GRADE 5

Objective: Students will be able to:
• Explain how families and peers can influence mental and emotional health.
• Examine how they feel in different situations.
• Analyze how feeling good about themselves can help them show kindness toward others.

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

Kindness Concepts: Respect, Self-Care

LES SSON ACTIVITIES

Our Emotional Selves, p. 3
(20 minutes)

Caring for Ourselves and our Emotions, pp. 4-5
(45 minutes)

Home Extension Activity, pp. 6-7

How Do I Feel? Art Activity, pp. 8-11
(multi-day project)

Connecting Feelings to Literature, pp. 12-13
(multi-day project)

LES SSON MATERIALS

• Emotions written on note cards or pieces of paper and put in a box or hat
• RAK Journals

• Caring for Ourselves and our Emotions Sheet, one for each student
• Large self-adhesive poster sheets, with one tip and the two questions written on each sheet
• RAK Journals

• Student’s completed Caring for Ourselves and our Emotions sheet
• Take Home Activity, one for each student

• 12” x 18” blank white paper
• Waterproof black markers
• Water color paints, sets or pencils (can put watercolor paint in little condiment cups)
• Color wheel of emotions (provide)
• Example of self-portraits sheet

• Create a list of books or short stories that focus on emotions or use this website for ideas: http://bit.ly/13QgMji

QUESTIONS? CONTACT: TeacherHelp@RandomActsofKindness.org
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, which should be sent home after the Caring for Ourselves and our Emotions Activity on pages 4 and 5.

• The Common Core and Colorado P-12 Academic Standards met are listed after the activity title. Key is provided on pages 14-16.

SUGGESTED INTRODUCTION TO UNIT

Teacher says: “For the next few days, we are going to talk about our feelings and emotions and how we pay attention to and understand those feelings. What are some ways that you pay attention to and understand your emotions and feelings?” Allow time for students to respond and discuss, either as a paired share, in small groups or as a class. You can also use this time to introduce the Kindness Concepts (respect, self-care) and create community definitions for these concepts or share the definitions listed below. Consider using the Kindness Concept Posters for respect and self-care as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

Self-Care: Learning how to take care of yourself. Using nice words when you think or talk about yourself.

Respect: Treating others as you would like to be treated.
OUR EMOTIONAL SELVES (20 minutes)

LESSON MATERIALS

- Emotions written on note cards or paper and put in a box. You can make the emotions simple (i.e. happy, sad, angry, proud, embarrassed, surprised) or complicated (envious, guilty, bored, aggressive, distracted, confused, etc.)
- RAK Journals
- Kindness Concept Posters: Respect, Self-Care

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.5.1; CCSS.ELA-Literacy.W.5.2
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. Teacher says: “We have many parts of ourselves: physical, social, mental, and emotional. We will be talking today and for the next few days about our emotional selves and what influences that part of who we are. To begin, we are going to play a game where one student acts out an emotion that they pick out of the box without saying the emotion. The rest of the class has to guess the emotion being acted out. Whoever guesses correctly gets to go next.”

2. Allow student to pick an emotion out of the box and act out the emotion for other students and have them guess. Play as many rounds as you like.

3. After the activity, say: “I wanted to start with that simple game so that we can identify some emotions. Now I want you to think through the past week. What are some emotions you experienced? Do you think any event or person impacted how you felt? Take a minute to do that silently.”

4. Then ask the following questions:
   1) Do you think your feelings are impacted by what happens to you or around you? Why or why not?
   2) Do you think your feelings are impacted by what you watch on TV the music you listen to, or the computer games you play? Why or why not?
   3) Do you think your feelings are influenced by your friends and the people you live with? In what ways?
   4) How do you think that you handle strong emotions, either your own or other people's? Do strong emotions cause you to feel stressed or anxious?

EVALUATION

Have students write responses in their RAK journals to the following prompt: “Write what emotions and feelings you had this week, whether you think anything triggered those emotions, and how you responded to those emotions.”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Referencing the Feelings Images sheet from Feelings and Behavior, Kindergarten lesson to help identify feelings. Project the chart on a document camera or consider giving students individual copies to keep at their desks.

