



GRADE 5



Objective: Students will be able to:

- Demonstrate pro-social communication skills and strategies.
- Identify factors that influence both violent and non-violent behaviors and attitudes.
- Explain the significance and impact, and short and long-term consequences of bullying.
- Identify safe people or adults who they can contact about bullying or violence.
- Analyze what it means to forgive and the role it plays in mental and emotional health.

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

Kindness Concepts: Assertiveness, Compassion

LESSON ACTIVITIES

LESSON MATERIALS

Gossip and Rumors, pp. 3-4
(20 to 25 minutes)

- PBS clip: Gossip - <http://to.pbs.org/1alxIGV>
- RAK Journals

Ways to Communicate, pp. 5-8
(30 to 40 minutes)

- Twin Boys clip: <http://bit.ly/glFFiY>
- Role-play sheets, two copies, one for the teacher, one cut apart before class for students
- 3 large self-adhesive poster sheets
- RAK Journals

Bullying Videos, pp. 9-11
(25 to 30 minutes)

- Three Bullying clips from Nickelodeon
- See Something, Say Something bullying worksheet, one for each student
- RAK Journals

Steps to Forgiveness, pp. 12-13
(40 minutes)

- Steps to Forgiveness worksheet, one for each student

Home Extension Activity, pp. 14-15

- 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, have students work with a partner or a small group, or have students write responses in their RAK journal.
- 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 that can be sent home at any time during the unit.
- The Common Core and Colorado P-12 Academic Standards met are listed after the activity title. Key is provided on pages 16 and 17.

SUGGESTED INTRODUCTION TO UNIT

Teacher says: *“For the next few days, we are going to talk about what it means to communicate in a healthy way. Do you think it is important to communicate with others in a way that shows kindness and respect? Why or why not? What can happen when we don’t?”* Allow students to discuss with a partner, in small groups or as a class. You can also use this time to introduce the Kindness Concepts (assertiveness, compassion) and create community definitions for these concepts or share the definitions listed below. Consider using the [Kindness Concept Posters](#) for assertiveness and compassion as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

Assertiveness: Standing up for yourself and what you believe without upsetting others.

Compassion: Caring about someone else’s feelings and offering to help that person.

GOSSIP AND RUMORS (20 to 25 minutes)

LESSON MATERIALS

- PBS clip: Gossip - <http://to.pbs.org/1alxIGV>
- RAK Journals
- Kindness Concept Poster for Assertiveness

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.5.1, 2; CCSS.ELA-Literacy.W.5.3
Colorado: Comprehensive Health S.3, GLE.1, EO.c; S.4, GLE.2, EO.a-d; Reading, Writing and Communicating S.1, GLE.2, EO.a,b; S.3, GLE.1, EO.a

DESCRIPTION

1. Teacher says: *"We are going to start with a game of telephone. I want you all to sit in a circle. I will choose one person to go first and that person will think of a phrase or sentence. Whisper that phrase to the person sitting next to you. Then whisper it to the next person and so on until the last person has heard the phrase or sentence. The last person says the phrase or sentence out loud."*
2. Do the activity. Then ask the following questions:
 - 1) *Ask the person who went first if that was their phrase. Did anything change?*
 - 2) *Why do you think it changed?*
 - 3) *Do you think this can happen in real life? In what way?*
3. Then say: *"As we saw from this activity, it can be easy to get something wrong when we communicate. Now this was a game so it didn't really matter. But what would happen if you told someone a story and they told someone else but forgot some important facts or changed them on purpose? How would you feel?"* Allow students to respond.
4. Then continue: *"That is how rumors and gossip get started. Let's watch a video about gossip and rumors."*
5. Show the PBS clip: Gossip. Then ask the following questions:
 - 1) *What did you think of the clip?*
 - 2) *Was there something the students said that you agreed with? Did you disagree with anything they said?*
 - 3) *How would you define gossip? How would you define a rumor?*
 - 4) *Why do you think people gossip about others or spread rumors?*
 - 5) *What can you do if you hear gossip or rumors? How can you be assertive in that situation?*
6. **If you can't play the clip:** Write the following statements on the board or project them on a smart board, and then say: *"The Public Broadcasting System created a video about Gossip and Rumors. We can't watch that today, but I'd like to explain some of the information that students your age said about Gossip and Rumors in the video. While I read, think about whether you agree or disagree with the statements:*
 - Gossip is when people talk about others behind their back.
 - Gossip can be between a couple of people, but doesn't need to get spread around.
 - Gossip is also when you say something to someone's face they don't want to hear.
 - Rumors can be true or untrue and are spread by anybody,
 - A rumor is when something happens and someone tells someone else and as it spreads it turns into something that is inaccurate.
 - Rumors are spread deliberately to get someone in trouble or hurt their feelings.

