

## What Would You Do Unit Grade 4 • Ages 9-11

### TIME FRAME

Preparation: 10 minutes  
Instruction: 30-60 minutes

### MATERIALS

What is the Kind Thing to Do? scenarios (p. 7), cut apart before class

Large, self-adhesive poster sheet with "Ways to Be Kind" written at the top

RAK Journals

[Kindness Concept Posters](#) for Caring, Gratitude, Responsibility

### LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.4.1, 1b, 4; CCSS.ELA-Literacy.L.4.1

Colorado: Comprehensive Health S.3, GLE.1, EO.e; Reading, Writing and Communicating S.1, GLE.1, EO.a,d

[Learning standards key](#)

# Kindness Scenarios

Students will discuss a scenario with a small group and share their reflections on how they can respond to different situations in kind and caring ways.

## Lesson Background for Teachers

The discussions in this lesson can take longer than the time outlined. Ensure additional time is booked for in-depth discussions, or be more selective with how many questions and answers students share out.

If you have additional time, you can write or have the students write their own situations. Another option would be to create scenarios that focus on democratic principles. For example, one of the scenarios could show a student not allowing others freedom of speech. Another could focus on a student council election where only some students are allowed to vote.

## Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

**CARING** Feeling and showing concern for others.

**RESPECT** Treating people, places and things with kindness.

## TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Having an assigned role to play in the small group, such as Question Reader, Leader (to guide the discussion), Recorder, Kindness Monitor, Includer (to make sure everyone's ideas are included in the discussion.) Assign roles before students begin discussing their scenario.
- Being reminded that everyone's ideas are important and can contribute to the group discussion.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

The **Share** step in the first lesson of each unit is intended to set the tone for teaching kindness.



## Share (3 mins)

Share with a partner a time when you showed **gratitude** for something someone did. Take turns so both partners get a chance to share.

## Inspire

### Scenario Discussions (10 mins)

Divide students into groups of five and hand a scenario to each group. Choose from the six scenarios on pg. 4.

Explain that students should read their situation together in their group and discuss and answer the questions. Students may write their responses on a separate piece of paper if they like.

Walk around the room, encouraging students if they are having a difficult time answering the questions.

## Empower

### Class Discussion (10 mins)

Have one group at a time come to the front of the class. Have one person from each group read their scenario out loud to the class, and ask the students in the group to take turns sharing their responses to the questions.

To reduce time for this activity, you can ask students in each group to only share one question and response. Or only have a couple of groups come to the front to present.

As the groups answer the questions, write their ideas on the large, self-adhesive poster sheet. Divide sheet into two columns, and write "Kind Things to Say" in one column and "Kind Things to Do" in the other column. Write responses in the appropriate column. Use this sheet for developing ideas for the RAK Kindness Club (lesson 4).

### Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

### Evaluation Questions

- How can you show care, respect, and kindness?
- What are some ways you can be patient and inclusive with siblings or friends?
- What ways can we show gratitude to others when they do kind things for us?

### Reflection Questions

- What prevents you from standing up for your friends and why?
- What prevents us from being grateful and why?
- Are any of these scenarios situations you've also faced? If so, is there anything you will do differently next time?



The RAK paradigm is the framework for teaching and building kindness skills.



### Summary

Today we identified ways we can show **care, respect** and kindness in difficult situations. It is not always easy to do the right thing, but we should always do our best to treat others, the environment and ourselves in kind ways.



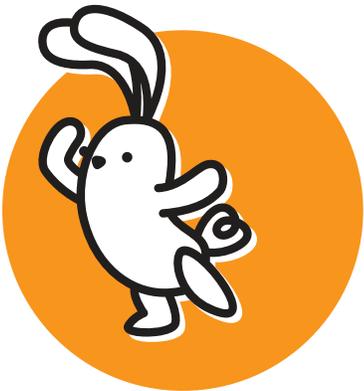
### Act (2 mins)

#### Kindness Minute

We can all show **care, respect** and kindness in our classroom. Take a minute to clean up the area around you to help make our classroom a tidy place for our all to learn.

#### Kindness in Action

Directions: Complete the Home Extension Activity for Kindness in Action.



# What Is The Kind Thing To Do?

## Scenario 1:

Melissa, Joe and Christina don't like to do chores at home. When their parents ask them to take out the trash and take the dog for a walk, they complain and don't want to help.

- How can the children show care and respect to their parents? How would you respond in this situation?
- Sometimes we don't do the right thing even though we know we should. Why not?
- What can you do to respond to your parents in a way that you and they would like?

## Scenario 3:

Gwen's younger sister, Isabel, wants to play with Gwen all the time. When Gwen's friends come over, Isabel won't leave them alone, and Gwen gets very annoyed.

- How can Gwen be kind to Isabel?
- How would you respond if you were Gwen? If you were Isabel? Have you ever been in this situation?
- How could you be more patient and inclusive with your siblings or with friends?

## Scenario 5:

Michael is in 4th grade at your school. He constantly pokes and bothers other kids in class, is disrespectful to the teacher, and is a class clown. The students are having a hard time concentrating and want Michael to stop but are afraid of him. Antonio is his best friend and decides to talk to him about the problems.

- What are some respectful ways that Antonio can talk to Michael about the way he is acting?
- How would you respond if you were Antonio? If you were Michael? Have you ever been in this situation?
- It might be tempting to treat Michael the same way he treats others. How can you be kind even when it might be difficult to do so?

## Scenario 2:

Alicia is really excited about a new skirt. When she wears it to school the next day, the popular girls make fun of it. Monique is Alicia's best friend, and sees the girls making fun of Alicia.

- How can Monique show care and respect to Alicia?
- How would you respond if you were Monique? If you were Alicia? Have you ever been in this situation?
- What can you do to stand up for your friends in a way that is caring and respectful?

## Scenario 4:

Mrs. Martinez is always doing kind things for the kids in the neighborhood; especially for Josie and her friends. She bakes cookies for them, picks them up after school when their parents are working, and listens when they have a problem.

- How can Josie and her friends show gratitude to Mrs. Martinez?
- Have you ever been in a similar situations as Josie and her friends? What did you do?
- What are some ways that we can be grateful to others when they do kind things for us?

## Scenario 6:

Eric plays on a Little League baseball team and doesn't like all the trash that people leave at the baseball field after the games.

- What can Eric and his friends do to help with the trash problem at the baseball field?
- How would you respond if you were Eric and his friends? Have you ever seen a problem like this and didn't know exactly what to do?
- We don't always take the time to figure out what we can do to solve big problems. What prevents us from doing so?