

RAK4KIDS



Welcome!

RAK4Kids was developed by the Random Acts of Kindness (RAK) Foundation to be used in out-of-school programming.

RAK's goal is to inspire and empower kids to act kindly and share kindness with others.

Program Overview

RAK4Kids fosters positive youth development and engages the minds, hearts and bodies of kids of all ages through constructive activities.

The focus of the program is on having fun and building relationships in a safe, supportive environment where kids will be inspired to be kind and make a difference in their own communities.

Six primary kindness concepts will serve as a theme throughout the RAK4KIDS program: Caring, Compassion, Respect, Responsibility, Helpfulness and Self-Care.

RAK4Kids is designed for out-of-school settings. For lesson plans to be used in school settings, refer to the RAK web site at www.randomactsofkindness.org

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The symbol indicates a time in the Activity Plan when RAK Mentors authentically share from their lives. It is recommended that Mentor Shares are 1-2 minutes.

Program Elements

RAK4Kids can be used in a variety of settings including camps and out-of-school programming and can be customized to meet individual needs and specific settings.

The program is grounded on four program elements: Mentorship, Relationships, Kindness Concepts, and Social Emotional Learning Skills.

Mentorship Approach

The program is designed for leaders to connect with kids in a relational way. Leaders are therefore referred to as "RAK Mentors." RAK Mentors meet with a small group of kids during a time called a "Mentorship Check-In". During the Mentorship Check-In, RAK Mentors have an opportunity to model vulnerability, share personal stories, and listen to kids.

Since this is a time for mentors to engage on a personal level with kids, consider having one mentor with no more than six kids. A suggested approach is to empower teens to be Teen Mentors and lead the Mentorship Check-In time. If teens are utilized in this leadership role, see the Teen Mentor Training on pages 30-31.

Relationships

Kids thrive in the context of authentic relationships. It is important to ensure that RAK Mentors enjoy engaging with kids; asking questions; listening well and intentionally connecting in fun, supportive, meaningful ways. It is through these relationships that kindness is modeled and kids will be inspired to be kind.



Kindness Concepts

RAK's six primary kindness concepts will serve as themes throughout the RAK4Kids program.

- Caring** Feeling and showing concern for others.
- Compassion** Being aware when others are sick, sad, or hurt and wanting to help.
- Respect** Treating people, places, and things with kindness.
- Responsibility** Being reliable to do the things that are expected or required of you.
- Helpfulness** Assisting or serving others in a kind way.
- Self-Care** Taking care of yourself through kind words, actions, and thoughts.

Social Emotional Learning (SEL) Skills

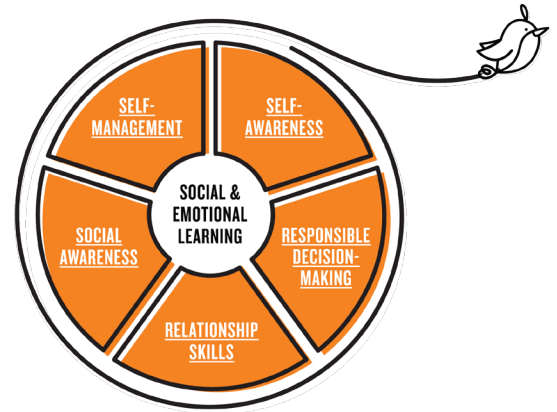
RAK4Kids is a social emotional learning (SEL) program that creates a common language among mentors and kids with kindness concepts. SEL is important in developing respectful, responsible, and caring kids and mentors who know themselves, express and manage their emotions, and relate well to others. Put simply, SEL helps kids understand who they are, how they feel, and how they get along with others.

