



GRADE 7



**Objective:** Students will be able to:

- Demonstrate how using “I” messages and other effective communication skills can help them stand up for themselves and promote a culture of kindness.
- Demonstrate negotiation skills to support the healthy expression of personal needs.
- Demonstrate the ability to state personal needs and articulate limits.
- Identify that being grateful is a kind way to communicate.

**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:** Assertiveness, Gratitude, Respect, Self-Discipline

## LESSON ACTIVITIES

## LESSON MATERIALS

Speaking Skills Activity, p. 3-4  
(25 minutes)

- Speaking Observation Sheet, one for two students

Negotiating Skits, p. 5-10  
(25 minutes)

- Negotiating Skits, teacher copy
- Negotiating Skits, student copy, cut apart before class

“I” Messages Discussion, p. 11  
(20 minutes)

- Large, self-adhesive poster with “I” Messages written on the top

Showing Gratitude/Journal Writing, p. 12  
(time varies)

- RAK Journals
- Paper to write a letter

Government Conflicts & Collaboration Activity, p. 13  
(time varies)

- Research materials

Community/Home Extension Activity,  
p. 14-15 (time varies)

- Take home activity, one sheet for each student

QUESTIONS? CONTACT: [TeacherHelp@RandomActsofKindness.org](mailto: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 included with this unit can be sent home at any point.
- The Common Core and Colorado P-12 Academic Standards met in this lesson are listed after the activity title. Key is provided on pages 16-18.

## SUGGESTED INTRODUCTION TO UNIT

Teacher says: *“For the next few days, we are going to talk about ways to communicate effectively. With a partner discuss some positive or healthy ways to talk that make it easier to interact and get along.”* 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 key Kindness Concepts (assertiveness, gratitude, respect, self-discipline) and create community definitions for these concepts or share the definitions listed below. Consider using the [Kindness Concept Posters](#) for assertiveness, gratitude, respect and self-discipline as a way to reinforce learning.

## VOCABULARY WORDS FOR UNIT

**Assertiveness:** Expressing yourself effectively and standing up for your point of view, while also respecting the rights and beliefs of others.

**Gratitude:** Being thankful when someone has shown you kindness or caring; not taking anything for granted.

**Respect:** Treating yourself and others the way you want to be treated; Honoring the rights of others.

**Self-Discipline:** Controlling one’s actions and words for the benefit of self and others.

## SPEAKING SKILLS ACTIVITY (25 minutes)

### LESSON MATERIALS

- Speaking Observation Sheet (p. 4), one for each pair of students
- Kindness Concept Posters: Assertiveness, Respect, Self-Discipline

### STANDARDS MET

*Common Core: CCSS.ELA-Literacy.SL.7.1*  
*Colorado: Comprehensive Health S.3, GLE.1, EO.b;*  
*Reading, Writing and Communicating S.1, GLE.2, EO.a*

### DESCRIPTION

1. Teacher says: *“We are going to start by talking about effective ways to communicate. As you know, communication involves talking and listening. At another time, we will be discussing how to actively listen. In this unit we will discuss how to communicate in a way that people know what we think and what we need, but also honors and is respectful to the person or people we are talking to. What do you think makes an effective speaker?”* Allow students to respond.
2. Then continue (if necessary): *“Some other ways to be an effective speaker are to make eye contact, listen to what others are saying, summarize information, give concise details, give examples to support what you’re saying, use humor when appropriate, speak clearly, and to check for understanding. We are going to practice some of those communication skills now.”*
3. Pair up students and hand one Speaking Observation Sheet to each pair. Then explain: *“For this activity, you are going to practice your speaking skills with a partner. You will take turns being the speaker and the observer. Choose one of the topics listed on the sheet and spend about five minutes planning what you will say. Then speak for two minutes about that topic while the other student listens. Then you will switch; the observer becomes the speaker for two minutes. The observer will check on the chart the skills he/she sees the speaker using. Then you will share with your partner their strengths and what needs to be improved.”*
4. Allow time for students to give speeches and observe each other.

### EVALUATION

Discuss: *“What were your speaking strengths? What skills do you need to develop?”*

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Seeing recordings of themselves speaking so they can assess their presentations and see where they need to improve.
2. Working in small groups with a resource or ELL teacher to help with speaking skills and how to give feedback.
3. Circling or highlighting their strengths and areas where they need to improve their skills as a reference point during discussion and for self-knowledge.

