GRADE 5

Objective: Students will be able to analyze the benefits of being honest and how having integrity can help show kindness to themselves and others.

Kindness Definition: Kindness means being friendly, generous or considerate to ourselves and others through our words and actions.

Kindness Concepts: Integrity, Responsibility, Self-Discipline

LESSON ACTIVITIES

Defining Honesty and Integrity, pp. 3-5 (25 minutes)

How Honest Are You? Activity, pp. 6-8 (20 minutes)

Cheating Visual Responses, pp. 9-10 (30 minutes)

Consequences of Cheating Discussion and Writing Activity, pp. 11-12 (25 minutes, longer for writing activity)

Home Extension Activity, pp. 13-14

LESSON MATERIALS

• Two bags of M&Ms, one filled with candy, the other emptied and filled with something else (such as another kind of candy, sand or small pebbles)
• Bowls to empty bags into
• What do Honesty and Integrity Mean? worksheet, one for each student
• RAK Journals

• Signs that say “Strongly Agree” and “Strongly Disagree”, posted on opposite walls before starting the activity
• How Honest Are You? Story and Question Sheet, one copy for the teacher
• RAK journals

• Video links, listed under activity
• RAK Journals

• Large sheets of poster paper, one for each group of four students. Before class, create a T-chart on each poster paper. As the heading for one section write “Examples of Cheating,” and on the other write “Consequences of Cheating.”
• RAK Journals

• Take home activity, one sheet for each student
LESSON NOTES

• The activities in this lesson focus on a central theme and connect to different curriculum areas. Lesson activities use a variety of modalities to address different learning styles and build on each other.

• Each activity includes evaluation questions to help determine how well students have internalized the lesson objective. You can discuss the questions as a class, have students work with a partner or a small group, or have students write responses in their RAK journal.

• The activities also incorporate key Kindness Concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the Kindness Concept Posters during the unit. See the RAK Teacher Guide for information about using Kindness Concepts to create a healthy classroom environment and help students develop pro-social behaviors.

• Each activity includes tips for how to adapt the curriculum to meet the needs of diverse learners.

• The Kindness Tool Kit is another way to meet the needs of diverse learners. See the RAK Teacher Guide for how to create and use this tool kit.

• RAK also has developed Focusing Strategies and Problem-Solving Strategies to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships and community. See the RAK Teacher Guide for more information about incorporating those strategies into the lesson.

• Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.

• This lesson includes a home extension activity that can be sent home at any time during the unit.

• The Common Core and Colorado P-12 Academic Standards met are listed after the activity title. Key is provided on page 15 and 16.

SUGGESTED INTRODUCTION TO UNIT

Teacher says: “For the next few days, we are going to talk about what it means to be honest and have integrity. What do honesty and integrity mean to you?” Allow students to discuss with a partner, in small groups or as a class. You can also use this time to introduce the Kindness Concepts (integrity, responsibility, self-discipline) and create community definitions for these concepts or share the definitions listed below. Consider using the Kindness Concept Posters for integrity, responsibility, and self-discipline as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

Integrity: Doing what is right even when no one is watching.
Responsibility: Doing what you need to do.
Self-Discipline: Controlling what you do or say so you don’t hurt yourself or others.
DEFINING HONESTY AND INTEGRITY (25 minutes)

LESSON MATERIALS
- Two bags of M&Ms, one filled with candy, the other emptied and filled with something else (such as another kind of candy, sand or small pebbles)
- Bowls to empty bags into
- What do Honesty and Integrity Mean? Worksheet, (p. 4), one for each student
- RAK Journals
- Kindness Concept Posters for Integrity, Responsibility, Self-Discipline

STANDARDS MET
Common Core: CCSS.ELA-Literacy.SL.5.1; CCSS.ELA-Literacy.W.5.3
Colorado: Comprehensive Health S.3, GLE.1, EO.c; Reading, Writing and Communicating S.1, GLE.2, EO.a,b,c; S.3, GLE.1, EO.a

DESCRIPTION

1. Take out the two bags of M&Ms. Ask: “When you buy a bag of candy at the grocery store, what do you expect to find in the package? What should it look like? What quality?” Allow students to respond.

