

POWERFUL UNDERSTANDING

Helping students explore, question, and transform their thinking about themselves and the world around them



Adrienne Gear

Cindy McGaroch

others, including those who live with autism, ADHD, or Down syndrome); sensory diversity (people who may have visual or auditory challenges); racial diversity (people who come from different cultures and countries); economic diversity (people who may have different socio-economic status).

- Tell students that you are going to be exploring these different types of diversities over the next several weeks. Explain that you will be reading a book each week that focuses on one of the topics and the class will be using the book to read, think, connect, and reflect on diversity.

Kindness

“Be kind to others” is a phrase children hear from their parents and their teachers on a regular basis. Reminding students what kindness looks like and sounds like is the focus for this lesson.

- *I understand the importance of kindness.*
- *I can describe an act of kindness.*
- *I can demonstrate an act of kindness.*

Anchor Books

EP = Early Primary
P = Primary
I = Intermediate

The books listed as General are recommended for introducing the concept of acts of kindness and how kindness affects others. Specific Stories of Kindness feature characters who demonstrate kindness.

GENERAL

Cooper, Ilene. *The Golden Rule* (P, I)
DiOrto, Rana. *What Does It Mean to Be Kind?* (P, I)
Dismondy, Maria. *The Jelly Donut Difference: Sharing Kindness with the World* (I)
Dismondy, Maria. *The Potato Chip Champ: Discovering Why Kindness Counts* (P, I)
Frost, Shelley. *I See Kindness Everywhere* (P)
Gillen, Lynea. *Good People Everywhere* (P, I)
Hallinan, P.K. *Heartprints* (EP)
Keller, Laurie. *Do Unto Otters—A Book About Manners* (P, I)
McGhee, Holly M. *Come With Me!* (P, I)
Murphy, Mary. *How Kind!* (EP)
Palacio, R.J. *We're All Wonders* (P, I)
Pearson, Ferial. *Secret Kindness Agents: How Small Acts of Kindness Really Can Change the World* (P, I)

Rath, Tom & Mary Reckmeyer. *How Full is Your Bucket? (for Kids)* (P, I)
Rosenthal, Amy Krouse. *Plant a Kiss* (P, I)

STORIES OF KINDNESS

Barnett, Mac. *Extra Yarn* (P, I)
Boelts, Maribeth. *Those Shoes* (I)
Cuyler, Margery. *Kindness is Cooler, Mrs. Ruler* (EP, P)
Pearson, Emily. *Ordinary Mary's Extraordinary Deed* (P, I)
Spinelli, Eileen. *Somebody Loves You, Mr. Hatch* (P, I)
Stead, Philip C. *A Home for Bird* (P)
Stead, Philip C. *A Sick Day for Amos McGee* (P)
Stein, David Ezra. *Because Amelia Smiled* (P, I)
Wallace, Nancy Elizabeth. *The Kindness Quilt* (P)
Woodson, Jacqueline. *Each Kindness* (P, I)
Zullo, Germano. *Little Bird* (I)

Explore

- What does kindness look like?
- What does kindness sound like?
- Why is it important to be kind to others?

- What is the kindest thing someone has done for you? How did it make you feel?
- What is the kindest thing you have ever done for someone? How did doing it make you feel?


Interact

- Tell or remind students they are learning about how we relate and connect to other people in the world. If you have taught the lesson on Being Friendly (page 89), you can use that to introduce this topic.

We have talked about how our actions can make people feel. If we use our sand-paper behavior, others will feel uncomfortable and scratchy. If we use cotton behavior, others will feel comfortable and warm inside.

- Show a picture of footprints in sand on the board or interactive whiteboard. Ask students what they are (marks left behind by your feet). Show a picture of a handprint and ask students what it is (mark left behind by your hand).
- Write the word *heartprint* on the board. Ask students what they think it might be. Invite them to discuss in partners.
- Explain that a heartprint, like a footprint or a handprint, is something that you leave behind. But a heartprint is not something you can actually see. So rather than leaving behind an imprint or mark of your heart, you leave behind a feeling from your heart.
- Ask students how someone might leave behind a heartprint (by doing something kind). Depending on the age and experience of your students, you could explain that a heartprint is similar to *filling your bucket* or *random acts of kindness*. Explain that the importance of a heartprint is that you are doing something kind for someone without being asked.
- Share one of the anchor books from the Stories of Kindness list. Invite students to think about ways the character in the story leaves their heartprint for others.
- You may choose to have students respond to the story using Read-Connect-Reflect chart on page 24 (Primary) or the Read, Think, Connect, Reflect chart on page 25 (Intermediate.)
- Share one (or more) of the books from the General list over the next days. Invite students to think about a Knew-New while you read: one thing they already knew about kindness and one new idea.
- Brainstorm a list of ways you can leave a heartprint at school or at home. Older students could break into groups and create their own group lists. Later you could make a class anchor chart.

