**ABC YEAR 3 LESSON #1**

***The Invisible Boy***

By Trudy Ludwig

**Social and Emotional Learning** (Relationship Skills and Social Awareness)

This book discusses the importance of making everyone *feel welcome and included.* It helps students develop the ability to establish and maintain healthy and rewarding relationships with a variety of people. Moreover, it allows them to see the perspective of others even if their views, experiences, or culture is different. This story provides an opportunity for children to get to know themselves better in order to empathize with others whose behavior, needs, and self-expression are different than their own.

**Asset Information:**

This book builds assets from 6 of the 8 categories:

* **Boundaries and Expectations**-#15 Positive Peer Influence
* **Support**-#3 Caring School Climate
* ​**Constructive Use of Time**-#17 Creative Activities
* **Social Competencies**-#33 Interpersonal Competence, #34 Cultural Competence
* **Positive Values**-#26 Caring, #28 Integrity, #29 Honesty
* **Empowerment**-#10 Safety

**The goals for this lesson are:**

* Students will *invite, include, and make everyone feel welcome.*
* Students will behave and speak in an empathetic manner.
* Students will understand the importance of each individual in a group.
* Students will practice inclusive behaviors to create a caring school climate where *every voice is heard.*
* Students will identify strategies for being an *UPstander* in the digital world.

**Types of Bullying Addressed:**

This lesson addresses relational bullying. The main character is often left out of social activities due to his quiet and undemanding personality. People who are different are often targeted and made to feel excluded. ​Once ​one take​s ​the time to get to know ​and ​value another, they learn to appreciate the ​uniqueness of an individual's personality.

This lesson will help students learn the importance of letting everyone participate and ​play an active role in social groups. ​Our intention is to help children gain self-awareness in order to enhance their social-awareness, thus creating a caring school climate. Creating space and time to practice relationship skills, including being empathetic, will contribute to *making everyone feel they belong.*

**LESSON**

**Conversation Starter:**

You may be new to ABC or an experienced reader, so please adapt your first visit to the comments which apply to you. From the first moment you meet your class, invite children to build a relationship with you. Spend time setting the mood and clearly stating your expectations for your time with the students.

**Note:** Before coming to class it is advisable to communicate with the teacher and ask is there is anything you need to know about the class. Let them know you will support them and adapt to the class needs.

1. **Take your time.** Introduce yourself. Share a little bit about yourself.
2. **State you are a caring adult.** Say, “*I want you to look to me as one of the caring adults who is interested in you.”*
3. **State your purpose.** Say, “*I am happy to be here and I look forward to getting to know you as we read together and do activities.”*
4. **Ask that all students wear name tags.** Say, “*Learning your names is my goal and this will help us all learn each other’s names. It doesn’t have to be a fancy name tag, a piece of paper with tape will work.”*
5. **Go over the rules**. Set clear boundaries and expectations so everyone can feel safe. Make sure all students understand the rules and are ready to abide by them. Discuss any adaptations needed for virtual learning.
6. **Give the year overview.** Tell the class that you’ll come monthly to read a book. There will be eight books in total. The theme of the year is empathy. Say, “*We’ll learn together what it means to see, think, and feel from someone else’s perspective.”*
7. **Be specific and discuss the new way of attending school.** Say, *“This is a new year where everyone gets to be an UPstander. How will you be an UPstander during this new normal?”* (Students 2nd-6th grade only.)

Once you’ve done steps 1-7, Choose a Conversation Starter from below.

**Option One for Grades K-6**

What Did You Read?

Materials: soft ball or stuffed animal

Learning a student’s name is key to building a relationship. This game will help you memorize names. It will help set the light, cordial mood that can break the ice between you and the class. Ask the students to stay in their place but sit facing you.

