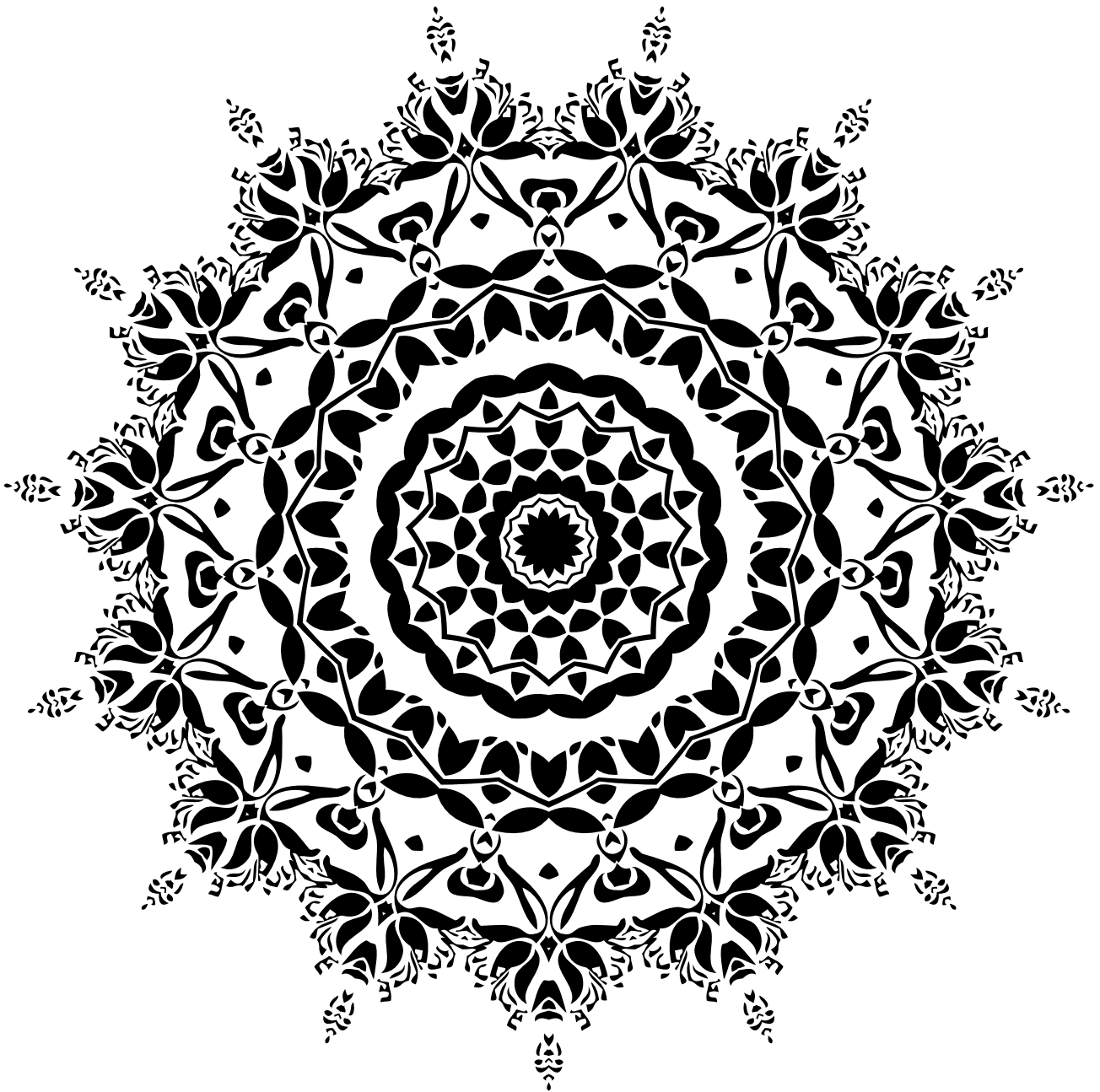


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# Mandalas

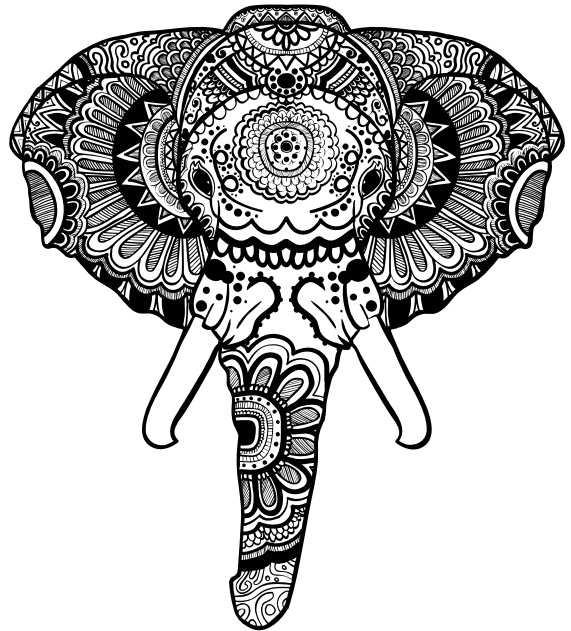
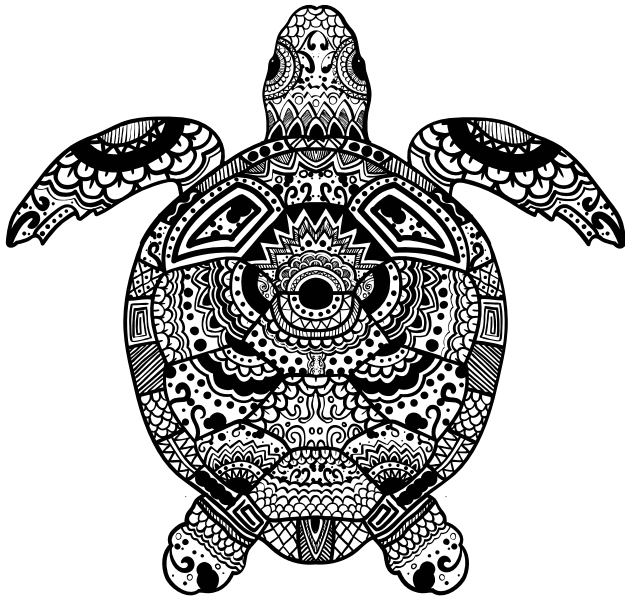
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<https://www.youtube.com/watch?v=3j4a5ijDazE&t=23s>







## Today, we learned about coping with stress and anxiety and created comfort stones.

*Kindness Homework from DGT's Big-Hearted Classroom*

Today we learned about how our brain deals with anxiety and about the stress response. We chatted in small groups about different healthy ways to handle stress.

**Let's take this idea further and ask our families about how they calm down.**

### **KEY QUESTION: What are healthy ways to handle stress?**

#### **What We LEARNED:**

Today we learned about the science behind anxiety. Our brain shifts to flight, fight or freeze mode because sometimes it cannot determine the difference between a dangerous situation and a new situation that makes us nervous (like meeting new friends). We learned that when our brain shifts to flight, fight or freeze mode, it is really hard to think logically. We have something called a stress response which is normal. We have to work to train our brains how to handle stress. We can do this in many different ways.

#### **Homework Option:**

Guide your family in a conversation about stress and anxiety. Ask each of your family members how they calm down when they are feeling stressed out. Take notes on the "Ways to Counter Stress" sheet. Here are some questions to help guide the conversation.

- Think about a time at work, school or home where you encountered a stressful situation.
- How did it make you feel?
- What did you do to feel better?
- Write down all of the brainstormings from your family in the box at the bottom of the page.
- Then, after hearing all the different ways your family members calm down, write down 5 ways you can counter stress.

#### **Let's Talk:**

- Why does naming our feelings and talking about our feelings with a trusted adult often make us feel better?
- How can you infuse inspiration and gratitude into your daily life?
- How can you focus more on self-care when you feel stressed or anxious?

#### **Challenge Yourself:**

Use the attached sheet "What do we do when life gets daunting?" and challenge yourself to try each of the different ways to counter stress. Each of the checkboxes has a corresponding page with ideas and activities to try different ways to handle stress. Each person is different--challenge yourself to find some ways that work well for you. You might find something you hadn't thought of before.

# Coping with Stress

Here are 5 ways I can cope with stress or anxiety.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Spend some time brainstorming ways to cope with stress and anxiety with your family.

### Lesson Agenda

#### → Discuss

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

- **Boy Brings 'Blessing Bags' to Help Fight Homelessness**  
<https://www.youtube.com/watch?v=5e8xwF0bXJo>
- **Song "Another Day in Paradise" by Phil Collins**  
<https://www.youtube.com/watch?v=Qt2mbGP6vFI>
- **Imagine If... A Homeless Experience** by Stephanie Vulhop

#### → Do Good

Create **Kindness Cards** for those experiencing homelessness. These will be placed inside the **Care Kits** assembled with families at home.

#### → Lead the Homework

Young learners will lead their families in brainstorming ways that their own family can get involved with helping those experiencing homelessness and assemble **Care Kits** with their families.

#### Group Discussion

**AS PEOPLE ENTER:** While we get settled, you can work in your assigned small groups to set up a domino chain. Use all of the dominos at your station and take turns having everyone help set up the chain. At the count of three, after all groups have finished, we're going to knock them over all at the same time. Invite students to build the domino chain in a fun pattern in their workspace and ask them what they noticed when the chain was knocked over. Ask students to think for one minute of a memory they have of a time when someone showed kindness to them after having a hard or difficult day. Have students pair-share their memories.

**TIME TO SHARE:** Take a moment to welcome the group. Follow up with the "homework" from your last meeting. Invite students to share the stress management techniques they talked about with their families. What is a new skill you learned from your family discussion? Finding ways to practice stress management helps us to create healthy rhythms in connection to our body and mind! Have you been able to put these new skills into practice?

**LESSON INTRODUCTION:** Today, we are going to talk about how we can help people who are experiencing homelessness. Just like we saw earlier, one domino, or one kind action, can start a chain reaction of lots of other kind actions that follow! Everyone can benefit from kindness, but it especially makes a difference when someone has had a hard day, week, or month. We're going to spend some time learning about what homelessness is and how we can be kind to those who are experiencing homelessness in their life.

#### LARGE GROUP DISCUSSION:

##### Let's start at the beginning: What is homelessness, and how does it happen?

It is a cold night. You're out in the wind and rain without any place to sit or lie down. This is the reality of nearly half a million people around the world and in America. When someone is experiencing homelessness, it means that they don't have a home or a permanent place to stay. You can't always tell that someone is homeless. You or someone you know might have experienced challenges at some time in finding housing. We all face different challenges at times, and when we have these challenges, it can help us to become even more empathetic to people who are going through a similar situation. Homelessness can look different for different people. It could mean living on the streets, moving between places, or living with relatives. How does homelessness happen? There are many reasons why people experience homelessness, including rent increase, eviction, lack of accessible healthcare, or natural disasters. Let's learn more about the kindness of a boy who wanted to make a difference in the lives of those experiencing homelessness.

##### [Boy Brings 'Blessing Bags' to Help Fight Homelessness](#)

(4 minutes, 17 seconds)

#### Debrief the Video

- What first inspired Jahkil to create blessing bags?
- How do you think Jahkil's blessing bags help others?
- What is your own definition of "home"?
- What are some ways you can get involved in helping unhoused people?

For older students, [this article](#) provides a great spring-board for deeper discussions surrounding myths about homelessness.

<https://www.vox.com/2015/1/15/7552441/homeless-facts-myths>

# How can we help people experiencing homelessness?

Group Discussion Continued

## SHARE

When we see or come across people experiencing homelessness, we have a chance to practice empathy. We can show kindness, and as we know, a little bit of kindness can go a long way. Play the song below for students to listen to. Invite them to close their eyes to picture what he is singing about. (Optional: display the lyrics to read along while the song plays.)

[Another Day in Paradise by Phil Collins](#)

(4 minutes, 49 seconds)

## SMALL GROUP DISCUSSION:

Today we're going to continue our conversation on helping those experiencing homelessness.

**Gather in groups of 2 or 3 and work to answer the following questions. Using the prompts below, allow 5 minutes to brainstorm. Invite sharing.**

- What is going on in the song?
- What is it that we need to think twice about?
- Why do you think the song is called "Another Day in Paradise"?
- What are some assumptions the song makes about those experiencing homelessness?
- What are some appropriate choices in response to a person who is asking for help on the street?
- What can young people do in response to homelessness in society?

## READ:

Read the story *Imagine If: A Homeless Experience* by Stephanie Vulhop. You will make choices throughout the book together as a class which will change the story's ending as you're reading it. Use the attached discussion cards to help facilitate group discussion after reading.

## ➔ Introduce the Take-Home Project

Leave 5 minutes at the end of class to explain the take-home project.



**When you go home, it is your job to LEAD your family in a conversation about how your family can get involved in helping those who are experiencing homelessness.**

This will be your opportunity to practice your leadership skills by facilitating a brainstorming session, asking questions, and listening to others' ideas!

## ⬆ Notes for Group Leaders ⬆

- Consider breaking this lesson into pieces if time is short.
- Create a Care Kit model ahead of time to show students.
- Make photocopies ahead of the meeting:
  - kindness card template (1 per student, color or b&w)
  - take home materials (1 per student)
- Consider the book *Crenshaw* for a class read aloud to encourage ongoing conversations and perspectives about homelessness (recommended ages 8+).
- Contact a local homeless shelter in your area to arrange for donation drop-offs. Plan when and where students will drop off their donations.

# Imagine If: A Homeless Experience

Great stories. **GOOD** ideas

How did the first decision we made in the story impact other choices that needed to be made later on?

**DOING  
GOOD  
TOGETHER.** Imagine If: A Homeless Experience  
by Stephanie Vulhop

What are some challenges the book mentions for those who experience homelessness?

**DOING  
GOOD  
TOGETHER.** Imagine If: A Homeless Experience  
by Stephanie Vulhop

Why might it be hard for a young person experiencing homelessness to go to school?

**DOING  
GOOD  
TOGETHER.** Imagine If: A Homeless Experience  
by Stephanie Vulhop

What is something that you learned or realized about homelessness from this book that you didn't know before?

**DOING  
GOOD  
TOGETHER.** Imagine If: A Homeless Experience  
by Stephanie Vulhop

# Imagine If: A Homeless Experience

Great stories. **GOOD** ideas

How did going through this story experience make you feel?

**DOING  
GOOD  
TOGETHER.** Imagine If: A Homeless Experience  
by Stephanie Vulhop

Were you satisfied with how the story experience ended? Why or why not?

**DOING  
GOOD  
TOGETHER.** Imagine If: A Homeless Experience  
by Stephanie Vulhop

What are some ways we can show kindness to people experiencing homelessness?

**DOING  
GOOD  
TOGETHER.** Imagine If: A Homeless Experience  
by Stephanie Vulhop

There's a saying that goes, "Do not judge a person until you've walked a mile in their shoes."

What does this mean? How does it connect to the story we just read?

**DOING  
GOOD  
TOGETHER.** Imagine If: A Homeless Experience  
by Stephanie Vulhop



We can share kindness with our words and actions. We will be putting together a Care Kit which allows us to practice both. First, we will create a Kindness Card which will go in our Care Kit. At home, you'll gather some supplies like a toothbrush, granola bar, toothpaste, comb, etc. and put them inside a pair of socks. You'll bring this back to school and put your Kindness Card inside the Care Kit. We will collect the Care Kits at school and drop them off at a local homeless shelter to pass out to those who come.