## SPEAKING OBSERVATION SHEET

**Directions:** For this activity, you are going to practice your speaking skills with a partner. You will take turns being the speaker and the observer. Choose one of the topics listed on the sheet and spend about five minutes thinking about or taking notes about what you will say. Then speak for two minutes about that topic while your partner listens. Hand the observation sheet to your partner and switch roles, so that the other person is the speaker for two minutes. The observer will check in the table below the skills he/she sees the speaker using. Then share strengths and what needs to be improved.



**Possible Topics:**

- Describe a funny situation you have experienced.
- Tell about a proud moment or accomplishment.
- Talk about your favorite music group and what you like about them.
- Talk about someone you admire and why.
- Talk about your favorite actor or actress and why you like him or her.
- In your opinion, what was the greatest moment in sports?
- Describe one of the best vacations you have ever had.
- If you could go anywhere in the world, where would you go and why?

SKILL DEMONSTRATED	NAME OF SPEAKER: _____	NAME OF SPEAKER: _____
Makes Eye Contact		
Uses Facial Expressions		
Shows interest in topic		
Summarizes Information		
Gives concise details		
Uses humor		
Speaks clearly		
Checks for understanding with listener		

## NEGOTIATING SKITS (25 minutes)

### LESSON MATERIALS

- Negotiating Skits, teacher copy (p. 6-8)
- Negotiating Skits, student copy (p. 9-10), cut apart before class
- Kindness Concept Posters: Assertiveness, Respect, Self-Discipline

### STANDARDS MET

*Common Core: CCSS.ELA-Literacy.SL.7.1*  
*Colorado: Comprehensive Health S.3, GLE.1, EO.b, c, d; Reading, Writing and Communicating S.1, GLE.2, EO.a*

### DESCRIPTION

1. Teacher says: *“One part of communicating effectively is learning how to negotiate with others. Negotiation is a discussion aimed at reaching a decision that everyone agrees to live with. Like anything else, this can take a certain amount of skill. Lawyers use these skills when trying to reach a deal on a legal issue. But these skills can be important for us as well. When we get in a disagreement with someone, getting mad or aggressive can make the situation much worse. But negotiating so that everyone agrees with the decision lets everyone win! Can anyone think of ways you can reach an agreement without arguing?”* Allow time for students to respond.
2. Add the following tips if necessary: *“Find out what you both want and how you can both agree; work as partners to solve a problem or conflict instead of trying to win; show each other respect; keep your cool; give a little, get a little.”*
3. Divide the students into groups of three or four, depending on the skit. Then say: *“Now we are going to work in groups to learn a skit that you will perform for the other students. These skits demonstrate positive ways to respond to problems. After each skit, I am going to ask by a show of hands which way you think may be the most effective way to talk to the other person and why.”*
4. Cut apart the skits and hand one to each group. You can also give students topics and have them create their own skits. Allow the students time to prepare or write the skit to perform for the rest of the class.
5. After each skit, ask the questions written on the Teacher Copy (p. 6-8).

### EVALUATION

Questions after each skit serve as an evaluation for this activity.

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Writing their lines on note cards in case they have a difficult time remembering their parts.
2. Having one person in the group assigned to prompt others if they forget their lines.
3. Hearing the parts read out loud before being assigned to help emergent readers gain fluency.

## NEGOTIATING SKILLS SKITS

*(Teacher Copy)*

### SKIT ONE: DOING CHORES

**Characters:** Narrator, Craig, Cynthia (his mom), José (his friend)

**Narrator:** Craig and his family are going to clean the house today, and Craig's job is to do the dishes. The phone rings and it is José, Craig's friend.

**José:** Craig, do you want to see a movie this afternoon?

**Craig:** Let me ask. *(calling to his mom)* Mom, can I go see a movie with José?

**Cynthia:** Sure, as long as you do the dishes before you leave.

**Craig:** I can go José. I'll see you later on today. *(hanging up the phone)*

**Narrator:** Later that day, Cynthia returns home from running errands and finds the dishes in the sink. Craig walks in the door a few minutes later.

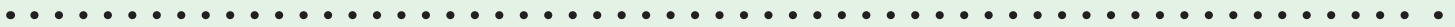
**Cynthia:** Craig, I asked you to do the dishes before going to the movies.