2. Using the kindness meter from the Focusing Strategies during this activity.
CARING FOR OURSELVES AND OUR EMOTIONS ACTIVITY (45 minutes)

LESSON MATERIALS
• Caring for Ourselves and Our Emotions sheet (p. 5), one for each student
• Large self-adhesive poster sheets, with one tip and the two questions written on each sheet
• RAK Journals
• Kindness Concept Poster for Self-Care

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: “We have been talking about what influences our feelings and emotions. Today, we are going to do an activity where we think about how to care for our mind, bodies and emotions. Another way to say this is learning to take care of our mental health (how you use your mind and emotions to function) and emotional health (how you express your emotions.) There are healthy and unhealthy ways to care for our mental and emotional health, which can impact how we feel. What are some unhealthy ways we can treat ourselves?” Allow students to discuss in small groups (if desired). Then, discuss as a class and write feelings and behaviors on the board in two columns.

2. Then say: “What are some healthy ways we can take care of ourselves?” Allow students to discuss in small groups (if desired). Then, discuss as a class and write feelings and behaviors on the board in two columns.

3. Then say: “Now we are going to review some ways that we can care for ourselves and our emotions.”

4. Hand out the Caring for Ourselves and Our Emotions sheet. Have students read the tips on the sheet.

5. Then divide the students into pairs and say: “With your partner, discuss what these tips mean and some ways that you can follow the tips.”

6. After students have completed the worksheet, explain that they should also write answers to the questions on the poster sheets. Allow students two minutes at each poster, and then have them rotate to a different poster and answer the questions on that poster. Students can rotate to three or four posters, or however much time you want to spend on this activity.

7. Then discuss what students wrote on the posters. Explain that they will be taking their Caring for Ourselves and Emotions sheet home to discuss with their parents, guardian or the adult they live with.

EVALUATION
Have students respond in their RAK journal to the following question: “What tip is most meaningful for you and what steps can you take to implement this step? How can these tips help you be kind to yourself?”

TIPS FOR DIVERSE LEARNERS
Students might benefit from:
1. Writing an example of an unhealthy and a healthy way to care for ourselves to help start the discussion.
2. Writing the definitions for mental and emotional health on the board as reference and reminding students that emotional health supports mental health.
### CARING FOR OURSELVES AND OUR EMOTIONS

**Directions:** Below are some tips for staying mentally and emotionally healthy. With your partner, discuss what each tip means and ways you can try this tip. Write your own answers in the space provided.

<table>
<thead>
<tr>
<th>TIP</th>
<th>WHAT DOES THIS MEAN?</th>
<th>WHAT ARE SOME WAYS YOU CAN TRY THIS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Give your brain a break.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Exercise your brain.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Eat healthy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Notice and feel your feelings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Avoid escape routes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Accept the sad or bad things that happen in your life.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Help yourself to feel better.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: __________________________________
HOME EXTENSION ACTIVITY

MATERIALS

- Student’s completed Caring for Ourselves and Our Emotions sheet (p. 5)
- Take home activity (p. 7), one sheet for each student

DESCRIPTION

1. Have students take home the completed Caring for Ourselves and Our Emotions worksheet and the Home Extension Activity sheet.

2. Ask them to discuss some of the tips and ways they can try these tips with their parent, guardian, or an adult they live with and also answer the questions on the Home Extension Activity sheet.

3. After a week of trying these techniques discuss the following with the students:
   1) Did you try any of these tips at home? Did they help you manage your feelings in a way that showed kindness to yourself?
   2) What are some ways to handle anger or negative feelings?
   3) What ways did your family discuss that they could support you?