## **What You'll Need**

- Kindness Card template (one per person, included, either color or b&w)
- Decorating supplies: markers, crayons, or colored pencils
- Scissors
- Extras (optional): sticker-backed gemstones, glitter glue, stickers, or other embellishments

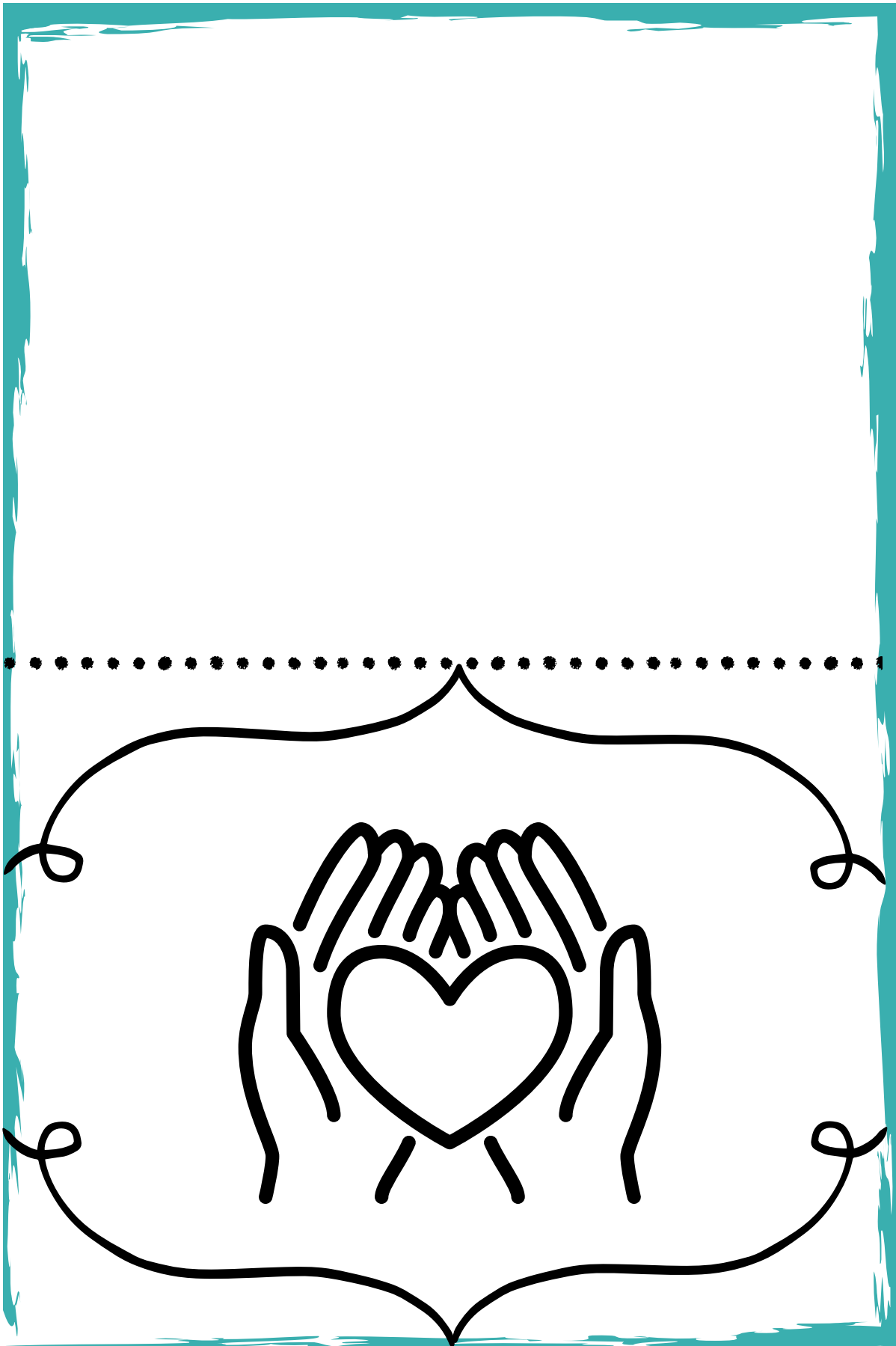
## **Instructions**

- Draw a picture or color the front of the card.
- Write a letter on the inside of the card that will go inside the Care Kit you will assemble later. You can write a letter sharing about things you like, what makes you happy, and what you enjoy doing. (Avoid sharing specific things about you, your family, or your school.)
- Decorate your card with gemstones, glitter glue, stickers, or other embellishments. Do your best work! If you have extra time, draw a picture or continue your letter on the back.

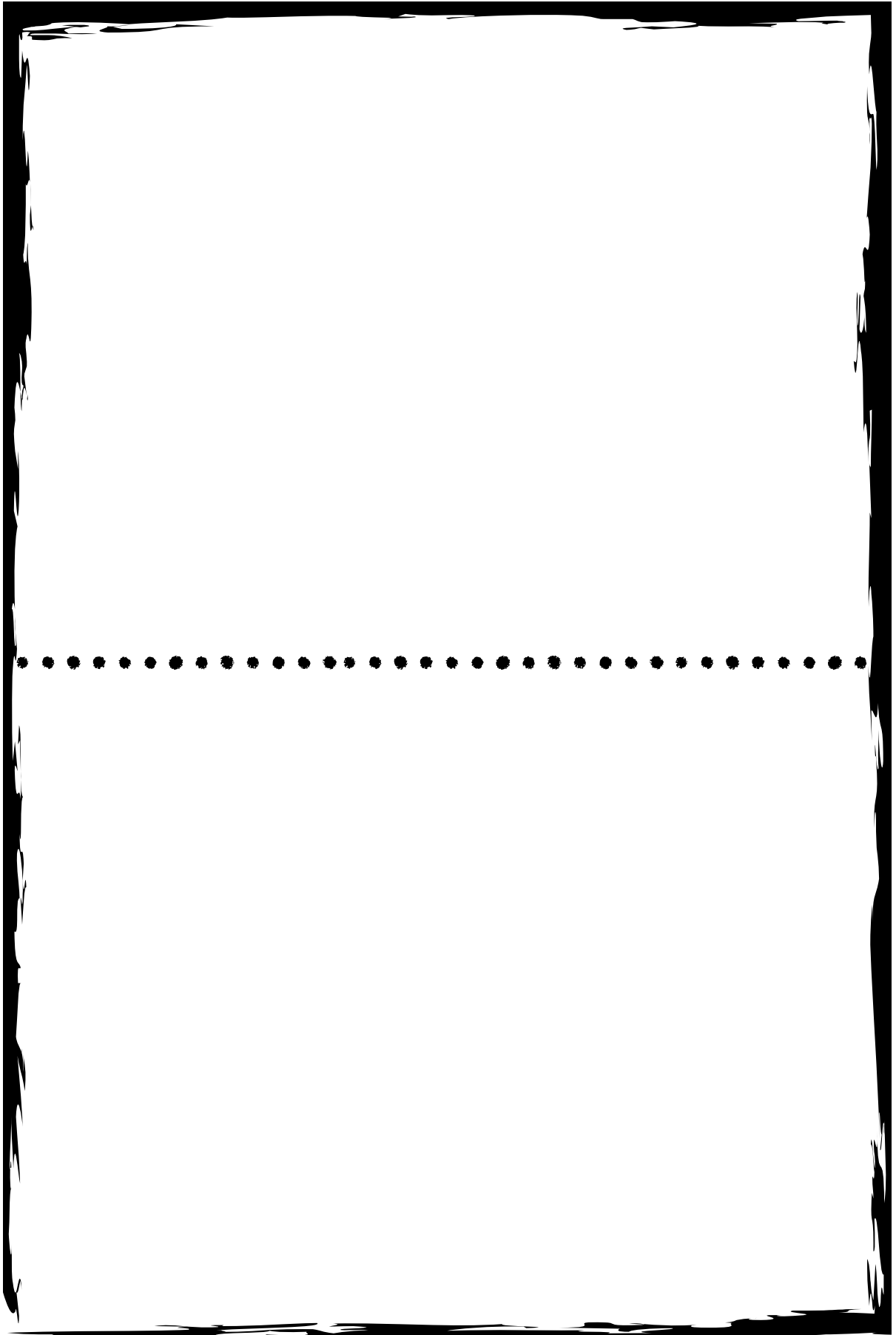
## **Group Discussion Questions**

- When was the last time someone did something kind for you? How did it make you feel?
- When was the last time you did something kind for someone else? How did they feel? How did it make you feel to do something kind for them?
- Why do you think it is important to be kind to everyone, even those who may be different from you?

# Kindness Card Template 1



# Kindness Card Template 2





## **Today, we learned about how to help people experiencing homelessness and created Kindness Cards!**

*Kindness Homework from DGT's Big-Hearted Classroom*

### **Care Kits are due back to school by:**

---

**Let's talk about how we can help the homelessness problem as a family.**

**KEY QUESTION: How can we get involved with helping others who are experiencing homelessness?**

#### **What We LEARNED**

Today we learned about homelessness. We examined the possible reasons and causes of homelessness, and how we can offer help to those who are facing this challenge. Some of the reasons people experience homelessness are because of natural disasters, war, eviction, health challenges, and job loss. It is something that affects many families around the world and in America every night. Often the best way to help those who are experiencing a hard time is to show kindness. We know that kindness is always the way forward in any situation we may come across!

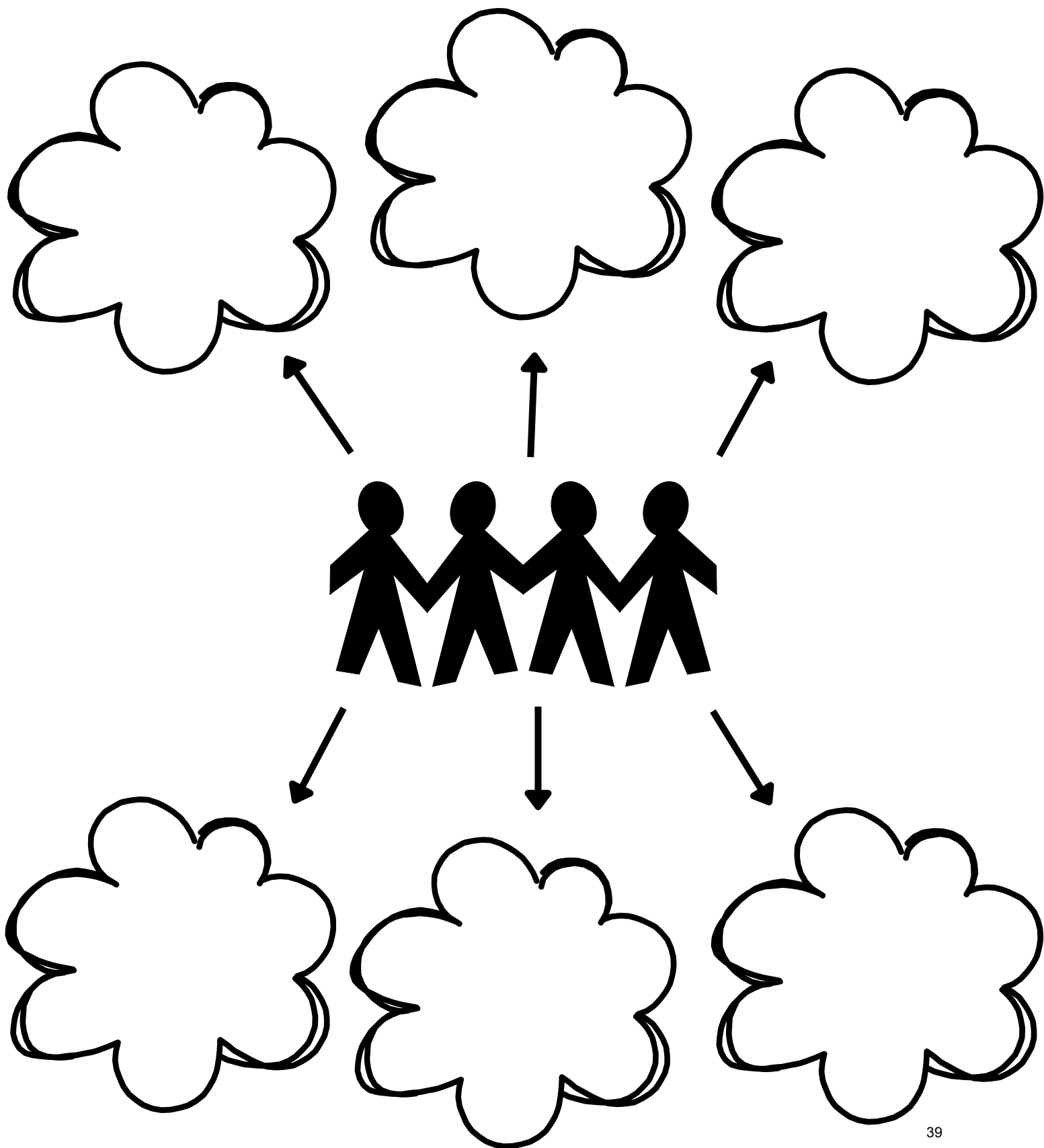
#### **Homework Option:**

- Guide your family in a discussion about practical ways that you can help those experiencing homelessness. Ask your family to share about a time when they received kindness and how it made them feel. Use these ideas to launch into brainstorming some ways to get involved in helping others in your local city. You can write down your family's ideas on the worksheet "Ways to Get Involved."
- Create Care Kits with your family. You can have fun planning, shopping, collecting the items from your home, and assembling the kits together. You can make one kit as a family or do more if you choose! Please bring the Care Kits back to school, where we will collect everything and drop them off at a local homeless shelter. Use the worksheet "Care Kit Checklist" as a guide to help you.

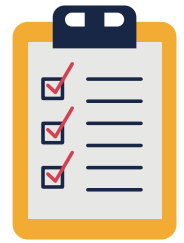
#### **Let's Talk!**

- How can we show kindness and love to those experiencing homelessness?
- Why is it important to show kindness to somebody who might be having a really hard day?
- **Can we take it further?** Let's make a plan to find ways to get involved to help those experiencing homelessness in our local community.

# Ways to Get Involved



# Care Kit Checklist



Directions: Use this checklist of ideas to put together your Care Kits. You can choose which items you'd like to include all inside a pair of socks!




Socks

Lip Balm

Comb

Toothbrush

Band aids

Sunscreen

Toothpaste

Granola/  
Protein Bar

\_\_\_\_\_



### Lesson Agenda

#### ➔ Discuss

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

- How to Give Back to Our Communities  
<https://www.youtube.com/watch?v=O3Nn3Pxqk1c>
- Kid President Gives Back to the WORLD!  
<https://www.youtube.com/watch?v=BaMutnJM0kE>
- *Stone Soup* by Jon J. Muth

#### ➔ Do Good

**Gather information** from representatives of different areas around the school. Create an **action plan** to give back to the school community!

#### ➔ Lead the Homework

Young learners will lead their families in a discussion of different ways they can get involved in giving back to their communities through gathering information from the community members about what their community might need. They will then create an action plan to help them give back to their community in a needed way.

#### Group Discussion

**AS PEOPLE ENTER:** On a whiteboard, write the question, "What is a community?" Invite students to pair-share to brainstorm a definition together. Call on three pairs to explain their definitions. Discuss with students how a community is a place where people share life together, such as where they live, work, or play. Guide students in identifying types of communities they are a part of such as their neighborhood, school, classroom, family, clubs, religious circles, extracurricular activities, etc. Invite students to come up to the board and write their specific communities (they are comfortable sharing) on the whiteboard (ballet, soccer, after-school club, sports team supporter, girl scouts, etc.).

**TIME TO SHARE:** Follow up with the "homework" from your last meeting. Invite students to share their family's ideas about helping the homeless community. What ideas did your family brainstorm together? What action steps was your family able to take after our last meeting?

**LESSON INTRODUCTION:** Today we're going to be talking about our communities and what communities we're a part of. We're also going to talk about what these communities might need and how we can identify those needs. We all live, work, and play in various communities. We identified some of these shared communities like our school and classroom. Some of us are a part of other communities, which could be large or small. Our own family is a community group as well. Sometimes these community groups might want to accomplish something, and it is our job as members of that community to help get it done. But what can we do? Let's explore more!

#### LARGE GROUP DISCUSSION:

##### Let's start at the beginning: Whose Community is This?

Imagine this: you're waiting for the after-school bus or for your parent to pick you up from school. You notice that some of the papers that you and your classmates used today didn't quite make it into the recycling bin. You have a choice to make: do you help by picking up the papers or pretend you didn't see them? What would you do?

Doing something even as simple as picking up papers, helping to clean up after an activity, or lending a pencil to a classmate who needs one can all be ways to help people in your community. We are all valuable members of the many different communities we are a part of. We have a responsibility to help out and give back to the places where we live, work, and play. Everybody can get involved in helping the world around them -- no kind act is too small or insignificant. We can get involved in helping our communities by listening to what the members of these communities might need. Let's see what this community did to give back its own members.

##### [How to Give Back to Our Communities](#)

(3 minutes, 57 seconds)

##### **Debrief the Video**

- Why is it important for each of us to contribute to our community? What would happen if we didn't?
- Why do you think the revolving refrigerator is successful in the community?
- What are some ideas you have about ways to give back to a community you're a part of?

For older students, explore the website [VolunteerMatch](#) to highlight some ways they can get involved in their local community.

# Whose Community is This?

Group Discussion Continued

## SHARE

We are responsible for taking care of our community, giving back, and working together with others to accomplish a needed goal or task, but being responsible doesn't have to be boring or uneventful... it can be FUN! Let's look at a couple of examples of ways that others have cared for those in their community.

[Kid President Gives Back to the WORLD!](#)

(5:15 to 9:24; 4 minutes, 9 seconds and/or 11:37 to 15:33; 3 minutes, 54 seconds)

## SMALL GROUP DISCUSSION:

Today we're going to continue our conversation on being a part of our many different communities.

**Gather in groups of 2 or 3 and work to answer the following questions. *Using the prompts below, allow 5 minutes to brainstorm. Invite sharing.***

Video Clip #1:

- How did the teacher impact her community?
- Why did the community want to celebrate their teacher?
- What are some ways you can celebrate others in your community?

Video Clip #2:

- What did the college students do to take responsibility in their neighborhood community?
- What did the kids contribute to their community? How did they feel about it? How do you know?
- What are some ways you can get involved in helping different communities you're a part of?

## READ:

Read *Stone Soup* by Jon J. Muth. Anyone can help their community in big or small ways, and everyone has a place in giving back to their community. Use the attached discussion cards to help facilitate group discussion after reading.

## ➔ Introduce the Take-Home Project

*Leave 5 minutes at the end of class to explain the take-home project.*



**When you go home, it is your job to LEAD your family in a conversation about how your family can get involved in a community you are a part of!**

This will be your opportunity to practice your planning skills by facilitating a brainstorming session, talking to others, and creating an action plan to accomplish a goal in your community!

