



## LESSON

# 2

### Responding with Kindness

Grade 6 • Ages 11-13

#### TIME FRAME

Preparation: 5 minutes  
Instruction: 30 minutes

#### MATERIALS

Kid President, 20 things we should say more often (3 min): <https://www.youtube.com/watch?v=m5yCOSHeYn4>

Responding with Kindness Role-Plays sheet cut apart before class

RAK Journals

[Kindness Concept Posters:](#)

Compassion, Perseverance, Self-Care

#### LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.6.1, 1b; CCSS.ELA-Literacy.L.6.1

Colorado: Comprehensive Health S.3, GLE.1, EO.a,b,c, IQ.1; Reading, Writing and Communicating S.1, GLE.1, EO.d; Drama and Theatre Arts S.1, GLE.2, EO.b

SEL - Self-awareness, Social Awareness, Self-management, Relationship skills, Responsible decision making

[Learning standards key](#)

## Responding with Kindness Role-plays

Students will practice reacting and responding to difficult situations with kindness and integrity.

### Lesson Background for Teachers

This lesson builds on the previous lesson in this unit.

Resilience is the ability to adjust to change, endure difficulty and rebound from set backs. This ability can be strengthened or compromised through our beliefs, external factors and skills. By developing resilience in children, we arm them for what they will encounter in their lives and set them up for a greater chance of success.

### Key Terms for Students

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

**COMPASSION** Being aware when others are sick, sad, or hurt and wanting to help.

**PERSEVERANCE** Keep trying even when something is difficult, not giving up.

**SELF-CARE** Taking care of yourself through kind words, actions and thoughts.

**INTEGRITY** Acting in a way you know to be right and kind in all situations.

**"I" STATEMENTS** Talking about your experience of a situation starting with the word "I".

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

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



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



## TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Being assigned a role, such as actor, director, script supervisor, etc. to help them participate in a meaningful way; for example, those working on their collaboration skills might need to be assigned the role of stage manager, who helps keep things on time and explains what to do next.
- Seeing a four-square chart drawn on the board with one question in each square or creating their own four-square chart on a piece of paper. These responses could be used as a pre-writing strategy for the journal activity.
- Reflecting on how well they participated in the group activity to develop collaboration skills. For example, they could think about the following questions: Did they listen to other people's ideas? Did they cooperate? Did they try their hardest?

## Resources

Lesson from Advocates for Youth on using I statements:  
<http://www.advocatesforyouth.org/publications/1445-lessons>.

### Share (3 mins)

*As a class, brainstorm some encouraging things you can say to other people?*

### Inspire

#### 20 Things We Should Say More Often (5 mins)

Watch: Kid President, 20 things we should say more often (3 min):  
<https://www.youtube.com/watch?v=m5yCOSHeYn4>

### Empower

#### Responding with Kindness Role-Plays (15 mins)

What we say to people matters. It's important to be kind when supporting others, but also when standing up for ourselves. That is a big part of self kindness. Today we are going to practice both those things while doing some role plays.

Divide students into 6 groups and hand each group a different scenario. You could also allow students to create their own scenarios from which to write role-plays.

The sheet of paper I handed your group shows how someone might get into a difficult situation. Together, create a role-play that shows the best way for the characters to respond with kindness. Everyone should have a part in the role-play.

Write the four rules for role plays on the board:

- Use "I" statements. Don't blame other people. For example: I feel really frustrated because you get upset with me when I don't think it's my fault.
- Both parties have to be kind to each other.
- Both parties have to try to understand the other person's point of view.
- The supporting actors need to help the person with the problem reframe their thinking.

Have students spend five or ten minutes creating their two-minute role-play. Provide suggestions as needed. Then have students perform their role-plays for the rest of the class. If time permits, allow students to ask questions after.

### Wrap Up (5 mins)

Each lesson includes choice of evaluation or reflection questions, which can be written, discussed or used as journal entries. Consider writing these on the board before the lesson begins.