SAMPLE HEARTPRINT SHEET, GRADE 2

Leaving My Heartprint	
Describe two ways you will try to leave your heartprint of school this week...	Describe two ways you will try to leave your heartprint of home this week...
1. Tell the librarian she is beautiful.	Put my dishes in the dishwasher.
2. Let Julius go first.	Tell my mom I love her and hug her tite.
Describe one of your heartprint experiences. What did you do? How did you feel?	
	
Name: _____	

SAMPLE ANCHOR CHART

Leaving a Heartprint at School

- Leave positive message sticky notes on someone's desk or inside library books
- Clean out someone's desk
- Hold the door open for someone
- Let someone go in front of you

Leaving a Heartprint at Home

- Clean up your room
- Take out the garbage
- Take the dog for a walk
- Help make or clean up dinner
- Do a chore for someone in secret
- Share your toys with your brother or sister

Pick up someone's mess or garbage for them	Ask someone in your family if they need help
Smile at someone	Give someone in your family a hug and tell them you love them
Invite someone to play with you	
Paint friendliness stones and leave them for people	
Give someone a compliment	
Make a thank-you card for your teacher-librarian	

- Plan a Heartprint Week in your class. Invite students to come up with their own ways to leave heartprints for others, both at school and at home.
- Pass out the Leaving My Heartprint sheet on page 121 for students to complete at the end of the week lesson.

Develop

After reading, thinking, and responding to books about spreading kindness, invite students to reflect.

We have been reading, thinking, talking, and writing about kindness. I hope the stories we have read and the activities we have done have helped you develop a deeper understanding about kindness. What are you thinking now that you didn't think about before? How has your thinking changed? What is your "Aha!"?

Invite students to record their new or revised thinking about kindness on the Reflection form on page 23 or in their Powerful Understanding Journal.

Student Reflection Sample , Grade 4

I already knew that you are supposed to be kind to people because everybody says that. But I like thinking about kindness like a heartprint you can give someone without anyone telling you to do it. It's like secret kindness but it makes the other person feel good and me, too!

My Social Footprint

Our actions and the choices we make often affect our relationships with others. I like to think of this as a *social footprint*, the imprint our actions leave on others close to us. The imprint can be a positive or negative one. And while it's not possible to teach moral intelligence in one lesson, there is value in discussing how our actions directly affect and influence others.

- *I can identify how my actions affect others in both positive and negative ways.*

Anchor Books

EP = Early Primary
P = Primary
I = Intermediate

The books listed as General are recommended for introducing the concept of social footprint and how our actions affect others. The Specific stories feature characters whose actions have a negative affect on others.

GENERAL

Corlett, Ian James. *E is for Ethics: How to Talk to Kids About Morals, Values, and What Matters Most* (P, I)
Javernick, Ellen. *What If Everybody Did That?* (P, I)
Metzger, Steve. *The Way I Act* (P, I)

SPECIFIC

Amado, Elsia. *Tricycle* (P, I)
Boelts, Maribeth. *A Bike Like Sergio's* (P, I)
Breathed, Berkeley. *Edwurd Fudwupper Fibbed Big* (P, I)
Brisson, Pat. *The Summer My Father Was Ten* (P, I)
Cocca-Leffler, Maryann. *Princess K.I.M. and the Lie That Grew* (P, I)