## ⬆ Notes for Group Leaders ⬆

- Consider breaking this lesson into pieces if time is short.
- Email school staff members about the "Giving Back" Questionnaire so they are prepared.
- Make photocopies ahead of the meeting:
  - "Giving Back" Questionnaire/Action Plan (1 per pair)
  - take home materials (1 per student)
- Consider choosing a class read aloud that cultivates space for conversations about community, such as *The Giver*, *Wonder*, or *Seedfolks* (geared towards older learners).

# Stone Soup

Great stories. GOOD ideas

What did contributing to the soup teach the villagers?

**DOING  
GOOD  
TOGETHER.** Stone Soup  
by Jon J. Muth

What happened as more and more villagers contributed to the soup?

**DOING  
GOOD  
TOGETHER.** Stone Soup  
by Jon J. Muth

How do you think the villagers were different after the monks left?

**DOING  
GOOD  
TOGETHER.** Stone Soup  
by Jon J. Muth

Do you think happiness is connected to serving and giving back to others? In what ways?

**DOING  
GOOD  
TOGETHER.** Stone Soup  
by Jon J. Muth

# Stone Soup

Great stories. **GOOD** ideas

Do you think it's important to contribute to your community? Why or why not?

**DOING GOOD TOGETHER.** Stone Soup  
by Jon J. Muth

How does this story connect to the idea of "giving back" to your own community?

**DOING GOOD TOGETHER.** Stone Soup  
by Jon J. Muth

Some people have more than they need. Do you think some people have more responsibility to help others? Why or why not?

**DOING GOOD TOGETHER.** Stone Soup  
by Jon J. Muth

After reading through the story, do you have any personal connections you'd like to share?

**DOING GOOD TOGETHER.** Stone Soup  
by Jon J. Muth

We are all a part of many different communities, but one community that we all have in common is our school. Kindness in the form of giving back to the community is one of the best ways to show your gratitude and thankfulness to the members of that community. A school is a big place that has many different people working in a variety of jobs to make the community a successful, safe, and educational place. We will brainstorm a list of people to ask about ways we can improve our school community. Dividing into groups of two, you will each go and talk to people, gather information, and report your findings back to the class. Together, we will make an action plan to complete the suggested tasks!



### **What You'll Need**

- Giving Back Questionnaire
- Clipboard
- Pencil

### **Instructions**

- With your partner, talk to your selected member from the school about suggestions to improve something around the school community.
- Complete the Giving Back Questionnaire by asking the questions to the person you are interviewing. Remember to project your voice, speak confidently, and thank the person for their time!
- Share your findings with the class.
- With your partner, make an action plan to accomplish the suggestion from your questionnaire.
- Get to work and have fun taking care of your very own community!

### **Group Discussion Questions**

- What are some of the suggestions that you heard after completing the questionnaire?
- Are there any suggestions that came up more than once? Which suggestions came up most often?
- Why do you think it's important to ask people in the community what they think should be changed rather than identify the change yourself?

# "Giving Back" Questionnaire



1. What is your name? \_\_\_\_\_
2. What is your job at school? \_\_\_\_\_
3. If you could change or improve one thing around the school, what would it be?  
\_\_\_\_\_  
\_\_\_\_\_
4. What do you like about our school community? \_\_\_\_\_  
\_\_\_\_\_



# "Giving Back" Questionnaire



1. What is your name? \_\_\_\_\_
2. What is your job at school? \_\_\_\_\_
3. If you could change or improve one thing around the school, what would it be?  
\_\_\_\_\_  
\_\_\_\_\_
4. What do you like about our school community? \_\_\_\_\_  
\_\_\_\_\_



# My "Giving Back" Action Plan



Directions: After completing the "Giving Back" Questionnaire and sharing it with the class, review and brainstorm with your partner how you can put the ideas given into action. Using the prompts below, think through what you may need to complete your project. When you're finished, discuss your plan with your teacher and have them sign off on it!

Your Name: \_\_\_\_\_

Your Partner's Name: \_\_\_\_\_

Your Project: \_\_\_\_\_

What materials do you need to complete your project?

What steps will you and your partner take to complete your goal?

- 1.
- 2.
- 3.
- 4.
- 5.

What special requests or permissions might you need?

Teacher's Signature: \_\_\_\_\_

After completing your project, reflect with these questions.

How did you feel about giving back to your school community?

What impact do you think your project made?

What feedback have you gotten on your project so far?



## **Today, we learned about taking ownership of our communities and how we can give back!**

*Kindness Homework from DGT's Big-Hearted Classroom*

Today we identified different communities that we are a part of. We also learned how we are responsible as members of those communities to help make our community a great place to be. We interviewed different members of our school community about ideas they have for needed improvements and made an action plan to complete different projects around the school!

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**Let's make an action plan with our families to serve our neighborhood communities!**

**KEY QUESTION: How can we serve our neighborhood community in a helpful way?**

### **What We LEARNED:**

Today we identified what a community is and learned that we are a part of many different communities. We learned that we are all a part of the community at school. We are responsible for caring for those in our community and learned that giving back is a great way to show our appreciation for and ownership of our community. One way that we can practice being involved in our community is by asking the members of that community what is an improvement or change they would like to see and setting a goal to implement that change.

### **Homework Option:**

- Guide your family in a discussion of healthy ways to become involved in their local community and what it could look like. It might be helpful to explain how the questionnaire at school worked. You can recap how you first asked members of the community what they would like to see improved, added, or changed to get an understanding from their perspective and then created an action plan from their ideas.
- Use the attached sheet "Giving Back to My Community" to keep a running list of ideas for improvement or change given by the neighbors in your community. (You can also choose another community that you are a part of such as a sports club -- it doesn't have to be limited to your neighborhood!) Make a plan with your family to complete as many of the suggestions as possible!

### **Let's Talk!**

- Why is it important to ask the members in your community for their ideas about improvements or changes to make?
- What potential outcomes could happen by getting involved in your own neighborhood community?
- **Let's dig deeper:** Are there other communities we are a part of that we can give back to?

# GIVING BACK TO MY COMMUNITY



Keep a record of the ideas you collect from the members in your community!  
Then, write your action plan below for completing these ideas!



Write your action plan here!



### Lesson Agenda

#### ➔ Discuss

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

- Injured Koalas are Rescued and Rehabilitated at this Animal Clinic  
<https://www.youtube.com/watch?v=ZHRx05GtNsk>
- Why are Kids Reading to Shelter Animals?  
<https://www.youtube.com/watch?v=H4Fz8i185U0>
- *The Peaceable Forest* by Kosa Ely

#### ➔ Do Good

**Create Animal Kindness posters** to hang around the school or on a bulletin board displaying different ways to show kindness to animals!

#### ➔ Lead the Homework

Young learners will lead their families in a discussion of different ways they can show kindness to animals and choose three ideas from the **Animal Kindness Tic-Tac-Toe** handout to complete.

#### Group Discussion

**AS PEOPLE ENTER:** Before class, write an animal on a sticky note, enough for one per student. Pass out the sticky notes upside down and instruct students not to look at what's written on the note. Students will place the sticky note on their forehead and play "20 Questions" with their peers to try to identify their animal. Give students an example of a yes/no question they can ask and a non-example of an open-ended question. Give students 5 minutes to try to identify their animal by asking questions to their fellow classmates. They should aim to ask one question to each student in the class.

**TIME TO SHARE:** Follow up with the "homework" from your last meeting. Invite students to share their family's ideas and action plan for getting involved in their local community. What ideas did your neighborhood have for giving back? What was your family's action plan for giving back?

**LESSON INTRODUCTION:** Today we're going to be talking about how and why it is important to be kind to animals. In our journey of kindness, it is especially important to be kind without expecting anything in return. Animals are part of our world, so it is our job to protect those that are vulnerable or in need of extra care. There are animal species that have been affected so much by humans and are so low in number that they have become what we call "endangered species." Some animals who have been lost or whose families cannot take care of them anymore end up at pet rescue centers. It might seem that these are problems that are too big to get involved in, but even doing a small act of kindness for an animal can make a BIG difference!

#### LARGE GROUP DISCUSSION:

**Let's start at the beginning: Why is it important to show kindness to animals?** Walking down your street, you notice a group of kids throwing stones at the birds and squirrels that live in your neighborhood's biggest tree. "Why are you doing that?" you ask them. "It's fun! And it doesn't matter! There are so many of them around here," they reply. You have a choice to make -- do you say something to them to make them stop, join in, or walk away? This might seem like a small problem, but showing kindness to something smaller than you and something that needs your help can be one of the best ways to show your love and care! Animals are a big part of our world -- you or someone you know many have a pet, we see animals in the city like squirrels or outside of the city like deer, and we can see unique animals in zoos or an aquarium. The truth is, everyone and everything deserves to be treated with kindness, including animals. We have an opportunity to help animals live a better life by showing kindness to all animals in different ways.

[Injured Koalas are Rescued and Rehabilitated at this Animal Clinic](#)  
(5 minutes, 40 seconds)

#### Debrief the Video

- In the video, Izzy and Ali shared what they do to help koalas return to the wild. What are some things you can do in your everyday life to show kindness to all animals?
- What does it mean for a species to be "endangered"?
- How do humans contribute to animals becoming endangered?

For older students, research more about endangered species using the website <https://education.nationalgeographic.org/resource/endangered-species>.

# Why Share Kindness with Animals?

Group Discussion Continued

## SHARE

Sometimes when people have pets, something can happen in their life where they can no longer take care of them. It can be very sad for the owners of the pets to say goodbye to something that has been like a member of the family, and it is very a very hard choice to make! When this happens, dogs, cats, and other pets are given to an animal shelter where new people and families can come to adopt a pet. Other times, animals are rescued from bad situations and are taken to animal shelters to be matched with a loving family. We'll see in this video why some kids are reading to shelter animals!

[Why are Kids Reading to Shelter Animals?](#)

(4 minutes, 34 seconds)

## SMALL GROUP DISCUSSION:

Today we're going to continue our conversation on why and how we can share kindness with animals.

**Gather in groups of 2 or 3 and work to answer the following questions. *Using the prompts below, allow 5 minutes to brainstorm. Invite sharing.***

- Why is it beneficial for the animals to have the students reading to them?
- Why is it beneficial for the students to read to the animals?
- Why do parents appreciate the reading program?
- If you could read or do your homework with a pet or shelter animal, how would it make you feel?
- Besides reading, what are some other ways you could show kindness to pets or shelter animals?

## READ:

Read *The Peaceable Forest* by Kosa Ely. Explain to students that this is a parable from India about showing kindness to animals. Use the attached discussion cards to help facilitate group discussion after reading. For younger students, consider reading *How to Heal a Broken Wing* by Bob Graham.

## ➔ Introduce the Take-Home Project

*Leave 5 minutes at the end of class to explain the take-home project.*



**When you go home, it is your job to LEAD your family in a conversation about how you can show kindness to animals!**

This will be your opportunity to practice leading your family in choosing three ways to get involved in showing kindness to animals!

## ⬆ Notes for Group Leaders ⬆

- Consider breaking this lesson into pieces if time is short.
- Make photocopies ahead of the meeting:
  - Animal Kindness Poster Template (1 per group)
  - Animal Facts and Brainstorming worksheet (1 per group)
  - Take home materials (1 per student)
- Prepare markers, crayons, glue, poster paper (if desired), and decorations like stickers or sequence ahead of time for the Animal Kindness posters
- Consider choosing a class read aloud that encourages deeper discussions on the theme of showing kindness to animals such as *Charlotte's Web*, *One and Only Ivan*, or *Black Beauty*.

# The Peaceable Forest

Great stories. GOOD ideas

How did Mrigari change from the beginning of the story to the end?



The Peaceable Forest  
by Kosa Ely

What event made Mrigari realize that he needed to change?



The Peaceable Forest  
by Kosa Ely

What was the proof that Mrigari truly changed?



The Peaceable Forest  
by Kosa Ely

What lesson is the book trying to teach us?



The Peaceable Forest  
by Kosa Ely



# The Peaceable Forest

Great stories. GOOD ideas

What is something you want to remember from *The Peaceable Forest*?



The Peaceable Forest  
by Kosa Ely

How does this story connect to showing kindness to animals?



The Peaceable Forest  
by Kosa Ely

The golden rule says to "treat others how you would want to be treated." Do you think the golden rule also applies to animals? Why or why not?



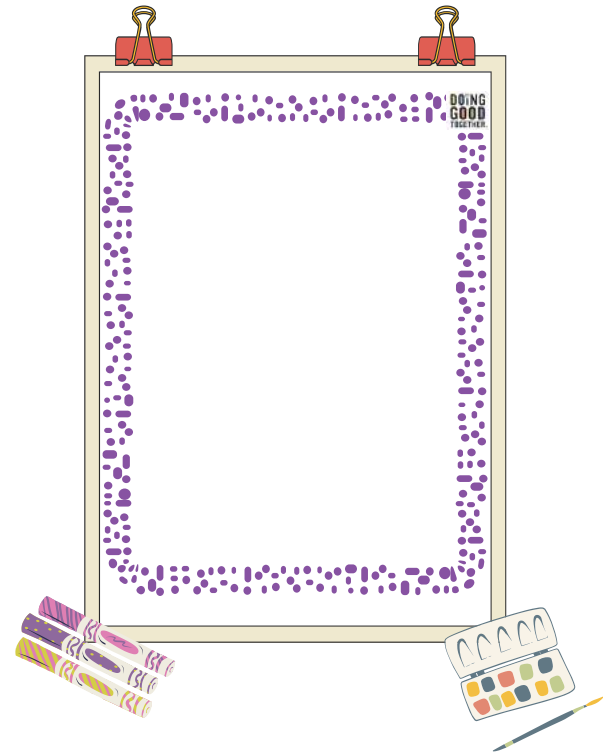
The Peaceable Forest  
by Kosa Ely

We saw in the story that all actions have consequences - what consequences do you think will happen if you show kindness to animals?



The Peaceable Forest  
by Kosa Ely

Animals are in need of our love and protection! Whether you have a pet or have a favorite animal, you can make a difference in helping people to see why it's important to share kindness to animals. No act of kindness is ever too small -- from contributing to an animal's natural habitat by planting bee-friendly flowers, helping at an animal shelter, or raising money for an endangered species, animals need our care and attention now more than ever. In small groups, you will create a poster displaying an animal fact and share your own ideas for sharing kindness with animals. Have fun working together to make an eye-catching and colorful poster. We will hang these around the school for other students and teachers to read and enjoy!



## What You'll Need

- Animal poster template or poster paper
- Crayons, markers, or paint
- Decorations and embellishments such as glitter glue, stickers, sequins, pom poms, etc.
- Non-fiction books about animals or endangered species (optional)

## Instructions

- Divide students into small groups to work on their poster project.
- Have students research a fact about animals or an endangered species to display on their poster in the computer lab or in a non-fiction book.
- Write facts and brainstorming ideas for animal kindness on the worksheet.
- Give students time to design and decorate their poster.
- Hang up the posters around the school or on a bulletin board.
- Invite other classes to view the posters!