**Craig:** Oh, mom, stop nagging me! You are always making me do things I don't want to do.

**Cynthia:** I hear that you are upset Craig. However, I am disappointed that you didn't do what you agreed to do.

**Questions:**

- *By a show of hands, who thinks Cynthia, the mom, communicated clearly to Craig? Why or why not?*
- *By a show of hands, who thinks Craig communicated in a responsible and respectful way? Why or why not?*



### SKIT TWO: LATE HOMEWORK

**Characters:** Narrator, Mr. Johnson, Marina, Andrea

**Narrator:** *(Have characters act out what the narrator says.)* In math class, Mr. Johnson is writing some of the days' problems on the board. Marina and Andrea walk in and sit down in their seats.

**Mr. Johnson:** OK, class, before we begin please pass in the math homework that was due today.

**Marina:** Mr. Johnson, you never told us the homework was due today! That's not fair!

**Andrea:** I forgot to write down the assignment, and so I didn't do it. Could I turn it in tomorrow?

**Questions:**

- *By a show of hands, who thinks Marina spoke in a way that Mr. Johnson will listen to, another negotiation skill? Why or why not?*
- *By a show of hands, who thinks Andrea spoke in a way that Mr. Johnson will listen to, another negotiation skill? Why or why not?*
- *If you were Mr. Johnson, to whom would you listen and why? (Explain that Mr. Johnson may still mark Andrea's homework as late, but she took responsibility for her actions.)*

## SKIT THREE: LISTENING TO MUSIC

**Characters:** Narrator, a Teenager, two friends, Little Sister, Older Sister

**Narrator:** *(Have characters act out while the narrator is talking)* A teenage boy and his friends are hanging out in the basement listening to very loud music. His little and older sisters are upstairs trying to do homework.

**Little Sister** *(calling down the stairs):* Could you please turn down the music?

**Little Sister** *(waits for a minute, then calls more loudly):* Turn down the music! You are always so rude!

**Older Sister** *(going down the stairs to talk to her brother and his friends):* Excuse me, but I need to talk to you.

**Brother:** What do you want, sis?

**Older Sister:** We are trying to work and can't because it's so loud. Could you turn it down please?

**Questions:**

- *By a show of hands, who thinks the little sister communicated respectfully?*
- *By a show of hands, who thinks the older sister communicated respectfully?*
- *If you were the teenage boy, to whom would you listen and why?*



## SKIT FOUR: ON THE BASKETBALL COURT

**Characters:** Narrator, Matthew, Connor, Sam

**Narrator:** Matthew, Conner and Sam are sixth graders on a top basketball team. They are all strong players, but Connor has not played well today. The game is tied 20-20, when a player on the other team dribbles past Connor, shoots and scores. *(Have Connor and player from the other team act this out while the narrator is talking.)*

**Connor:** Man, I'm really not playing well today.

**Matthew:** Connor, you're terrible. I can't believe you let that player past you! You always screw up.

**Sam:** I was struggling last game, Connor. Maybe we can practice some plays together during half time; I could use the practice too.

**Questions:**

- *By a show of hands, who thinks Matthew communicated respectfully?*
- *By a show of hands, who thinks Sam communicated respectfully?*
- *If you were Connor, to whom would you listen and why?*

## SKIT FIVE: BREAKING A FRIEND'S CD

**Characters:** Narrator, Anna, Kaitlyn, Jordan

**Narrator:** Last week, Anna borrowed a CD from Kaitlyn. On the way to school that morning, the CD drops out of Anna's backpack and breaks after Jordan accidentally knocks into Anna. They see Kaitlyn at the front of school and walk up to her. *(Have Anna and Jordan act this out while the narrator is talking.)*

**Anna:** Hey, Kaitlyn. You know that CD I borrowed? Well, Jordan knocked into me and made me drop it. It's all her fault.

**Kaitlyn:** Wow, Jordan, that was really dumb!

**Jordan:** I apologize for breaking your CD, Kaitlyn, and I can buy you another one with my allowance money. I don't think that it is fair to blame me, Anna. I ran into you by mistake; I didn't mean to break anything.

**Questions:**

- *Who do you think communicated their needs and feelings clearly in this skit? (Jordan)*
- *Who do you think communicated unkindly? (Anna and Kaitlyn)*
- *What could Anna and Kaitlyn have said instead?*



## NEGOTIATING SKILLS SKITS

(Student Copy)

### SKIT ONE: DOING CHORES

**Characters:** Narrator, Craig, Cynthia (his mom), José (his friend)

**Narrator:** Craig and his family are going to clean the house today, and Craig's job is to do the dishes. The phone rings and it is José, Craig's friend.

