

# Character and Life Skills: Kindness

## SEL Focus: Social Awareness

### Lesson Title: Kindness on the Board

#### Grade Level: 3-5



#### Project and Purpose

Students work together to design a class bulletin board about the ways characters in literature talk about and demonstrate kindness.

#### Essential Question

How do our favorite works of literature help us build social awareness and kindness?

#### Materials

- Base cover paper for bulletin board
- Paper shapes for bulletin board: word bubbles for quotations, rectangle for friendly actions, books for titles, people shapes for characters (Note: you may need to include animal shapes for characters)
- Art supplies (markers, crayons, scissors, glue, etc.)
- Receptacles/holders for each category/shape
- Examples of familiar books and stories about friendship

#### Introduction

1. Review the definition of self-management and ask students to tell you what they think it means in their own words. If you have done the deconstruction lesson, remind them of the hard work they did to break down all the skills that are a part of self-management.

**Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

2. Explain that in today's class, they will concentrate on the idea of motivation as a way to persevere toward goal.

#### Direct Instruction (I do)

**Note:** Before class, cover bulletin board with blank paper, and prepare paper shape examples of a book, characters, quotations, and character actions that illustrate respectful friendships.

1. Point out the newly covered bulletin board and explain that the class will create a new design about kindness in books and stories.

2. Show the blank shapes and explain the use for each and/or ask a question that will encourage the students to determine the information that will go on each shape (e.g., books: titles, authors, illustrators, etc.; word bubbles: quotations from the books; rectangles: friendly actions/things characters do that demonstrate their friendship; people: character names or drawings; animals: character names or drawings).

### Direct Instruction (I do)

1. Using your example shapes, explain your own choices of books/stories, quotations, actions, and characters.
2. Make your way toward the bulletin board and then stop. Self-narrate your thoughts about waiting until the rest of the class had finished their shapes before posting your shapes. Explain that the kind thing to do is wait until the group has decided how the shapes will be organized on the board. Instead, you will put your shapes in the appropriate holder.

### Guided Exploration (We do)

1. Ask students to turn and talk to a partner about the way kindness is shown in a book they have read recently. Encourage them to describe the characters and events in detail. Encourage using kind words.
2. If the books students select are available, have them find a quotation, something said in the narration or something one of the characters says or thinks that would support the purpose of the bulletin board.
3. Ask students to determine if everyone in the class must use each shape for the bulletin board to feel complete and explain their reasons why.

### Independent Practice (You do)

1. Have students create the shapes that apply to their works of literature. When they are done, remind them to place their shapes in the appropriate holder.
2. When students have completed their shapes, ask the class how they will work together respectfully to design the bulletin board. Some questions you might use:
  - What will they need to do to be respectful of everyone's ideas and their work?
  - How will they review the shapes?
  - How will they handle multiples of the same books or characters?
  - How will they mount the shapes to the bulletin board?
  - How will they label the bulletin board?

### Conclusion

When the bulletin board is finished, gather the class around to ask them what they learned about kindness, social awareness, and different books or stories in this activity. How do our favorite works of literature help us recognize and understand kindness? How does this activity relate to social awareness?

**Character and Life Skills: Kindness**  
**SEL Focus: Social Awareness**  
**Activity: Kindness on the Board Shapes**  
**Grade Level: 3-5**

**Directions**

Have students cut out the shapes to use for the Kindness bulletin board.