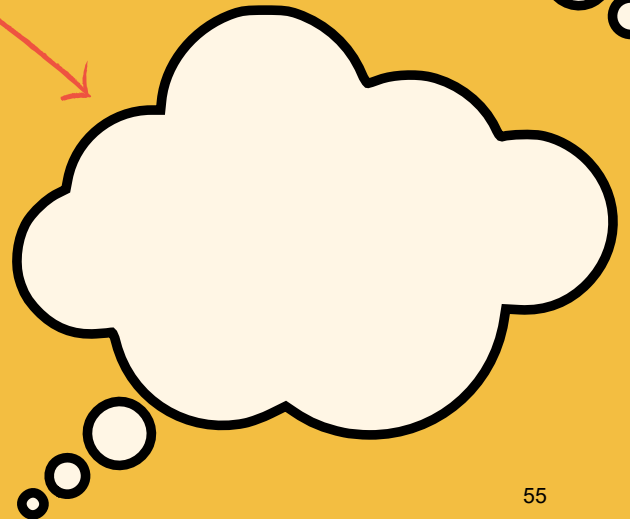
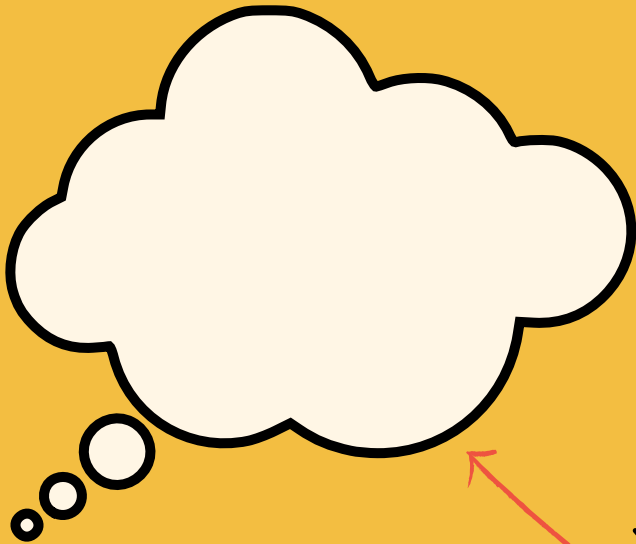
## Group Discussion Questions

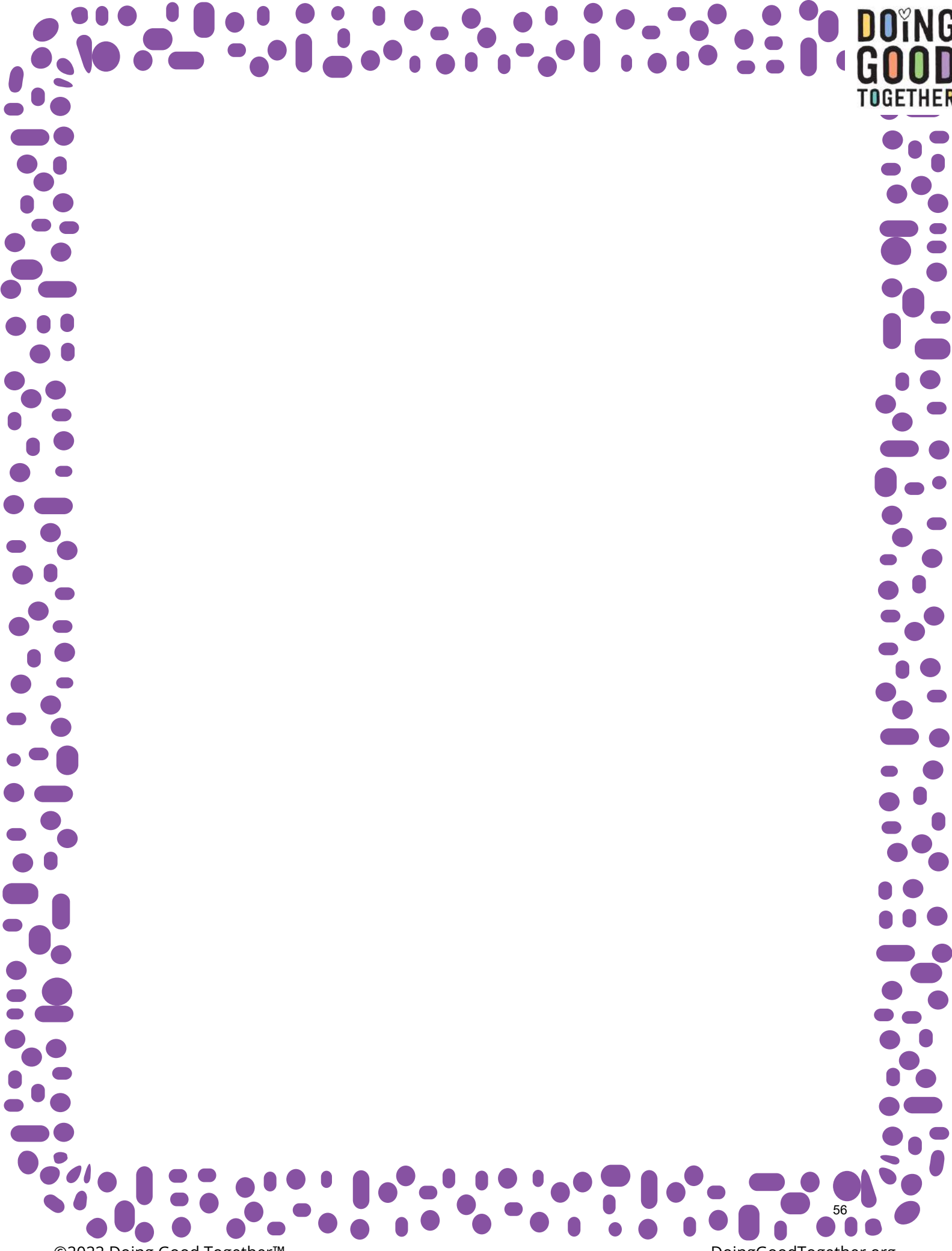
- What animal facts have you learned so far that you would like to share with others?
- What ideas for sharing kindness with animals would you like to include in your poster?
- How do you think creating awareness can create change?

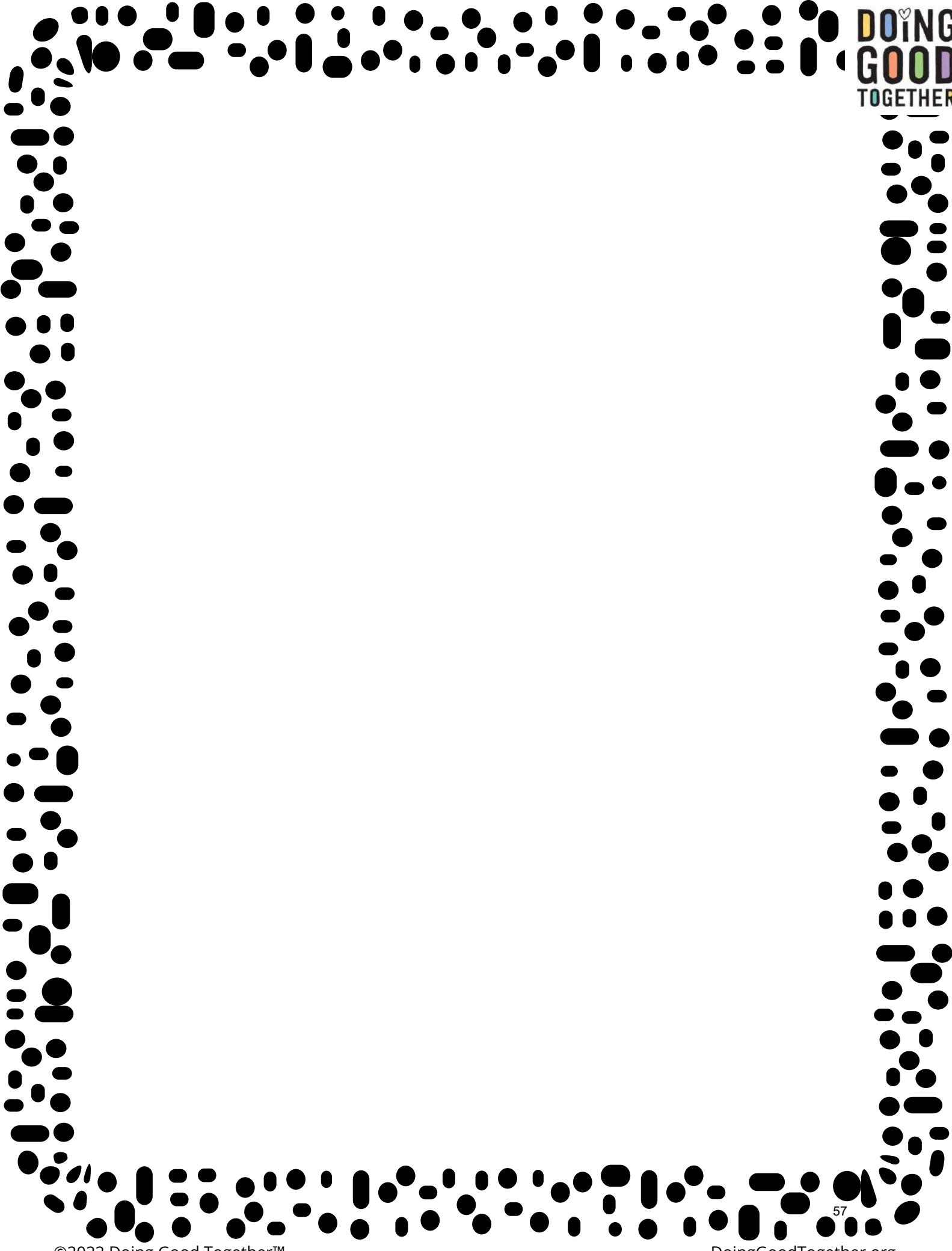


# Brainstorming

FACTS









Animal: \_\_\_\_\_

Draw a picture of the animal:



What habitat does the animal live in? \_\_\_\_\_  
\_\_\_\_\_

What does the animal eat? \_\_\_\_\_  
\_\_\_\_\_

3 Facts about the animal: \_\_\_\_\_  
\_\_\_\_\_

What else did you learn? \_\_\_\_\_  
\_\_\_\_\_

How can people show kindness to this animal? \_\_\_\_\_  
\_\_\_\_\_





Animal: \_\_\_\_\_

Draw a picture of the animal:



What habitat does the animal live in? \_\_\_\_\_  
\_\_\_\_\_.

What does the animal eat? \_\_\_\_\_  
\_\_\_\_\_.

3 Facts about the animal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

What else did you learn? \_\_\_\_\_  
\_\_\_\_\_.

How can people show kindness to this animal? \_\_\_\_\_  
\_\_\_\_\_.





Directions: Draw a picture of the animal you studied. Then, take your learning further by writing a story about your animal! Include a kind act in your story!

Title: \_\_\_\_\_



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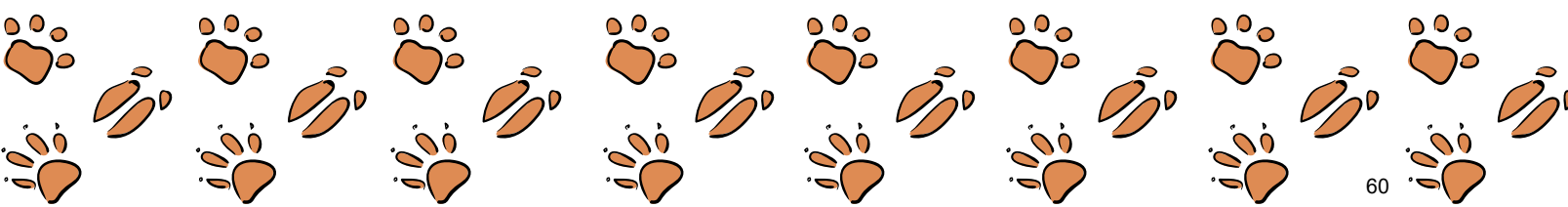
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Directions: Draw a picture of the animal you studied. Then, take your learning further by writing a story about your animal! Include a kind act in your story!

Title: \_\_\_\_\_



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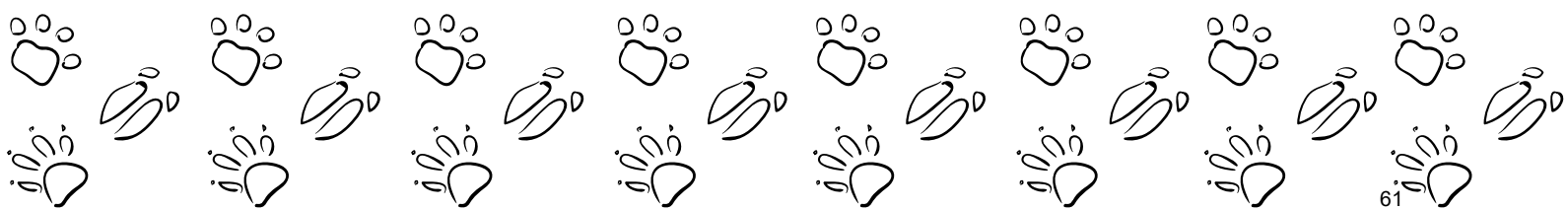
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## **Today, we learned about why we should be kind to animals!**

*Kindness Homework from DGT's Big-Hearted Classroom*

Today we looked at ways that we can help the animals in our community and around the globe that need our love, help, and protection. Whether we have a pet or know someone who does, we can practice showing kindness to the animals in our life. We looked at how humans affect endangered animals and how a few small changes in our own lives can make a big difference!

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**Let's practice showing kindness to animals by getting involved in our local community!**

**KEY QUESTION: How can we show kindness to all animals in our daily life?**

### **What We LEARNED:**

Today we saw how important it is to show kindness to animals. We learned that caring for something smaller than us is one of the most kind, loving, and helpful things that we can do. Animals, including pets, wildlife, and endangered species are an important part of our environment and ecosystem, and it is our job as inhabitants of the Earth to protect those that need us the most. We also learned how treating animals with kindness can look different for everyone. Everyone can choose to get involved in different ways, and it can be as simple as choosing cruelty-free animal products or as involved as volunteering at an animal shelter. The most important thing to remember is that no matter what you choose, a "small" choice can make a big difference!

### **Homework Option:**

- Guide your family in a discussion of why it is important to be kind to animals. Share what you've learned about endangered animals and brainstorm practical ways to show kindness to animals in your own family. Discuss how humans have an impact on animals both locally and around the world!
- Use the attached sheet "Animal Kindness Tic-Tac-Toe" and discuss which options would be a good fit for your family to do. Remember, you can add in your own fun idea in the center of the tic-tac-toe board. Try to choose three options to get a "tic-tac-toe"!

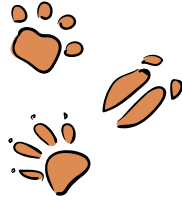
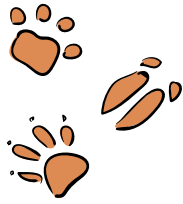
### **Let's Talk!**

- Why do you think it is important to treat animals with kindness?
- How does something like helping the environment show kindness to animals?
- **Let's dig deeper:** What are some ways we can get share kindness with animals on a global scale?

# ANIMAL KINDNESS TIC-TAC-TOE



Fill in the FREE space with your own creative idea!  
Then, make a "tic-tac-toe" by choosing three ways to show kindness to animals!



Create a bird feeder

Volunteer at a pet shelter

Learn about endangered species

Read to a pet

\_\_\_\_\_

(fill in the blank with your idea!)

Plant a butterfly garden

Go on a quiet nature hike

Drop off pet food at a local animal shelter

Pick up litter in your neighborhood

### Lesson Agenda

#### → Discuss

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

- Our World: Going Green? What Does That Mean?  
<https://www.youtube.com/watch?v=CskwsRPhV4>
- Go Green By Growing Your Greens  
<https://www.youtube.com/watch?v=z7PR5jCFwO4>
- *Not for Me Please! I Choose to Act Green*, by Maria Godsey

#### → Do Good

Young learners will **create planters** from pieces of recycled material to give away to someone in the community.

#### → Lead the Homework

Young learners will lead their families in a discussion of what it means to "go green" in our community. They will complete the **Let's Go Green!** worksheet throughout the month to cultivate mindful ways to go green.

#### Group Discussion

**AS PEOPLE ENTER:** As students arrive, have several objects laying out on the table such as a plastic bag, a banana peel, a plastic water bottle, a piece of cardboard, plastic cutlery, a can, a diaper, etc. Have students guess how many years it takes for each of these items to decompose. They can write the amount down on a sheet of paper or on a sticky note stuck around the item. Show the answer key to the students when they're finished guessing and have an open dialogue about what they observe.

**TIME TO SHARE:** Follow up with the "homework" from your last meeting. *Invite students to share their family's ideas about sharing kindness with animals and what three activities they did from the tic-tac-toe worksheet.* What new ideas did your family share about caring for animals? How did your family share that they will get involved?

**LESSON INTRODUCTION:** Today we're going to be talking about what it means to "go green" and how we can green up our community. We only have one Earth, and we are all responsible for taking care of it and leaving it a better place for the many generations to still come. There are so many problems facing our world today. Can anyone think of any problems that we have on the planet today? *Give students a few moments to think and then call on a few students to share their ideas. Possible examples could include air pollution, trash, unclean oceans, endangered animals, etc.* Even though our world has many problems, the good news is there are things that we can do to help leave Earth a better, safer, and greener place to be. We're going to look into some ways to green our local community and create a lasting change!

#### LARGE GROUP DISCUSSION:

##### Let's start at the beginning: What does "going green" mean?

Did you know that there is a special holiday dedicated to our planet? Does anyone know what it is called? That's right! It's called Earth Day, and we celebrate it every year on April 22. This is a day where we intentionally help the environment and learn about ways we can support the Earth by changing some of the actions we do every day. However, Earth Day is not the only day that we can think about the Earth. We can go green every day! "Going green" means that we make choices that protect the environment and minimize the impact we create on the Earth. We can go green in every area of our lives by reducing, reusing, and recycling. You may have heard of this popular saying: reduce, reuse, and recycle. What do you think each of these words mean? *Invite students to share their ideas. Brainstorm with students what kinds of actions or things they could reduce, reuse, and recycle in their own lives. (For example, reducing trash at lunch by using reusable containers instead of plastic bags, reducing the use of electricity by turning off lights after leaving a room, etc.).* Let's learn more about what going green means!

##### [Our World: Going Green? What Does That Mean?](#)

(5 minutes, 3 seconds)

##### Debrief the Video

- What are some examples given in the video of ways NASA chooses to go green?
- What are some ways the video suggests for us to go green?
- Why is it important to take care of our world?
- How is going green beneficial to the environment?

For older students, create a discussion around the article:

<https://education.nationalgeographic.org/resource/unbalanced-how-climate-change-shifting-earths-ecosystems>.

# How can we green our community?

Group Discussion Continued

## SHARE

Now that we've learned about what "greening" or "going green" means, let's think about some action steps that we can take to green up the Earth and impact our local community. Let's listen as one young TEDx speaker shares her experience of growing her own food with her family.