**José:** Craig, do you want to see a movie this afternoon?

**Craig:** Let me ask. *(calling to his mom)* Mom, can I go see a movie with José?

**Cynthia:** Sure, as long as you do the dishes before you leave.

**Craig:** I can go José. I'll see you later on today. *(hanging up the phone)*

**Narrator:** Later that day, Cynthia returns home from running errands and finds the dishes in the sink. Craig walks in the door a few minutes later.

**Cynthia:** Craig, I asked you to do the dishes before going to the movies.

**Craig:** Oh, mom, stop nagging me! You are always making me do things I don't want to do.

**Cynthia:** I hear that you are upset Craig. However, I am disappointed that you didn't do what you agreed to do.

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### SKIT TWO: LATE HOMEWORK

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**Mr. Johnson:** OK, class, before we begin please pass in the math homework that was due today.

**Marina:** Mr. Johnson, you never told us the homework was due today! That's not fair!

**Andrea:** I forgot to write down the assignment, and so I didn't do it. Could I turn it in tomorrow?

## SKIT THREE: LISTENING TO MUSIC

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**Little Sister** *(calling down the stairs):* Could you please turn down the music?

**Little Sister** *(waits for a minute, then calls more loudly):* Turn down the music! You are always so rude!

**Older Sister** *(going down the stairs to talk to her brother and his friends):* Excuse me, but I need to talk to you.

**Brother:** What do you want, sis?

**Older Sister:** We are trying to work and can't because it's so loud. Could you turn it down please?

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**Connor:** Man, I'm really not playing well today.

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**Sam:** I was struggling last game, Connor. Maybe we can practice some plays together during half time; I could use the practice too.

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**Anna:** Hey, Kaitlyn. You know that CD I borrowed? Well, Jordan knocked into me and made me drop it. It's all her fault.

**Kaitlyn:** Wow, Jordan, that was really dumb!

**Jordan:** I apologize for breaking your CD, Kaitlyn, and I can buy you another one with my allowance money. I don't think that it is fair to blame me, Anna. I ran into you by mistake; I didn't mean to break anything.

## “I” MESSAGES DISCUSSION (20 minutes)

### LESSON MATERIALS

- Large, self-adhesive poster with “I” Messages written on the top
- Kindness Concept Posters: Assertiveness, Respect, Self-Discipline

### STANDARDS MET

*Common Core: CCSS.ELA-Literacy.SL.7.1*  
*Colorado: Comprehensive Health S.3, GLE.1, EO.b, c, d;*  
*Reading, Writing and Communicating S.1, GLE.2, EO.a*

### DESCRIPTION

1. Divide students into groups of three or four.
2. Then say: *“As we saw from the skits, getting angry may not be the most effective way to communicate with others. Often people will say that someone made them angry. Do you think that is true? Why or why not?”* If necessary, explain that someone else does not make you angry. You may FEEL mad when certain things happen, but you can choose how you feel and you have a choice to respond with kindness.
3. Then say: *“One positive way to communicate is using “I” messages. These messages don’t blame or judge the other person and allow you to state how you feel or what you need without attacking the other person. For example, if someone upsets you, you can say either “You make me mad.” OR “It upset me when you did that.” Which response do you think is a more effective way to talk to people? Why?”* Allow students to respond.
4. Then say: *“Let’s talk through some examples. I am going to write on the paper a phrase people might say when they are upset. I want you to talk in your small groups about what “I” message you could use instead.”* Write one phrase at a time on an “I” Message sheet posted on the wall and allow the students to discuss. Then ask for a volunteer to suggest a different phrase, cross out the phrase and write the “I” Message that replaces it. Use as many of these as you have time for or write your own:
  - 1) You are so annoying!
  - 2) You’re such a loud mouth.
  - 3) It’s your fault I got into trouble.
  - 4) You always ignore me when your other friends are around.
  - 5) Your never listen to me!
  - 6) You never told us the assignment was due today.
5. After completing this activity, have students discuss in their groups whether they think “I” Messages could be an effective way for them to respond to a situation they are facing.