2. Then open the two bags and pour the contents into the bowl. Ask the students: “Are you surprised what you see? How would you feel if this happened to you?” Allow students to respond.

3. Then say: “Just like this bag of M&Ms, what is on the inside of us needs to match what is on the outside. No one wants to buy a bag of M&Ms and find _____________ on the inside. And people want to be with someone who is genuine or is what they seem to be. This is called having integrity and being honest. We are going to talk about that today.”

4. Hand out the What Do Honesty and Integrity Mean? worksheet and have students complete independently or with a partner.

5. Divide students into small groups and have them discuss their responses.

6. Ask for volunteers to share their definitions of honesty and integrity and how they show honesty and integrity. Write their responses on a poster sheet to reference throughout this unit and add the following to the definitions as necessary:

   1) **Honesty:** Being honest is being open, trustworthy and truthful. When people are honest, they can be relied on not to lie, cheat, or steal. Honesty is telling the truth. It is admitting mistakes even when you know someone might be angry or disappointed. Being honest means that you don’t pretend to be something you are not. With honesty, you can trust things to be as they appear.

   2) **Integrity:** Integrity is standing up for what you believe is right, living by your highest values. It is being honest and sincere with others and yourself. You are a person of integrity when your words and actions match. You don’t fool yourself into doing what you know is wrong.

7. Then ask the following questions:

   1) **When you are honest or show integrity, how do you feel?**
   2) **What does it feel like when people treat you honestly or with integrity?**
   3) **Are there times when it is difficult for you to be honest?**
   4) **Who do you think is responsible for you being honest and showing integrity?**
   5) **Do you think controlling what you do and say is a way to show integrity? How?**
EVALUATION

Have students write responses in their RAK journals to the following: “Write about a time you showed integrity and did the right thing when no one was watching.”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Seeing a movie clip, drawing, comic strip or other visual images that model for them how to understand how people’s qualities on the inside connect with their outside actions. For example, someone who is thoughtful, kind and brave stands up for others who are being picked on or bullied. Be sensitive to students for whom this is a challenge (those with mental health issues, impulsivity, ADHD, autism, etc.) where they may want to be kind or loving or have integrity but are still developing the strategies to consistently “do the right thing.”

2. Creating their own drawing, comic strip or other visual of how our feelings on the inside connect with the way we act. Consider providing die cut people shapes and having students write how they show (or try to show) integrity on the inside and the outside.

3. Focusing on one quote from the worksheet. Or, they could work in groups of three, with each student answering questions about one quote and then share their responses.
WHAT DO HONESTY AND INTEGRITY MEAN? WORKSHEET

1. Choose TWO of the quotes below and answer the questions.

   • “Integrity is doing the right thing, even when no one is watching.” – C.S. Lewis, author
     
     a. Do you agree with this quote? Why or why not?
     
     b. What does this quote mean to you?
     
   • “Integrity is telling myself the truth. And honesty is telling the truth to other people.” – Spencer Johnson, author
     
     a. Do you agree with this quote? Why or why not?
     
     b. What does this quote mean to you?
     
   • “Have the courage to say no. Have the courage to face the truth. Do the right thing because it is right. These are the magic keys to living your life with integrity.” – W. Clement Stone, author
     
     a. Do you agree with this quote? Why or why not?
     
     b. What does this quote mean to you?

2. What does it mean to you to be honest? How are you honest with others?

3. What does it mean to you to have integrity? How do you show integrity?
HOW HONEST ARE YOU? ACTIVITY (20 minutes)

LESSON MATERIALS

- Signs that say “Strongly Agree” and “Strongly Disagree”, posted on opposite walls before starting the activity
- How Honest Are You? Story and Question Sheet (p. 7-8), one copy for the teacher
- RAK journals
- Kindness Concept Posters for Integrity, Responsibility, Self-Discipline

STANDARDS MET

Common Core: CCSS ELA-Literacy.SL.5.1
Colorado: Comprehensive Health S.3, GLE.1, EO.c; Reading, Writing and Communicating S.1, GLE.2, EO.a,b,c

DESCRIPTION

1. Teacher says: “Today we are going to ask for your opinion about three different stories. Your group will line up along the wall between these signs based on how strongly you agree or disagree with how the people in the stories act. If you can’t decide, you should stand in the middle or somewhere in between the two signs.”

