



GRADE 6



Objective: Students will be able to identify and practice things they can say and do to be kind to themselves, which will help to maintain mental and emotional health.

Kindness Definition: Kindness is an intrinsic quality of the heart expressed through an act of benevolence reflecting care and good will for self and others.

Kindness Concepts: Perseverance, Self-Care

LESSON ACTIVITIES

What Does it Mean to Be Kind to Ourselves? Activity, pp. 3-4
(25 minutes)

Visual Response (Nick Vujicic Clip), p. 5
(25 to 30 minutes)

Being Kind to Ourselves Activity, pp. 6-8
(35 to 40 minutes)

Journaling Activity, pp. 8-9
(time varies)

Monitoring your Mental Health Activity, pp. 10-12
(time varies)

Home Extension Activity, pp. 13-14
(time varies)

LESSON MATERIALS

- What Do the Quotes Mean to You? worksheet, one for each student
- Nick Vujicic YouTube clip: <http://bit.ly/d9FuvJ>
RAK Journals
- Being Kind to Ourselves Activity worksheet, one for each student
- How Can I Treat Myself Kindly? Journaling Activity Sheet, one for each student
- How Can I Treat Myself Kindly? Journaling Activity Sheet, one for each student
- RAK Journals
- Log for Mental Health Activity, one for each student
- 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.
- 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.
- The home extension activity may be sent home at any point during the unit.
- The Common Core and Colorado P-12 Academic Standards met in this lesson are listed after the activity title. Key is provided on pages 15 and 16.

SUGGESTED INTRODUCTION TO UNIT

Teacher says *“For the next few weeks, we are going to talk about what it means to be kind to ourselves and identify ways we can show kindness to ourselves for. What do you think it means to be kind to ourselves?”* Allow time for students to respond and discuss, either as a class or in small groups. You can also use this time to introduce the Kindness Concepts (perseverance, self-care) and create community definitions for these concepts or share the definitions listed below. Consider using the [Kindness Concept Posters](#) for perseverance and self-care as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

Perseverance: Keep going in spite of difficulties or obstacles, not giving up.

Self-Care: Learning how to care for yourself mentally, physically, emotionally and spiritually and then doing it. Using positive, encouraging language when speaking to yourself; not beating yourself up over mistakes or perceived failures.

WHAT DOES IT MEAN TO BE KIND TO OURSELVES? *(25 minutes)*

LESSON MATERIALS

- What Do the Quotes Mean to You? Sheet (p. 4), one for each student
- Kindness Concept Posters for Perseverance, Self-Care

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.6.1, 1b-c
Colorado: Comprehensive Health S.3, GLE.1, EO.a,b,c, IQ.1; Reading, Writing and Communicating, S.1, GLE.1, EO.d.ii, iii

DESCRIPTION

1. Teacher says: *“Today we are going to discuss what it means to be kind to ourselves. We are going to look at some quotes together, but I want to know what you think first. What do you think it means to be kind to yourself?”*
2. Hand each student a “What Do the Quotes Mean to You?” sheet. Have students spend about 15 minutes on the sheet.
3. Have students discuss their responses to the quotes either in small groups or as a class for 10 minutes.
4. Suggest that students repeat these quotes or use them as positive self-talk to help them persevere when situations arise that make life seem hard.

EVALUATION

Discuss the following questions:

1. *Do you think it is important to be kind to yourself? Why or why not?*
2. *What are ways to be kind to yourself? Why is being kind to yourself important?*
3. *How does being kind to yourself show that you care?*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Having the quotes and questions translated into another language by a resource person at school.
2. Sharing a favorite quote about caring for ourselves; this might be from a book, a song, their religious or cultural tradition, or a family saying. If it is in another language, encourage students to translate the quote. Post these quotes around the room as a reminder during the unit.

WHAT DO THE QUOTES MEAN TO YOU?



Directions: Read the quotes and then answer the questions below.

- *“We can never obtain peace in the outer world until we make peace with ourselves.”* – Dalai Lama, Tibetan spiritual leader
- *“It is not in the stars to hold our destiny but in ourselves.”*
– William Shakespeare, 16th century playwright
- *“It’s not who you are that holds you back, it’s who you think you’re not.”* – Anonymous
- *“You yourself, as much as anybody in the entire universe, deserve your love and affection.”*
– Buddha, Tibetan spiritual leader

1. Write what each quote means to you.

- Dalai Lama:

- Shakespeare:

- Anonymous:

- Buddha:

2. Do you agree with any of the quotes? Why?

3. Do you disagree with any of the quotes? Why?

4. Do you think any of the ideas from the quotes (such as loving ourselves or making peace with ourselves) can help you be kinder to yourself? Why or why not?