- Most of the time, neither rumors nor gossip are true. In thinking about what to do when you hear a rumor or gossip, people should go ask the person being talked about if it is really true. You shouldn't tell anyone else because it's probably not true.
- If you hear about a rumor and think it's not true, just ignore it or ask the person who said it why they said it.

EVALUATION

Have students write responses in their RAK journals to the following prompt: *Write about a time when you or someone you know gossiped or told a rumor about you. How did it make you feel? What did you do?*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Drawing a gossip diagram on the board that shows how rumors spread. For example, you could draw stick figures of two people talking about a third and what happens. Another option would be to create laminated figures that you could use to illustrate points during the discussion.

WAYS TO COMMUNICATE (30 to 40 minutes)

LESSON MATERIALS

- Twin Boys Clip: <http://bit.ly/glFFiY>
- Role-play sheets (pp. 7-8), two copies, one for the teacher, one cut apart before class for students
- 3 large self-adhesive poster sheets
- RAK Journals
- Kindness Concept Poster for Assertiveness

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.5.1, 1b, 2; CCSS.ELA-Literacy.L.5.1
Colorado: Comprehensive Health S.3, GLE.1, EO.c; S.4, GLE.2, EO.a-d; Reading, Writing and Communicating S.1, GLE.2, EO.a,b

DESCRIPTION

1. Teacher says: *"Today we are going to talk about different ways to communicate. We can communicate with our words or with our bodies. When we communicate without words it is called nonverbal communication or body language. According to experts, 7 percent of our communication is verbal, 38 percent is vocal (the way we say things), and 55 percent are body movements. Now we are going to watch a clip that shows how much toddlers can communicate with sounds and gestures."*
2. Play the video.
3. Then ask the following questions: (If you can't stream the clip, ask the last question only.)
 - 1) *How do the boys communicate verbally?* (After one boy said something, the other laughed. They spoke in their own way, said "da, da, da.")
 - 2) *What are some of the ways they "talk" without saying words (non verbal communication)?* (Moving their legs, gesturing with their arms, laughing, bending over.)
 - 3) *What are some ways that you talk without using words?*
4. Teacher continues: *"We also can communicate in different ways, some that are healthy and some that are not. What do you think it means to communicate aggressively? Can you give some examples of this way of communicating? Do you think this is healthy? Why or why not?"*
5. Allow students to respond and write responses on the poster under the title "Aggressive Communication." Then say and write on the poster, if necessary: *"Aggressive communication is hurtful or unkind. It includes fighting, verbal or physical threats or bullying as well as gossiping or spreading rumors."*
6. Continue: *"What does it mean to communicate passively? Can you give some examples? Do you think this is healthy? Why or why not?"*
7. Allow students to respond and write their responses on the large self-adhesive poster sheet with the words "Passive Communication." Then say and write on the poster, if necessary: *"Communicating passively means avoiding the problem and letting someone treat you disrespectfully. It includes ignoring people, not saying anything, and letting the other person get what he or she wants."*
8. Continue: *"What do you think it means to communicate assertively? Can you give some examples? Do you think this is healthy? Why or why not?"*
9. Allow students to respond and write responses on the poster under the title "Assertive Communication." Then say and write on the poster, if necessary: *"Assertive communication is how you can let others know about your needs and wants, and at the same time consider the needs and wants of other people. You stand up for your rights while respecting the rights of other people. It includes listening to others, asking questions, using positive body language, showing empathy, taking turns, using eye contact, not looking at your cell phone, etc."*

10. Divide students into groups of three to five students and hand each group of students a role-play. Note how many students are needed for each role-play. Allow a few minutes for students to create their role-plays.
11. Have each group perform their role-plays, and ask the questions noted on each role-play.