2. Divide the class into three groups with an equal number of students. Follow this procedure for each story on the attached sheet:
   1) Read the story.
   2) Ask the three questions and have the students in the group walk to the signs according to whether they agree or disagree. Then, ask a couple of the students why they chose to stand where they did. Have the group return to their seats.
   3) Ask the class questions and write the responses on the board, if desired.

3. To extend this activity, have students create and perform role-plays using examples of what it means to be honest and have integrity.

EVALUATION

Discuss (or have students write in their RAK journals): “What was most meaningful from our discussion about honesty and integrity today? Did you learn anything new?”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Doing this activity in a meeting circle, where they hold up construction paper signs that say Strongly Agree and Strongly Disagree to take a poll within the group. Class movement can be overwhelming and distracting for some students.

2. Discussing the responses to the scenarios in small groups; this may serve as a pre-writing strategy for those students who need more time to process the information before they write.
HOW HONEST ARE YOU? STORY AND QUESTION SHEET

SITUATION #1: “BORROWING” A BASKETBALL

After school one day, Beth saw some kids playing basketball on the playground. She overheard them say they were going to “borrow” the basketballs and take them home because the school had plenty. Suddenly, Beth realized that she had forgotten her sweatshirt in the gym. When she got back to the gym, she saw the teacher looking everywhere for the basketballs. When the teacher asked Beth if she knew where the basketballs were, Beth said she didn’t know.

Do you strongly agree or strongly disagree with the following statements or are you unsure?

1. Beth was truthful in her answer.
2. Beth should have suggested to the boys that they return the balls.
3. If you know someone has done something wrong, you shouldn’t tell on them.

Class questions:

- In this story, why do you think it was difficult for Beth to tell the teacher what she knew? (Possible answers: She didn’t want to snitch on the other kids. She was afraid of telling the truth.)
- Do you think that she showed integrity? Responsibility? Self-discipline? Why or why not?
- What would you do if you were in this situation?

SITUATION #2: THE MISSING MONEY

As the students were leaving their class, Greg saw $5 lying on the floor near the door. He picked it up and put it in his pocket. When he was getting ready to go home, Greg realized that he still had the money and should turn it in before the end of the day. He thought about it for a moment and then decided to keep it for himself.

Do you strongly agree or strongly disagree with the following statements or are you unsure?

1. It is OK that Greg kept the five dollars since no one asked him if he found it.
2. Greg should have turned in the five dollars as soon as he found it.
3. Finding a coat or something that you know belongs to someone is different than finding money.

Class questions:

- In this story, why did Greg keep the money? (Possible answers: Greg didn’t think anyone would find out. He figured no one would notice that the money was missing.)
- Do you think that he showed integrity? Responsibility? Self-discipline? Why or why not?
- What would you do if you were in this situation?
SITUATION #3: THE ANSWER KEY

Alicia is not doing well in math class. Her dad told her that if she didn’t bring up her grade on the next test, she would be grounded for one month. A few days later, Alicia saw her math teacher drop something in the hall. No one was around. Alicia picked up the piece of paper and realized it was the key to the Math test. Alicia thinks if she memorizes how to do the problems she could get an “A” on the next test.

Do you strongly agree or strongly disagree with the following statements or are you unsure?

1. Alicia should tell her teacher that she found the test.
2. Alicia should do whatever it takes to get the “A.”
3. It would be wrong for Alicia to memorize the answers.