The foundation behind RAK4Kids as an SEL program comes from leading organizations, such as the Collaborative for Academic, Social and Emotional Learning (CASEL) and the Search Institute. CASEL has identified five core competencies that are key to developing social and emotional skills. These competencies are expressed with RAK4Kids program activities centered around kindness concepts. The concepts are:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making

Research from the Search Institute¹ indicates that young people develop SEL skills through relationships. Relationships soar when mentors care about them, like them, want the best for them, and will truly listen. In addition, kids thrive when mentors challenge them; offer support and provide direct, honest, and specific feedback.

RAK4Kids is built on this relational model as RAK Mentors engage with kids and intentionally connect, especially through the small group settings of the Mentorship Check-In. RAK Mentors challenge kids to apply the kindness concepts in their lives and follow-up exercises help kids succeed through sharing with others.



¹Sticker, L., (2016). Building Social and Emotional Skills Through Relationships. National Afterschool Association, Retrieved from <http://naaweb.org/professional-development/item/498-building-social-and-emotional-skills-through-relationships>

Based on content contributed by Kent Pekel, ED.D, and Peter C. Scales Ph.D. Pekel is president and CEO, and Peter C. Scales is Senior Fellow at Search Institute, a nonprofit applied research organization based in Minneapolis, Minnesota.

Activity Plan Description

There are six Activity Plans designed to take about 60-90 minutes each. Each one focuses on a different kindness concept: Caring, Compassion, Respect, Responsibility, Helpfulness, and Self-Care. Each Activity Plan contains the following components: Get Started, Get Moving, Get Deeper, Get Connected, Get it Out: Shout Outs, and Get Going. It is suggested that each part of the Activity Plan take approximately 10-15 minutes and can be modified as needed. NOTE: One exception is the Activity Plan on 'helpfulness', which involves a hands-on service project.

Keep it fun, engaging and divide your time accordingly.

Get Started

Kids are greeted as they enter. There is an activity for them to do as they arrive, such as the Kindness Bucket activity where kids write or draw one way they displayed the kindness concept at home or in their neighborhood. RAK Mentors spark interest in the kindness concept theme.

Get Moving

Kids like to move! Each Activity Plan begins with a group game. Games are positive, cooperative, and inclusive and designed to build valuable social and emotional skills. While specific games are suggested in each Activity Plan, we encourage you to incorporate your own great ideas.

See more at www.playworks.org for creative, fun games.

Get Deeper

Kids are exposed to social emotional learning (SEL) through the kindness concepts. Video clips spark discussion related to the kindness concept while activities actively engage kids. Kids are empowered as they work together through teamwork and problem solving activities. During these activities and through discussion, kids learn the skills that are key to social and emotional growth.

Get Connected

Kids are divided into small groups during "Mentorship Check-In" where they get connected to their RAK Mentors. It is recommended that each mentor have no more than six kids so they can get to know the kids and ask what is going on in their lives. During this time, RAK Mentors authentically share from their own personal experience and spark engaging discussion. Relationships are strengthened as the mentors meet with the same group of kids each time.

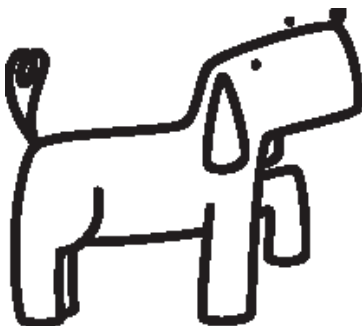
Get It Out: Shout Outs

RAK Mentors model respect and kindness and look for ways they see the kids encouraging one another, working together, and problem solving. Mentors and kids both share positive "Shout Outs" by publicly recognizing and affirming others who demonstrate the kindness concepts.

The goal of recognizing others in "Shout Outs" is to be specific as possible. Instead of, "Alicia did a good job", try "Alicia showed 'helpfulness' earlier by putting away the colored markers after we completed making name tags."

Get Going

Mentors challenge the kids to apply the kindness concept by acting kindly in their home, school, or community. A Kindness Bucket activity is integrated throughout the program which gives kids the opportunity to write or draw what they did to be kind.