EVALUATION

Have students write in their RAK journals a response to the following questions: *“What way do you communicate most of the time? What are some steps that you can take to communicate in a more positive way?”*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Seeing a pie chart that visually represents how much of communication is verbal, vocal and body movements as described above.
2. Hearing a driving analogy to better understand the difference between Passive, Aggressive and Assertive (Healthy) Communication: *“When you are riding in a car with your families, I bet you’ve seen all kinds of drivers. Passive drivers are those who hold back by driving too slowly as everyone zooms by... they hold back so much that can be unsafe because driving too slowly is not following the rules. Aggressive drivers sometimes make choices like cutting in front of other people or turning right in front of someone and can end up hitting another car. Assertive drivers follow the rules, drive safely, and drive with a purpose in mind; they know where they going and how to get there safely.”*
3. Writing their lines on note cards in case they have a difficult time remembering their parts.

COMMUNICATION ROLE-PLAYS

ROLE-PLAY # 1: NEED THREE STUDENTS

Mason, Liam and Joe are playing video games after school. Liam and Joe are playing and don't want to stop. Mason asks for a turn, but the other boys don't listen. Mason grabs the game controller out of Liam's hand.

Questions:

- *Did Mason communicate in an aggressive, passive or assertive way?*
- *How could he have communicated assertively?*
- *Could Liam and Joe have responded differently? In what way?*

ROLE-PLAY #2: NEED THREE STUDENTS

Three girls are hanging out at one of their houses after school. They each want to do something different, and take turns listening to each other's ideas. They decide to spend time doing what each person wants to do.

Questions:

- *Did the girls communicate in an aggressive, passive or assertive way?*
- *Do you think their solution is realistic?*

ROLE-PLAY #3: NEED THREE STUDENTS

Santiago, Alonso, and Mateo are working on a school project. Although they agreed on their roles in the project, Santiago is doing all the work and is upset. He talks to his group members and tells them why he is upset, asks them why they haven't been able to do their part of the project, and listens to their responses. Alonso and Mateo apologize and explain that they didn't have any time because of a big basketball tournament. They agree to work on it during the week.

Questions:

- *Did the boys communicate in an aggressive, passive or assertive way?*
- *Do you think their solution is realistic?*

ROLE-PLAY #4: NEED THREE OR FOUR STUDENTS

A group of fifth graders are playing soccer on the playground, Maddie and Serena disagree about the rules for the soccer game. Serena starts to get very angry and yells at Maddie. Maddie gives in and says they can play Serena's way and that she doesn't really care.

Questions:

- *Did Serena communicate in an aggressive, passive or assertive way?*
- *Did Maddie communicate in an aggressive, passive or assertive way?*
- *How could the girls have communicated in a more positive, assertive way?*

ROLE-PLAY #5: NEED FIVE STUDENTS

At the swim finals, the fifth graders from the Westside Swim League are hoping to improve their times in the 50-meter backstroke. Everyone is hoping to beat Grace, a girl from another team. As Grace walks by, they start to say rude things about her in order to upset her.

Questions:

- *Did the girls communicate in an aggressive, passive or assertive way toward Grace?*
- *While it is natural to want to win, how could they communicate in a more positive way?*

ROLE-PLAY #6: NEED FOUR STUDENTS

A group of fifth grade boys always disagree at recess about what is the best sport. Malik and Silas like football and Dana and Miguel are huge fans of soccer. They get into a heated argument about this one day, until Miguel says it might just be best to agree to disagree. They all think this is great idea.

Questions:

- *Did the boys communicate in an aggressive, passive or assertive way?*
- *Did Miguel come up with a positive solution? Do you think it is realistic?*

ROLE-PLAY #7: NEED FOUR OR FIVE STUDENTS

A group of fifth grade girls doesn't want to include Marissa in their school talent show act. They think she is bossy and will take over their act, so they text her that she can't be part of it. Marissa texts back and asks them why she can't be part of their group. They decide it's easier to just ignore her.

Questions:

- *Did the girls communicate in an aggressive, passive or assertive way toward Marissa?*
- *How could they communicate in a more positive way?*

BULLYING VIDEOS (25 to 30 minutes)

LESSON MATERIALS

- Three Bullying clips from Nickelodeon
 - Marcus: <http://vimeo.com/25831536>
 - Mark: <http://vimeo.com/25831585>
 - Kelly: <http://vimeo.com/25831475>
- See Something, Say Something bullying worksheet (p. 11), one for each student
- RAK Journals
- Kindness Concept Posters for Assertiveness, Compassion

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.5.1, 2; CCSS.ELA-Literacy.W.5.3
Colorado: Comprehensive Health S.3, GLE.1, EO.c; S.4, GLE.2, EO.a-d; Reading, Writing and Communicating S.1, GLE.2, EO.a,b; S.3, GLE.1, EO.a