Class questions:

- Why did Alicia keep the answer key? (Possible answers: She didn’t want to be grounded; Since no one would find out, she thought this was an easy way to get an A.)
- Do you think that she showed integrity? Responsibility? Self-discipline? Why or why not?
- What would you do if you were in this situation?
CHEATING VISUAL RESPONSES (30 minutes)

1. Watch The Foundation for a Better Life “Classroom” clip. **If you can’t play the clip**, summarize by saying something like: “Here is the scene: a classroom of kids are taking a math test. The teacher is walking up and down the rows of desks as the kids are working hard. As she walks toward the back of the room, a student at the front turns to the kid next to him and motions that he doesn’t know the answer to #4. He puts his hands together, begging his friend for the answer. His friend takes out a piece of paper and begins to write on it. He folds it in half and passes it to the boy who wants the answer, but just as he does, WAP! A ruler comes down on the paper and the teacher is standing there with a disapproving face. As she opens the note, inside she reads what is written, “Let’s not cheat!” The teacher is proud and no one gets in trouble. Then we hear, “Honesty, pass it on!”

2. Then discuss the following questions:
   1) What did you expect would happen in the clip (or the story I described)? Were you surprised when it ended differently?
   2) What do you think the boy’s friend will say to him after class for not giving him the answers?
   3) What would you do in that situation?

3. Watch the PBS clip at the link listed above. **If you can’t play the clip**, summarize by saying the following: “The Public Broadcasting Company in the United States created a video where they interviewed different kids your age about cheating. Here are some of the questions and answers the students gave:
   1) What is cheating? If you’re taking a test, it’s writing things on your hand, opening your book and pretending you didn’t, reading things from a sheet of paper or talking to a friend. It can also be when you copy a friend’s homework, use something that is already written by someone else.
   2) Why is it wrong? It’s not your own answers, it’s not your work. If you cheat you won’t learn and if you get caught you get in trouble.
   3) Why do people cheat? Sometimes you cheat even if you know the answers because it makes you feel more certain you’ll get the answers right. It’s easier than studying.
   4) What would you do if you saw cheating? Tell the teacher or keep it to yourself. You can also tell the person not to cheat.
   5) Would you let a friend cheat? You can tell them no, to go study themselves. You could remind them that if you get caught, you would get in trouble too, so you can’t help them cheat.

6. Then discuss the following questions:
   1) Which comments were most meaningful? Were there situations that you agreed or disagreed with?
   2) Would you tell if someone was cheating? Why or why not?
   3) Would you let a friend cheat?
   4) Do you think that cheating can have consequences? Why or why not?

**ACTIVITY**

**LESSON MATERIALS**
- PBS Clip on Cheating: [http://to.pbs.org/16ViMOw](http://to.pbs.org/16ViMOw)
- RAK Journals
- Kindness Concept Posters for Integrity, Responsibility, Self-Discipline

**STANDARDS MET**
Common Core: CCSS.ELA-Literacy.SL.5.1, 2; CCSS.ELA-Literacy.W.5.3
Colorado: Comprehensive Health S.3, GLE.1, EO.c; Reading, Writing and Communicating S.1, GLE.2, EO.a,b,c; S.3, GLE.1, EO.a

**DESCRIPTION**
(Note: You can watch one or more of the clips as part of this discussion on cheating.)

1. Watch The Foundation for a Better Life “Classroom” clip. If you can’t play the clip, summarize by saying something like: “Here is the scene: a classroom of kids are taking a math test. The teacher is walking up and down the rows of desks as the kids are working hard. As she walks toward the back of the room, a student at the front turns to the kid next to him and motions that he doesn’t know the answer to #4. He puts his hands together, begging his friend for the answer. His friend takes out a piece of paper and begins to write on it. He folds it in half and passes it to the boy who wants the answer, but just as he does, WAP! A ruler comes down on the paper and the teacher is standing there with a disapproving face. As she opens the note, inside she reads what is written, “Let’s not cheat!” The teacher is proud and no one gets in trouble. Then we hear, “Honesty, pass it on!”

2. Then discuss the following questions:
   1) What did you expect would happen in the clip (or the story I described)? Were you surprised when it ended differently?
   2) What do you think the boy’s friend will say to him after class for not giving him the answers?
   3) What would you do in that situation?