5. Do you think it is important to be kind to yourself? Why or why not?

VISUAL RESPONSE (NICK VUJICIC CLIP) *(25 to 30 minutes)*

LESSON MATERIALS

- Nick Vujicic YouTube clip:
<http://bit.ly/d9FuvJ>
- RAK Journals
- Kindness Concept Posters: Perseverance, Self-Care

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.6.1, 1b-d, 2;
Colorado: Comprehensive Health S.3, GLE.1, EO.a,b,c,
1Q.1; Reading, Writing and Communicating S.1, GLE.1,
EO.d.ii, iii, e

DESCRIPTION

1. Explain *"Today we are going to discuss more about what you think it means to show kindness to ourselves. First, let's watch a clip about Nick Vujicic (pronounced: Voy chik), a man who was born without arms and legs."*
2. Watch the YouTube clip about Nick Vujicic.
3. Then ask the following questions and write responses on the board as necessary:
 - 1) *What do you think of the clip?*
 - 2) *Nick said when he was young he felt sad and sorry for himself and thought he would never have a job or get married or do anything with his life. However, once he started to treat himself with kindness he accomplished many things. In the video, what do we see him doing? (Playing soccer, diving, sliding down a water slide, fishing, boating.)*
 - 3) *He explains to the students in the video that it is easy to be angry at life because of their situation or because of life's storms. What does he suggest that people should do instead? (Be thankful, smile, realize that it is a lie to think you aren't worth anything, be patient, dream big, and never give up.)*
 - 4) *Do you agree with what he says? Why or why not?*
 - 5) *Nick showed perseverance by not giving up. Do you think this is a way to care for ourselves? Why or why not?*
 - 6) *Do you think believing in yourself is a way to show kindness to yourself? Why or why not?*
 - 7) *Do you think being kind to ourselves can make a difference in our lives? Why or why not? (Possible answers: It can help us be more confident, set goals and try to reach them, have dreams, etc.)*
 - 8) *What are some ways that we can be kind to ourselves? (Possible answers: Believe in ourselves, realize we aren't perfect, never give up, realize it's okay to make mistakes, etc.)*

EVALUATION

Discuss (or students can write responses in their RAK journals): *"What things can we say or do to show kindness to ourselves?"*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Discussing the questions with a partner.
2. Connecting the discussion to the Kindness Concept definitions, reminding students that they can take care of themselves too.

BEING KIND TO OURSELVES ACTIVITY *(35 to 40 minutes)*

LESSON MATERIALS

- Being Kind to Ourselves Activity Sheet (p. 7), one for each student
- How Can I Treat Myself Kindly? Journaling Activity Sheet (p. 8), one for each student
- Kindness Concept Posters: Perseverance, Self-Care

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.6.1. 1b-d; CCSS.ELA-Literacy.L.6.1
Colorado: Comprehensive Health S.3, GLE.1, EO.a,b,c, IQ.1; Reading, Writing and Communicating S.1, GLE.1, EO.d.ii, iii

DESCRIPTION

1. Teacher says: *"Today we are going to continue to discuss what it means to be kind to ourselves by looking at how we talk to ourselves. This is called self-talk. Some of us may find it easy to be kind to ourselves, while others may say hurtful or self-defeating things to ourselves, like we aren't worth anything. Let's discuss a few examples: (Use the ones below or create your own.)*
 - 1) *Let's say that you make a mistake. A hurtful thing to say would be 'I am so stupid for making a mistake.' What positive or helpful thing could you say instead?"* (Possible answer: Mistakes help me learn.)
 - 2) *You drop a glass of juice and think "What an idiot I am." What could you say instead?* (Possible answer: Oops, I better clean that up.)
 - 3) *You get an essay back and get a 75 percent. You might think "I'm a terrible writer." What could you say to yourself instead?* (Possible answer: Writing is a challenge for me but I'll keep trying.)
2. After discussing the examples, ask students: *"Which kind of self-talk feels better to you? Why do you think we say hurtful things to ourselves? Do you think it can be harmful? What do you think would happen if we kept saying hurtful or self-defeating things to ourselves year after year?"*
3. Hand each student a Being Kind to Ourselves sheet. Then say *"On this sheet are some unkind things we might say to ourselves. In each box, write one thing that you could say to yourself to be kind instead. This is called reframing a statement from a negative comment to a positive comment."*
4. One option would be to have students work together in small groups. If they work in groups, make sure to have them answer the bottom two questions from the Being Kind to Ourselves sheet on their own.
5. After students finish, read each statement out loud and ask students for positive responses to the statements. Then, ask for volunteers to share responses to the two questions on the bottom of the Being Kind to Ourselves sheet. Write their responses on the board.
6. Hand out the How Can I Treat Myself Kindly? Journaling Activity Sheet. Explain that for one week they will record how they react when something negative happens to them and then bring it back to class.