Tips for Success

Review the Activity Plan

Take time to look through the Activity Plan and determine what materials you will need. If you have several RAK Mentors, assign roles so you know who will be leading each part of the activity including who will explain the game, play the video clip, conduct the discussion, etc. Customize the Activity Plan by modifying questions, selecting different activities or video clips, or trying different creative activities that will work with your kids.

Attention Procedure

Before RAK4Kids begins, determine a specific way to quiet the kids. Consider clapping out a rhythm or using a hand signal (such as a raised hand followed by all the kids raising their hand), a verbal response, chant, song, countdown, or a special sound such as a chime or bell. When kids are loud, it is difficult to hear the RAK Mentor trying to get the kids attention, so consider a non-verbal symbol to accompany any verbal attention procedures you choose to use.

To effectively teach your attention procedure, first explain, then model, rehearse and practice with the kids. For example, you may want to have kids talk with one another and then see how quickly they respond when you use your procedure. If needed, reteach and reinforce the procedure until it becomes routine. Be consistent. It is recommended that all the RAK Mentors use the same procedure so that kids respond, quiet down, and are ready to listen and enjoy participating.

Engaging All Kids

Throughout RAK4Kids, RAK Mentors have opportunities to engage kids in conversations while taking turns to share. RAK Mentors are encouraged to have fun with age-appropriate alternatives to 'raising hands' such as, put your finger on your nose, give me a thumb's up/down/sideways, show me your smile, touch your elbow, stand up, sit down, give me a peace sign, and any other fun ways you and your group create to non-verbally communicate with each other.

Often times, kids need time to process with a partner before sharing with the whole group. By providing kids with a moment to share with someone next to them or in a small group, kids are more likely to share with the entire group. Taking time for these pair-shares and small group discussions empowers kids to have richer conversations and make deeper connections with each other and RAK4Kid's kindness concepts.

Dividing Into Mentor Groups

Determine how you will divide the younger kids into Mentor Groups. Relationships among kids are strengthened when they can stay in the same Mentor Group throughout RAK4Kids. The first time kids are divided into their Mentor Groups, consider a creative method. For example, every kid could receive a card with a picture and the kids need to try and find the other kids in their group that have the same picture. Consider creating a Mentor Group name and cheer for team spirit.

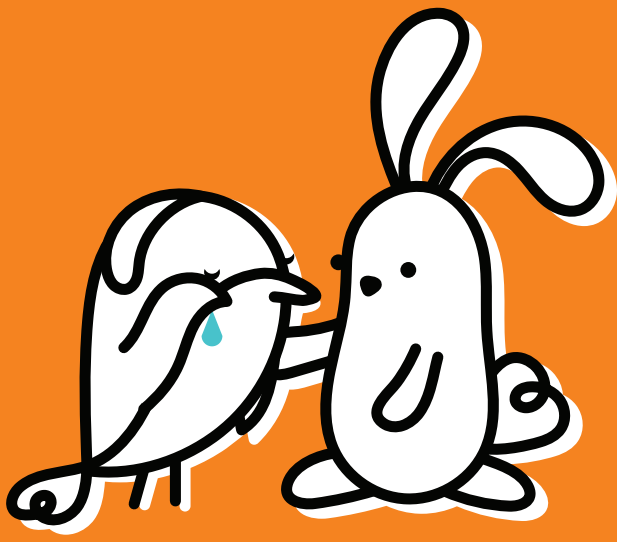
Debrief After Each Activity

After each RAK4Kids activity plan, allot 15 minutes to debrief. Use the RAK4Kids Debrief on page 37 to evaluate what went well and what challenges existed as well as comments and suggestions for improvement.

Have Fun!

Model kindness and enthusiasm and the kids will follow.





Caring

CARING DEFINITION

Feeling and showing concern for others.

TIME FRAME

Most activities within the activity plan take between 10-15 minutes. Divide your time accordingly and keep it fun and engaging.