3. Watch the PBS clip at the link listed above. If you can’t play the clip, summarize by saying the following: “The Public Broadcasting Company in the United States created a video where they interviewed different kids your age about cheating. Here are some of the questions and answers the students gave:
   1) What is cheating? If you’re taking a test, it’s writing things on your hand, opening your book and pretending you didn’t, reading things from a sheet of paper or talking to a friend. It can also be when you copy a friend’s homework, use something that is already written by someone else.
   2) Why is it wrong? It’s not your own answers, it’s not your work. If you cheat you won’t learn and if you get caught you get in trouble.
   3) Why do people cheat? Sometimes you cheat even if you know the answers because it makes you feel more certain you’ll get the answers right. It’s easier than studying.
   4) What would you do if you saw cheating? Tell the teacher or keep it to yourself. You can also tell the person not to cheat.
   5) Would you let a friend cheat? You can tell them no, to go study themselves. You could remind them that if you get caught, you would get in trouble too, so you can’t help them cheat.

6. Then discuss the following questions:
   1) Which comments were most meaningful? Were there situations that you agreed or disagreed with?
   2) Would you tell if someone was cheating? Why or why not?
   3) Would you let a friend cheat?
   4) Do you think that cheating can have consequences? Why or why not?
EVALUATION

Have students write responses in their RAK journals: Write about a time when you or someone you know was pressured to cheat and how you responded in the situation.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:
1. Using a note catcher to write responses while watching the clips or having a printed copy of questions.
2. Pausing the videos at key points so students can better access the emotions and decisions in the video and record them in their note catchers.
CONSEQUENCES OF CHEATING DISCUSSION AND WRITING ACTIVITY
(25 minutes, longer for writing activity)

LESSON MATERIALS
- Large sheets of poster paper, one for each group of four students. Before class, create a T-chart on each poster paper. As the heading for one section write “Examples of Cheating,” and on the other write “Consequences of Cheating.”
- RAK Journals
- Kindness Concept Posters for Integrity, Responsibility, Self-Discipline

STANDARDS MET
- Common Core: CCSS.ELA-Literacy.SL.5.1, 1b; CCSS.ELA-Literacy.W.5.2, 4, 5; CCSS.ELA-Literacy.L.5.1, 2
- Colorado: Comprehensive Health S.3, GLE.1, EO.c; Reading, Writing and Communicating S.1, GLE.2, EO.a,b,c; S.3, GLE.2, EO.b

DESCRIPTION

1. Divide students into groups of four and hand each a large poster paper with the headings written on the top as described above.

2. Explain: “As we discussed in the scenarios they we discussed and the clips, cheating does have consequences. What are some consequences we have learned about?” Allow students to respond.

3. Then say, if necessary: “Cheating can make others angry, they might not trust someone who cheats person, it can lead to lying, it can become a bad habit, it effects how you learn, it could even result in someone being hurt, etc. In your groups you are going to think of as many examples of cheating as you can and write them in that column on the sheet. These can be examples at school, in the community, in our nation, or things you have heard about from the news. Then you are going to write down the consequences of that example.”

4. Tell students that in their groups they should choose one person to guide the discussion (leader), write on the paper (the recorder), another person to be ready to tell the rest of the class what the group wrote (the reporter), and another person to watch the group’s time (timer).

5. Allow 10 to 15 minutes to do this activity. Walk around the room and encourage students as they think of ideas and consequences.

6. After they finish writing, ask the reporter from one group to give one example and consequence, then have a reporter from another group to give a different example, etc. If you have time, you can go around the room again.

7. Post the sheets around the classroom.

8. Then explain: “Now we are going to use our brainstorming sheets to craft an essay about the impact of cheating. Choose at least three examples to highlight in your essay. Walk around the classroom and read the posters for ideas, or think of your own.”

9. Have students pre-write a draft in class. It could also be a homework assignment.

10. Once they write a draft, encourage students to peer edit so they can learn from each other. Use the 5th grade writing rubric for your class to evaluate the project.

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EXTENSION ACTIVITY

Have students create an anti-cheating campaign at school, where they highlight the impact of cheating on school climate and culture. Students could create posters, a classroom blog, or a PowerPoint for a school presentation on the consequences of cheating that they brainstormed during class. They could also discuss the value of the school’s honor code (if the school has one) and how it could be more effective.