Cook, Julia. *Ricky Sticky Fingers* (P)
Demi. *The Empty Pot* (P, I)
Hennessy, B.G. *The Boy Who Cried Wolf* (P, I)
Hoose, Phillip & Hannah. *Hey, Little Ant* (P, I)
Khan, Rukhsana. *Big Red Lollipop* (P, I)
Madonna. *Mr. Peabody's Apples* (I)
McKissack, Patricia C. *The Honest-to-Goodness Truth* (I)
Rankin, Laura. *Ruthie and the (Not So) Teeny Tiny Lie* (P)
Ranson, Jeanie Franz. *Don't Squeal Unless It's a Big Deal: A Tale of Tattletales* (P)
Robberecht, Thierry. *Sam Tells Stories* (EP, P)
Wild, Margaret. *Fox* (I)

Explore

- How do our actions affect others?
- What is an action that could have a positive impact on others?
- What is an action that could have a negative impact on others?
- What does *Action-Reaction* mean?



Interact

- Tell students to get ready; i.e., nothing in their hands and looking at you. Surprise a student by throwing a beanbag or soft ball without warning; say, "Think fast" and throw. Notice the reaction (hopefully they quickly raised their hands to catch it!).
- Ask the class how the student reacted (quickly raised hands to catch). Say that you provided an action that caused a reaction.
- Explain that reactions can be physical, as in hands reaching up to catch something, or emotional, as in laughing when you watch a funny movie. Tell students you want to talk explore the idea of *Action-Reaction* when it comes to understanding others.
- Show a series of images to students and ask them to pay attention to their reaction to the images. Include such things as a cute puppy, spider, scary clown, sunset, thunderstorm, baby crying, homeless person, broken dish, two people arguing. Invite students to record their feelings as you show each image. Older students could write a feeling word; younger students could just draw a happy face for a positive reaction and sad face for negative reaction.
- Discuss how these images caused students to have an emotional reaction, as well as physical reactions (smiles, frowns, squeals, eyes closing).
- Ask what the idea of *Action-Reaction* might have to do with other people (our actions can cause a reaction in another person).

You may wish to introduce Newton's Law of Motion as a scientific addition to this lesson. *For every action there is an equal and opposite reaction.*

- Explain that reactions can be either positive or negative, depending on what the action was, just as many reacted positively to the puppy picture and had a negative reaction when shown the scary clown.
- Ask students to brainstorm what actions by someone might produce a positive reaction in someone else (sharing, complimenting, inviting, including, helping, etc.). Ask students what actions might by one person might produce a negative reaction (lying, pushing, excluding, teasing, gossiping, bullying, breaking something, tattling, etc.).
- Create an anchor chart to record student responses.

SAMPLE ANCHOR CHART

Action	Reaction
complimenting helping sharing including inviting listening being kind	
teasing tattling excluding gossiping lying "borrowing" without asking breaking	

- Ask students: *If we know that our action will cause a negative action, why do we do it?* Discuss the importance of thinking about how the other person might react before you do or say something.
- Read one of the anchor books and ask students to pay attention to the action of the character and the reaction that it causes.
- After reading the story, pass out the Action–Reaction chart from page 122 and invite students to complete it.

Develop

- Remind students we are exploring our relationship with others. Ask them how learning about Action–Reaction has helped them understand others better. What are you thinking now that you hadn't thought about before? Invite students to write their thoughts in their Powerful Understanding Journal or record their ideas onto a recorder app.

Student Reflection Sample, Grade 2

When you are mean to someone then the other person feels bad. When you are kind to someone, then the other person feels elated (triple scoop). Action–reaction! Easy peasy!

Empathy

Empathy is at the heart of building relationships with others. It is an essential emotion that requires one to notice and imagine how another person might be feeling. This lesson is divided into two parts. In part one, students will be introduced to empathy through an activity called Stand in My Shoes. Afterward, we will read, think, and reflect on developing empathy for newcomers. New students often come into classrooms. Some transfer from other schools but many are new immigrants who face adapting to many new challenges: new home, school, culture, language, friends. While there are many different situations that spark conversations about empathy (any of the anchor books for the lesson Being Friendly on page 89 would also work for teaching empathy), for this lesson I have chosen to focus specifically on empathy for children who are new, because it is a common experience that most will be able to connect to.

- *I can explain what empathy is and give an example.*
- *I can imagine how another person is feeling.*
- *I take steps to offer support to someone who needs or wants something.*

Anchor Books

EP = Early Primary
P = Primary
I = Intermediate

These books feature characters who are experiencing something new for the first time, including several titles whose characters face the challenges of immigrating to a new country.