1. Tell the class you’ll tell them about a book you read during the summer using this formula:
	1. *“Hi, my name is Mathilda and I read a book about monkeys. What did you read?*
2. Throw the soft ball to one student in the class and ask him/her to use the same formula.
	1. “Hi, my name is \_\_\_\_\_\_\_\_\_ and I read a book about \_\_\_\_\_\_\_\_. What did you read?
3. That student throws the ball to another classmate who will use the same formula (topic of the book starts with the first letter of their name).
4. For students who haven’t figured out the formula, emphasize the beginning sounds. “*I’m wondering Ernest, did you read a book about elephants or eagles or engines?”*
5. For younger students explain the rule prior to starting the game.

**Option 2 for Grades K-6**

Who Is Missing?

Materials: A chart or poster with the list of student’s names. You can add your name to it.

This is a quick version of hide and seek. Select three students to hide out of sight in the room and the others must guess who is missing. As they call out the name of the missing students each of them comes out and says, “*Hi, I’m Manuel.”* The class replies, “*Hi Manuel, welcome back”*

**Option 3 for Grades 2-6**

My ABC Toolkit

Materials: 2 poster size papers, ABC Asset and Building Year Student Tool Kits, or a toolbox filled with items that represent the Asset and Building year tools

Preparation: Have the pictures of the books read in the Asset and Building year (16 pictures total). Place them on a poster. Then choose 1-2 tools from each book and place them on another poster.

Look at the posters and discuss the books. Ask students if they remember what tools they learned from each book. Brainstorm together. You can also have students work in small groups to write the tools and add to the posters as a report. Remind them to continue to use their tools as the year goes on. Leave poster in the classroom with space to add this year’s tools.

If using the tool box, show an item and have students say what book and what the tool was. For example, pull out a small bucket. Students would say, “*Have You Filled a Bucket Today*?” and tools were *fill buckets, don’t dip, and use your lid.*

**Read the Book:**

In the words of Anthony Browne, (Children’s Laureate 2009-2011) “*Sharing picture books with children leads to amazing conversations. In the best picture books there is a gap between the pictures and the words, a gap that is filled by the child’s imagination.”* This book promotes reading for pleasure, even for older readers.

Remind all students why picture books can be relevant and helpful regardless of their age. Tell your class you trust they will embrace this idea. Thank them in advance for paying attention. If you’re reading to younger students, bear in mind they may be easily distracted. To engage them maintain eye contact, use pauses, and ask questions as you read. For older students, acknowledge that picture books are something they used to read when they were younger, but tell them you trust they are mature enough to see the benefits of storytelling in their lives.

**Discussion:**

**Questions for K-3rd grades:**

1. What can you do to get to know your classmates better?
2. How can you be a good classmate?
3. What can you do when you want to *join in and play* with others?
4. If you see someone playing alone, what can you say?
5. Have you ever invited someone to play?What did you say?
6. If you need help joining in, what can you do?
7. How do you make a new friend? Give an example
8. Remember in the book, *Enemy Pie*, Jeremy needed help to become friends with the narrator. How can you remember to get to know others for who they really are?

 -Try to get to know someone before making a judgment.

 -Spend time talking and doing things with them.

 - Look for common interests.

 -Listen to them.

\*For Kinder students- look at the lesson plan for *Join in and Play.*

**Questions for 4th-5th grades:**

As an upper classman you have great power. You can set the example for others in your school.

1. How can knowing yourself help you get along with others?
2. What is a fair way to select players in a team other than ability?
3. Have you ever tried to join a group, game, or activity and others wouldn’t let you play? If so, what can you do to make sure this doesn’t happen to other kids in your school?
4. When Madison says, “I’m so glad you guys had fun!” Was that true? Was everyone invited, even Brian?
5. What does being empathetic to someone who’s different than you sound like?
6. What expressions can you use to show empathy?
7. Why is it important that everyone in your class feels they have a voice and can participate?
8. When you’re an extrovert you may not notice other kids that are calmer than you. What can you do to stop and really see everyone around you?

**GROUP ACTIVITIES**

Choose one activity that you feel will work best with the students in your class.

**\*You Are Not Invisible Here! Grades 1st-3rd**

Materials: 5-6 small bottles (1 cup or 240ml) of grape juice, 5-6 small bottles (1/2 cup or 120ml) with ¼ cup (60ml) of baking soda and ¼ cup (60ml) of water, 5 cotton swabs, 25 half a sheet of paper

(The material is enough to make one word per 25 students. If you want to write a longer message, you’ll need more liquid.)