EVALUATION

Essay serves as an evaluation of this activity.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Using a graphic organizer to write down key thoughts from the posters as a pre-writing strategy.
2. Reviewing and having the teacher highlight key vocabulary words on the poster sheets; this can serve as a word bank as they write.
HOME EXTENSION ACTIVITY

MATERIALS

Take home activity (p. 14), one sheet for each student

DESCRIPTION

1. Hand out the Home Extension Activity sheet with the due date filled out.

2. Explain: “We have been talking for the past few days about what it means to be honest or have integrity. I want you to talk about these ideas with your parents, a guardian, or a trusted adult. Please return the activity sheet by ______________.”

3. After students return the sheet, ask the following questions:
   1) How did your family or the people you live with define honesty and integrity?
   2) What ways did you discuss that you can show honesty and integrity toward each other?
HONESTY AND INTEGRITY: HOME EXTENSION ACTIVITY

Name: ________________________________ Please return by: ___________

BACKGROUND

As part of the Random Acts of Kindness program, we have been talking in class about what it means to be honest and have integrity.

VOCABULARY WORDS

**Integrity:** Doing what is right even when no one is watching.
**Responsibility:** Doing what you need to do.
**Self-Discipline:** Controlling what you do or say so you don’t hurt yourself or others.

AT HOME ACTIVITY

Please review the vocabulary words above. Then, ask your student what he or she has been learning about these concepts. Then discuss the following questions and write or have your student write responses below or on the back and return to school by the date above:

- What does it mean to you to have honesty or integrity?
  ________________________________________________________________________________________________
  ________________________________________________________________________________________________
  ________________________________________________________________________________________________

- How can we show honesty and integrity in our household?
  ________________________________________________________________________________________________
  ________________________________________________________________________________________________
  ________________________________________________________________________________________________
  ________________________________________________________________________________________________
COMMON CORE STANDARDS (www.corestandards.org)

1. Writing
   • CCSS.ELA-Literacy.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   • CCSS.ELA-Literacy.W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   • CCSS.ELA-Literacy.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
   • CCSS.ELA-Literacy.W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

2. Speaking & Listening
   • CCSS.ELA-Literacy.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
   • CCSS.ELA-Literacy.SL.5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.
   • CCSS.ELA-Literacy.SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Language
   • CCSS.ELA-Literacy.L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   • CCSS.ELA-Literacy.L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
COLORADO P-12 ACADEMIC STANDARDS
http://www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards-AcademicStandards.asp

1. Reading, Writing and Communicating
   • Standard 1: Oral Expression and Listening
     Grade Level Expectation (GLE): 2. Listening strategies are techniques that contribute to understanding different situations and serving different purposes
     Evidence Outcomes (EO): Students can:
     a. Listen to other’s ideas and form their own opinions
     b. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics, texts, and issues, building on others’ ideas and expressing their own clearly
     c. Model a variety of active listening strategies (eye contact, note taking, questioning, formulating clarifying questions)
   • Standard 3: Writing and Composition
     Grade Level Expectation (GLE): 1. The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes
     Evidence Outcome (EO): Students can:
     a. Write narratives to develop real or imagined experiences or events using effective technique descriptive details, and clear event sequences
     Grade Level Expectation (GLE): 2. The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes
     Evidence Outcome (EO): Students can:
     b. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

OTHER STANDARDS MET
1. 21st Century Skills (www.p21.org)
   • Learning and Innovation Skills
     a. Critical Thinking – Reason effectively, make judgments and decisions, solve problems
     b. Communicate clearly and collaborate with others
     c. Creativity and Innovation – Think creatively and work creatively with others
   • Life and Career Skills
     a. Initiative and Self Direction – Manage goals and time, work independently, be self-directed learners
     b. Social and Cross-Cultural Skills – Interact effectively with others
     c. Productivity and Accountability – Manage projects and produce results
     d. Responsibility – Be responsible to others
   • Information, Media and Technology Skills
     a. Information Literacy – Access and Evaluate Information

2. Social and Emotional Standards (www.casel.org)
   • Self-awareness
   • Self Management
   • Responsible Decision Making

QUESTIONS? CONTACT: TeacherHelp@RandomActsOfKindness.org