EVALUATION

Discuss: *"What is one thing you can do for yourself or say to yourself this week to be kind?"*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Using a T-chart to write the responses to the examples so they can reference them while completing the worksheet.

BEING KIND TO OURSELVES ACTIVITY

Directions: It is natural to feel negative about ourselves sometimes, but it can also become a pattern that's not healthy. On the sheet below, read the unkind statement and think about what you could say to yourself to be kind. Make sure that each response is different.

UNKIND THOUGHT	WHAT POSITIVE THING CAN I SAY TO MYSELF INSTEAD?
I guess I'll just never be cool.	
It's not worth trying, because I know I'll mess up.	
I can't do that. It's too hard.	
Everyone is always better than me.	
I quit!	
There must be something wrong with me.	
Why do bad things only happen to me?	
I never do anything right.	
I'm not good at anything.	
I'm terrible at math.	

Saying positive things can help us feel better about ourselves. What actions or activities can we do at home or at school to help us to feel better about ourselves?

What will you try to do or say to yourself this week to be kinder to yourself?

JOURNALING FOLLOW UP AND WRITING PROMPT ACTIVITY *(time varies)*

LESSON MATERIALS

- How Can I Treat Myself Kindly? Journaling Activity Sheet (p. 10), one for each student
- RAK Journals
- Kindness Concept Posters for Perseverance and Self-Care

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.6.1, 1b-d; CCSS.ELA-Literacy.L.6.1
Colorado: Comprehensive Health S.3, GLE.1, EO.a,b,c, IQ.1; Reading, Writing and Communicating S.1, GLE.1, EO.d.ii, iii; S.4, GLE.3, EO.a,b

DESCRIPTION

1. Teacher explains: *“Last week we discussed how we can talk to ourselves in positive ways, and hopefully you recorded some positive ways to respond to negative situations.”*
2. Pair up students with partners. Without referring to specific situations, have students answer the following questions:
 - 1) *Was I mostly kind to myself during the week?*
 - 2) *What are some kind things that I did or could say to myself when I'm faced with similar situations in the future?*
3. Have one person in the group share some of the responses with the class. The teacher could write these responses on the board.

EVALUATION

Ask students to write a self-reflective response to this activity in their RAK journals answering the following questions:

- 1) *What did I learn from this activity?*
- 2) *Was I kinder to myself?*
- 3) *If not, what would help me to be kinder to myself?*
- 4) *Did the way I reacted to situations show kindness to myself?*
- 5) *Are there ways that I can direct my thinking to determine when I should accept my reaction and when I should question it?*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Having responses from the Being Kind to Ourselves Activity sheeted posted; another option would be to show a completed worksheet on a document camera.
2. Being reminded during the week to use positive self-talk and modeling ways to reframe statements to help them shift their thinking. For example: Instead of “I screwed up again, ran out of time.” Say “Oops, we’re late for lunch, I was so excited to teach math today that I forgot to watch the clock!”

HEALTH: MONITORING YOUR MENTAL HEALTH ACTIVITY *(time varies)*

LESSON MATERIALS

- Log for Mental Health Activity (p. 12), one for each student
- Kindness Concept Posters for Perseverance and Self-Care

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.6.1, 1b-d; CCSS.Math.Content.6.SP.B.4, 5
Colorado: Comprehensive Health S.3, GLE.7, EO.a,b,c, IQ.1; Reading, Writing and Communicating S.1, GLE.1, EO.d.ii, iii; S.4, GLE.3, EO.a,b; Mathematics S.3, GLE.1, EO.d.i-ii

DESCRIPTION

1. Determine how long you want the students to do this activity. Two weeks of data gathered as described below would be useful.
2. Explain: *“For the next two weeks, we are going to keep track of whether what we eat, how much we sleep, and how much we exercise impacts how we feel and how we do in school.”*
3. Give each student two copies of the logs (one for each week), which ask students to track how much they sleep, what they eat, how much they exercise, whether they have experienced anything exciting or stressful, their ability to focus and study, their overall attitude/mood, and how well they did on projects/tests.
4. Have students bring their logs back to class at the end of the assigned period.
5. Then, have them create simple plot graphs that show:
 - 1) Correlation between sleeping and mood, sleeping and ability to focus, sleeping and how well they did in school.
 - 2) Correlation between eating and mood, eating and ability to focus, eating and how well they did in school.
 - 3) Correlation between exercise and mood, exercise and ability to focus, exercise and how well they did in school.
6. Then have them discuss the following questions in small groups.
 - 1) *Did sleeping, eating well, and exercise improve your attitude, your ability to focus, or how well you did in school? Why or why not?*
 - 2) *Did a stressful event impact your mood, ability to focus, and how well you did in school? How about an exciting event?*
 - 3) *Did this activity help you realize why it is important to eat well, sleep enough, and get exercise every day? Why or why not?*
7. After the discussion, collect the data sheets. You could enter the data into Excel and generate averages for the whole class or the students could help with this activity.