MATERIALS

Blank name tags
Colored markers
Stickers
Screen to show movie clip
Two bags of Skittles™ candy
Caring poster

PREPARATION

Set up the movie clip and make sure the WiFi is working and ready to go.

DETERMINE ROLES

Assign roles so you know who will be leading each aspect of the Activity Plan. Place initials in the left hand margin.

Get Started

Greeting

As kids enter, have lively music playing. Consider having at least one RAK Mentor at the door greeting kids as they walk in. Other mentors can be mingling. Consider a station where kids can decorate a name tag using colored markers and stickers. Today you have an opportunity to make a great first impression by smiling and having fun in an organized and engaging setting.

Introduction

Introduce the RAK4Kids program. Choose your own wording, but say something like, "RAK is an organization that stands for Random Acts of Kindness. RAK believes the world would be a better place if we spread kindness in schools, communities, and homes. We need to look beyond ourselves and see the needs of others too. Over the course of the RAK4Kids program, we are going to be having fun and getting to know each other. We hope to inspire you to share kindness with others. If we can be kind, we will make a difference in the world."

Attention Procedure

Explain, "One way we can show kindness is respecting each other when we talk. It may get loud and crazy in here and from time to time we need to get your attention. In order to get your attention, we need to have an "Attention Procedure." Explain your attention procedure to the kids (raised hand, rhythm clap, chant, etc.).

Get Moving

"Me Too" is a fun icebreaker for kids and mentors to get to know one another. Each person mingles around the room and pauses to greet and introduce themselves to another person. When they approach another person they say their name, and something they like to do. For example, "My name is Alicia and I like to play basketball." The other person that Alicia is meeting has one of two responses: "Me Too" or "Not so much." If they like basketball, they put up their hands in the air and say with enthusiasm, "Me Too!" If they do not like basketball, they put their hands in an open gesture to shrug and say, "Not so much," Then the other person shares their name and what they like to do and the first person responds with either "Me Too" or "Not so much."

This is repeated and the icebreaker continues for about 5-10 minutes. A fun variation is for kids to act out what they like to do when they introduce themselves!

Get Deeper

After the game, quiet the kids using your attention procedure and have them sit down.

Say something like, "Each time we will be talking about a different kindness concept. Today we will talk about CARING." Hold up the CARING poster and say, "RAK's definition for caring is feeling and showing concern for others. What do you think it means to be caring or to feel and show concern for others during RAK4Kids?" Ask kids to raise their hand and share some ideas. Ideas may include helping others, being kind, learning people's names, sharing, etc.

Video Clip

Say something like, "We can be caring and show concern for others in many different ways. We are going to watch a video clip where a girl named Abby shows concern for some people in her neighborhood. As you watch, be thinking of ideas of how you could be caring to people in your neighborhood."

Play the video clip *Abby's Pay It Forward Project*:
https://www.youtube.com/watch?v=8_5GuJC4oHM

After the clip ask a few questions. Examples are below. Consider having pairs or small groups share their ideas before sharing with the entire group. During whole group share out, remind kids to speak one voice at a time, so each person is heard. Try different ways to call on kids besides raising hands.

- How was Abby a caring person?
- How do you think it made her feel to deliver food and cards to the police department?
- If you were a police officer, how would you feel?
- Have you ever done something caring for someone in your neighborhood?
- If so, what did you do?
- What are some ways you can be caring to your neighbors or people in your community?

Other video clips can be found on the RAK web site at www.randomactsofkindness.org.

As an alternative to candies, other colored objects can be used, such as colored stickers, paper, sticks, toys, etc.

Get Connected

Divide the kids into Mentor Groups of approximately six individuals. If enough mentors are available, it is recommended that there is one RAK Mentor for each Mentor Group of six. There are many fun, creative ways to divide kids into groups. For example, number off kids; and all the ones are a Mentor Group, all the twos are a Mentor Group, etc. Then, each team can make a team handshake incorporating their number.