Aliki. <i>Marianthe's Story: Painted Words and Spoken Memories</i> (I)	Kim, Patti. <i>Here I Am</i> (P, I)
Beckwith, Kathy. <i>Playing War</i> (I)	Kobald, Irena. <i>My Two Blankets</i> (P, I)
Carlson, Nancy. <i>Arnie and the New Kid</i> (P, I)	Mackintosh, David. <i>Marshall Armstrong Is New to Our School</i> (P, I)
Choi, Yangsook. <i>The Name Jar</i> (P, I)	Miyares, Daniel. <i>That Neighbor Kid</i> (P, I)
Couric, Katie. <i>The Brand New Kid</i> (P, I)	Munsch, Robert & Saoussan Askar. <i>From Far Away</i> (P, I)
Davies, Nicola. <i>King of the Sky</i> (P, I)	O'Brien, Anne Sibley. <i>I'm New Here</i> (P, I)
Fitzpatrick, Marie Louise. <i>The New Kid</i> (P)	Salinas, Veronica. <i>The Voyage</i> (P)
Gaiman, Neil. <i>Chu's First Day of School</i> (P)	Sornson, Bob. <i>Stand in My Shoes: Kids Learning About Empathy</i> (P, I)
Hoffman, Mary. <i>The Colour of Home</i> (P)	Watts, Jeri. <i>A Piece of Home</i> (P, I)
Hohn, Nadia L. <i>Malaika's Winter Carnival</i> (P, I)	Williams, Karen Lynn & Khadra Mohammed. <i>My Name is Sangoel</i> (P, I)
Hrab, Naseem. <i>Ira Crumb Makes a Pretty Good Friend</i> (P)	

Explore

- What is empathy?
- What does empathy look like? Sound like?
- What is the difference between empathy and problem-solving?

Interact: Part 1

- Bring a pair of shoes to class. Ask students if they have ever heard of the expression *Stand in another's shoes*. Give the pair of shoes to a student and ask them to put them on (this will, no doubt, cause a few laughs). Ask students if they

There are several excellent YouTube videos illustrating this concept. One particularly powerful one can be found at: www.youtube.com/watch?v=uGfyU5k01m0

The idea for this game came from a great blog I follow called The Responsive Counselor. I highly recommend it for finding practical lessons and book recommendations. It also provides scenarios that can be used in this game. www.theresponsivecounselor.blogspot.ca

"The more capable readers are of compassion, the more likely it is that they will be able to read well. Compassion should sharpen the readers' ability to see other points of view, other perspectives, and to imagine the feelings of those who hold them. It should enable readers to take, if only momentarily, the perspective of someone else and thus better understand motivations and thinking." — Kylene Beers and Bob Probst, *Disrupting Thinking*, pg. 45

think that this is what you mean when you say, "Stand in my shoes." Invite students to respond.

- Explain that it doesn't really mean you are wearing someone else's shoes; rather, it means that you are trying to imagine how another person is feeling. Tell students that when you can imagine how someone else is feeling and try to offer support, it is called empathy.
- Read the book *Stand in My Shoes* by Bob Sornson. Review the two parts of empathy:

1. Think about what the other person is feeling. Try to make a connection—how would you feel in that situation?

2. Think about what that other person might need or want. Ask yourself what would you need or want from others in that situation?

- Play a game called Stand in My Shoes. This game can be played using real shoeboxes filled with shoes or simply one shoebox filled with pictures of different shoes. In each shoebox, there is a different scenario. Students can come up, open the box, hold up the shoe or shoe card, and read the scenario.
- In partners or as a class, discuss the two parts of empathy: *How does this person feel? What do they need or want?*

I am a Grade 3 girl and I got a REALLY bad haircut. I got gum in my hair and my mom had to cut it out. The person at the salon couldn't even fix it! Everyone has noticed and it has put me in a really bad mood. I just want to be by myself. I don't even want to be around my friends. Put yourself in my shoes.

- Some students struggle with the difference between problem-solving and showing empathy. Remind them that sometimes a person just needs the kindness of your company rather than have you trying to fix the situation.