DESCRIPTION

1. Hand out the See Something Say Something bullying worksheet. Divide students into groups of three.
2. Explain: *“Bullying is an aggressive way to communicate that we discussed. We are going to watch clips about bullying made in England from the perspective of the bully, the bullied and someone who sees bullying. As you watch each clip, I want you to answer the questions on your worksheet.”*
3. Play each clip. Allow time for students to complete worksheet if necessary and then discuss their responses in their groups.
4. **If you can't stream the clips**, act out each of the situations below, stopping after each situation so that students can discuss the responses on the worksheet briefly in their groups. Consider reviewing the clips before acting them out, so that you understand the perspective being presented.
 - 1) **Marcus:** Hi, I'm Marcus and I'm a bully. I started to bully a boy when I was playing soccer one day. I was about to score a goal, when the boy kicked the ball out of the way. Since then, I waited for him after school to hurt him. I punched him, kicked him, and called him names. I thought it was funny when everyone was laughing at the boy because he was weak. I didn't really think about how badly I was bullying him until the boy's mum came and told me how the boy didn't want to do anything after school and didn't want to come to school. So I stopped bullying him. I shouldn't have done it. I felt ashamed. To me a bully is like a normal child, but who gets hurt by someone and wants to take out his pain on other people, like he wants people to feel what he feels. If you're being bullied, tell a friend, a teacher, a parent, a guardian or someone else you can trust so they can help you. I know the only reason I stopped being a bully was because the boy's mum told me what I was doing. If you're a bully, you should stop because you don't really know how bad you hurt others and yourself.
 - 2) **Mark:** Hi, I'm Mark. I want to tell you what it's like to be bullied and how to solve it. It started when I was playing with my friends on the playground and the ball went over the fence. When I went to get it, a bunch of kids came out and took the ball. They started calling us names and saying that we couldn't have the ball back! They said bad words, tried to punch us and hurt me. Here's what it felt like to be bullied: it felt like being in a small cage where you have nowhere to turn and no one to help, and it feels like the cage keeps getting smaller. Later you don't feel like you can tell anyone what's going on and you feel like it might get better, so you don't tell anyone, but it doesn't get better and it keeps being bad everyday. I finally decided it was a good idea to tell someone, so I told my mum. When I did, all the sadness came out and I didn't feel like I was in the cage anymore. Then I

told my teacher and my mum talked to the head teacher and things got better. You really just need to tell someone. Then you won't be stuck in the box. And for other kids, if you see something, just say something!

- 3) **Kelly:** Hi, I'm Kelly and I'm 10 years old. I like to spend time on the playground with my friends. One day, there was a contest between my best friend and me while we were playing hopscotch and a boy came over and started pushing us and calling my friend horrible names. He put his fist up and said he would tell other people bad things about us. When he put his fist in the air and threatened my friend, I felt like I really needed to help, but I felt locked up and like I couldn't really help her. Finally I ran to tell a friend who ran to tell the teacher who ran over and stopped the boy. He only stopped when the teacher came over and then he said he was sorry. He stopped bullying and started being friendlier to everyone after that. If you want to stop a bully and for it not to go on and on, you have to go get the teacher or tell someone and get them to stop. It doesn't matter how far you have to go, as long as you help to stop the bullying.
5. After watching the clips or acting out the situations, discuss the following questions as a class:
- 1) *Marcus was mad because he thought that the other boy took the soccer ball from him. What do you think are some other reasons that someone bullies people?*
 - 2) *What do you think can happen to the bully and the person bullied if the bullying keeps going?*
 - 3) *Do you agree with the ways the students responded to the bullying situation? Would you have made other choices?*
 - 4) *What do you think are some ways to respond to a bully? (Becoming an upstander who helps out a student being bullied rather than a bystander who doesn't do anything. How? Look away. Don't join the bully. Walk away. Change the subject. Speak out. Get help from a trusted adult if needed.)*
 - 5) *When do you think it is necessary to be assertive and ask for help?*
 - 6) *Do you have adults that you can tell if you witness bullying?*
 - 7) *How can you show compassion to people who have been bullied?*

EVALUATION

Have students respond in their RAK journals to the following writing prompt: *Write about a time when you bullied someone, were bullied, or witnessed bullying. How did you respond? After watching the clips (or watching the situations acted out) and today's discussion, would you have said or done anything differently?*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Folding the worksheet into thirds so they only focus on the questions about the clip they are watching.
2. Being in a group with people with whom they are comfortable, since this is a sensitive topic.
3. Discussing Upstander and Bystander behaviors; see *Becoming an Upstander*, Grade 6 lesson.