Consider having each Mentor Group create a Mentor Group name and Mentor Group cheer. The purpose of this time is for the RAK Mentor to get to know the younger kids and connect in an authentic, relational way.

The Skittles Game

The Skittles Game is one way for kids to get to know each other. Every kid chooses one (or two) colored skittles. Individual kids will answer the question that relates to the colored skittle they chose.

PURPLE Do you have a pet? If so, what kind of pet and what is his or her name? If you are not an owner of a pet, tell what kind of pet you would want to have if you could have any animal in the world. Or, if you could be an animal, tell what you would like to be and why.

YELLOW If you could do one thing with your friends on a Saturday morning what would you do?

GREEN Who's your favorite cartoon character or superhero and why?

ORANGE If you could do something kind for someone in the neighborhood, what would you do?

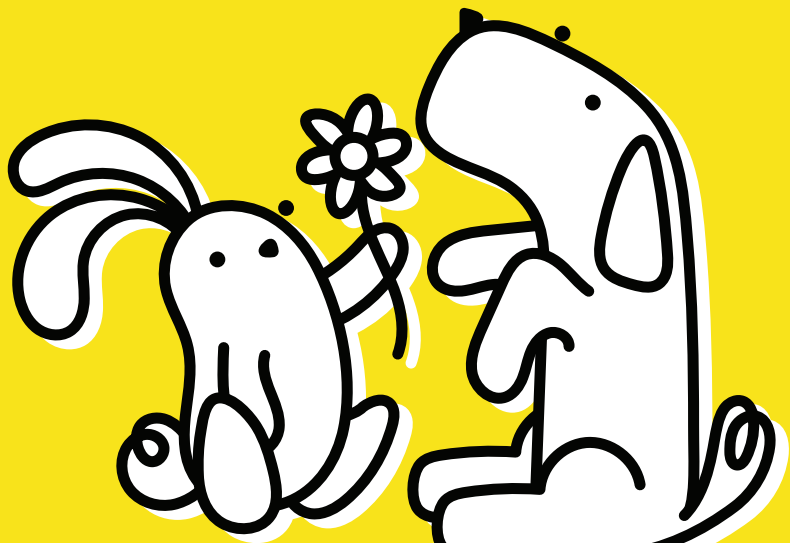
RED What is your favorite food and why?

Get It Out: Shout Outs

Gather the kids back together as one whole group. Say, "We have talked about what it means to be caring. " Shout Outs" are a time where we recognize each other for being kind. Both RAK Mentors and kids take turns acknowledging who they noticed encouraging others, smiling, and demonstrating caring with their actions or words.

Get Going

RAK4Kids Mentors challenge the kids to act kindly through being a caring person to a friend or family member. Spark interest in the challenge by letting kids know that when they return to RAK4Kids, they will have an opportunity to write down or express their caring with pictures.



2

Compassion

COMPASSION DEFINITION

Being aware when others are sad, sick, hurt, etc. and wanting to help.

TIME FRAME

Most activities within the activity plan take between 10-15 minutes. Divide your time accordingly and keep it fun and engaging.

MATERIALS

Screen to show video clip
Copies of the Kindness Buckets
Long sheet of paper for beach scene
Compassion poster

PREPARATION

On long sheet of paper, create a beach scene that says "Filling Our Buckets". Make copies of Kindness Buckets and cut so every kid has a blank bucket. Set up the movie clip and make sure WiFi is working.

DETERMINE ROLES

Assign roles so you know who will be leading each aspect of the Activity Plan. Place initials in the left hand margin.

Get Started

Greeting

As kids enter, have lively music playing. Consider having at least one RAK Mentor at the door greeting kids as they walk in. Other mentors can be mingling. Encourage kids to think of one caring action they have done or could do for someone they know and write or draw a picture of that action on a Kindness Bucket. The Kindness Bucket template is found on page 28. The Kindness Bucket activity will be introduced in today's Activity Plan.