Interact: Part 2

- Remind students that you are exploring relationships with others and that in the preceding lesson you were focusing on empathy or standing in someone else's shoes.
- Ask students: *How many of you have ever been "new" somewhere? (new to a school, a soccer team, a gymnastics class, a country) What feelings do you have when you are new? (excited, shy, scared, worried, embarrassed, etc.)*
- Remind students that an important part of understanding others is thinking about how they might feel.

Most of us know what it feels like to be new. Being new is hard, especially when you are new to country. It's important to be kind and welcoming to new people because we all know what it's like to be that new person. The book I'm going to read today is about being new. When I read it, I would like you to think about the character, but also make connections to the feelings and experiences in the story. Be ready to share those with a partner.

- Read one of the anchor books. Some of these books are about being new to a school, while others focus on immigrants new to a country. Choose the one that your students will most likely make connections to.

- Invite students to share with a partner or with the class any connections they made to the story. Ask them to think about the main character and “Put yourself in their shoes.” How was the character feeling? How might you offer help or support to someone who is new? (introduce yourself, ask them if they need help, invite or include them in an activity, ask them how they are feeling)
- Pass out the Stand in the Shoe of Those Who Are New! chart from page 123. Invite students to complete the chart, based on their connections to the story.
- Encourage students throughout the next few days to pay attention to others: to notice the situation, think of how they might be feeling, offer help or support.

Develop

After reading, thinking, and connecting to the concept of empathy, invite students to reflect.

Remember that stories can help us understand about ourselves and others a little more. We have been reading, thinking, and talking about empathy, or “putting yourself in someone else’s shoes.” What are you thinking now about empathy that you didn’t think about before? How has your thinking stretched? What is your “Aha!”?

Invite students to verbally record their new or revised thinking about being friendly and/or write it in their Powerful Understanding Journal.

Student Reflection Sample, Grade 4

So there was this new kid in my karate class last week. He looked really shy and nervous. I stared at him a lot but I never said hi or anything to him. But we stared at each other a lot. This week, I’m going to ask him to be my partner when we do Sumos Gone Wild.

Community

The concept of community in this section focuses on local community, or the people students come in face-to-face contact with in their day-to-day lives. Global communities, or communities that students access remotely through media, are focused on in the next chapter.

An important aspect of understanding others is understanding that we are members of a community. Recognizing and celebrating our local community and our role in it is an important aspect of understanding our relationship with others. The first part of this lesson focuses on identifying community and the places and people in it; the second part focuses on recognizing how our community helps us and how we can help it.

- *I can describe my community and tell one thing I like about it.*
- *I can describe ways that my actions and actions of others can affect my community.*
- *I can identify ways my community helps me and how I can help my community.*

Part 1: Anchor Books

EP = Early Primary
P = Primary
I = Intermediate

These books introduce the concept of local community and people and places within a community.

Bullard, Lisa. *My Neighborhood: Places and Faces* (P)

Caseley, Judith. *On the Town: A Community Adventure* (P, I)

Denos, Julia. *Windows* (P, I)
 Heling, Kathryn & Deborah Hembrook. *Clothesline Clues to Jobs People Do* (P)
 Hollenbeck, Kathleen M. *Exploring Our World: Neighborhoods and Communities* (P, I)
 Hudes, Quiara Alegria. *Welcome To My Neighborhood! A Barrio ABC* (P, I)
 Kalman, Bobbie. *Places in My Community* (P)

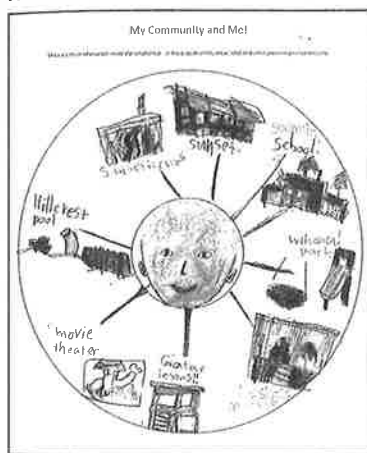
Kalman, Bobbie. *Helpers in My Community* (P)
 Larsen, Andrew. *The Not-So-Faraway Adventure* (P, I)
 Manning, Maurie J. *Laundry Day* (P)
 Paul, Miranda. *Whose Hands Are These? A Community Helper Guessing Book* (P)
 Shewchuck, Pat. *In Lucia's Neighborhood* (P)
 Sís, Peter. *Madlenka* (P, I)

Part 1: Explore

- What is a community?
- Why is community important?
- How do you connect to your local community?
- How does culture connect to your local community?
- What do you like most about your local community?