SEE SOMETHING, SAY SOMETHING BULLYING CLIPS WORKSHEET

Directions: As you watch the clips, answer the questions below.

1. Marcus: The Bully

- Why did the bullying start?
- How could Marcus have reacted differently when the boy kicked the ball away from him?
- What happened that helped Marcus understand how his behavior was impacting the other boy?
- How did he feel once he realized what he was doing?

2. Marco: The Victim

- Why did the bullying start?
- How did Marco feel when he was being bullied?
- What did Marco do?

3. Kelly: The Witness

- Why did the bullying start?
- How did Kelly feel when she first saw the bullying?
- What did she decide to do and did it help?
- How did the bully react?

STEPS TO FORGIVENESS *(40 minutes, longer for optional writing activity)*

LESSON MATERIALS

- Steps to Forgiveness worksheet (p. 13), one for each student
- RAK Journals
- Kindness Concept Posters: Assertiveness, Compassion

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.5.1, 2; CCSS.ELA-Literacy.L.5.1; CCSS.ELA-Literacy.W.5.4 Colorado: *Comprehensive Health S.3, GLE.1, EO.c; S.4, GLE.2, EO.a-d; Reading, Writing and Communicating S.1, GLE.2, EO.a,b; S.3, GLE.2, EO.c*

DESCRIPTION

1. Teacher says: *"We have talked about some unhealthy ways to communicate, like bullying and gossiping. We also talked about assertive communication and what to say to communicate in a positive way. Today we are going to talk about forgiveness, which is another important part of interacting and communicating with others. Can anyone tell me what it means to forgive someone? Why do you think forgiveness might be important?"*
2. Allow students to respond and write their responses on the board, as well as the definition below.
3. Say: *"Forgiveness is letting go when you are mad at someone for what they did. It might be for something big or small. You may forgive someone for something minor like bumping into you, or leaving you out at recess or forgetting to wish you a happy birthday. You may forgive someone for a big thing like telling you they aren't your friend anymore or hurting you on purpose. Forgiveness isn't easy and it might take a long time to forgive someone or for someone to forgive you. It is NOT saying that what the person did was okay, but a willingness to move beyond the hurt and not hold it against someone. Forgiveness can build and keep friendships and relationships and help you to feel at peace in yourself."*
4. Hand out the Steps to Forgiveness worksheet. Read or have students read the Steps to Forgiveness and the example. Then say: *"Now it is your turn! You are going to think of someone you want to forgive and write down how you would do that. If you have people or situations that you are struggling to forgive, it may be easier to work through a situation that it is a little simpler for this activity. This will help you begin to develop the skills to forgive someone for something bigger."*
5. Allow time for students to complete the worksheet.
6. To extend the activity, have the students write a forgiveness poem or they could write a letter to someone they would like to forgive. Remind students to focus on moving past the hurt, not on what the other person may have said or done.

EVALUATION

Discuss (or have students write in RAK journals): *"Did this activity help you think about how to forgive others? Why or why not? What steps were most useful for you?"*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Discussing their issue with a trusted adult. While forgiveness is a crucial skill, some kids may be struggling with past traumas and need more assistance than you are able to provide in this activity. If trauma is revealed through this activity be sure to seek the advice of the school counselor.
2. Reviewing the kindness meter (Feelings and Emotions, Grade 3 lesson) to figure out how to move from the red to the green zone before going through the steps on the worksheet.

STEPS TO FORGIVENESS WORKSHEET



1. Here are some steps to forgiving another person:

- 1) Accept what they have done, because you can't change the past.
- 2) Let your feelings out in a positive way, such as writing them down.
- 3) Talk with an adult you trust or a friend about what happened and figure out whether you are ready to forgive.
- 4) Tell the person how you feel in a calm and clear way. Explain, don't blame, i.e. "I felt hurt when _____."
- 5) Ask the person to make things right.
- 6) Reflect on the situation in a way that is personally meaningful to you .
- 7) Forgive the person with words either directly or silently: "I forgive you" and let it go.
- 8) Find a way to do something kind for the person.
- 9) Check in with your feelings. Do you feel better? If so, move on. If not, start over from Step 1.