1. Brainstorm with the class the things they can *say or do* to make everyone in their class *feel they belong*. Write their answers on the board. (Hi, smile, invite to play, include all in activities, listen to each other, etc.)
2. Tell them they are about to write a message to themselves as a reminder of what they can do to make their classroom a caring place. Set a bottle of grape juice and a bottle of baking soda & water on each table. Pass a cotton swab, a brush, and a piece of paper to each student. Everyone needs to take turns at their table.
3. Now, ask them to take their cotton swab and carefully dip it inside the bottle with clear contents (water and baking soda). They need just a little bit.
4. Ask them to write a very short message and wait. While they wait you can ask what made Brian invisible and how we can help kids like Brian feel a part of our group for the rest of the year.
5. Once their paper is dry, ask children to dip the other side of the swab and dip it in the other bottle containing the grape juice. They need to paint the grape juice over their message and see what happens.

**Everyone’s Welcome! Grades K-2nd**

Tell the students you want them to think of their favorite outside game. It can be a school yard activity, inside fun, or a neighborhood game. Have them shout out their responses as a brainstorming activity before the game.

1. Have children stand up and form a circle. (You may want to go outside and stand around a painted circle on the black top. Define the activity space before starting the game).
2. Practice a signal to get everyone’s attention: clap your hands twice; raise your hands in the air, whistle, etc. This will be the signal you will use to ask for quiet and good listening.
3. Walk around the circle and touch one child on the shoulder. That child stands in the center of the circle while the others put on their listening ears.
4. Ask the child in the center to say their favorite activity, such as playing tag. Then have the child call out, “I have lots of classmates who like to play tag at recess.”
5. All the students who like to play tag at recess should jump in and join the child in the middle of the circle. Look around the inside circle and comment, “Wow! Look at all the classmates you can play tag with!”
6. Next, use your signal. Ask kids to move back to the outside edge of the circle.

Repeat until most of the students have had a turn to be in the middle. If it is a big class you could divide the group into smaller circles. If someone chooses a less popular idea, it might help if you jump in to generate more enthusiasm. You can also say, “I’d love to learn how to \_\_\_\_\_\_\_\_\_\_\_ (add the activity the student just mentioned).

You may need to help the child in the center come up with some ideas (building with blocks, playing on the swings, card games, etc.) As they play the game, help them notice all the students who enjoy the same activities and how they can play with lots of different playmates at school and home.



 **“New Student In School” Role Play** **Grades 3rd-5th**

Divide the class into groups of 4 or 5. Each group’s task is to select one group member to play the role of a new kid in class. The new kid’s challenge is to try to gain acceptance into the group. The other kids must behave in the way that they normally would in that situation. Do tell students to use appropriate language and to be on their best behavior. After the role plays, discuss with the class how it felt to be the new kid and how it felt to be part of the “in-group.” Discuss some specific ways to behave to promote everyone’s participation.

|  |  |
| --- | --- |
| The new student needs to:* Maintain eye contact
* Smile
* Ask if he/she can join the game
* Say his/her name clearly
* Stand up straight
* Uncross his/her arms
* Not put hands inside his/her pockets
 | The “in-group” students need to:* Smile back
* Ask the new student’s name
* Say, “Welcome”
* Say, “Please, join us”
* Offer to show the kid around the school
* Introduce the new kid to other classmates
* Give tips on the good things happening
 |

Children’s behavior can make a huge difference into creating a caring environment in their school. *Inviting, including, and making everyone feel welcome* should be everyone’s responsibility.

***Everyone Wants To Be Invited* All Grades**

At school, we treat people with respect by inviting and including everyone. Use this activity to coach kids and give opportunities to safely practice how to take these skills from the classroom to the playground. Tell your class, “Our goal is to be sure everyone is invited and has a chance to join in at school. It feels great to be invited, even if you choose not to play. Our class can start something wonderful by *inviting and including* others.