Part 1: Interact

SAMPLE MY COMMUNITY AND ME SHEET, GRADE 3



- Tell or remind students that they are learning about our relationship with others.
- Write the word *Community* on the board and ask students what it is. Discuss. Remind students that a community is a group of people living in one area. If using the Powerful Understanding Model, place a sticky note with the word *Community* in the centre of the model.
- If you are able, use Google Earth to locate your school and project it on the interactive whiteboard or digital projector. Toggle the mouse to explore your neighborhood. Ask students if they can identify different landmarks nearby. Try to find your school. Explain that a school is an important part of a community.
- Brainstorm different places in your local community (swimming pool, church, temple, park, library, restaurant, community centre). Ask why these places are important in the community (they are gathering places for people in the community). Invite students to share their favorite place in their community and why they like it.
- Brainstorm different people in your local community (shopkeepers, community centre leaders, librarians, police officers, postal workers). Ask why these people are important in the community (they help others in the community).
- Write the word *Culture* on the board under the word *Community*. Remind students that culture is the beliefs, customs, and language of a particular group. Ask students how culture is connected to community. Brainstorm different cultures in your community.
- Read one of the anchor books. Discuss connections. Copy and pass out the My Community and Me template on page 124. Invite students to draw, label, and color people, places, and cultures in their community. Encourage them to give proper names to the places; e.g., instead of labeling a Library, write *Hillcrest Library*.

EXTENSION

Students could draw and label a bird's-eye-view map of their neighborhood.

- Read one of the anchor books. Discuss ways in which the person or people in the story helped or supported their community.
- Pass out the My Community and Me: Helping Each Other chart from page 125. Invite students to write or draw to complete the page. Alternatively, they could respond to the book you read by using the Read–Connect–Reflect chart on page 24.

Develop

After reading, thinking, talking, and writing about community, invite the students to reflect:

This week, we have been reading, thinking, and talking about community. What are you thinking now that you didn't think about before? How has your thinking changed or grown? What is your "Aha!"?

Invite students to write their new or revised thinking about community on a reflection form or in their Powerful Understanding Journal, or record their response on a tablet.

Student Reflection Sample, Grade 3

I guess I never really thought about community before. I do a lot of stuff in the community like going to the park and going to Hillcrest pool but never really thought about it. So I guess I am going to try to be more respectful and also it makes me feel lucky that I live here. Also I want to have a block party because they look fun.

Developing a More Powerful Understanding of Others

Over the course of the lessons in this chapter, your students explored various aspects of their relationships to others. The goal is for your students, by connecting to and reflecting on the anchor books, to develop a deeper understanding of their relationships with friends, acquaintances, and their community, and to learn the importance of developing responsible, positive interactions with others. At the end of this unit, it is important to discuss with your students how these lessons, anchor books, and discussions have reshaped the way they view their relationship with others.

- Remind students that they have been reading, thinking, connecting, and reflecting about others and about their relationships with people they know, their friends, and their community. Refer to the Powerful Understanding Model. Explain that students have been thinking about what they know about others, asking questions, and reflecting. Their brains have been busy!
- Explain that now it's time to put all of their thinking together and show what they have learned about themselves with others.

We have spent the last few weeks reading, thinking, talking, and writing about others and our relationship to friends, others, and our community. Today we are going to put all of that thinking together and really try to show how our thinking has grown. We are really going to focus on the last circle where our brains say "Aha!"

Why is it important to get along with others? We don't live in the world by alone. There are people all around us all the time. Why is that important? How have these stories and these lessons reshaped your thinking about others?

- Pass back the Others papers from the introductory lesson on page 84. Remind them that their papers represent their thinking about others before they started. Review some of the things you have been exploring over the past few weeks: getting along with friends, empathy, inclusion, social footprint, kindness, helping in the community. Ask students to look over their paper and compare it to how they are thinking now. Invite them to add (using a different colored pen or pencil) new ideas to their paper to show how their thinking has grown. Use the prompt *I used to think... but now I'm thinking...*

Student Reflection Sample

I guess I never thought about it but we are around other people all the time. Like in school, at the park, at church, at Super Store. Getting along with friends is pretty easy cuz they're you're friends but it's the other people, like in your community. Also, people are different and that's what makes the world interesting. But like actually the differences don't really matter because we are all just people. My Aha! is the world is like a Magic Bullet of different people and when we mix us all up - we turn into one delicious smoothie!

