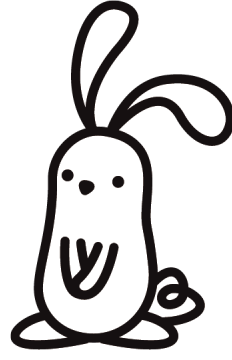


# Caring



**Sub-Concepts Covered: Compassion, Gratitude, Helpfulness, Empathy, Kindness**

Kindness in the Classroom lessons teach kindness skills through a step-by-step framework of Inspire, Empower, Act, Reflect and Share. Each lesson starts with the 'share' step to reinforce learning from previous lessons. The 'act' piece is woven into the lessons but really takes place in the projects.

In this unit, students learn how to care for themselves and for others. Lessons 1 and 2 give students strategies for understanding and managing stress so they can care for themselves, and Lessons 3 and 4 give students an opportunity to identify ways they can care for others. Lesson 4 focuses specifically on empathy and how students can show compassion for others through empathy, by personally identifying with situations they observe or are part of.

## Unit Objective

Students will:

- Identify strategies to help manage stress and improve self-respect.
- Discuss the concepts of caring and compassion.
- Understand the definition of empathy.

## Student Introduction

Welcome to the Caring Unit! You will learn a number of valuable skills in this unit that will help you better care for yourself and for others. For example, you will learn how to identify what causes you stress and how to manage it so you are less stressed. You will also learn what it means to show care and compassion for others, particularly through a skill we call empathy. Empathy is the ability to relate to someone who is experiencing something you have also experienced. When we empathize with others, we can more easily show care and compassion for them. The lessons in this unit will show you how you can become a more caring person!

- Recognizing good and bad stress
- Strategies to manage and reduce stress
- Caring for others in your community
- Empathy

Let's get started with our first lesson!

## Unit Lessons

Lesson Title	Lesson Objectives	Materials Required
<b>Lesson 1</b> Take Five	<ul style="list-style-type: none"><li>● Compare/contrast good and bad stress.</li><li>● Identify strategies to help manage stress and improve self-respect.</li></ul>	<ul style="list-style-type: none"><li>☐ White or colored paper - ideally cardstock - for students to</li><li>☐ trace their hands</li><li>☐ Markers</li></ul>
<b>Lesson 2</b> Give Five	<ul style="list-style-type: none"><li>● Recognize what causes them stress.</li><li>● Examine how everyone is stressed by different things.</li><li>● Develop five strategies to care for others when they are feeling stressed.</li></ul>	<ul style="list-style-type: none"><li>☐ White paper/cardstock, like what was used in Lesson 1</li><li>☐ Markers</li><li>☐ Stressed Activity Signs (can be on paper, cardboard, or even written on the white/smart board if there is room)</li></ul>
<b>Lesson 3</b> Dear Me: A Letter on Compassion	<ul style="list-style-type: none"><li>● Discuss the concepts of caring and compassion.</li><li>● Watch compassion in action through the video about Joshua's Heart.</li><li>● Reflect on the main ideas of the video and relate them to their own personal opportunities to show caring and compassion.</li><li>● Write a letter to themselves talking about how they might get more involved in caring for their communities.</li></ul>	<ul style="list-style-type: none"><li>☐ Dear Me worksheet or student notebook paper</li><li>☐ Letter-sided envelopes, one for each student</li></ul>
<b>Lesson 4</b> What Would You Do?	<ul style="list-style-type: none"><li>● Understand the definition of empathy.</li><li>● Reflect on hypothetical situations that trigger empathy and formulate a response.</li></ul>	<ul style="list-style-type: none"><li>☐ What is the Kind Thing to Do? Worksheet (see lesson)</li></ul>

## Unit Projects

Project Title	Project Overview	Materials Required
<b>Project 1</b> Caring Lapbook	Students are going to make a lapbook about what they have learned in the Caring Unit. The big topics include caring, kindness, self-care, reducing stress, compassion, and empathy. Students can include as many of these topics as they wish or they can focus on the one or two they feel is most important to them. The purpose of the lap book is to allow students to reflect on and share their learning in a creative and hands-on way.	<ul style="list-style-type: none"><li><input type="checkbox"/> Folders or large pieces of construction paper</li><li><input type="checkbox"/> Scissors</li><li><input type="checkbox"/> Markers</li><li><input type="checkbox"/> Magazines (for cutting out images/words)</li><li><input type="checkbox"/> Lapbook templates (if desired)</li></ul>
<b>Project 2</b> Empathy Obstacle Course	Students engage in a variety of activities made more difficult than usual because they are somehow disadvantaged. Students move through an empathy obstacle course, first, at full ability and, second, with imposed limitations. Students are timed on both experiences and there is opportunity at the end of the project to discuss their experiences and the difference between being able to move through the course without limitations and with limitations.	<ul style="list-style-type: none"><li><input type="checkbox"/> Large classroom space or gym space</li><li><input type="checkbox"/> Jump rope</li><li><input type="checkbox"/> Two pieces of paper; one that reads, "Fourth grade is the best!" and one that reads "La quatrième année est la meilleure!"</li><li><input type="checkbox"/> Masking tape to put a zig zag line on the floor</li><li><input type="checkbox"/> One tie shoe</li><li><input type="checkbox"/> One oven mitt or winter glove(s)</li></ul>