



GRADE 1



Objective: Students will be able to:

- Demonstrate effective learning skills as a way to show kindness.
- Identify problem-solving strategies and demonstrate the ability to make kind choices using those strategies.

Kindness Definition: Kindness means being friendly, generous or considerate to ourselves and others through our words and actions.

Kindness Concepts: Perseverance, Respect

LESSON ACTIVITIES

Talk and Work it Out Read Aloud and Discussion, p. 3
(20 to 30 minutes, depending on length of discussion)

Problem-Solving Strategies and Peace Place Introduction, pp. 4-5
(10 minutes)

Listening with an Open Mind Game
p. 6 (20 minutes)

How Can We Solve This Problem?
Activity, p. 7
(30 minutes)

Home Extension Activity, pp. 8-9

LESSON MATERIALS

- *Talk and Work it Out* by Cheri J. Meiners, Minneapolis, MN. Free Spirit Publishing, 2005
- Peace Place Rules sign (provided)
- Basket/mailbox for Peace Place (make sure to establish a location for this before class)
- Quart-size plastic jar with lid
- Draw and cut out a face (about 4" high x 3" wide), taped to the top of the jar
- 8-10 clothespins
- Poster sheets
- Index cards, with common problems from your class written on them before class like: Someone pushes you in line; You and another child want to play a different game at recess; A friend isn't talking to you; A bigger kid is bullying you; Another student doesn't want to share the Legos, etc.
- Take home activity, one sheet for each student

QUESTIONS? CONTACT: TeacherHelp@RandomActsofKindness.org

LESSON NOTES

- The activities in this lesson focus on a central theme and connect to different curriculum areas. Lesson activities use a variety of modalities to address different learning styles and build on each other.
- Each activity includes evaluation questions to help determine how well students have internalized the lesson objective. You can discuss the questions as a class or have students discuss with a partner, if you think that is appropriate.
- The activities also incorporate key Kindness Concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the [Kindness Concept Posters](#) during the unit. See the [RAK Teacher Guide](#) for information about using Kindness Concepts to create a healthy classroom environment and help students develop pro-social behaviors.
- Each activity includes tips for how to adapt the curriculum to meet the needs of diverse learners.
- The [Kindness Tool Kit](#) is another way to meet the needs of diverse learners. See the [RAK Teacher Guide](#) for how to create and use this tool kit.
- RAK also has developed [Focusing Strategies](#) and [Problem-Solving Strategies](#) to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships and community. See the [RAK Teacher Guide](#) for more information about incorporating those strategies into the lesson.
- Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.
- This lesson includes a home extension activity, which could be sent home after you complete all the activities in this lesson.
- The Common Core and Colorado P-12 Academic Standards met in this lesson are listed after the activity title. Key is provided on pages 11 and 12.

SUGGESTED INTRODUCTION TO UNIT

Teacher says: *“For the next few days, we are going to be talking about how we can listen and solve problems. Can someone give me an example of how we can show someone that we are listening? How can this help to solve problems?”* Allow time for students to respond and discuss, either as a class or with a partner. You also can use this time to introduce the Kindness Concepts (perseverance, respect) and create community definitions for these concepts or share the definitions listed below. Consider using the [Kindness Concept Posters](#) for perseverance and respect as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

Perseverance: Keep trying even when something is hard.

Respect: Treating others as you would like to be treated.

TALK AND WORK IT OUT READ ALOUD AND DISCUSSION

(20 to 30 minutes, depending on length of discussion)

LESSON MATERIALS

- *Talk and Work It Out* by Cheri J. Meiners, M.Ed., copyright © 2005. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.frespirit.com. All rights reserved.
- Kindness Concept Posters for Perseverance, Respect

STANDARDS MET

Common Core: CCSS.ELA-Literacy.RL.1.1, 2, 3, 4, 7, 9; CCSS.ELA-Literacy.SL.1.1a-b, 2, 3
Colorado: Comprehensive Health S.3, GLE.1, EO.c,f; Reading, Writing and Communicating S.1, GLE.2, EO.a-c