Introduction

Greet kids, "Welcome back to RAK4Kids. It is good to see you again." (Remind kids that RAK stands for Random Acts of Kindness.) Last time we talked about what it means to be caring. Now, we are talking about compassion. Before we begin, let's begin with a game."

Get Moving

Flinch-Make 'Em Laugh Staring Contest

Flinch is a fun, crazy game that will get kids laughing. Line kids up in two rows facing each other. Each kid will face another kid as a partner. The goal of the game is to take turns trying to make your partner laugh while the other partner tries to keep a straight face without smiling or laughing. The RAK Mentor can choose which row will go first. Whoever goes first will try to make their partner laugh or smile by making funny faces or silly noises. After 5-15 seconds, RAK Mentors can cue partners to switch turns. When both partners have had a turn trying to make the other laugh, the RAK Mentor can instruct one line to move one person to the left to face a new person in line. The person at the end of the line can move all the way to the other end of the line to face a new person. Repeat, as appropriate. Remind kids to keep hands to themselves and gestures appropriate.

Variations of this game include: only making animal noises, other sound effects, use only eyes and nose to make opponent laugh, or singing.

Note: If kids have a hard time quieting down after the game, review your Attention Procedure. It is important to practice until it becomes routine.

Get Deeper

Discussion Spark

After the game, use the non-verbal attention procedure you have practiced to quiet kids (e.g. quiet hand in air, rhythmic clap, etc.).

Say, "Raise your hand if you have ever heard of the word "compassion." Who has an idea of what compassion means?" Select a couple kids to share. Affirm kids with saying, "Thanks for sharing" and using their names.

Share the definition of compassion while showing the COMPASSION poster.

Say, "Compassion is being aware when others are sad, sick, hurt, etc. and wanting to help. An example would be if your grandma is sick, feeling sad and you want to bring her flowers. Or, if a friend's pet died, feeling sad and you want to write your friend a note. If you are a compassionate person, you feel what other people feel. If they are sad, you feel sad because you care."

Mentor Share



RAK Mentors share brief examples of a time they felt sad and helped a friend or a family member who was sick, hurt, in trouble, etc. Then, ask:

- By a show of hands, how many of you have ever felt sad when someone you know is sick, sad, or hurt?
- Raise your hand if you were able to help the person who was sad in any way, like giving a hug, writing a note, listening, etc. (Ask for a few volunteers to share. Tell kids they are welcome to keep the name of the person private and just tell what they did for that person.)

Kindness Bucket Story

Say something like, "We are going to listen to a reading of the book called 'How Full is Your Bucket?'" Listen for what happens when people show compassion and kindness and what happens when they don't."

Play the clip: https://www.youtube.com/watch?v=A5R6-2m_qHk

After the clip, ask a few questions. Here are some examples.

- Grandpa says we each have an invisible bucket. The bucket isn't real, but what do you think it represents? (our feelings and thoughts)
- How did Felix feel every time he lost a drop out of his bucket? (sad, hurt, etc.)
- What are some things that happened in the story that filled Felix' bucket? (His classmates said they liked his story, he was chosen as a captain, the teacher complimented his picture, he helped his sister, etc.)
- How did he feel when his bucket was filled? (happy, content)
- Say, "Felix began to realize what he says or does to other people fills or empties their buckets as well. We are going to divide into our Mentor Groups and talk more about our buckets."

If access to the Internet is unavailable, another option is for a Mentor Leader to check out the book from the library.

Get Connected

Mentorship Check-in

Divide the kids into their Mentor Groups of approximately six kids. Pass out copies of the paper buckets, at least one for each kid, and provide one set of colored markers for each Mentor Group. The RAK Mentor begins the small group by showing interest in the kids, asking how they are doing and what is going on in kids' lives, etc. It is important to be warm and relational and strive to create a group where kids are engaged and respectful of one another.