Expanded Projects to Show Developed Understanding of Others

It is important to give students an open-ended way to show how their thinking has developed. This will vary, of course, depending on the grade you teach. It might be as simple as passing back their Others papers and inviting them to show how their understanding of who they are has changed or grown. You may wish, however, to give students an opportunity to show their new thinking in a different way. Invite students to develop their own way of showing the importance of developing a positive and responsible interaction with others. You might want to provide suggestions or examples:

POSTERS

In pairs or small groups, choose one of the topics listed and create your own anchor chart or poster: Inclusion, Diversity, Social Footprint, Friendship, Kindness, Empathy.

DRAMA

Write a play and perform a play or Readers Theatre based on one of the anchor books from this unit.

PRESENTATION

Create a PowerPoint or media presentation on one of the topics from this unit and show it at a school assembly.

SCHOOL SPIRIT DAY

Plan and organize a School Spirit Day based on one of the themes: Inclusion, Diversity, Friendship, Kindness, Empathy. Students can plan PA announcements to explain what each of these are.

COMMUNITY WALK-ABOUT

Plan a class walk around your local community. If students have access to handheld devices, they can take pictures of various places in the community.

COMMUNITY INQUIRY

Students develop an inquiry question to ask members of the community: e.g., What does community mean to you? Each student could interview one person who works in the community: e.g., shopkeeper, librarian, swim instructor. The class could use a presentation app to create a class presentation.

COMMUNITY CALL TO ACTION

Students can plan and execute a project that gives back or helps in the community. You may do this as a class or have students work in groups. Because many of these projects do require adult support, you may want to choose (or have students vote for) one for the whole class to participate in.

GIVING BACK TO THE COMMUNITY

Organize as a class to

- Plant a community garden in your school
- Have a bake sale to raise money for a homeless shelter or other community cause
- Visit a local farmers market
- Collect gently used socks, winter coats, mitts, and hats and donate them to a homeless shelter, a youth shelter, refugee families in your school or community
- Participate in a community clean-up or beach clean-up with your class
- Visit a local seniors' home
- Collect for the local food bank
- Volunteer at a soup kitchen

Check out more ideas for kids giving back to their community:

<https://www.rootsofaction.com/community-service-ideas-for-youth/>

How to Be a Good Friend

Name: _____

Always _____

Never _____

Try to _____

Remember to _____

Make sure to _____

Be _____

Be _____

And most of all, _____

The Friendship Fix

Name: _____

Title: _____ Author: _____

Story	Me
The Friendship Before the Problem _____ and _____ are friends. They _____ _____ _____ _____ _____	The Friendship Before the Problem _____ and I are friends. We _____ _____ _____ _____ _____
The Friendship Problem (what happened) _____ _____ _____ _____ _____	The Friendship Problem (what happened) _____ _____ _____ _____ _____
The Friendship Fix (how they solved the problem) In the end, _____ _____ _____ _____ _____	The Friendship Fix (how we solved the problem) In the end, _____ _____ _____ _____ _____

The Friendship Fix Comic

Name: _____

This is me.	This is my friend. _____
We like to _____	
One day, _____ wanted _____ _____	Then...
So....	In the end...

Let's Be Friendly

Feels Like Cotton—Ahhh!