4. Encourage students to continue practicing these techniques and check-in with them regularly about whether they are helping them manage emotions more effectively.
BACKGROUND

As part of the Random Acts of Kindness program, we have been talking in class about taking care of ourselves, and how doing so affects how we feel. We discussed the following tips:

- Give your brain a break.
- Exercise your brain.
- Eat healthy.
- Notice and feel your feelings.
- Avoid escape routes.
- Accept the sad or bad things that happen in your life.
- Help yourself to feel better.

VOCABULARY WORDS

**Self-Care:** Learning how to take care of yourself. Using nice words when you think or talk about yourself.

**Respect:** Treating others as you would like to be treated.

AT HOME ACTIVITY

Please review the vocabulary words above and the Caring for Ourselves and Our Emotions worksheet with your student. 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:

- Do you think these tips can help you? What specific ways are you going to try to use these tips this week to show kindness to yourself?

___________________________________________________________

___________________________________________________________

- What are some ways that we can learn to handle our anger or negative feelings?

___________________________________________________________

___________________________________________________________

- How can we support you at home?

___________________________________________________________

___________________________________________________________
HOW DO I FEEL? ART ACTIVITY (multi-day project)

LESSON MATERIALS

- 11" x 17" blank white paper
- Waterproof black markers
- Watercolor paints, sets or pencils, (can put watercolor paint in little condiment cups)
- Color wheel of emotions, p. 10
- Example of self-portraits sheet, p. 11
- Kindness Poster for Self-Care

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.5.1, 4; CCSS.ELA-Literacy.L.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,b; Visual Arts S.1, GLE.1, EO.c; S.3, GLE.1, EO.a,c

RESOURCES

Adapted from http://www.deepspacesparkle.com/2010/12/05/emotion-portraits/

DESCRIPTION

1. Teacher says: “We have been talking about different emotions and how our own emotional health is so important. Today you are going to create a self-portrait showing an emotion and use color as a personal, symbolic expression of that emotion.”

2. Ask the students to call out an emotion. Explain and show how to draw a simple face and add the emotion focusing mostly on the eyes and mouth. Have students give more emotion examples (angry, sad, pensive, joyful, bored, frustrated, etc.), and this time demonstrate how to use thick and thin lines to convey the emotions.

3. Then ask a few students to come up and draw an emotion, and have the class guess the emotion. Please stress that this project is just a warm-up and if they make a mistake, it’s not a problem.

4. Then show students the Color and Emotions wheel on a document camera or smart board, either a printed version or from the website listed above. Explain that artists use color to show emotions; the students can use this color wheel to choose colors for their self-portrait or they can be creative and use the colors in any way they chose.

5. Also show them the self-portraits page or the website version listed above on the document camera and ask what emotions are being displayed and why they think the 5th grade students chose the colors they did.


7. Allow time for students to create their self-portrait.

8. Then say: “When we look at the self-portraits they are all different and unique. Some of us used yellow, some used orange, some used a lot of green. I want you to show your portrait to the class and see if they can guess what emotion you were portraying. After we guess, then you can describe your portrait.”

9. Then have students present their portrait to the rest of the class one at a time.
LITERACY EXTENSION ACTIVITY

To extend this activity, have students write a poem or a short, creative story about their portrait, describing the colors they used, the feeling represented, and whether any person or idea influenced their feeling. Use the writing rubric for your class to evaluate this project.

EVALUATION

Discuss: “What did you learn from this activity about using color to describe emotions? Did it help you describe your emotions in a meaningful way?”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Using blocking headphones to concentrate and block out noise; other students might focus better listening to quiet music with the headphones.
2. Sharing ideas in small groups.
3. Having their own copy of the color and emotions wheel, plus the self portraits.
5TH GRADE SELF PORTRAITS THAT SHOW EMOTIONS
CONNECTING FEELINGS TO LITERATURE (5 minutes to describe, multi-week project)

LESSON MATERIALS

- Create a list of books or short stories that focus on emotions or use the following website: http://bit.ly/13QqMj
- Kindness Concept Posters for Respect, Self-Care

DESCRIPTION

1. Distribute the list of books or short stories that you created before class or have the books or stories available from which students can choose. Explain: “We have talked about how we feel in certain situations, and how to manage our feelings. Now we are going to choose a book (or short story) and spend the next few weeks (days) reading that book. As you read I want you to answer the questions on the Book Report Guide. After you finish you will prepare a 3 to 5 minute oral presentation about what you learned. As you read I want you to think about the role that the character’s emotions and feelings play in the story.”