In a large area divide the class in half. Have students stand facing each other with about 8 feet between lines.

Ask students:

* What is the first thing you can do to help someone *feel invited and included*?
	+ Smile! Ask everyone to practice smiling at the people in the other line. (They don’t need to move, yet!)
* What is the next step, to make other people *feel invited and included*?
	+ Say,” Hi”. Ask everyone to practice smiling, saying “Hi” to the people in the other line. (They still don’t have to move!)
* The next step is harder. Now, you will practice introducing yourself. *(*It is OK to be silly here- let the kids “shake their bodies, strike a *stand tall* pose or take exaggerated deep breaths to prepare for this next big step*.)* “My name is \_\_\_\_. What’s your name?”
* An invitation to include others starts like this:
	+ Smile. Say, “Hi. My name is \_\_\_\_. What’s your name?”
* Now… just to make it really hard- Line A is going to walk across and greet Line B.
	+ Tell Line B, “Be open. Be helpful! This isn’t easy for the people in Line A!”
	+ Tell Line A, “When you are finished with a smile; Say, “Hi! My name is \_\_\_\_. What’s your name?” You can return to your line.”
		- If you need coaching, let me know. Everyone is going to do this!
		- Line A- Ready? Set. Walk!
* After Line A has returned to their side, De-brief Line A:
	+ What made that activity easy?
	+ What made it hard?
* Tell Line B, “Now it is your turn to take a risk! This time, you will walk across to greet Line A. Smile; Say, “Hi! My name is \_\_\_\_. What’s your name? But this time we are going to add one more step.”
* Invite them to DO something with you.
	+ Ask Line B, “What are some fun things you could invite kids to do with you?”
		- Play basketball, eat snack together, walk around, sit under a tree and talk.
	+ Tell Line A, “Be kind! Give the invitation a chance. Thank the person for including you!”
	+ Tell Line B, “When you are finished with a smile; Say, “Hi! My name is \_\_\_\_. What’s your name? and your invitation to do something together, then you can return to your line.”
		- If you need coaching, let me know. Everyone is going to do this!
		- Line B- Ready? Set. Walk!
* After Line B has returned to their side, de-brief Line B:
	+ - What made that activity easy?
		- What made it hard?

Remember:

Taking these skills from the classroom to the playground is a big step for some kids. The risks include feeling awkward, stuck on how to get started, and the real possibility of being rejected.

* Remind students that they may need to *use their lid*, if someone says, “No”.
* Practice responding with, “Maybe tomorrow.”; “OK. Nice to meet you.”; “Maybe another day.”; “See you around.”

**Can We Feel When Someone Is Missing? Grades 1-6**

Materials: Elastic or duct tape and space to do the activity

This is best played in a group of approximately 10. This works great with large classes.

1. Divide your class in groups of 10.
2. All students stand in a circle grasping elastic or duct tape. Start by unrolling a circle of duct tape in front of them. All students hold onto the duct tape as it passes to them.
3. You seal the end to create a duct tape circle.
4. Once all groups have the duct tape in front of them, they follow instructions of getting up and sitting down as they hold into the duct tape.

In order to do it successfully, they will need to plan their moves collaboratively. No one should let the duct tape go as someone could get hurt.

1. Ask them to sit down or to get up or to hold the duct tape with one hand.
2. Now, ask everyone to close their eyes. Once their eyes are closed, touch the shoulder of a few kids.
3. Say that if you touch their shoulders, they should let the duct tape go at the count of three.

They still need to follow the instructions.

1. Ask them to get up again. Can they do it? Is it different?

Stop the activity and instruct the children to go back to their place. So, what do they think? Can they feel when someone is missing? Just like in the game, in real life no one should be missing. The tension and strength that allowed each circle to be a circle depended on everyone. *Everyone counts.* (Adaptation of a game developed by The Tag Foundation for Social Development. [www.taginstitute.org](http://www.taginstitute.org))

**Bucket Gram**  **Grades 1-4**

Materials: Copies of *Bucket Filler gram* with each student’s name prewritten on the gram

Have students choose the name of another student from your bucket. Each student will write one *bucket gram* to a classmate and another to a caring adult on campus (teacher, custodian, librarian, school secretary, yard duty, food service staff, bus driver, etc.). Talk about using words that are specific and deserving when students write their grams. Grams must be truthful, uplifting, tell or describe something specific, or written as a thank you. They can also be about times when you saw someone doing something good or about something you really liked about another person.