[Go Green by Growing Your Greens](#)  
(6 minutes, 14 seconds)

## SMALL GROUP DISCUSSION:

Today we're going to continue our conversation on what it can mean to green our community.

**Gather in groups of two or three and work to answer the following questions. *Using the prompts below, allow five minutes to brainstorm. Invite sharing.***

- Why did Grace and her dad start their greenhouse?
- What did Grace learn from planting their greenhouse?
- Why is self-sufficiency a good thing?
- How does starting your own garden or greenhouse help you to go green?
- We all live in different places and spaces; can we still grow things and have a garden if we don't have an outdoor space? What are some ideas we can do if we live in an apartment?

## READ:

Read *Not for Me, Please! I Choose to Act Green*, by Maria Godsey to explore different ways to make green choices and help the environment. Use the attached discussion cards to help facilitate group discussion after reading.

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## ➔ Introduce the Take-Home Project

*Leave 5 minutes at the end of class to explain the take-home project.*



**When you go home, it is your job to LEAD your family in a conversation about how your family can get involved in going green to support your local community.**

This opportunity will help you practice your conversation and question-asking skills while facilitating an activity over the next month and help you to make conscious choices to support the environment!

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## ⬆ Notes for Group Leaders ⬆

- Consider breaking this lesson into pieces if time is short.
- Ask students to bring in two biodegradable containers for their project (ahead of the lesson).
- Make photocopies ahead of the meeting:
  - planter tags (two per student)
  - take home materials (1 per student)
- Consider choosing some class read alouds that explain more about greening the community such as *What Does it Mean to Be Green?* or *The Lorax* (for younger readers).
- Consider creating a school/community garden or planting some seeds to keep indoors in the classroom.

# Not for Me, Please! I Choose to Act Green

Great stories. **GOOD** ideas

What are some things that you can start doing to go green?

**DOING GOOD TOGETHER.** Not for Me, Please! I Choose to Act Green by Maria Godsey

What are some things that you can stop doing to go green?

**DOING GOOD TOGETHER.** Not for Me, Please! I Choose to Act Green by Maria Godsey

What does the phrase in the book, "Not for me, please!" mean? What are some examples of times you can use this in your daily life?

**DOING GOOD TOGETHER.** Not for Me, Please! I Choose to Act Green by Maria Godsey

Do you think it's possible to not have to throw any trash away at all? Why or why not?

**DOING GOOD TOGETHER.** Not for Me, Please! I Choose to Act Green by Maria Godsey



# Not for Me, Please! I Choose to Act Green

Great stories. **GOOD** ideas

Do you think it's important to take care of the Earth and its environment? Why or why not?

**DOING GOOD TOGETHER.** Not for Me, Please! I Choose to Act Green by Maria Godsey

If you had to explain the phrase "going green" to a younger brother, sister, or classmate, what would you say?

**DOING GOOD TOGETHER.** Not for Me, Please! I Choose to Act Green by Maria Godsey

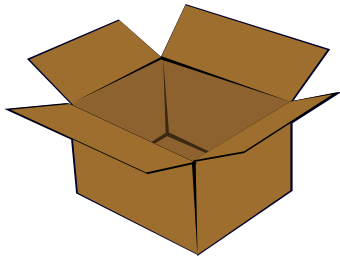
How do you think going green shows kindness to our community?

**DOING GOOD TOGETHER.** Not for Me, Please! I Choose to Act Green by Maria Godsey

What is something you are doing already that is good for the environment? What is something you'd like to change in your daily life to help the environment?

**DOING GOOD TOGETHER.** Not for Me, Please! I Choose to Act Green by Maria Godsey

# How long until it's decomposed?



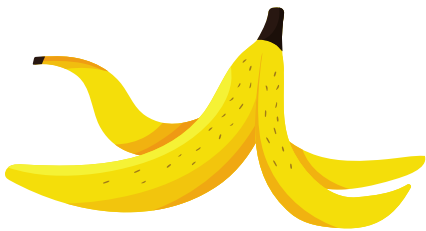
cardboard box  
2 months



plastic bag  
10-20 years



plastic water bottle  
never



banana peel  
6 months



diaper  
450 years



plastic cutlery  
100-1,000 years



aluminum can  
200 years

*Group Activity*

As we've seen today, there are so many ways to make green choices to help our environment. Making small changes and choices to go green can impact our own community in a big way. You've already brought in some containers that, when planted in the ground, will not harm the Earth. These containers are biodegradable. We are going to make planters to green up our community! We will make two planters: one to give away to someone and one to give to your family. When you get home, you can plant it to start your own garden!



## What You'll Need

- Collection of egg cartons, milk cartons, or any other biodegradable containers
- Seeds (fast-growing such as flowers, beans, or peas)
- Soil
- Planter tags (2 per student)
- A sunny spot
- Water
- Ribbon

## Instructions

1. Use numerical list instead of bullet points. (Before the lesson, have students bring in two biodegradable (washed, if needed) containers.
2. Students will prepare their containers by cutting a piece out for the soil. An egg carton can be cut into two pieces.
3. Put soil in each container and place a seed or a few seeds into the soil.
4. Lightly water and place in a sunny area to sprout. After a few days, the seeds should begin to germinate.
5. Give each student two tags and ribbon to attach to their planters. Use scissors to make a hole to attach the ribbon.
6. Students can give away one planter and take one planter home to their families.

## Group Discussion Questions

- How will this one act of kindness green up your community?
- What are some other daily actions or changes you can do to be mindful of the environment?
- What will you need to tell the person you're giving the planter to? (Ex. Seed care and planting instructions, why you're giving this planter to them, etc.)

to:  
from:

Plant me outside and watch  
me grow!  
Thank you for **greening** up  
our community!



to:  
from:

Plant me outside and watch  
me grow!  
Thank you for **greening** up  
our community!



to:  
from:

Plant me outside and watch  
me grow!  
Thank you for **greening** up  
our community!



to:  
from:

Plant me outside and watch  
me grow!  
Thank you for **greening** up  
our community!





## Today, we learned about going green in our communities!

*Kindness Homework from DGT's Big-Hearted Classroom*

Today we looked at what it means to go green for the environment. We know that we only have one Earth and that it is up to us to protect it by reducing, reusing, and recycling to minimize our footprint. We looked at different problems facing our environment and brainstormed ways to make a positive change in the world around us.

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### **Let's go green in our local community!**

## **KEY QUESTION: What changes can we make to go green to help our local community?**

### **What We LEARNED:**

Today we learned about different problems in our environment such as deforestation, pollution, plastic, waste, and how humans have contributed to these problems. We looked at how to reduce our carbon footprint by making meaningful changes to our daily lives through self-sufficiency and choosing greener options. Taking care of the Earth is a big job for all of us, but by spreading awareness of the problems we are facing, we can encourage others to make positive steps toward a lasting change! That change can begin with us in our everyday lives. For our class project, we created biodegradable planters to give away to someone and to plant at home. We hope you enjoy this plant as we begin to green our community!

### **Homework Option:**

- Guide your family in a discussion of what it means to go green and why it's important. Spend some time talking about what you learned in class. Brainstorm ideas together as a family of some practical ways you can make daily changes in your own life to help the environment. Is there anything you can start or stop doing as a family? No change is too small! Use this time to encourage each other to start thinking mindfully about how to create a lasting change.
- Use the attached worksheet "Let's Go Green!" to track your green choices for the month. Try to earn as many points as possible by completing things on the list. Don't forget to take a picture as you and your family complete the activities! Are there any more ideas that you can think of? Write them on the back of the worksheet and be ready to share about it in class next time! This is a great way to start think about making green choices!

### **Let's Talk!**

- What are some ways we can go green as a family?
- How does deciding to make green choices serve those in our local community and around the world?
- **Let's dig deeper:** What action steps can we take to implement a lifestyle of making greener choices? What small steps can we start with that can turn to bigger steps later on?

# LET'S GO GREEN!

Let's make the Earth a greener place to be! For the next month, try to earn as many points as you can. Take a photo of you and your family doing different activities! If you think of additional activities, write them on the back of this worksheet!

## 1 point

- \_\_\_ Save energy by turning off the lights when you leave a room.
- \_\_\_ Turn off the water when you brush your teeth.
- \_\_\_ Borrow a book from your local library.
- \_\_\_ Play outside.



## 3 points

- \_\_\_ Use a reusable bag the next time you go shopping.
- \_\_\_ Make a bird feeder from fruit scraps, cheerios, or birdseed and peanut butter.
- \_\_\_ Pick up litter or clean up a riverbank.
- \_\_\_ Hang your laundry outside.

## 5 points

- \_\_\_ Turn off the TV and go for a nature walk. Draw what you find!
- \_\_\_ Repurpose an old t-shirt.
- \_\_\_ Plant something outside (a seed or a tree).
- \_\_\_ Create a craft from recycled materials.



## 10 points

- \_\_\_ Plant a vegetable or flower garden.
- \_\_\_ Recycle for the whole month.
- \_\_\_ Start a compost pile.
- \_\_\_ Decorate a bucket to collect rain water.

total points: \_\_\_\_\_



### Lesson Agenda

#### ➔ Discuss

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

- What Happens to Your Recycling After It's Collected?  
<https://www.youtube.com/watch?v=s4LZwCDaoQM>
- 11-Year-Old Starts Recycling Company to Fight Climate Change  
<https://www.youtube.com/watch?v=gR1ukCMDyFU>
- *One Plastic Bag*, by Miranda Paul

#### ➔ Do Good

Young learners will upcycle plastic bags to **create friendship bracelets, bookmarks, or keychains** and give them to others.

#### ➔ Lead the Homework

Young learners will lead their families in a discussion of the importance and impact of recycling and members of the family will be invited to **create an upcycled art project** from recycled materials.

#### Group Discussion

**AS PEOPLE ENTER:** Have a collection of ten or so items displayed on a table at the front of the classroom. Students will guess if the items can be recycled or not. Ideas for items include: batteries (yes), crayons (yes), bubble wrap (no), takeout containers (no), CDs (yes), Styrofoam (no), toothbrushes (yes), mirrors (no), newspapers (yes), ceramic coffee mug (no). Have students move to designated sides of the room to vote if they think these items can be recycled. Use this activity to gauge students' background knowledge about recycling. *Invite students to share if any of these were surprising to them.*

**TIME TO SHARE:** Follow up with the "homework" from your last meeting. *Invite students to share their family's ideas about what they will do to make green choices.* What activities from the worksheet did your family do to go green?

**LESSON INTRODUCTION:** Today, we're going to be talking about rethinking recycling. Recycling is something that is good for the environment, but did you know that we can do even more? Think about this: you and your family are eating at a fast food restaurant. The cashier is reaching for a plastic lid and straw for your soda. In this moment, do you a) accept the plastic lid and straw even though you really don't need it or b) tell the cashier that you'll have your drink without it? Part of recycling means that we make small, conscious choices to reduce waste and cut down on single-use plastic. Did you know that the average American produces around 4.5 pounds of waste every day? It's time to do more to waste less! But, what can we do? There are seven simple words to help us remember to recycle responsibly. We can remember to *rethink, reuse, refuse, reduce, repurpose, recycle, and recruit!* Some of the most powerful things we can do to help the Earth include using less, reusing, and refusing plastic.

#### LARGE GROUP DISCUSSION:

##### Let's start at the beginning: Doing More to Waste Less

Any change you wish to see in the world always begins with yourself. This is the perfect place to start, because every conscious choice to refuse or reuse is important. What are some ways we use plastic in our every day lives? *Invite students to share if they feel comfortable. Ways could include using plastic bags in lunches, using single-use plastics like utensils, cups, or straws, taking plastic grocery store bags, etc.* Now, let's think about some ways that we can reduce our daily plastic use. *Invite students to share their ideas. Examples could include: reusable water bottles, reusable tote bags for carrying things, reusable boxes for lunches, refusing plastic containers or plastic bags when shopping, etc.* Part of "doing more to waste less" includes asking ourselves the question, "Do I really need this?" There are a lot of alternatives to using plastic, but the change starts with our mindset. Let's watch this video to learn more about the process of recycling.

##### [What Happens to Your Recycling After It's Collected?](#)

(5 minutes, 46 seconds)

##### Debrief the Video

- What are some of the issues SIMS faces with recycling?
- What is "wish-cycling"?
- What suggestions did Lucy and her office receive about how to recycle more efficiently?
- Plastics are a part of our everyday life. What are some ways we can still be mindful of plastic use?

For older students, consider the video exploring the problem of plastic pollution in our oceans: <https://www.youtube.com/watch?v=A3Z4fqMGucY>.



# Should we rethink recycling?

Group Discussion Continued

## SHARE

Now that we've learned a bit more about how we can rethink recycling, let's dive more into why these three actions can be important for the environment, for the climate, and and for lasting change. Do you sometimes wonder if you are too young to make a difference? Check out this impressive 11-year-old's climate change fighting company!

[11-Year-Old Starts Recycling Company to Fight Climate Change](#)

(4 minutes 51 seconds)

## SMALL GROUP DISCUSSION:

Today we're going to continue our conversation on how we can make a difference in our environment.

**Gather in groups of two or three and work to answer the following questions. *Using the prompts below, allow five minutes to brainstorm. Invite sharing.***

- What does sustainability mean?
- How do you think Ryan has made an impact by creating a recycling company?
- What is Ryan's advice to others about recycling?
- What can you do to create a change in your community?
- What are some ideas of things that you can do to help climate change?
- Why does recycling make a difference?

## READ:

Read *One Plastic Bag*, by Miranda Paul to explore how one choice, action, and plastic bag can make a big difference. Use the attached discussion cards to help facilitate group discussion after reading.

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## ➔ Introduce the Take-Home Project

*Leave five minutes at the end of class to explain the take-home project.*



**When you go home, it is your job to LEAD your family in a conversation about how your family can get involved in reducing, reusing, and recycling!**

This opportunity will help you practice your conversation and discussion skills while helping you to think through practical changes to our everyday plastic use that you can make at home.

---

## ⬆ Notes for Group Leaders ⬆

- Consider breaking this lesson into pieces if time is short.
- Each student should bring in plastic bags of various colors ahead of the lesson.
- Make photocopies ahead of the meeting:
  - bookmark worksheet (1 piece per student)
  - take home materials (1 per student)
  - recycling invitation (1-3 per student for each craft)
- Consider reading *Here Comes the Garbage Barge!* to continue the discussion on the importance of recycling (suited for elementary-aged readers).
- Ask students their ideas about how to reduce and upcycle in the classroom. Try to implement some of these ideas over the next month!

# One Plastic Bag

Great stories. GOOD ideas

What do the women of the village do to help clear away some of the plastic bags from the trash pile?



One Plastic Bag  
by Miranda Paul

What does it mean in the story when it says, "the ugliness finds its way to her"?



One Plastic Bag  
by Miranda Paul

How did recycling make a difference for everyone, including animals, in the story?



One Plastic Bag  
by Miranda Paul

What do you think Isatou was thinking or feeling when she passed the pile of trash that grew smaller and smaller?



One Plastic Bag  
by Miranda Paul

# One Plastic Bag

Great stories. **GOOD** ideas

Which of these does the story encourage you to do: reduce, reuse, and/or recycle? How?

**DOING  
GOOD  
TOGETHER.** One Plastic Bag  
by Miranda Paul

How does one action of recycling or not recycling change the environment of the village?

**DOING  
GOOD  
TOGETHER.** One Plastic Bag  
by Miranda Paul

What do you think or feel when you see litter or trash in your community? Does it make you want to do something about it? If so, what?

**DOING  
GOOD  
TOGETHER.** One Plastic Bag  
by Miranda Paul

What is something that you have reduced, reused, or recycled? Do you think it helped the environment? Why or why not?

**DOING  
GOOD  
TOGETHER.** One Plastic Bag  
by Miranda Paul

Did you know that we can actually recycle broken furniture, old clothing, and even plastic bags? This is called "upcycling"! There are so many fun ways that we can repurpose something we don't need anymore and turn it into something useful. Repurposing helps to keep the item out of the landfill, and this is a win for everybody! Before this lesson, you brought in plastic bags from your home. Today we're going to take these plastic bags and upcycle them into a keychain, bookmark, or friendship bracelet. We will share our fun projects with others, which can help spread the word about reducing waste too!



### What You'll Need

- Colorful plastic bags (collected before the lesson)
- Bookmarks (printed on cardstock - 1 per student)
- Scissors
- Keychain ring
- Beads
- Coloring materials
- Hole punch

### Instructions

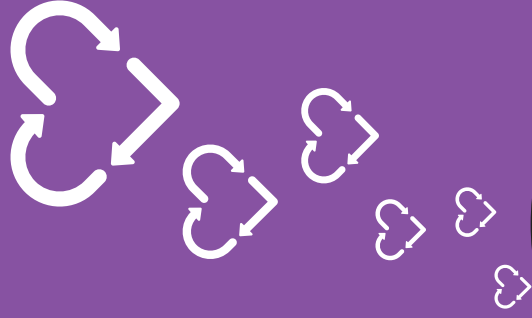
1. Before the lesson, have students bring in colorful plastic bags. Encourage students to bring in many different colors of bags to make the crafts really colorful.
2. Students can choose to make one or all three of the craft ideas listed above to give to a friend, neighbor, or community member to spread recycling awareness and education.
3. Cut the plastic bags into 1-1.5 inch strips. Gather all of the cut strips and assemble them according to color at the front of the classroom.
4. To make the friendship bracelet and keychain, students will select three plastic strips and braid the material together. Attach beads or the keychain ring to the braid.
5. To make the bookmark, students will select three plastic strips and braid the material together. Cut out, color, and hole punch the bookmark. Attach the braid through the top hole of the bookmark and tie. Add beads if desired.
6. When giving the crafts away to others, give them an invitation to recycle! Share a little bit about what you've learned about recycling.