2. Take time to review the questions with students:
   1) Keep track of the major events as you read. How do the characters react to these experiences or events? What emotions do they show?
   2) Describe the characters. What kind of a person are they? How do the characters feel about each other? Do they like or dislike each other?
   3) Do the characters change over time? Do they learn to handle the situations they face?
   4) Do they show kindness to others? If so, did that make a difference in the story?
   5) How would you have chosen to respond if you were in this situation?

3. After they finish the book, have the students prepare a 3-5 minute oral presentation for the class on their literature selection. This presentation would include:
   1) A two or three sentence plot summary.
   2) Answers to the questions listed above.
   3) Allow students to present their book to the class and answer questions about the book.

EVALUATION

Reports serve as evaluation for how well students understand the connection between feelings and character development.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Folding the book report guide on p. 13 accordion style so that they can focus on one question at a time on the page. Have them unfold the page to reveal the next part of the assignment.

2. Reading the same book as a partner, answering the questions together, and working on the oral presentation together.

STANDARDS MET

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

BOOK REPORT GUIDE

Title: __________________________________

1. Keep track of the major events as you read:

<table>
<thead>
<tr>
<th>Event</th>
<th>Character’s Reactions</th>
<th>Character’s Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Answer questions about the characters below.

<table>
<thead>
<tr>
<th>Character</th>
<th>What are they like?</th>
<th>How do they feel about others?</th>
<th>Do they change during the story?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Do the characters learn to handle the situations they face?

4. Do the characters show kindness to others? If so, did that make a difference in the story?

5. How would you have responded if you were in this situation?
 COMMON CORE STANDARDS (www.corestandards.org)

1. Reading: Informational Texts
   • CCSS.ELA-Literacy.RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
   • CCSS.ELA-Literacy.RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
   • CCSS.ELA-Literacy.RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

2. 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.

3. 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.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

4. Literacy
   • CCSS.ELA-Literacy.L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

COLORADO P-12 ACADEMIC STANDARDS
http://www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards-AcademicStandards.asp

1. Comprehensive Health
   • Standard 3: Emotional and Social Wellness in Health
     Grade Level Expectation (GLE): 1. Analyze internal and external factors that influence mental and emotional health
Evidence Outcome (EO): Students can:
c. Explain how families and peers can influence mental and emotional health

2. 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 2: Reading for all Purposes**
  Grade Level Expectation (GLE): 1. Literary texts are understood and interpreted using a range of strategies
  Evidence Outcomes (EO): Students can:
  a. Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge
  b. Use Key Ideas and Details to:
     i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
     ii. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text
     iii. Compare and contrast two or more character’s points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)

- **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 Outcomes (EO): Students can:
  a. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
  b. Write poems using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor); and graphic elements (capital letters, line length)
  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

3. Visual Arts

- **Standard 1: Observe and Learn to Comprehend**
  Grade Level Expectation (GLE): 1. Visual arts communicate the human experience
Evidence Outcome (EO): Students can:
  c. Use visual information to construct personal visual narratives

- **Standard 3: Invent and Discover to Create**

  Grade Level Expectation (GLE): 1. Use artistic media and expression to communicate personal and objective points of view

Evidence Outcomes (EO): Students can:
  a. Employ the characteristics and expressive features of art and design to express ideas
  c. Create works of art individually and collaboratively that communicate artistic intent

**OTHER STANDARDS MET**

   - **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

2. **Social and Emotional Standards** ([www.casel.org](http://www.casel.org))
   - Self-awareness
   - Social Awareness
   - Self Management