### EVALUATION

Discuss: *“Do you think “I” messages can help you communicate your needs and feelings to someone? Why or why not?”*

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Providing a sentence frame for constructing “I” messages, i.e. “I feel \_\_ (insert feeling) \_\_ when \_\_ (describe behavior or situation) \_\_ happens.”
2. Having their “I” messages reviewed before sharing to ensure they have constructed the sentence in the proper way.

## SHOWING GRATITUDE JOURNALING/LETTER WRITING *(time varies)*

### LESSON MATERIALS

- RAK Journals
- Paper to write letter
- Kindness Concept Posters: Gratitude, Respect

### STANDARDS MET

*Common Core: CCSS.ELA-Literacy.W.7.2:  
Colorado: Reading, Writing and Communicating S.3,  
GLE.2, EO.b*

### DESCRIPTION

1. Teacher says: *“Another way that we can communicate effectively is by thanking others and showing gratitude. I want you to spend some time writing in your RAK journals about what you are grateful for and who you are grateful to.”*
2. After they are finished, have students write a letter to the person to whom they are grateful

### EVALUATION

Discuss: *“Was it easy or difficult for you to write about something you were grateful for? Why?”*

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Discussing as a class what or who they are grateful for either before or after writing in their RAK journals; having a word bank to reference to write the letter will help emergent writers.
2. Seeing a model of a proper way to write a letter. Consider projecting the letter using the document camera and reviewing as a class; another option would be to provide copies of the letter for students to review as necessary.

## GOVERNMENT CONFLICTS AND COLLABORATION *(time varies)*

### LESSON MATERIALS

- Research materials
- Kindness Concept Posters: Assertiveness, Respect, Self-Discipline

### STANDARDS MET

*Common Core: CCSS.ELA-Literacy.RI.7.1, 2, 3; CCSS.ELA-Literacy.W.7.7, 8, 9; CCSS.ELA-Literacy.SL.7.1, 2, 4, 6; CCSS.ELA-Literacy.L.7.1*  
*Colorado: Comprehensive Health S.3, GLE.1, EO.b, c, d; Reading, Writing and Communicating S.1, GLE.1, EO.a,c,d,e; S.1, GLE.2, EO.a; S.4, GLE.1, EO.a,b,c; Social Studies S.4, GLE.1, EO.c,d*

### DESCRIPTION

1. During a class civics unit, have students work in small groups to research an issue like immigration, global warming, universal health care, legalization of marijuana, etc. Have students answer the following questions:
  - 1) *Who are the main people or groups involved and what do they believe?*
  - 2) *What do the two sides agree is important? What do they disagree about?*
  - 3) *How do these groups of people state their ideas or needs? Peacefully? Angrily? Do they seek to understand each other?*
  - 4) *What are some ways these groups could state their opinions in collaborative ways or communicate effectively?*
2. Then have students find examples where people have collaborated or worked together to make things better in our world. There are many examples of scientific collaboration, including the International Red Cross, International Space Station, sustainable agriculture, preventing the spread of AIDS, protecting the ozone layer. They could also focus on situations where kids make a difference in their community. For examples, see the following Scholastic website for info about projects around the country: <http://www.scholastic.com/browse/collection.jsp?id=793>
3. Have students create an oral presentation where they compare and contrast how two different groups interact. Use the 7th grade rubric you have developed for this project. Encourage them to use all the communication skills you have discussed, including making eye contact, summarizing information, using concise details, speaking clearly, etc.

### EVALUATION

Project serves as an evaluation for this activity.

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Having a worksheet with the questions listed above.
2. Working with a partner to research one question; they can share their research with the rest of the group and compare information as an “expert” on that question.
3. Referencing the [Problem-Solving Strategies](#) and the Speaking Skills Activity earlier in the lesson to help prepare for their group presentation.
4. Having the project scaffolded for them, so they are able to determine a realistic time frame.

## COMMUNITY/HOME EXTENSION ACTIVITY *(time varies)*

### MATERIALS

Take home activity (p. 15), 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.
2. Write the return date on the sheet before you distribute it.
3. Hand out the Home Extension Activity and say: *"We have been discussing how to communicate effectively 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 are some ways that you communicate with the people you live with?*
  - 2) *What are some new ways to communicate that you plan to try?*
  - 3) *What are some ways you discussed that you can show gratitude?*



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

Please return by: \_\_\_\_\_

## BACKGROUND

As part of the Random Acts of Kindness program, we have been discussing how to communicate effectively, including making eye contact, listening to what others are saying, summarizing information, giving concise details, giving examples to support what you're saying, using humor when appropriate, speaking clearly, checking for understanding, and being grateful. Ask your student what he or she has learned about these communication techniques.