Give the class several examples:

1. I’m excited to get to know you this year.
2. I like the way you greet everyone in our class.
3. I enjoy having you in my class.

If you’re not sure how the class will react, do give them a long list of examples.

Special Note: Be aware that it can feel like *bucket dipping*, if a student misses out on receiving fuzzy grams. Also make sure adult eyes look at the finished *gram* to check that it is *warm and fuzzy.*

**Learning Empathy Grades 4-6**

Materials: Learning Empathy Handout for each student, Answer Key pencils

Brainstorm with students the meaning of empathy. Write their ideas down on a large paper. Explain that everyone can learn empathy or to be empathetic. This is the ability to be thinking and understanding how others feel. Discuss ways someone can behave and speak in an empathetic way. Give examples of phrases, “I understand, it sounds like you feel, I hear what you are saying, etc. This year we are going to focus on empathy as a theme and as upper graders they will be role models for the school.

Individual: Pass out the handout to each student and have them complete the worksheet. For early finishers have them write a question with answers on the back. Review the answers as a group and ask for other responses that they would feel comfortable saying to a classmate.

Small Group: Divide the class into small groups. Give each group a question. Have them work on the answer. Raise their hand to check in that they have the correct answer. Have them plan and practice a short skit to show the class using the question/answer to set the scene.

Large Group: Read each question out loud. Have students show their fingers for the right answer. A=1, b-2, c=3 Discuss some of the questions that are harder. Ask for 2 people to role play and put the questions/answers in their own words

**Digital Citizenship:**

*The Invisible Boy* teaches us to feel empathy for Brian and help us remember the importance of being *UPstanders*. In the digital world, one might face *bucket dipping* behaviors called cyberbullying. Today, we’ll learn what this is, who is involved, and ways to stop it. Some of you have unfortunately experienced it, some may in the future. It’s important to be prepared, educate ourselves and practice specific strategies to stop it.

**Empathy** will help us imagine the feelings that someone else is experiencing.Show students the slides following the script in Common Sense Media found here: <https://docs.google.com/presentation/d/1W9LGt_Tcap5dcCuxgQ_pmWuk6yWaz23t0F6qhvjveDA/edit#slide=id.g3d99937035_3_152>

If the student behaving in *a bucket dipping* manner empathizes with the target, he or she would stop. Besides, empathy could motivate a student to be an *UPstander* instead of a bystander.

Let’s check Sondra’s story, this can help us be prepared to be an *UPstander* when necessary.

**Analyze: Sondra's Story**

1. **Distribute** the Sondra's Story Student Handout and invite students to read the scenario out loud. Ask: Is this an example of cyberbullying? Why or why not? Take turns sharing your ideas with a partner.

Invite students to share out. Prompt students to refer to the definition of cyberbullying in their answers.

2. **Say** Now you're going to analyze the story. Work with your partner to answer the questions on your handout. (Slide 12)Allow students 10 minutes to work.

3. **Invite** students to share their answers from the handout. Use the teacher's version of the handout to clarify possible answers.

**Wrap Up: *UPstander* Cards**

 1. Distribute blank index cards and markers or colored pencils to students. Say: We've talked a lot about bullying and ways to respond to it. To wrap up, you're going to create *UPstander* cards. Your card can be for any of the roles in a cyberbullying situation: the target, the bully, or the bystander.

Read the directions from Slide 13 and allow students the rest of class to work on their cards. Allow students to create cards individually, in pairs, or in groups.