#### Evaluation Questions

- *In what ways can being kind to others and ourselves help us stay positive?*
- *What is an I statement?*
- *What things are important to keep in mind when you are supporting others or standing up for yourself?*

#### Reflection Questions

- *It's important not to blame others. How does it feel when someone blames us for something?*
- *Do you think being kind to ourselves helps us get along better with others?*
- *Why do you think it is healthy not to blame others when we have a problem?*

#### Summary

*Today we were able to practice both being kind to ourselves and being kind to others when they face challenging situations. It can be hard not to blame other people and still stand up for ourselves. It takes practice.*



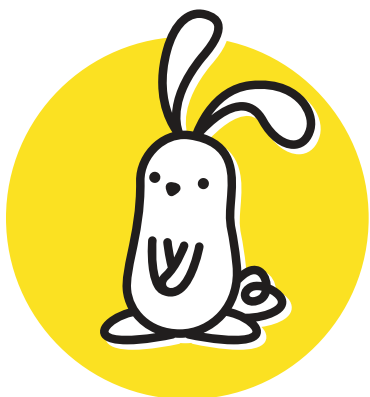
### Act (2 mins)

#### Kindness Minute

*Write an encouraging statement on a small piece of paper or a post-it note and leave it somewhere when no one is looking.*

#### Kindness in Action

Write your own list of 10 things we should say more often.



# Role-Plays

**Directions:** Before class, cut apart the scenarios below. Divide the students into groups of four or five and give one scenario to each group. Tell the students to create their own role play that shows how to respond positively in a difficult situation and be prepared to present the role play in front of the class. As another option, you or your students could write your own scenarios and change the names of the characters.

## Role-Play #1: Friendship

Melissa and Vanessa have been best friends since they were in kindergarten. Now that they are in 6th grade, Vanessa is hanging out with new friends and doesn't always want to include Melissa. Melissa is sad and angry with Vanessa. Create a role-play to perform for the class that shows how Melissa and Vanessa can talk about what's happening in a positive way. Remember to explain the situation to the class in your role-play.

## Role-Play #4: Babysitting Late

Jaden is babysitting for some kids she hasn't babysat for before. It is about 10 p.m. and the parents were supposed to be home at 9:30 p.m. What's worse, it is raining heavily and very windy outside and the lights are flickering. The last clap of thunder woke up the children and they are crying. Jaden is scared. Create a role-play to perform for the class that shows how Jaden can respond in a positive way with the children and when the parents arrive home. Remember to explain the situation to the class in your role-play.

## Role-Play #2 Math Troubles

Deshawn and Jamar have always struggled in math. This year, their teacher, Ms. Johnson, assigns so much homework that they can't finish it, and they don't really understand the new concepts. They both feel really frustrated and talk to their friends about what to do. Create a role-play to perform for the class that shows how Dashawn and Jamar can respond in a positive way and how their friends can listen and help them. Remember to explain the situation to the class in your role-play.

## Role-Play #5: Challenges at Home

Dedrick feels anxious as he walks home from school. When he gets home, his grandma often gets angry with him for being late, and his mom and grandma fight about everything. Dedrick doesn't really want to go home, but he has to take care of his little brothers while their mom and grandma go to work and run errands. Create a role-play to perform for the class that shows how Dedrick can respond to his grandmother and mother. Remember to explain the situation to the class in your role-play.

## Role-Play #3: Basketball Team Drama

Jeffrey and Aaron are stars on their basketball team. They are both very competitive, and in the past this competition has pushed them to play better. Now, however, they are starting to say rude comments to each other. In the last game, Aaron told Jeffrey he had a terrible shot. Jeffrey responded by telling Aaron that his bad passing cost them the game. They are both feeling very insulted and complain to other members of the team. Create a role-play to perform for the class that shows how Jeffrey and Aaron can respond to each other in a positive way to the situation even though they feel insulted. Remember to explain the situation to the class in your role-play.

## Role-Play #6: Cut From the Team

Alyssa has been struggling during soccer team tryouts. She played well last season, but during tryouts she has had a difficult time on defense and maintaining control of the ball. Today, they posted lists for next season, and Alyssa is cut from the team. She feels really disappointed. Create a role-play to perform for the class that shows how Alyssa and her friends can respond in a positive way to the situation to support their friend. Remember to explain the situation to the class in your role-play.