### Group Discussion Questions

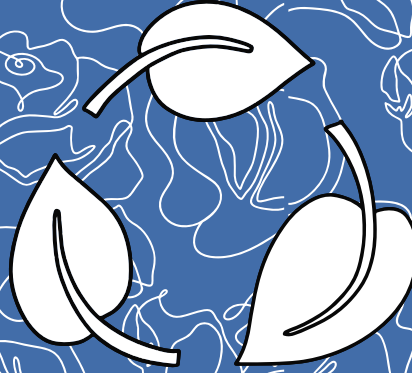
- What other ways can you think of for recycling plastic bags?
- To whom will you give your upcycled craft? What will you say to them about reducing waste when you give it to them?
- What things can you upcycle in your daily life?



SMALL  
ACTIONS  
MAKE BIG  
CHANGES!



SMALL  
ACTIONS  
MAKE BIG  
CHANGES!



SMALL  
ACTIONS  
MAKE BIG  
CHANGES!





# You're Invited!

DOING  
GOOD  
TOGETHER™

*Who:* All members of Earth

*What:* An invitation to do more by wasting less

*Where:* Your house and local community

*When:* Starting now

Please enjoy this craft I made from recycled materials!

---



# You're Invited!

DOING  
GOOD  
TOGETHER™

*Who:* All members of Earth

*What:* An invitation to do more by wasting less

*Where:* Your house and local community

*When:* Starting now

Please enjoy this craft I made from recycled materials!



## **Today we learned about ways to rethink recycling!**

*Kindness Homework from DGT's Big-Hearted Classroom*

Today we explored practical ways to reduce waste by rethinking recycling. We learned about the 7 Rs of responsible recycling: rethink, refuse, repurpose, reuse, reduce, recruit, and recycle. We know that recycling is important, but we also know that there is so much more that we can do to reduce daily plastic use and waste. The change begins with us!

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### **Let's rethink recycling!**

## **KEY QUESTION: What are some ways we can reduce waste in our home, school, and community?**

### **What We LEARNED:**

Today we talked about the benefits of reducing waste. By asking ourselves what we can reduce, refuse, or reuse, we can make mindful changes to minimize our negative impact on the environment. The change we want to see begins with our mindset. Intentionally thinking about refusing plastic, reducing waste, and reusing items will help us change our mindset naturally the more often we consciously make choices to reduce waste every day. We practiced what it can look like to "upcycle" or reuse an item to give it a new life and will be sharing those crafts with others to spread the word about reducing and eliminating waste. Using the 7 R's to reduce waste and plastic use is a powerful technique that will help us practice ways to mindfully take care of the Earth for generations to come!

### **Homework Option:**

- Guide your family in a discussion of what it means to rethink recycling. Talk about what you may already be doing to reduce waste as a family and use it as a springboard to discuss what other actions steps you can take to refuse plastic and reuse materials. Share what you've learned about reducing waste from the lesson with your family, including what you may have previously thought. Invite them to share their thoughts and ideas.
- Invite each member of your family to participate in creating an art project from recycled materials. Follow the steps listed on the worksheet "Upcycled Art Project" and use the "Art Project Plan" worksheet to sketch a design of what your art piece will look like. After everyone has finished creating their project, display the art pieces like a museum (complete with the name plate!) and invite everyone to share their design. Don't forget to take pictures!

### **Let's Talk!**

- What are some misconceptions we might have had about recycling in the past?
- What are some ways we can rethink recycling and reduce waste and plastic use as a family?
- **Let's dig deeper:** How can we implement the actions of reducing, refusing, and reusing into our daily lives?





# Upcycled Art Project

Each member of your family is invited to participate in making an upcycled art project! Use the ideas listed below to collect some materials, follow the directions, and hold an art museum walk-through to look at everyone's projects!



## Step 1

Gather materials to use for your projects. Collect cardboard, containers, cans, boxes, etc. as well as construction paper, pencils, glue, coloring materials, and anything else you may need.



## Step 2

Think about what art project you will create. Use the project worksheet to draw a sketch of your project. Come up with a creative name for your art piece and make a name plate.



## Step 3

Assemble and create your projects. Put all of your family's art projects on display and walk around to look at all of the pieces. Invite each member to talk about their art project! Don't forget to take a picture of everyone's art projects!

# Art Project Plan

Use the space below to create a sketch of your art project idea!

*materials I need:*

*possible project names:*

### Lesson Agenda

#### ➔ Discuss

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

- Global Citizenship - BTN Special  
<https://www.youtube.com/watch?v=cj-i8smnLpE>
- *School Days Around the World* by Margriet Ruurs

#### ➔ Do Good

Young learners will share their own culture by making a square for the **global citizen quilt** and learn about others' culture through a **peer interview**.

#### ➔ Lead the Homework

Young learners will lead their families in a discussion of what it means to be a global citizen. Then, they will choose a few activities to try in their **Global Citizen Passport**.

#### Group Discussion

**AS PEOPLE ENTER:** As students arrive, display a huge world map at the front of the room. Using sticky notes or whiteboard markers, instruct learners to mark places around the world that they have a connection to. (For example, if a student has visited a particular country or city or if they know a country where their family has come from.) Invite a few students to share the connections they have to different places around the world.

**TIME TO SHARE:** Follow up with the "homework" from your last meeting. Invite students to share what art projects their family created from the recycled materials they collected. What recycled materials did you and your family use to create your art projects? What suggestions did your family have for reducing, reusing, and recycling?

**LESSON INTRODUCTION:** Today we're going to be talking about global citizens. Do you know what a citizen is? Pause for students to think for a few seconds and then invite students to share their understanding of what it means to be a citizen. (definition: a citizen is a person who is part of a community. Being a "good citizen" means that you contribute to your community in a helpful way in order to make it a better place.) Now, think about this next: what is a global citizen? Again, pause to give students time to think and then invite students to share their thoughts about what a global citizen is. Lead students to define a global citizen as a person who is a part of a worldwide community who understands that there are problems in the world affecting all of us.) We'll spend some time talking about what it means to be a global citizen and how we can become one.

#### LARGE GROUP DISCUSSION:

##### Let's start at the beginning: How can we become global citizens?

Now that we have defined what a global citizen is, we can ask some other questions such as, "How can we become global citizens?" and "What does a global citizen do?" Let's imagine for a moment that you are talking to a friend and they share some problems that they are having. Do you ignore them, walk away, or start doing something else? No, of course not! You would listen to them, express empathy, say some encouraging words to them, or even try to do something to help them. In the same way, that's what global citizens strive to do too. We recognize that we are all part of a larger community. In other words, we're all in it together! We care about what others are going through, too and try to understand the differences and similarities between and among us all around the world. Becoming a global citizen takes time to intentionally get to know different communities and cultures and the victories, and struggles that we all face on Earth. A global citizen not only works to take care of the planet and environment but also focuses on world peace and understanding others for the greater good!

#### [Global Citizenship - BTN Special \(part 1\)](#)

(Start - 8:08, 8 minutes, 8 seconds)

#### Debrief the Video

- What do the students say about the world peace board game?
- What is the main goal of the United Nations?
- What are some other goals of the United Nations?
- What are some of the criticisms people have about the United Nations?

For older learners, use the article below to create a discussion about different schools around the world: <https://www.rd.com/list/school-days-around-the-world/>.

# How do we become global citizens?

Group Discussion Continued

## SHARE

We saw in the first half of the video how kids are getting involved with thinking about and solving the world's problems through the world peace board game. Let's explore more about global citizenship by watching the second half of the video and learning about the United Nations.

[Global Citizenship - BTN Special \(part 2\)](#)

(8:09 - 13:21, 5 minutes, 12 seconds)

## SMALL GROUP DISCUSSION:

Today we're going to continue our conversation on what it means to become global citizens.

**Gather in groups of 2 or 3 and work to answer the following questions. *Using the prompts below, allow 5 minutes to brainstorm. Invite sharing.***

- What is the Nobel Peace Prize? Who won the Nobel Peace Prize in 2020?
- What did the 2020 winners of the Nobel Peace prize specialize in?
- How is the WFP contributing to global citizenship?
- Who was the youngest winner of the Nobel Peace Prize and what contributions did she make?
- If you could nominate someone to win the Nobel Peace Prize, who would you choose and why?

## READ:

Read *School Days Around the World* by Margriet Ruurs. Learners will have an opportunity to explore what different schools and school days around the world are like. Use the attached discussion cards to help facilitate group discussion after reading.

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## ➔ Introduce the Take-Home Project

*Leave 5 minutes at the end of class to explain the take-home project.*



**When you go home, it is your job to LEAD your family in a conversation about what it means to be a global citizen and how we can become one.**

This will be your opportunity to practice your conversation and question-asking skills while facilitating an activity over the next month which will help you to explore the idea of global citizenship and what it means.

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## ⬆ Notes for Group Leaders ⬆

- Consider breaking this lesson into pieces if time is short.
- Create a bulletin board to share global citizen ideas.
- Make photocopies ahead of the meeting:
  - take home materials (1 per student)
  - global citizen quilt block (template A OR template B - 1 per student)
  - peer interview worksheet (1 per student)
- Consider choosing some class read-alouds that allow learners to see different aspects of life around the world: *Off to Class: Incredible and Unusual Schools Around the World*, *Around the World series*, *My Librarian is a Camel*, *This is How We Do It*, *What Does it Mean to be Global?*, etc.
- Take a virtual trip to other countries to learn and explore more.

# School Days Around the World

Great stories. **GOOD** ideas

What are some similarities between your school and the schools around the world?



School Days Around the World by Margriet Ruurs

What are some differences between your school and the schools around the world?



School Days Around the World by Margriet Ruurs

If you could make one change about your school day, what would you change?



School Days Around the World by Margriet Ruurs

Before reading, how would you have defined "school"? After reading, has your definition of "school" changed? If so, how?



School Days Around the World by Margriet Ruurs

# School Days Around the World

Great stories. **GOOD** ideas

Why is it important to learn about different places around the world?



School Days Around the World by Margriet Ruurs

After reading, what is one country you'd like to visit? Why?



School Days Around the World by Margriet Ruurs

How do you think becoming global citizens shows kindness to others?



School Days Around the World by Margriet Ruurs

Do you have any personal connections to the book you'd like to share? Have you ever visited another country or another school? What was it like?



School Days Around the World by Margriet Ruurs



As citizens of the world, we have an important job to treat the world and all of its inhabitants with respect, love, and kindness! One of the ways we can do this is by learning about each other's cultures. Each family has a unique and special way that they do things such as celebrate holidays, follow traditions, and cook special food. Part of becoming a global citizen is recognizing that each of us have differences and similarities. These differences make the world a beautiful place to live in. However, we may not be as different as we think! We are all working hard to better our world and promote peace and kindness. Students will have a chance to learn about the many places around the world while discovering more about their own peers.



## What You'll Need

- Coloring materials
- Scissors
- Pictures cut from magazines or printed out
- Glue
- Stapler
- Peer interview worksheet

## Instructions

- Students will make a quilt block that represents their country/culture, which will be added to the class quilt. This can also be done school-wide.
- Use coloring materials, draw or add pictures to represent your family's country/culture. See example below. Students can draw pictures of their country/culture's flag, food, festivals, holidays, or celebrations, or anything else that represents their country/culture.
- After assembling the quilt, students will pair up to learn about one another's country/culture. Use the Peer Interview worksheet and take turns asking questions. Make sure to practice good listening skills as the other student shares their responses. Practice speaking clearly and completely when answering questions.

## Group Discussion Questions

- How can learning about others' cultures/countries help us to be good global citizens?
- What did you learn about your fellow classmates from this activity?
- How can you continue to be a good global citizen?



# Global Citizen Quilt Block

Directions: To make the global citizen quilt, draw pictures or glue photos that represent your country/culture. Include the country/culture and information about food, festivals, holidays, family, language, and the flag.



# Global Citizen Quilt Block

Directions: To make the global citizen quilt, draw pictures or glue photos that represent your country/culture. Include information about each of the categories below.



My Country/Culture: \_\_\_\_\_

Food 

Flag 

Family 

Language 

Traditions 

Holidays 

Name: \_\_\_\_\_

# Peer Interview

Directions: Pair up with another classmate to learn about their culture and share your own. Take turns asking questions and write the answers below.

What is your full name?: \_\_\_\_\_

What country/culture are you sharing about? \_\_\_\_\_

What special holidays or traditions do you celebrate in your family?

What is a special food that you make in your family? \_\_\_\_\_

What are some of the challenges your country/culture faces?

What is something unique about your family? \_\_\_\_\_



## **Today, we learned about becoming global citizens!**

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*Kindness Homework from DGT's Big-Hearted Classroom*

Today we looked at what it means to be a global citizen. We saw how there are many difficulties facing our world today and how we must all be united in the fight to keep our Earth a healthy place to be. What we do as an individual affects others worldwide, and we all must be united in our efforts to maintain peace and unity as members of humanity.

---

### **Let's become global citizens!**

## **KEY QUESTION: How can we become a global citizen and what does it mean?**

### **What We LEARNED:**

Today we learned about what a global citizen is and what it means to become a citizen of the world. All of us are united globally by the fact that we are members of the human race. The problems that we see in our world today are, in fact, all of our problems to figure out. Part of being a global citizen is celebrating the similarities and differences in all of us across cultures and places. We learned about the United Nations and their efforts in promoting peace and unity worldwide. Learners participated in a peer interview where they shared about their own culture or country. They also decorated their own quilt blocks to represent their culture or country in the larger classroom quilt. As global citizens, we recognize that we are all in this together and strive to celebrate each other while recognizing our individual uniqueness!

### **Homework Option:**

- Guide your family in a discussion of what it means to be a global citizen. Define what a citizen is and how a global citizen is different than a citizen. Share what you learned about in class and ask your family to brainstorm what problems affect us all on a global scale. Then, take some time to brainstorm some ideas or solutions that your family can start doing to think like a global citizen. Write it on a piece of paper and stick it on the refrigerator as a reminder!
- Cut out and assemble the "Global Citizen Passport" worksheets. During the next month, choose at least three activities to complete together as a family to help you learn about other places and cultures around the world. There is even a spot to write your own creative idea! When you're done, write a small description of what you did on the passport page.

### **Let's Talk!**

- Do you think the process of becoming a global citizen happens immediately or does it happen over? What are some actionable steps we can take to become a global citizen?
- What kinds of things can you do locally that make an impact globally?
- **Let's dig deeper:** How does celebrating our similarities and differences help us to practice global citizenship?

# PASSPORT



## Global Citizen



cook a meal from a  
different country

read a book from a  
different continent



create a visitor brochure  
for your city

watch a cartoon in  
another language



learn to count to 10 in  
another language

---

---

(your idea here!)





### Lesson Agenda

#### ➔ Discuss

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

- What is a Charity?  
<https://www.youtube.com/watch?v=8wDwU71kVr8>
- 7-Year-Old Starts Charity and Collects Toys, Supplies for Kids  
<https://www.youtube.com/watch?v=SyWETaA2iUA>
- These Kids Formed a Charity to Stop Childhood Hunger  
<https://www.youtube.com/watch?v=m6-4aDHNN3c>
- *The Giving Tree* by Shel Silverstein

#### ➔ Do Good

Young learners will create a **Giving Box** to take home and practice the act of giving by writing **Affirmation Notes** to each other.

#### ➔ Lead the Homework

Young learners will lead their families in a discussion of how charitable giving can be fun and **raise money** for the charity of their choosing.

#### Group Discussion

**AS PEOPLE ENTER:** As students arrive, have the quote, "Be the change you wish to see in the world. -Gandhi" displayed at the front of the classroom. Allow students 5 minutes to brainstorm what they think this means. Invite students to share their ideas with a partner next to them. Then, call on three students to share with the class. Discussion ideas: what do they think needs to change? What resources can be given to "be the change"?

**TIME TO SHARE:** Follow up with the "homework" from your last meeting. Invite students to share what activities their family chose to do to explore different countries and cultures. What did you and your family learn about global citizenship from the activities? How will you and your family practice thinking like a global citizen?

**LESSON INTRODUCTION:** Have you ever given a gift to someone before? How did it make you feel to give the gift to your friend? How did they react? Today, we're going to talk about a special kind of giving called charitable giving. Charitable giving means that you give something that belongs to you, like time or money, in order to help others. A charity is started because someone is very passionate about a certain cause and wish to see a change happen. If students are comfortable to share, invite them to talk about their experiences with donating or giving to a charity. Let's think about what charitable giving is and what it is not. Invite students to share examples and non-examples about charitable giving if they feel comfortable. (Example: charitable giving is giving help to someone who may need it. Non-example: charitable giving is only giving money to help people.)