 2. Collect student cards and post them up in the room.

 3. Have students complete the lesson quiz. Send home the Family Activity and Family Tips.

For more information, go to the lesson plan found here: <https://www.commonsense.org/education/digital-citizenship/lesson/is-it-cyberbullying>

Check out the video and handout here:

Video

<https://www.commonsense.org/education/digital-citizenship/lesson/is-it-cyberbullying>

Handout

<https://docs.google.com/document/d/1Fok20HTC4woWmksNOu-XZ7DFpp9c7sotwaQ0qAOccFo/edit>

 **CLOSING**

**Three Minute Huddle**

Let the students know that you will be their ABC Reader for the rest of the year and that you want to be a caring adult in their life. Because you have just met each other, it may take a while to get to know each other better. Ask students to think of ways that they will be a good classmate or friend and help everyone feel that they belong at our school. Perhaps they will come up with some of these ideas:

* Reach out by smiling or saying, “Hi!” Be the first to introduce yourself.
* Tell a little about yourself.
* Ask others to share a little about themselves with you.
* *Let every voice be heard.* Listen without interrupting.
* Spend time with each other and be open to new ways of seeing things.
* Intentionally ask others to *join in and play.*
* Play with different people at recess.
* Sit with new people at lunch.
* Make your games open to everyone.
* *Invite, include, and make all feel welcome.*
* *Invite and include* students to play with you and your friends.
* Accept others for the way they are, the way they speak, look, and behave.

**SCHOOL WIDE EXTENSIONS**

**School Communication**

Think of ways to inform others about the message, language, and goals of the ABC lesson. The more ways you can communicate with parents, students and staff the more they will internalize the tools.

Parent and Staff Letter:

* Use the parent letter to create an article for your school newsletter.
* Send home the letter in hard copy or via email as a classroom or school blast.
* Post information on the school website. Create a Cornerstone corner.
* Use the all call to communicate one key message from the lesson.

Ask your principal what the best way to get the information in the staff letter to teachers, yard duties, secretaries, school volunteers, media center staff, cafeteria, custodian, etc.

* Email the soft copy to all.
* Attend or have a representative at all meetings (staff, PTA, School Site Council, Chat with the Principal) present about the message of the month.
* Meet with individuals to pass on the message of the month.

**Welcome Month**

Declare the first month of school “Welcome month”. Use the theme, *Everyone Is Welcome Here.* Have an all-staff and student school-wide assembly to kick off the year with a message of inclusion and empathy. At the assembly:

* Have lots of students and staff members participate to make this fun.
* Read *Have You Filled a Bucket today?*
* Announce campus wide activities that will happen throughout the month that promote and role model getting to know one another, *bucket filling,* and *making everyone feel welcome at school.*

Consult or ask the Cornerstone Kids at your school to come up with daily activities. In planning this, encourage them to work collaboratively with the PTA, yard duties, and teachers. Some suggestions for the month are:

* **Nametag week** Have everyone at the school wear a nametag. Each day add a little something extra to the tag:
	+ Day 1 is name and favorite color.
	+ Day 2 is name and type of pet you have or want to have.
	+ Day 3 is name and something you like to do.
	+ Day 4 is name and by end of day name of someone new you got to know that day.
	+ Day 5 is name and birthday. On this day students need to look for other students with the same birthday or birthday month and pair up together at lunch or end of the day.
* **Welcome stops** Create welcome stops on the playground. Make a sign that says, “Welcome stop”. Students needing something to do can stop here and train peers. “Welcome experts” can rotate through a volunteer schedule to help others find something to do. Set up different stations such as a craft, game, active games (steal the bacon games, blob tag etc.), or open the media center for quiet play. Students can also be trained to be on Welcome Patrol and look for students who are feeling shy and need support and introductions to play with others.
* **Poster station** Set up a poster creating station at lunch time.

***Join in and Play* RAP**

Teach the students the following rap song. Ask upper graders to create a new version or to add movement to the words.

**Join in and Play RAP**

By Julie Conlisk

Well I saw some kids playing tag the other day,

I ran up to them and said I would like to play.

They said to me, "We don't want to play with you!"

Then I felt sad. I did not know what to do.

So I said to them, "This is not how it should be",

"I want you to listen to me carefully."