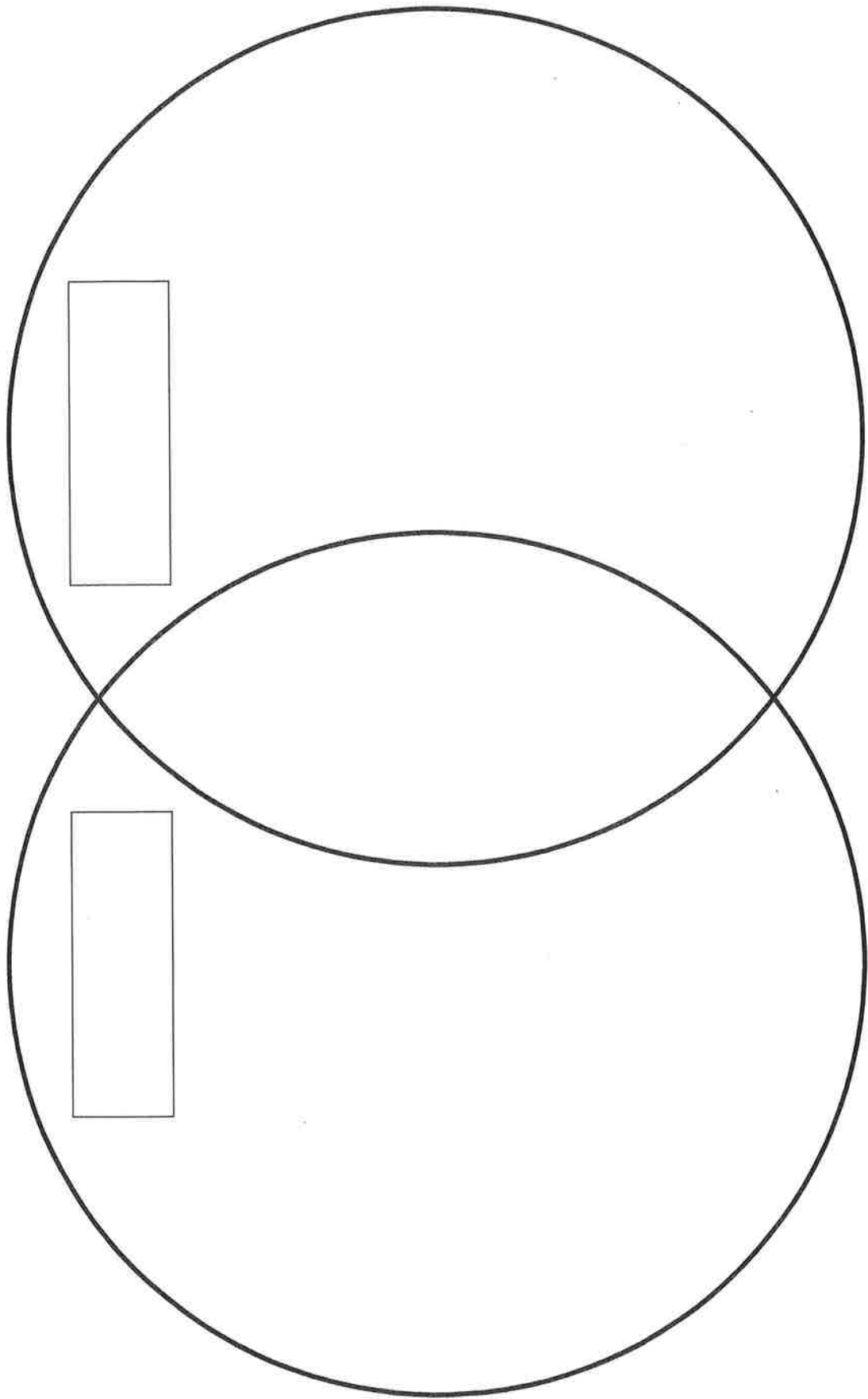
Feels Like Sandpaper—Ouch!

Interests, Strengths, and Stretches

Me		
Interest	Strength	Stretch
I'm interested in	I'm good at	I need support with

_____ from		
Title: _____ Author: _____		
Interest	Strength	Stretch
_____ is interested in	_____ is good at	_____ needs support with

Friend Venn



Different and the Same

Name: _____

_____ and _____

How are we different?

_____ likes _____

but I like _____.

_____ had _____

but I have _____.

_____ can _____

but I can _____.

_____ lives _____

but I live _____.

_____ is _____

but I am _____.

_____ is good at _____

but I am good at _____.

How are we the same?

We both...

Like _____

Don't like _____

Have _____

Can _____

Are scared of _____

Like to _____

Are _____

Are good at _____



Leaving My Heartprint



Name: _____

Describe two ways you will try to leave your heartprint at school. this week

1. _____



2. _____



Describe two ways you will try to leave your heartprint at home this week

1. _____



2. _____



Describe one of your heartprint experiences. What did you do? How did it make you feel?