## VOCABULARY WORDS

**Assertiveness:** Expressing yourself effectively and standing up for your point of view, while also respecting the rights and beliefs of others.

**Respect:** Treating yourself and others the way you want to be treated; Honoring the rights of others.

**Self-Discipline:** Controlling one's actions and words for the benefit of self and others.



## AT HOME ACTIVITY

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

- What are some ways that we communicate?

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- What are some new ways to communicate that might work even better?

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- What are some ways that we can show gratitude to each other?

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## 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](http://www.corestandards.org))

### 1. Reading: Informational Texts

- *CCSS.ELA-Literacy.RI.7.1*: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- *CCSS.ELA-Literacy.RI.7.2*: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- *CCSS.ELA-Literacy.RI.7.3*: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### 2. Writing

- *CCSS.ELA-Literacy.W.7.2*: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- *CCSS.ELA-Literacy.W.7.7*: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- *CCSS.ELA-Literacy.W.7.8*: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- *CCSS.ELA-Literacy.W.7.9*: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### 3. Speaking & Listening

- *CCSS.ELA-Literacy.SL.7.1*: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- *CCSS.ELA-Literacy.SL.7.2*: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- *CCSS.ELA-Literacy.SL.7.4*: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- *CCSS.ELA-Literacy.SL.7.6*: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



## 4. Language

- *CCSS.ELA-Literacy.L.7.1*: 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. Demonstrate effective communication skills to express feelings appropriately

Evidence Outcomes (EO): Students Can:

- b. Demonstrate the ability to engage in active listening and practice the use of “I” statements
- c. Demonstrate negotiation skills to support the healthy expression of personal needs
- d. Demonstrate the ability to state personal needs and articulate limits

### 2. Reading, Writing and Communicating

- *Standard 1: Oral Expression and Listening*

Grade Level Expectation (GLE): 1. Formal presentations require preparation and effective delivery

Evidence Outcomes (EO): Students can:

- a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation
- c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
- d. Prepare for audience and purpose by ensuring proper length of presentation, suitable mode of dress, appropriate topic, and engaging content
- e. Implement strategies to rehearse presentation (such as memorizing key phrases, creating note cards, practicing with friends, etc.)

Grade Level Expectation (GLE): 2. Small and large group discussions rely on active listening and the effective contributions of all participants.

Evidence Outcome (EO): Students can:

- a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly

- *Standard 3: Writing and Composition*

Grade Level Expectation (GLE): 2. Organization is used when composing informational and persuasive texts

Evidence Outcome (EO): Students can:

- b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

- *Standard 4: Research and Reasoning*

Grade Level Expectation (GLE): 1. Answering a research question logically begins with obtaining and analyzing information from a variety of sources

Evidence Outcomes (EO): Students can:

- a. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation
  - i. Identify a topic for research, developing the central idea or focus
  - ii. Formulate open-ended research questions and identify potential sources of information (such as reference materials, electronic media), differentiating between primary and secondary source materials
- b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
  - i. Use organizational features of electronic text (bulletin boards, search engines, databases) to locate information
  - ii. Evaluate accuracy and usefulness of information, and the credibility of the sources used
  - iii. Collect, interpret, and analyze relevant information; identify direct quotes for use in the report and information to summarize or paraphrase that will support the thesis or research question
- c. Draw evidence from literary or informational texts to support analysis, reflection, and research

### 3. Social Studies

- *Standard 4: Civics*

Grade Level Expectations (GLE): 1. Different forms of government and international organizations and their influence in the world community

Evidence Outcomes (EO): Students can:

- c. Analyze conflicts among nations including causes and consequences
- d. Describe common interests and evaluate examples of global collaboration

## OTHER STANDARDS MET

### 1. 21st Century Skills ([www.p21.org](http://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

### 2. Social and Emotional Standards ([www.casel.org](http://www.casel.org))

- Self-awareness
- Relationship Skills

QUESTIONS? CONTACT: [TeacherHelp@RandomActsofKindness.org](mailto:TeacherHelp@RandomActsofKindness.org)