#### LARGE GROUP DISCUSSION:

##### Let's start at the beginning: Can charitable giving be fun?

We have often heard the phrase, "It is more blessed to give than to receive." Do you agree with this statement? Why or why not? Invite a few students to share their opinion. While it is fun to get gifts, there is nothing quite like the feeling of excitement and joy that you experience when you give something to someone else. Giving to a charity, as we've briefly talked about before, does not mean that you have to give only money to an organization. You can donate your time, resources, toys, or supplies to helping others. The best part to giving is that you can choose what kind of charity you'd like to support, and you can be creative in how you choose to help out that charity! Today, we'll explore charitable giving a little bit more by watching two videos. The first video explores what a charity is and the second is an inspiring story about a 7-year-old girl named Morgan Grace who started her own charity!

##### What is a Charity?

(1 minute, 13 seconds)

7-Year-Old Starts Charity and Collects Toys, Supplies for Kids

(5 minutes, 14 seconds)

##### **Debrief the Video**

- What is the first video's definition of charity?
- What are the actionable steps the first video gives for donating to a charity?
- How did Morgan Grace's charity first start?
- Morgan Grace is passionate about helping kids. What kinds of causes are you passionate about helping?



# Can charitable giving be fun?

Group Discussion Continued

## SHARE

We explored what a charity is in the previous video and saw a great example of a girl's passion for helping kids. Giving and donating to charity means that you can choose a cause you are passionate about! Let's see another example of how some kids formed a charity to stop childhood hunger.

[These Kids Formed a Charity to Stop Childhood Hunger](#)

(5 minutes, 9 seconds)

## SMALL GROUP DISCUSSION:

Today we're going to continue our conversation on charitable giving!

**Gather in groups of 2 or 3 and work to answer the following questions. *Using the prompts below, allow 5 minutes to brainstorm. Invite sharing.***

- What does the Silverman family do to help stop childhood hunger?
- How did their charity begin?
- What advice did the Silverman family give about joining a charity?
- Why do you think it is important to get involved with and support charities?
- What are some ways you can help stop hunger, even in your own home?

## READ:

Read *The Giving Tree* by Shel Silverstein. Learners will enjoy this classic story about the power of giving. As you read this story, pause and take time to show the pictures. Use the attached discussion cards to help facilitate group discussion after reading.

---

## ➔ Introduce the Take-Home Project

*Leave 5 minutes at the end of class to explain the take-home project.*



**When you go home, it is your job to LEAD your family in a conversation about what charitable giving means and how to creatively engage with helping others.**

This will be your opportunity to practice your conversation and discussion-facilitating skills while looking at how we can make charitable giving fun. You will have a chance to practice giving back to a cause you are passionate about.

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## ⬆ Notes for Group Leaders ⬆

- Consider breaking this lesson into pieces if time is short.
- Have students bring in boxes before the lesson to use for their Giving Boxes.
- Make photocopies ahead of the meeting:
  - affirmation card worksheet (1 per student)
  - take home materials (1 per student)
- For younger learners, continue the conversation about giving with *Giving is Better: A Little Arrow Story* ([https://www.youtube.com/watch?v=UdgALI\\_UgUg](https://www.youtube.com/watch?v=UdgALI_UgUg)).
- Research some local charity organizations students and their families can get involved with (ex. Feed My Starving Children, Operation Christmas Child, Second Harvest Heartland).

# The Giving Tree

Great stories. GOOD ideas

What words would you use to describe the boy? The tree?

**DOING  
GOOD** TOGETHER. The Giving Tree by Shel Silverstein

The tree gives a lot to the boy, but the boy doesn't give anything to the tree. Do you think this is okay? Why or why not?

**DOING  
GOOD** TOGETHER. The Giving Tree by Shel Silverstein

What did the boy give to the tree at the end of the story?

**DOING  
GOOD** TOGETHER. The Giving Tree by Shel Silverstein

What did the boy learn at the end of the story about giving?

**DOING  
GOOD** TOGETHER. The Giving Tree by Shel Silverstein



# The Giving Tree

Great stories. GOOD ideas

When you give something away, should you expect anything in return? Why or why not?

**DOING  
GOOD  
TOGETHER.** The Giving Tree by Shel Silverstein

Would you give something you really like to someone you love who needs it too? Explain your thoughts.

**DOING  
GOOD  
TOGETHER.** The Giving Tree by Shel Silverstein

Have you ever regretted giving something away? Do you think the tree regretted giving away her trunk? Why or why not?

**DOING  
GOOD  
TOGETHER.** The Giving Tree by Shel Silverstein

Why do you think is it important to help others by giving your time, resources, or money?

**DOING  
GOOD  
TOGETHER.** The Giving Tree by Shel Silverstein

As we've seen throughout the lesson, giving to a charity can be both fun and empowering. Giving requires passion about a cause and follow-through to give to the cause you want to support. We are going to look at a few charities to get to know some different causes. These charities will each focus on a different need such as supporting the homeless, ending child hunger, or sponsoring an animal. We will each create a Giving Box with the boxes you brought in before the lesson. At home, you can use this Giving Box to keep donations like money or supplies inside to give to a charity you want to support. We will also practice the art of giving by writing affirmation cards to our classmates.



### **What You'll Need**

- Cardboard box
- Scissors
- Glue
- Decoration materials-stickers, gems, etc.
- Coloring Materials
- Construction paper
- Affirmation cards worksheet
- Pencil

### **Instructions**

- Before the lesson, instruct each student to bring in a box such as a shoe box to use for their Giving Box.
- Decorate your Giving Box with construction paper, stickers, gemstones, pompoms, designs, etc.
- To practice the act of giving, write notes of affirmation to your fellow classmates. Try your best to write notes to a few students. When you're done, put the notes in your classmates' Giving Boxes.
- Take your Giving Box home to put your donations in to give to the charity of your choice.

### **Group Discussion Questions**

- How did you feel when writing the affirmation notes to your classmates? How did it feel to receive the affirmation notes?
- What charity interested you the most to support?
- How can you make charitable giving fun?





## **Today, we learned about how charitable giving can be fun!**

*Kindness Homework from DGT's Big-Hearted Classroom*

Today we looked at what charitable giving means and how we can passionately choose a charity to get involved with by donating our time, resources, finances, or supplies to. We talked about what a charity is and saw a few exciting examples of young kids and teens getting involved with and even starting their own charities.

### **Let's give to our favorite charity!**

## **KEY QUESTION: How can we make charitable giving unique and fun?**

### **What We LEARNED:**

Today we learned about what it means to be charitable givers. We talked about the meaning of charity and saw examples of how no one is too young to find out their passions and give of their time, money, or resources to support the cause they care about. We saw that the first step in giving to a charity is finding out what we are passionate about and finding a cause that supports that passion. The kids and teens who raised money and donations for their charities made it FUN by doing what excites them the most. In class, we decorated a Giving Box to keep donations in and practiced the art of giving by writing affirmation notes to our classmates. Every act of giving, whether it is giving time, finances, supplies, or resources, is important because it helps others, and helping others is what it's all about!

### **Homework Option:**

- Guide your family in a discussion of what charitable giving means. Discuss the question, "Can charitable giving be fun?" Brainstorm a list of local charities around your area or charities that your family has given to in the past. Discuss ways as a family to raise money or give of your time to different charity organizations.
- Look over the "Charitable Giving Options" worksheet and explore the websites to select a charity to give to. You may also choose to give to a local charity in your area or a charity that your family is familiar with. The most important thing to remember is to choose one that has a cause you are passionate about! Refer to the worksheet "Ways to Raise Money." Check the boxes next to ideas that you'd like to try, or try your own idea. Talk to neighbors or family members to see if they have anything that you could do to earn money for your charity. It may be hard work, but just remember, you are making a big difference! Put all of the money you earn in your Giving Box until you're ready to make the donation!

### **Let's Talk!**

- Why are charities important? Do you think it's better to give time or money?
- What kinds of causes are important to your family? What charities support your cause?
- **Let's dig deeper:** Do you think one day there will be no need for charities? Why or why not?

# Charitable Giving Options

Directions: Below is a list of charities to consider giving to as a family.



Volunteer to pack meals to send overseas to families in need. Please visit [fmsc.org](https://fmsc.org) to learn more.

Pack shoeboxes with supplies and toys for kids to send overseas. Find out what to pack and drop-off locations near you by visiting <https://www.samaritanspurse.org/what-we-do/operation-christmas-child/> to learn more.



Raise money for childhood cancer with your very own lemonade stand. Visit <https://www.alexlemonade.org/> to learn how to get involved.

Research local charities in your area. Consider donating your time or money to supporting the cause you are passionate about.



Please note Doing Good Together is not affiliated with any of the charities mentioned above.



# Ways to Raise Money for Your Charity

Check the box or boxes of the ideas you'd like to do.



dog washing



dog walking



lemonade stand



do extra chores



do yard work



babysit



ask for donations



have a garage sale



my own idea!

### Lesson Agenda

#### ➔ Discuss

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

- 5 Benefits of Music  
<https://www.youtube.com/watch?app=desktop&v=-KpDYqS4OLM>
- DMX's Daughter Releases Tribute Song to Honor Her Late Father  
<https://youtu.be/vKEmD-feivl>
- 'Viola Mom' Brings Classical Music to TikTok  
[https://www.youtube.com/watch?v=wal\\_SnqTzUk](https://www.youtube.com/watch?v=wal_SnqTzUk)
- *Playing at the Border* by Joanna Ho

#### ➔ Do Good

Young learners will **share music** with younger learners and help younger students **make maracas**. Learners will also complete a **Music Inventory** worksheet.

#### ➔ Lead the Homework

Young learners will lead their families in a discussion of how music can make a difference in our lives, **create a chant or theme song** as a family, and **create playlists** for different parts of the day.

#### Group Discussion

**AS PEOPLE ENTER:** As students arrive, have several different genres of music ready to play such as classical, jazz, blues, country, rap, contemporary, etc. Play 30 seconds of each type of music and have students write down their emotions and how and what they feel after listening to the music clip. *Invite a few students to share the words they used to describe their feeling after each style of music and write the words on the whiteboard.*

**TIME TO SHARE:** Follow up with the "homework" from your last meeting. *Invite students to share what charity their family chose to raise money for.* What methods did you and your family use to raise money? What elements made raising money for charity fun? What did you learn through the opportunity?

**LESSON INTRODUCTION:** Today we're going to be talking about music. Music is all around us and a part of our every day lives. We can hear music through musical instruments, in nature, and even in rhythms and repetitions of every day life. Did you know that music has an impact not only our feelings and emotions, but also on our physical and mental wellbeing? Research has even shown that playing classical music to plants makes them grow at an increased rate! If music can do that to plants... just imagine what music can do for us! Music can also be something that brings people together across time, cultures, and languages. You don't need to understand a language to appreciate the musical cadence and composition behind it. There is no age limit to appreciating music. Music can even be said to be its own language. What do you think that means? *Invite students to share their ideas about what this means.*

#### LARGE GROUP DISCUSSION:

##### **Let's start at the beginning: How does music affect our brain?**

The impact that music has on our emotions and feelings is undeniable. The next time you feel tense or stressed, try this: play some classical music. You will feel more calm and notice the tension melt away. Feeling tired and need to get pumped up? Playing your favorite song can help with that too! But, why does this happen? How does music have the ability to calm us down or pump us up when we need it to? Both listening to and playing music engages multiple parts of our brain. All of these parts of the brain work together to take in the music and break it down, causing an emotional reaction in the part of the brain called the amygdala. Music releases a chemical called dopamine, which acts like a reward system for the brain. Likewise, endorphins are released when we listen to music, which act as pain and stress-relievers, meaning that there is a physical impact on our bodies. Our brains are amazing, and so is music's affect on the brain. Let's learn more about some of the benefits to music by watching a video.

[5 Benefits of Music](#)  
(3 minutes, 44 seconds)

#### Debrief the Video

- What are some of the benefits of music mentioned in the video?
- Can you think of any other benefits of music not mentioned in the video?
- When do you like listening to music the most?
- Do you think music should be played in school and classrooms? Why or why not?

For older learners, introduce this article outlining Musical Intelligence, one of Gardner's 8 Multiple Intelligences: <https://www.musicaexpert.org/what-is-musical-intelligence.htm>. Students can also take the Multiple Intelligences test after reading: <https://personalitymax.com/multiple-intelligences-test/>

# Can music make a difference?

Group Discussion Continued

## SHARE

Now that we've seen the impact that music has on our brain and the many benefits that listening to music has on our bodies and minds, let's explore more about how we can express our emotions, thoughts, and feelings through music.

[DMX's Daughter Releases Tribute Song to Honor Her Late Father](#)

(4 minutes, 7 seconds)

['Viola Mom' Brings Classical Music to TikTok](#)

(3 minutes, 19 seconds)

## SMALL GROUP DISCUSSION:

Today we're going to continue our conversation on how music can make a difference in our lives.

**Gather in groups of two or three and work to answer the following questions. *Using the prompts below, allow five minutes to brainstorm. Invite sharing.***

- How do these two videos express different emotions related to music?
- Can music help you to express all emotions? Why or why not?
- How is 'Viola Mom' changing the face of classical music?
- Now, it is very popular for music to go viral on platforms like Instagram and TikTok. Classical music and TikTok do not seem to "go together." Why do you think 'Viola Mom's' videos were so popular?

## READ:

Read *Playing at the Border: A Story of Yo-Yo Ma* by Joanna Ho, which tells the life story of famous cellist Yo-Yo Ma, detailing his journey of immigration and how music builds bridges. Use the attached discussion cards to help facilitate group discussion after reading.

## ➔ Introduce the Take-Home Project

*Leave five minutes at the end of class to explain the take-home project.*



**When you go home, it is your job to LEAD your family in a conversation about music and the difference it makes in our lives.**

This will be an opportunity for you to practice your conversation and question-asking skills. You can share your music inventory worksheet with your family, compose a family chant or song, and create playlists for different times of the day that each member of the family will love!

## ⬆ Notes for Group Leaders ⬆

- Consider breaking this lesson into pieces if time is short.
- After reading *Playing at the Border*, play a clip of Yo-Yo Ma's music for students to listen to.
- Make photocopies ahead of the meeting:
  - music inventory worksheet (1 per student)
  - take home materials (1 per student)
- Consider other read alouds to share more about music such as *Zin! Zin! Zin! A Violin*, *Music Over Manhattan*, *Once Upon a Rhythm*, *Drum Dream Girl*, *Music is...*, *A History of Music for Children*, and *Music is in Everything*.

# Playing at the Border

Great stories. GOOD ideas

Why is it symbolic that Yo-Yo Ma's cello pieces came from all different countries?



Playing at the Border by  
Joanna Ho

How has Yo-Yo Ma's music affected others? What has the gift of Yo-Yo Ma's music brought to the world?



Playing at the Border by  
Joanna Ho

Some of the words are placed in an interesting way on the page. What do you think the author/illustrator was trying to convey?



Playing at the Border by  
Joanna Ho

What do you think it means when it says at the end of the story, "Music builds a bridge?"



Playing at the Border by  
Joanna Ho



# Playing at the Border

Great stories. **GOOD** ideas

How does music unite different cultures and countries?



Playing at the Border by  
Joanna Ho

Do you enjoy listening to classical or instrumental music like Yo-Yo Ma's music? Why or why not?



Playing at the Border by  
Joanna Ho

Do you play an instrument? If you could choose to play any instrument, what would it be and why?



Playing at the Border by  
Joanna Ho

Is it okay that not everyone likes the same kind of music? Why or why not? What do you wish people know about the kind of music you like?



Playing at the Border by  
Joanna Ho

Music makes a difference in each one of our lives in some way or another, whether it is to help us study, calm us down, or get us excited! Music transcends time, culture, and language and allows us to connect through rhythm, motion, beat, and feeling. We do not need to speak the same language to appreciate and understand the shared language of music. Music is the bridge we need to better understand each other. After performing a song to younger learners or staff members at school, you'll help younger learners assemble maracas to enjoy the beat of the music! At the end of the lesson, complete the "My Music Inventory" worksheet to share with your family.



### **What You'll Need**

- Plastic eggs
- Plastic spoons (2 per student)
- Stickers
- Tape
- Rice/beans
- Poster board
- Coloring materials
- Magazines

### **Instructions**

1. Choose a song to perform for younger learners or school staff members. Spend some time practicing, adding motions or dance steps as fitting to the song.
2. As an activity, older learners will help younger learners assemble maracas. Give each student a plastic egg and some rice or beans to use for the sound.
3. Attach the spoons facing inward around the egg and wrap tape securely around the spoons. Have fun shaking the maracas to the rhythm and beat of the song!
4. Complete the Music Inventory worksheet in class to share with your family later.
5. Optional extension activity: divide students into small groups to research the music history of a country and share their findings with younger learners. Then, create a poster detailing some key findings about the music history of that country.

### **Group Discussion Questions**

- What's something new you learned from the presentations about music history?
- If someone asked you, "Can music make a difference?" how would you answer?
- How will you view music differently after completing this lesson?

Name: \_\_\_\_\_

# Music Inventory

Directions: Think about the type of music or songs that you listen to most often. Then, fill in the blanks with the song choice or answer that fits the best!