2. Example:

Your brother borrows your bike without asking, breaks the chain and the basket, and doesn't tell you. First, you will need to accept what has happened...it can't change. You could decide at that point whether you want to tell your parent, guardian or another adult. You may feel really mad and that's okay! Perhaps you want to talk to a friend, parent or guardian about what you should do. Maybe you are still feeling angry and write down how you feel in a journal. Once you are ready to talk to your brother, explain that you need your bike to get to school and soccer practice. Listen to his side of the story! Then you could ask him to pay to have the bike fixed. Hopefully, you are ready to forgive him. You know your brother doesn't have much money, so maybe you can agree to help him mow lawns so that he can earn money faster.

3. Now it's your turn!

Who would you like to forgive: _____

Using the steps above, figure out a plan for how you are going to forgive that person.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

HOME EXTENSION ACTIVITY

MATERIALS

Take home activity (p. 15), one sheet for each student

DESCRIPTION

1. Hand out the Home Extension Activity sheet with the due date filled out.
2. Explain: *“We have been talking for the past few days about what it means to communicate in a positive way and forgive others. I want you to talk about these ideas with your parents, a guardian, or a trusted adult. Please return the activity sheet by _____.”*
3. After students return the sheet, ask the following questions:
 - 1) *How do you communicate with your family or the people in your household communicate? Do you think it is positive?*
 - 2) *What did you discuss about forgiveness?*
 - 3) *What ways did you discuss to try to improve the way you communicate?*



Name: _____

Please return by: _____

BACKGROUND

As part of the Random Acts of Kindness program, we have been talking in class about what it means to communicate in a positive, assertive way and how to show forgiveness.

VOCABULARY WORDS

Assertiveness: Standing up for yourself and what you believe without upsetting others.

Compassion: Caring about someone else's feelings and offering to help that person.



AT HOME ACTIVITY

Review the vocabulary words above. Then ask your student about the difference between aggressive, passive and assertive communication. Then discuss the following questions and write (or have your student write) responses below or on the back and return to school by the date above:

- How can we communicate in a positive way?

- How can we be forgiving toward each other?

- What are some steps that we can take to communicate in a more positive way?

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. Writing

- *CCSS.ELA-Literacy.W.5.3*: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- *CCSS.ELA-Literacy.W.5.4*: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

2. Speaking & Listening

- *CCSS.ELA-Literacy.SL.5.1*: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- *CCSS.ELA-Literacy.SL.5.1b*: Follow agreed-upon rules for discussions and carry out assigned roles.
- *CCSS.ELA-Literacy.SL.5.2*: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Language

- *CCSS.ELA-Literacy.L.5.1*: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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 Expectation (GLE): 1. Analyze internal and external factors that influence mental and emotional health
Evidence Outcome (EO): Students can:
c. Explain how families and peers can influence mental and emotional health
Grade Level Expectation (GLE):
- *Standard 4: Prevention and Risk Management in Health*
Grade Level Expectation (GLE): 2. Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying

Evidence Outcomes (EO): Students can:

- a. Identify factors that influence both violent and nonviolent behaviors and attitudes
- b. Explain the significance and impact of as well as the short- and long-term consequences of bullying
- c. Demonstrate pro-social communication skills and strategies
- d. Identify resources, including safe people or adults, regarding violence in the school and community

2. Reading, Writing and Communicating

- *Standard 1: Oral Expression and Listening*

Grade Level Expectation (GLE): 2. Listening strategies are techniques that contribute to understanding different situations and serving different purposes

Evidence Outcomes (EO): Students can:

- a. Listen to other's ideas and form their own opinions
- b. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics, texts, and issues, building on others' ideas and expressing their own clearly

- *Standard 3: Writing and Composition*

Grade Level Expectation (GLE): 1. The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes

Evidence Outcome (EO): Students can:

- a. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

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. Initiative and Self Direction – Manage goals and time, work independently, be self-directed learners
 - b. Social and Cross-Cultural Skills – Interact effectively with others
 - c. Productivity and Accountability – Manage projects and produce results
 - d. Responsibility – Be responsible to others
- *Information, Media and Technology Skills*
 - a. Information Literacy – Access and Evaluate Information

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

- Self-awareness
- Social Awareness
- Responsible Decision Making

QUESTIONS? CONTACT: TeacherHelp@RandomActsofKindness.org