DESCRIPTION

1. Teacher says: *"Today we are going to read a book titled Talk and Work it Out. I will ask you questions about what I am reading, so listen carefully."*
2. Read the book to the class, pausing on each page spread to ask what is happening in the picture.
3. Then ask the following questions (there are additional questions in the back of the book):
 - 1) *Why do you like being together with a good friend? What do you enjoy doing?*
 - 2) *Why is it good to try to work things out?*
 - 3) *The boy in the book talks about stopping and taking a big breath to calm down. Let's practice taking a slow, big breath. (Allow students to practice.) How do you feel after taking a deep breath? What are some other ways to calm down?*
 - 4) *To work out a problem, what's the first thing you need to do? (Take time to think about what to do.)*
 - 5) *How does it help to tell the other person what she or did wrong?*
 - 6) *What can you do to be a good listener? (Listen to understand.)*
 - 7) *How do you feel when someone listens to you? How can listening to a person help solve problems?*
 - 8) *The boy in the story has many good ideas for solving the problem, including using his imagination, asking the person to help find an answer, thinking through ideas, and asking a grown-up. Can you think of any other ideas that might work?*
 - 9) *How do you think the girl might feel when he asks her for her ideas?*
 - 10) *When do you think it can be hard to find an answer that everyone likes?*
 - 11) *How can you show respect and kindness even if you don't agree with someone?*

EVALUATION

Teacher says: *"What is one way you can work things out peacefully and respectfully?"*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Being able to see written responses on the board to the questions; a T-chart for question 8 would be particularly helpful. Write "Problem-Solving Ideas" on the board and two columns. At the top of one column, write "Ideas from the Book" and with the other "New Ideas from our class"
2. Having additional copies of the book to view in small groups or seeing the book displayed on a document camera.

PROBLEM-SOLVING STRATEGIES AND PEACE PLACE INTRODUCTION (10 minutes)

LESSON MATERIALS

- Peace Place Rules sign (p. 5)
- Basket/mailbox for Peace Place (make sure to establish a location for this before class)
- Kindness Concept Posters for Perseverance, Respect

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.1.1a-c, 2, 3
Colorado: Comprehensive Health S.3, GLE.1, EO.c,f;
Reading, Writing and Communicating S.1, GLE.2,
EO.a-c

RESOURCES

Adapted from *Talk and Work It Out* by Cheri J. Meiners, M.Ed., copyright © 2005. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.

DESCRIPTION

1. **Note:** You may need to revisit the rules and purpose of the Peace Place throughout the year. Introducing this at the beginning of the year will help to establish the purpose and value of this place as a way for students to take charge of solving their own problems.
2. Teacher says: *“In the book Talk and Work it Out, we learned some different ways that we could solve a problem. In fact, they mentioned four different steps to solving a problem.”*
3. Hold up the poster and either read the steps or have a few students read the Talk it Out steps, one at a time. One way to reinforce the four steps is with hand motions or gestures. Have the students recite the four steps: Talk about the problem (point to your mouth); Listen to understand (point to your ear); Think of ways to solve it (point to your head); and Choose the best plan (point to the palm of your other upheld hand.)
4. Then ask: *“Do you think these steps will help you talk out your problems? Why or why not?”*
5. Then walk over to where the Peace Place will be and post the sign. Then say: *“We are going to create a Peace Place in our classroom where you can discuss your problems with a classmate. If you disagree about something, you can put a note in the basket (mailbox) and during _____ (designate a time of the day) I will read the notes and quietly deliver them. Then the people can go to the Peace Place to QUIETLY discuss their problem. The discussion at the peace place only involves those people; if you are not at the Peace Place, no need to listen.”*

EVALUATION

Teacher asks: *“Do you think that the Peace Place can help you to solve problems this year? How?”*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. A tape recording at the Peace Place of teacher or students reviewing the steps for how to solve a dispute. Provide head phones for quiet listening.
2. Being reminded to use the Peace Place as necessary.

PEACE PLACE RULES

A. Talk it Out

1. Talk about the problem.



2. Listen to understand.



3. Think of ways to solve it.



4. Choose the best plan.



B. Talk quietly using kind words.



C. If I am not involved, it is not my problem.



D. If we can't solve the problem, then we can ask the teacher for ideas.



LISTENING WITH AN OPEN MIND GAME (20 minutes)

LESSON MATERIALS

- Quart-size clear plastic jar with lid
- Draw and cut out a face (about 4" high x 3" wide), taped to the top of the jar
- 8-10 clothespins
- Poster sheets
- Kindness Concept Posters for Perseverance, Respect

