

Choose Kindness

This project is designed to help students recognize and select appropriate choices, phrases, and actions to respond (in the interest of kindness, respect, and self-care) to various situations.

Respect Sub-Concept(s)

Self-care, Kindness

Project Timeframe

25-30 minutes

Required Materials

- Poster paper
- Markers
- Black/white board

Remind students about all the lessons they have gone through in the Respect Unit and how the choices they make to respect and be kind to themselves, to each other, and to their surrounding classroom environment create a ripple effect that impacts everything around us. It is important that we are always thinking about the choices we make and to have tools to help us make the right choices in different situations. This is where the idea of a “12 Choices List” comes from. Perhaps the teacher can share his or her choice list to demonstrate that even teachers need to be sure they are making careful and kind choices every day. (See the “Self-care” section for teachers in each of the Respect Unit student lessons.)

Project Details:

Have students help you create a “12 Choices List” based on the list from the Happy Teacher Revolution. (You may choose to use fewer choices depending on what works best for your group of learners; maybe there are only three choices or six.) This list will help keep students focused on their own self-care and on the care of others and of respecting their classroom environment. Refer back to the Respect Unit lessons as students share their choices; make connections between what they learned in the lessons, particularly in the stories you read or watched. Remind students that they may only get one chance to make a positive choice and to choose kindness. Sometimes an unkind choice sends out a ripple, too, that is hard to undo, just like the choices Chloe made toward Maya in Each Kindness.

Example:

- I choose to welcome new people to our classroom.
- I choose to keep my work space clean.
- I choose to listen when the teacher is speaking.
- I choose to take deep breaths when I feel upset.
- I choose to work together with others in kind and respectful ways.
- I choose to get enough sleep.

Instructions:

Break students up into three groups: self-respect/self-care, respect for others, and respect for school. Each group will think of four choices to go in their category to share with the rest of the class. If groups are too large, there could be two small groups per category and two choices are ultimately selected from each group. Choices should encompass the lesson themes they just experienced: respectful listening, respectful communication, and respectful teamwork.

The class could vote as a whole on the choice options if there are more than 12 generated; this might be a fun way to integrate some social science/civics.

When the choices are determined, the groups can design a poster for their four choices. You could turn this into a computer lesson for advanced students if they wanted to type the choices with large size/bold font and then print/cut out to put on the posters.



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AS A RECOMMENDED
PROGRAM FOR SOCIAL
AND EMOTIONAL
LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>