RAK Mentors ask the following questions:

- By a show of hands, how many of you, just like me, have ever felt your bucket emptied? RAK Mentor gestures by raising his or her hand when asking the question and then briefly shares a time a when they felt a drop out of their own bucket.
- By a show of hands, how many of you, just like me, have ever felt your bucket filled? RAK Mentor briefly shares a time when his/her bucket was filled.
- What is something someone said or did that filled your bucket? (Ask for a couple volunteers to share.)

Kindness Bucket Activity

Explain to kids, "When we encourage or compliment someone else or show kindness and compassion, we fill their bucket. In the same way, our bucket is filled because it feels good to be kind to others. Each RAK Mentor passes out a cut out paper bucket to every kid in his or her group. The Kindness Bucket template is found on page 28. Say something like,

"On the bucket, draw or write one thing that you can do to be caring or compassionate to someone else...something that will fill someone's bucket. When you are done, get a piece of tape and attach your bucket to the beach scene on the wall."

Ask, "Who would like to share what they wrote on their kindness bucket and one way they can fill someone's bucket?"

Get It Out: Shout Outs

Gather the kids back together as one whole group. Say, "Today we talked about what it means to be compassionate. We said compassion is 'being aware when others are sad, sick, hurt, etc. and wanting to help.' When we help others, encourage them, or show kindness... we fill their bucket."

Mentors share "Shout Outs" by recognizing kids they saw filling another person's bucket by saying something positive or encouraging, being kind, etc.

Then, the Mentors challenge the kids to share positive "Shout Outs" where they observed another Mentor or kid showing kindness.

Get Going

Challenge the kids to act kindly through being a compassionate person to a friend, family member or neighbor. Spark interest in the challenge by letting kids know that when they return to RAK4Kids, they will have an opportunity to write down or draw their compassionate action on a Kindness Bucket.

Variation: As an alternative to the beach scene mural, kids can make their own background to tape their buckets to.



3

Respect

RESPECT DEFINITION

Treating people, places, and things with kindness.

TIME FRAME

Most activities within the activity plan take between 10-15 minutes. Divide your time accordingly and keep it fun and engaging.

MATERIALS

Kindness Bucket cut-outs
Respect poster
Print outs for Common Connection activity (one copy for each group.)
Paper, colored pencils or markers for rap or song and drawing activity. A copy of the song "Respect" by Aretha Franklin. (optional)

PREPARATION

Make copies of and cut apart a Kindness Bucket for each kid. Set up the movie clip and make sure it is ready to go and WiFi is working. Pass out supplies depending on what activity option each group selects.

DETERMINE ROLES

Assign roles so you know who will be leading each aspect of the Activity Plan. Place initials in the left hand margin.

Get Started

Greeting

As kids enter, have lively music playing such as the song 'Respect' by Aretha Franklin. Have a station where kids color or draw on Kindness Buckets to show caring or compassion either at home, with a friend, a pet, etc. (Cut apart the Kindness Buckets from the kindness template.) Kids then tape the bucket to the beach scene mural.

Introduction

Say something like, "Welcome back to RAK4Kids. Hope you all had an opportunity to show caring or compassion since we last met." Ask, "Can I have a couple volunteers share what they wrote on their bucket? Select a few volunteers to share. Recognize and thank each for sharing by name. Say, "We are going to talk about respect. Ask, "Who can give me an example of what it means to respect someone?" Select a couple kids to share. Affirm kids by saying, "Thanks for sharing" and use their names.

Share the definition of respect using the RESPECT poster. Say something like, "Respect is treating people, places, and things with kindness. Respect includes having good manners and saying things like 'please' and 'thank you', opening the door for someone, listening when others are talking, being quiet in a library, etc."

Get Moving

Have You Ever Game

This ice-breaker gets kids to share something about themselves while learning about others.