EVALUATION

Discuss: *“What do you think improved your attitude the most (sleep, eating well, exercise)? Why? What do you think improved your ability to focus (sleep, eating well, exercise)? Why? What do you think helped you do better in school (sleep, eating well, exercise)? Why?”*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Being shown how to complete the mental health log on a document camera or individually.
2. Reminders about the project and check-ins to see how it is going.
3. Seeing the Feelings Images chart (Feelings and Behavior, Kindergarten lesson) and kindness meter from the [Focusing Strategies](#) posted.
4. Completing a selected part of the log so they can focus on growth in a more targeted way; use a highlighter to focus on those areas they should complete. Students with mental health issues or those working hard on self-care already may be overwhelmed by having to complete the whole log.

HOME EXTENSION ACTIVITY *(time varies)*

MATERIALS

Take home activity (p. 14), one sheet for each student

DESCRIPTION

1. The attached take home activity can be done at any point during the unit, when you feel the concepts would benefit from reinforcement at home.
2. Write due dates on the sheet before you distribute the sheet.
3. Hand out the Home Extension Activity and say: *"We have been discussing how to be kind to ourselves and I want you to talk about these ideas with your parents, a guardian or a trusted adult. Please put this in your folder and return by _____."*
4. The day the students bring back their sheet, ask the following questions:
 - 1) *What did you discuss with the people you live with about how you can be kinder to yourself?*
 - 2) *What ways can they help you?*



Name: _____

Please return by: _____

BACKGROUND

As part of the Random Acts of Kindness program, the students have been talking about how to show kindness to ourselves. They also have been journaling about how they feel and tracking how their own way of feeling is impacting their **overall** attitude/mood (how they felt most of the day), how well they focused and studied, and whether they did better on homework, projects and tests. Ask your student what he or she has been learning about whether this activity has been helpful for them.

VOCABULARY WORDS

Perseverance: Keep going in spite of difficulties or obstacles, not giving up.

Self-Care: Learning how to care for yourself mentally, physically, emotionally and spiritually and then doing it. Using positive, encouraging language when speaking to yourself; not beating yourself up over mistakes or perceived failures.



AT HOME ACTIVITY

Please review the vocabulary words above. 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 do you think you can be kinder to yourself?

- How do you ask for help when you need it?

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. Speaking & Listening

- *CCSS.ELA-Literacy.SL.6.1*: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- *CCSS.ELA-Literacy.SL.6.1b*: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- *CCSS.ELA-Literacy.SL.6.1c*: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- *CCSS.ELA-Literacy.SL.6.1d*: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- *CCSS.ELA-Literacy.SL.6.2*: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

2. Language

- *CCSS.ELA-Literacy.L.6.1*: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3. Mathematics

- *CCSS.Math.Content.6.SP.B.4*: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- *CCSS.Math.Content.6.SP.B.5*: Summarize numerical data sets in relation to their context

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. Understand how to be mentally and emotionally healthy
Evidence Outcome (EO): Students can:
 - Explain the interrelationship of physical, mental, emotional, social, and spiritual health
 - Analyze the relationship between feelings and behavior
 - Explain appropriate ways to express needs, wants, and feelingsInquiry Question (IQ): 1. How can feelings affect behavior?

2. Reading, Writing and Communicating

- *Standard 1. Oral Expression and Listening*

Grade Level Expectation (GLE): 1. Successful group discussions require planning and participation by all

Evidence Outcome (EO):

- d. Students can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly
 - ii. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed
 - iii. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion
- e. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study
- *Standard 4: Research and Reasoning*

Grade Level Expectation (GLE): 3. Monitor the thinking of self and others as a disciplined way to maintain awareness.

Evidence Outcomes (EO): Students can:

- c. Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision
- d. Take control over their thinking to determine when thinking should be questioned and when it should be accepted (intellectual autonomy)

3. Mathematics

Grade Level Expectation (GLE): 1. Visual displays and summary statistics of one-variable data condense the information in data sets into usable knowledge

Evidence Outcomes (EO): Students can:

- d. Summarize and describe distributions.
 - i. Display numerical data in plots on a number line, including dot plots, histograms, and box plots
 - ii. Summarize numerical data sets in relation to their context

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

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

- Self-awareness
- Social Awareness
- Self-management

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