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.1.1a-c, 2, 3
Colorado: Comprehensive Health S.3, GLE.1, EO.c,f; Reading, Writing and Communicating S.1, GLE.2, EO.a-c

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DESCRIPTION

1. Teacher says: *"We are going to play a game to figure out what it means to listen with an open mind. Has anyone ever heard that phrase before? What do you think it means?"*
2. Show children the open jar and say: *"Let's pretend this jar is a person."* Point to the face and say: *"See – it's the person's head."* Put the lid on the jar and then say: *"When someone won't listen to new ideas, we say the person's mind is closed. Pretend these clothespins are new ideas. Do you think the ideas will go in when the person isn't listening?"*
3. After children guess, put the jar on the ground with the lid closed and try to drop clothespins into it. Then ask: *"What happens to new ideas when we don't listen?"* (The ideas don't go in.)
4. Remove the lid and drop the clothespins again, carefully, so they go into the jar. *"When we decide to really listen, we have an open mind. Then we can hear and understand new ideas. What do you think we can do to listen with an open mind?"* Allow students to respond and write their responses on a large poster sheet or on the board. Include the following rules and read through them after the discussion.
 - 1) Stay quiet while someone else talks.
 - 2) Talk about what the person said.
 - 3) Ask questions to make sure you understand.
 - 4) Look at the person talking.
 - 5) Say back what you heard.
 - 6) Think about how the person might feel.
5. Turn over the paper or erase the board. Then give a clothespin to the students, one at a time, and have them stand at a designated spot and try to get the clothespins in the jar. If the student gets the clothespin into the jar, he or she gets to repeat, one of the rules for listening (as listed above or those created by students).

6. Then suggest situations where it is hard to listen, either from class or you can use the following situation: *“Jaime feels frustrated when he has to work in a group, because he wants everyone to do things his way. He talks when other people are talking and doesn’t like to listen to other people’s ideas. His friends feel frustrated too. From the list on the board, what do you think Jaime could do to listen better to other people’s ideas?”*

EVALUATION

Teacher asks: *“What do you think is an important rule for listening? When is it hard for you to listen?”*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Symbols or pictures drawn next to the rules on the board as a visual aid.
2. Creating hand motions as a class for each rule as way to help recall the rule.
3. Dividing into two or more groups and using more than one jar to speed up the activity.
4. Working in pairs to help increase understanding of the rules.

HOW CAN WE SOLVE THIS PROBLEM? ACTIVITY (30 minutes)

LESSON MATERIALS

- Index cards, with common problems from your class written on them before class like: Someone pushes you in line; You and another student want to play a different game at recess; A friend is upset with you; A bigger kid is bullying you; Another student doesn't want to share a toy, etc.
- Kindness Concept Posters for Perseverance, Respect

STANDARDS MET

Common Core: Common Core: CCSS.ELA-Literacy.SL.1.1a-c, 2, 3
Colorado: Comprehensive Health S.3, GLE.1, EO.c,f; Reading, Writing and Communicating S.1, GLE.2, EO.a-c

RESOURCES

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DESCRIPTION

1. Teacher says: *"We have been talking about solving problems and listening to others. Now we are going to talk about how to solve some common problems. I am going to read a problem that might happen, you are going to think about ways to solve the problem, and then you will vote on the best solution."*
2. Read a problem or have a student read it. Write it at the top of a whiteboard or piece of poster paper. Then say: *"Let's figure out some ways to solve this problem."*
3. Encourage the students to come up with three or four solutions and write them on the whiteboard or piece of poster paper. For example, if the problem is: Someone pushes you in line, then the possible solutions students might come up with could be: *"Push the person back. Tell an adult. Say 'I don't like to be pushed.' Ignore it."*
4. After students come up with solutions, have them vote by a show of hands which they think is the best solution to the problem. Then ask the following questions:
 - 1) *Why do you think this solution got the least votes?*
 - 2) *If someone said this to you or acted this way, how would you feel?*
 - 3) *Why do you think this answer got the most votes?*
 - 4) *If someone said this to you or acted this way, how would you feel?*
5. Discuss as many situations as you would like. You could also revisit this activity during the year as new problems arise or allow students to write their own problems on cards.

EVALUATION

Teacher asks: *"When can it be hard to solve problems? After doing this activity, what do you think is the best way to solve problems?"*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Acting out the problem and solutions.
2. Talking to a partner before sharing answers.
3. Making a graph to represent responses and drawing a stick figure to act out each response.