1. My favorite song is \_\_\_\_\_  
and when I listen to it, it makes me feel \_\_\_\_\_.
2. My favorite style of music is \_\_\_\_\_,  
because \_\_\_\_\_.
3. When I am sad, I like to listen to \_\_\_\_\_  
because \_\_\_\_\_.
4. When I am happy, I like to listen to \_\_\_\_\_  
because \_\_\_\_\_.
5. When I am stressed, I like to listen to \_\_\_\_\_  
because \_\_\_\_\_.
6. If I could tell anybody to listen to a song, I would tell  
them to listen to \_\_\_\_\_  
because \_\_\_\_\_.
7. I like to listen to \_\_\_\_\_,  
but I wish people knew \_\_\_\_\_.





## Today, we learned how music makes a difference in our lives!

*Kindness Homework from DGT's Big-Hearted Classroom*

Today we explored the power of music! We saw how music makes a difference in every one of our lives in one way or another. Music can be used to express emotions in powerful ways. One single song can have the power to cheer us up, help relieve stress, calm us down, or encourage us to explore emotions more deeply. Music is powerful!

### Let's explore how music impacts us!

## KEY QUESTION: Can music make a difference?

### What We LEARNED:

Today we learned that music can and does make a difference in our lives. Not only is music a powerful resource for sharing our thoughts and ideas with the world, it also helps us build connections and form bridges with those who are from a different generation, country, or speak a different language. Music is a language all by itself and one that can be used as a tool to help us share our own emotions with the world. We looked at the many benefits of listening to and playing music and learned how music affects our brains and bodies in a positive way. Music can even be used as a way to reduce stress and improve studying! We shared our love of music with younger students by performing a song for them and helping them make their own set of maracas.

### Homework Option:

- Guide your family in a discussion about the power of music. Discuss the question, "Can music make a difference?" and gather everyone's opinions, thoughts, and ideas. Share what you learned about in class, especially about the story of Yo-Yo Ma. You can share how music can act as a bridge between different groups of people who don't speak the same language or live in the same country. Discuss how music can evoke different kinds of emotion and can help people express their thoughts, feelings, and ideas in new ways.
- Now it's your turn! Start by sharing your "Music Inventory" worksheet with your family. Then, create your own chant or song as a family. Try to come up with something that shares your family values and expresses what you believe as a family. Finally, use the "Family Fun Playlist" worksheet to brainstorm some songs that you'd like to add onto playlists for study, chores, fun, and favorites. Include song selections from every member of the family to create something fun and unique! You can make the playlists on your preferred music platform such as YouTube, Spotify, iTunes, Apple Music, etc.

### Let's Talk!

- Have you seen how music can act as a bridge to others? Share your experiences.
- What can we do to incorporate music more into our everyday lives?
- **Let's dig deeper:** How can music help humanity?





# Family Fun Playlists!

Directions: Start by writing some song ideas on the lines below.  
Create playlists together as a family on your preferred music platform!  
Try to include everyone's musical tastes to make it extra fun.

## Study Time:

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## Chore Time:

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## Fun Time:

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## Favorites:

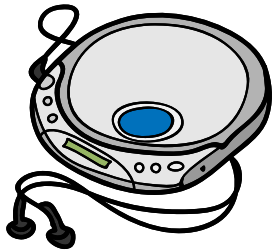
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### Lesson Agenda

#### ➔ Discuss

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

- Learn About Compassion <https://youtu.be/oEplqZYUUvk>
- What Am I Good At? <https://vimeo.com/282518502>
- *How Full is Your Bucket?* by Tom Rath

#### ➔ Do Good

Young learners will work together to create an **A to Z Acts of Compassion class book** and add acts of compassion among their classmates onto the **Compassion Tree**.

#### ➔ Lead the Homework

Young learners will lead their families in a discussion of what compassion is and how we can be compassionate people. Learners will recognize their hero of compassion by writing them a **thank you letter** and giving them a **Hero Award**.

#### Group Discussion

**AS PEOPLE ENTER:** As students arrive, arrange chairs in a circle to allow everyone to see each other. One student will start with the ball and share their "rose, thorn, and bud" of the week. The rose stands for what went well, the thorn is what was hard, and the bud is what they are looking forward to. When the student is finished sharing, they will throw the ball to another student who will then share their highs and lows of the week.

**TIME TO SHARE:** Follow up with the "homework" from your last meeting. Invite students to share their family/chant song and what playlists they created with their family if they feel comfortable. What did you learn about your family from the activities? Does everyone in your family enjoy the same type of music? How have your study and chore times changed since listening to the playlists?

**LESSON INTRODUCTION:** Today we're going to be talking about compassion. What does it mean to be compassionate? Is compassion something that happens automatically or do we need to practice responding with compassion? Before we begin, let's think about what compassion is. Invite students to share their ideas about compassion and write their thoughts on the board. (Example definition: Compassion is when you see someone in need, care about their feelings, and do something to show you care.) If you see a friend looking sad or crying at school, what will you do? Will you walk by and pretend you didn't see them, or will you stop and ask what's wrong? You will definitely ask them what's wrong because they are your friend! You are showing that you care why they are sad. After listening to their feelings, you will do something to show you care. This is how we show compassion to others!

#### LARGE GROUP DISCUSSION:

##### Let's start at the beginning: How can we grow in compassion?

If you want to get stronger, what will you do to grow in strength? You will exercise and lift weights at the gym. If you want to grow in compassion, what will you do? You will focus on building your compassion muscle! The more you use it, the stronger it will be. At the start of the lesson, we shared things in our lives that were both good and hard. Listening to people express their feelings about the hard times helps us grow in compassion because we feel what they are feeling in our hearts. This feeling can drive us to connect with them and show them that we care. Compassion can be a powerful motivator for us to see a need and make a change. We can have compassion for our friends, family, pets, animals, and even people we have never met before. Having compassion for people helps us to change something that is unjust or unfair. Sometimes it might be hard to know what to say to someone who is sad, but listening to and spending time with that person can make all of the difference! Let's watch an example of this in action.

##### What Am I Good At?

(2 minutes, 52 seconds)

#### Debrief the Video

- How does the boy show compassion to Ty?
- What is the video's definition of compassion? Do you agree with it? Why or why not?
- Have you ever seen a friend in need of compassion? How did you respond?
- How has a friend shown compassion to you?

For older learners, use the article here for a guided discussion about self-compassion: [https://greatergood.berkeley.edu/article/item/how\\_to\\_help\\_teens\\_become\\_more\\_self\\_compassionate](https://greatergood.berkeley.edu/article/item/how_to_help_teens_become_more_self_compassionate).

# How can we plant seeds of compassion?

Group Discussion Continued

## SHARE

It might be easy to be kind and have compassion for people that we like... but what about people that we don't really get along with? It is important to practice growing in compassion for all people because all people are important. Let's do some guided practice with GoNoodle!

[Learn About Compassion](#)

(4 minutes, 40 seconds)

## SMALL GROUP DISCUSSION:

Today we're going to continue our conversation on what it means to cultivate compassion.

**Gather in groups of two or three and work to answer the following questions. *Using the prompts below, allow five minutes to brainstorm. Invite sharing.***

- How did you feel when you sent positive thoughts to the first person?
- How did you feel when you sent positive thoughts to the second person?
- Which one was easier for you?
- Is it important to practice compassion to people you like as well as people you don't like? Why or why not?
- How do you feel after completing the breathing exercises?

## READ:

Read *How Full is Your Bucket* by Tom Rath. Students will learn about "bucket fillers" and "bucket dippers" as well as identify acts of compassion within the story. Use the attached discussion cards to help facilitate group discussion after reading.

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## ➔ Introduce the Take-Home Project

*Leave five minutes at the end of class to explain the take-home project.*



**When you go home, it is your job to LEAD your family in a conversation about what compassion is and how we can cultivate it in different areas of our lives.**

This will be your opportunity to practice your conversation and question-asking skills while sharing who you consider to be a hero of compassion in your life, write a thank you letter to that person, and give it to them along with a certificate of recognition.

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## ⬆ Notes for Group Leaders ⬆

- Consider breaking this lesson into pieces if time is short.
- Make photocopies ahead of the meeting:
  - A to Z Acts of Compassion Cover (1 per class)
  - Letter page worksheet (1 per student)
  - take home materials (1 per student)
- Every time you notice your group of learners acting compassionately, put a marble in a jar. When the jar is filled, choose a class reward!
- Assemble a Compassion Tree in your classroom. Cut out the leaves and allow students to write the positive act of compassion they see from their classmates.
- Consider the read alouds *Chicken Sunday* (picture book) or *The Hundred Dresses* (novel) to continue the conversation about compassion.

# How Full is Your Bucket?

Great stories. **GOOD** ideas

What are some things that fill your personal bucket?  
What are some things that empty your personal bucket?



How Full is Your Bucket?  
by Tom Rath

What does compassion look like? Sound like? Feel like?



How Full is Your Bucket?  
by Tom Rath

How can you communicate those things that hurt you to others in a compassionate way?



How Full is Your Bucket?  
by Tom Rath

How does knowing about bucket fillers and bucket dippers help you to be more compassionate towards others?



How Full is Your Bucket?  
by Tom Rath

# How Full is Your Bucket?

Great stories. GOOD ideas

What are some things you can do at home to fill someone's bucket?



How Full is Your Bucket?  
by Tom Rath

What are some things you can do at school to fill someone's bucket?



How Full is Your Bucket?  
by Tom Rath

What are some specific examples of compassion shown in the book?



How Full is Your Bucket?  
by Tom Rath

All actions have consequences. Have you ever had a consequence (good or bad) for acting in a compassionate way towards someone?



How Full is Your Bucket?  
by Tom Rath



Compassion makes the world go around! Being compassionate to others is like having a superpower. The cool thing is that anyone can have this amazing superpower! Throughout the next month, we're going to practice identifying acts of compassion. If you see someone acting compassionately, write it on a leaf and put it on the Compassion Tree. Let's see how many acts of compassion we can identify in the next few weeks! Likewise, every time our class also acts compassionately, we will earn a marble in the Jar of Compassion. When the jar is filled up, we'll choose a class reward together. Now, we're going to assemble an A to Z class book of different acts of compassion. When we're done, we'll read it together!



### **What You'll Need**

- Coloring materials
- Pencil
- A to Z class book cover worksheet (1 per class)
- Letter page worksheet (1 per student)

### **Instructions**

1. Assign each student a letter of the alphabet.
2. Come up with an act of compassion starting with your assigned letter. (Example: B is for bringing soup to a sick neighbor.) Consider omitting difficult letters such as X. Do your best to ensure that there are no duplicates.
3. Draw a picture detailing your sentence.
4. Assemble all pages from A to Z with the "A to Z Acts of Compassion" page as the cover.
5. Read the book together as a class!

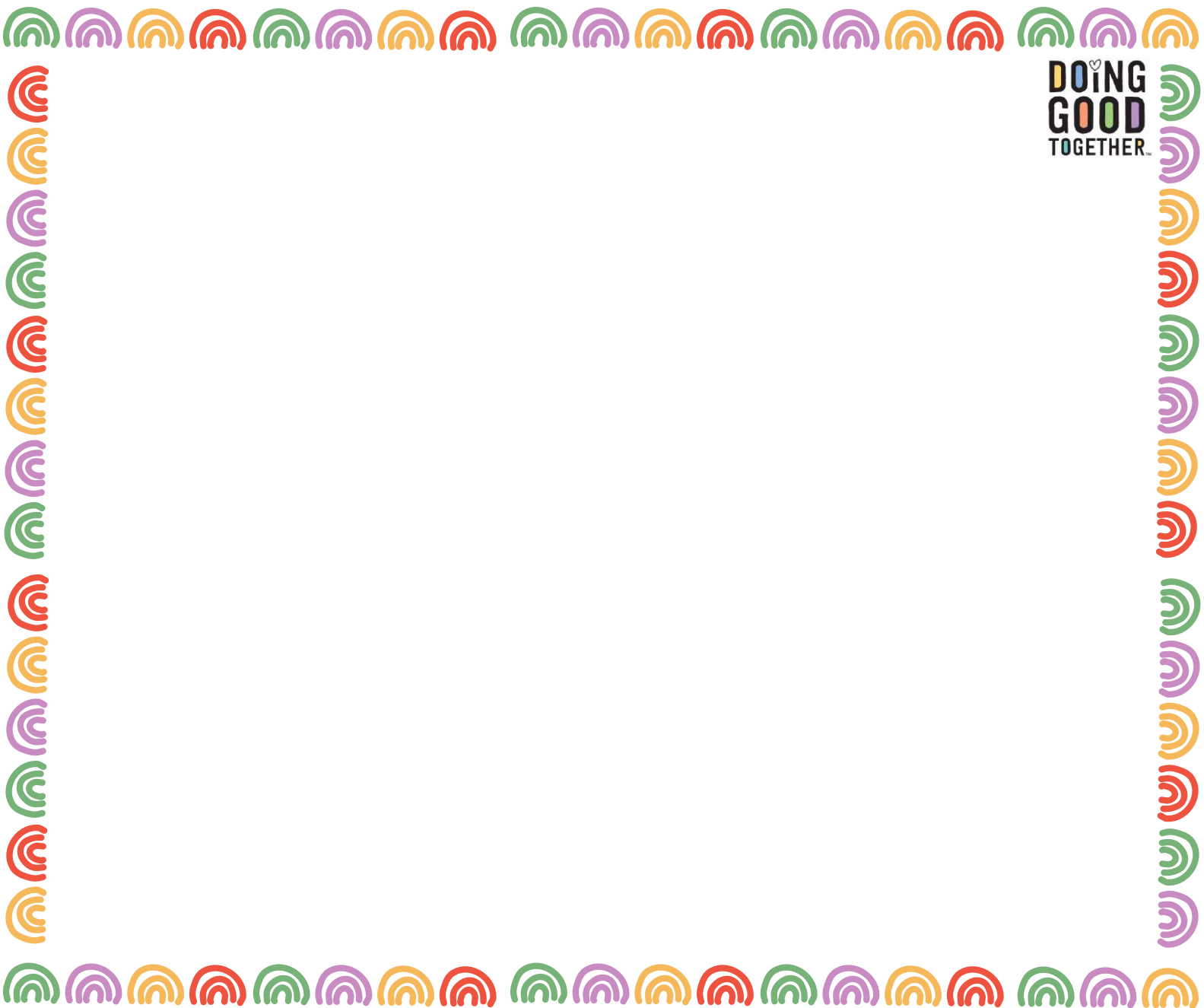
### **Group Discussion Questions**

- What are some ways we can cultivate compassion as a class?
- Are there some days when you may not feel like being compassionate? Is this okay? Why or why not? What are some things you can do if you feel this way?
- Do you think it's important to be compassionate with yourself? What are some ways you can practice this?

*a to z*  
ACTS OF  
COMPASSION



**WRITTEN BY:**



DOING  
GOOD  
TOGETHER.

\_\_\_\_\_ is for \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## **Today, we learned about compassion!**

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*Kindness Homework from DGT's Big-Hearted Classroom*

Today we looked at what it means to plant seeds of compassion. Just like a muscle, compassion is something that we need to use and practice often in order to grow stronger. We saw that compassion is an action -- it invites us to make a positive change by listening, empathizing, and seeing a need!

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### **Let's learn how to plant seeds of compassion!**

## **KEY QUESTION: How can we become more compassionate people?**

### **What We LEARNED:**

Today we learned about what compassion is and how we can practice showing compassion to others. As a class, we defined compassion as seeing someone in need, caring about their feelings, and doing something to show we care. We are practicing compassion this month by recognizing acts of compassion among our classmates. In class, we all contributed to creating a page in a book detailing different ways that we can show compassion to others. We learned about "bucket fillers" and "bucket dippers," which helps us to identify things in our lives that fill us up and make us happy as well as things that make us sad, frustrated, or depleted. It is important to practice having compassion for ourselves as well as for others, realizing that mistakes are okay and a natural part of life.

### **Homework Option:**

- Guide your family in a discussion of what it means to be a compassionate person. Invite discussion to include a definition of what compassion means. How can you practice compassion at home? At school or work? Talk about this together as a family. Discuss if compassion is something that is easy or hard to practice. What are some times when compassion is easy? When is it hard to show compassion? Share what you've learned in class this week about planting seeds of compassion.
- Think about someone in your life who is someone you can trust to listen to you and care about what you're feeling. This person that you're thinking about is someone who has compassion! Use the "Hero Award" worksheet to recognize a person in your life who shows compassion. Then, on the "Thank You Letter" worksheet, write them a letter thanking them for their inspiring compassion.

### **Let's Talk!**

- How can we practice compassion as a family?
- How can we practice being compassionate in our every day lives to people we meet?
- **Let's dig deeper:** Do you think we will automatically become more compassionate people or will it take practice? Explain your thinking.

# Hero AWARD

This award is to signify that \_\_\_\_\_ recognizes  
(your name)

\_\_\_\_\_ for their compassion acts.  
(hero's name)

Thank you for your kindness and compassion!

\_\_\_\_\_  
(your signature here)







# Thank You

Dear \_\_\_\_\_,

Thank you so much for being a hero of compassion! I really appreciate how you \_\_\_\_\_

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We learned about compassion in class, and I wanted to thank you for \_\_\_\_\_

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You have inspired me to be a more compassionate person! \_\_\_\_\_

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Sincerely,

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