If someone comes up and wants to join the game,

Don't say “NO”, that’s a shame!

We are the students and this is what we say,

"Everybody join in and play!”

We are the students and this is what we say,

"Everybody join in and play!”

**EXTENSIONS FOR TEACHERS**

**Three Minute Huddle** (Led by Teacher)

Material: Class Friendship Plan worksheet, large chart or poster board titled “Class Friendship Plan”

Decide as a class, on a Class Friendship Plan. This plan promotes practice with the friendship skills discussed in the lesson. Encourage students to think of things to do before, during, and after school to get to know each other better. Pass out the Class Friendship Plan worksheet to each student. Ask students to brainstorm fun ideas for building strong, supportive relationships with peers. The more creative the ideas, the better.

* (Hint: Try this activity in small groups of four. Assign a moderator to keep the discussion going; a recorder to write down ideas; a reporter to share results with the whole class; and a timer to keep track of their remaining time. Spend about 10-minutes discussing ideas in groups. Give a 2-minute warning and ask each group to choose their top 3 ideas. At the end of the brainstorming meeting, ask the reporters to deliver a brief report to the class on each group’s favorite ideas.)

List their ideas on the chart or add to the list started in the Conversation Starter. Have every student sign it. Post the Class Friendship Plan in a visible place. Refer to it before recess breaks to encourage practice and reinforce your class goals.

# CLASSROOM ENRICHMENT

**Classmate Mural**

Materials: slips of paper with children’s names written on them, drawing paper, crayons or markers, pencils or pens

1. Place the name slips in a bag or other container.
2. Have each child draw the name of a classmate. (If your group has an uneven number of children, draw the name of a child who will draw two names from the container.)
3. Say, “We are going to make a mural that shows how we can play with all of our classmates. On your paper, draw a picture of yourself playing with the classmate whose name you drew.”
4. When children are done drawing, have them write (or dictate for you to write) a description of what they are doing with their classmate in their pictures. The pictures may depict actual or imagined play. Each child will be featured in two pictures: one drawn by the child and one by a classmate.
5. Display the pictures as a mural and label it-Classmate Mural.

Adaptations Divide the class into groups of 4. Pass out large butcher paper. Challenge the class to create a scene where a classmate is included, asked to join in or offered support by others. Draw pictures that go with the scene and add sentences that describe what an *UPstander* can say to help all classmates know that they belong. Have each group report back to the group about their mural.

**Exploring My Colors Personality Quiz Grades 2-5**

Send home this link for students to take a quiz about their personality.

<https://www.highlightskids.com/jokes/quiz/which-color-matches-your-personality>

After they take the quiz, discuss with your child:

* How do you feel about the results?
* Does it fit them?
* What is the point in taking this quiz?

**RESOURCES**

**Books:**

* Reread these ABC books: *Have You Filled Your Bucket Today?* Discuss and review the skills they have already learned (and help new students become familiar with the language and techniques in the books).
* For parents to learn about empathy in depth: *The Art of Empathy* by Karla McLaren.

# For parents: *UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me World* by [Michele Borba Dr.](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Michele+Borba+Dr.&text=Michele+Borba+Dr.&sort=relevancerank&search-alias=books) (Author)

**Websites:**

* Five Tips for Cultivating Empathy for Families: <https://mcc.gse.harvard.edu/resources-for-families/5-tips-cultivating-empathy>
* Color Personality Quiz: <https://www.highlightskids.com/jokes/quiz/which-color-matches-your-personality>

**21st Century Skills:**

Here is a key to the 21st Century skills used in this lesson:

|  |
| --- |
| **21st Century Learning Skills** |
| Inst LVijayendran:Users:ESD:Desktop:Project Cornerstone:Collaboration.gif Collaboration |
| Inst LVijayendran:Users:ESD:Desktop:Project Cornerstone:images-1.jpg Critical Thinking |
| Inst LVijayendran:Users:ESD:Desktop:Project Cornerstone:images.jpg Communication |
| Inst LVijayendran:Users:ESD:Desktop:Project Cornerstone:Creativity.jpgCreativity |