HOME EXTENSION ACTIVITY

MATERIALS

Home Extension Activity (p. 9), one sheet for each student

DESCRIPTION

1. The attached take home activity can be done at any point during the unit, when you feel that the ideas being taught would benefit from reinforcement at home. Perhaps you want to distribute the sheet on a Friday (with their Friday folders) and have students return on a Monday.
2. Write the return date on the sheet before you distribute it.
3. Hand out the Home Extension Activity and say: *"We have been learning how to solve problems in the classroom and I want you to talk about these ideas with your family at home. Please put this in your folder and return by _____."*
4. The day the students bring back their sheet, ask the following questions:
 - 1) *How do we solve problems in our family?*
 - 2) *What are some new problem-solving ideas that we could try in our family?*



Name: _____

Please return by: _____

BACKGROUND

As part of the Random Acts of Kindness program, your student has been learning some ways to solve problems in the classroom, including: talking about the problem; listening to understand; thinking of ways to solve the problem; and choosing the best plan. Ask your student what he or she has learned about solving problems.

VOCABULARY WORDS

Perseverance: Keep trying even when something is hard.

Respect: Treating others as you would like to be treated.








AT HOME ACTIVITY

Review the vocabulary words above. Then discuss the following questions and write (or have your student write) responses in the space provided or on the back and return to school by the date above:

- How do we solve problems in our household?

- What are some new problem-solving ideas that we could try in our household?

ACADEMIC SUBJECT KEY	
	Comprehensive Health
	Reading, Writing and Communicating
	Science
	Mathematics
	Social Studies
	Visual Arts
	Drama and Theatre Arts

COMMON CORE STANDARDS (www.corestandards.org)

1. Reading: Literature

- *CCSS.ELA-Literacy.RL.1.1*: Ask and answer questions about key details in a text.
- *CCSS.ELA-Literacy.RL.1.2*: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- *CCSS.ELA-Literacy.RL.1.3*: Describe characters, settings, and major events in a story, using key details.
- *CCSS.ELA-Literacy.RL.1.4*: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- *CCSS.ELA-Literacy.RL.1.7*: Use illustrations and details in a story to describe its characters, setting, or events.
- *CCSS.ELA-Literacy.RL.1.9*: Compare and contrast the adventures and experiences of characters in stories.

2. Speaking & Listening

- *CCSS.ELA-Literacy.SL.1.1*: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- *CCSS.ELA-Literacy.SL.1.1a*: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- *CCSS.ELA-Literacy.SL.1.1b*: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- *CCSS.ELA-Literacy.SL.1.1c*: Ask questions to clear up any confusion about the topics and texts under discussion.
- *CCSS.ELA-Literacy.SL.1.2*: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- *CCSS.ELA-Literacy.SL.1.3*: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

COLORADO P-12 ACADEMIC STANDARDS

<http://www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards-AcademicStandards.asp>

1. Comprehensive Health

- *Standard 3: Emotional and Social Wellness in Health*

Grade Level Expectations (GLE): 1. Demonstrate how to express emotions in healthy ways

Evidence Outcomes: Students can:

- c. Demonstrate effective listening skills
- f. Identify problem-solving strategies, and demonstrate the ability to make choices using those strategies

2. Reading, Writing and Communicating

- *Standard 1: Oral Expression and Listening*

Grade Level Expectation (GLE): 2. Verbal and nonverbal language is used to express and receive information

Evidence Outcomes (EO): Students can:

- a. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
 - i. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)
 - ii. Build on others' talk in conversations by responding to the comments of others through multiple exchanges
 - iii. Ask questions to clear up any confusion about the topics and texts under discussion
- b. Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

OTHER STANDARDS MET

1. 21st Century Skills (www.p21.org)

- *Learning and Innovation Skills*
 - a. Critical Thinking: Reason effectively, make judgments and decisions, solve problems
 - b. Communicate clearly and collaborate with others
 - c. Creativity and Innovation: Think creatively and work creatively with others
- *Life and Career Skills*
 - a. Social and Cross-Cultural Skills: Interact effectively with others
 - b. Responsibility: Be responsible to others

2. Social and Emotional Standards (www.casel.org)

- Self-awareness
- Social Awareness
- Relationship Skills

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