The RAK Mentor asks everyone to form two lines facing each other. Consider creative ways to ask students to line up such as:

- Line up by birthday; January on one end of the line and December at the other.
- Line up alphabetically by first letter of each kid's first name.
- Set a timer and challenge kids to line up by height quickly and without talking.
- Line up by shirt color in the order of the colors in a rainbow; for example, red shirts at one end of the line, orange shirts next, etc.

Other videos about kindness can be found on the RAK website:
www.randomactsofkindness.org

Once students have formed two lines facing one another, RAK Mentor explains that he/she will call out different things that may or may not apply to each person. Tell kids that if the statement applies to them and they would answer "yes" to the question, then they cross from the line they are standing in to the other side. Mentors can lead by example and go first. Create a list of about 20 items that might be appropriate for the group. Carefully consider the cultural differences of your group to keep questions fun and engaging. To build trust, begin with less risky questions.

Here are some examples:

- Have you ever traveled out of the state?
- Have you learned more than one language?
- Have you ever tried sushi?
- Have you ever gone camping?
- Have you ever been in a school bus?
- Have you ever eaten cereal out of a bag?
- Have you ever slept until noon?

Get Deeper

After the game, quiet the kids down using your Attention Procedure.

Say something like, "There are simple ways every day that we can show respect. We are going to watch a video clip that shows respect."

Select one or more of the following clips:



- Video clip of young man helping lady across the street:
<https://www.passiton.com/inspirational-stories-tv-spots/95-crosswalk>
- Video clip of young man giving his seat to lady on a bus:
<https://www.passiton.com/inspirational-stories-tv-spots/65-bus>
- Animated video clip explaining what respect is and showing various ways to respect people, places, and things:
https://www.youtube.com/watch?v=DmqRNU_Wzbc

Discuss the ways that respect was shown in the clips. Then, Mentors share ways they show respect and/or one way that someone has respected them.

Ask, "What are some examples of respect you have seen in your home, at home, or in your neighborhood?"

Select a few volunteers to share. Recognize and thank each for sharing by name.

Get Connected

Common Connection

Divide kids into their Mentor Groups. Pass out the "Common Connection" handout on page 16, one for each group. Say something like, "In our groups, we are going to play a game to see what we have in common. Even if people have different interests, backgrounds, or experiences than we do, there are usually things we have in common. Everyone is unique and it is important to show respect."

Mentorship Check-In



Mentor begins the small group by showing interest in the kids and asking how they are doing and what is going on in their lives, etc.

Say, "We found things in common with others in our group, but how do we learn to respect others who are different from us?" Suggest ideas such as: asking questions, learning about their background or culture, or trying something they like to do that is new for you, such as a hobby or activity.

Mentor shares an example of a friend that they have something in common with such as a sport, activity, culture, family background, and one friend that is different than them and how they have learned to respect and appreciate their differences.

Creative Activity Options

Respect Rap, Song, or Chant

One option is to have kids work as a group to create a song or rap about respect. The words in the rap or song share ways to show respect and how the world would be a better place if people were respectful.

Drawing / Acting

Self-Portrait: Ask kids to draw a picture of their head (or full body) as a self-portrait. Around the picture, ask them to write activities, sports, or hobbies they like to do and words (adjectives) that describe them. Explain that an important part of respect is self-respect and one way we respect ourselves is feeling good about our strengths and the things that make us unique. Kids can share their pictures with their small group.

Partner Drawing: Another option is to divide kids into pairs and have them draw their partner. RAK Mentors guide a discussion and ask each pair one way they are the same and one way they are different from each other. Or, kids could write 5-8 things that a person does to show respect. Ask kids to star things that they often do and circle things that they would like to start doing.

Get It Out: Shout Outs

Gather the kids back together as one whole group. Say, "We talked about what it means to show respect. We talked about respecting others is treating people, places, and things with kindness."

Give several kids an opportunity to share their song, rap, and/or pictures. Affirm kids by applauding after each kid or group presents. Or, come up with your own group's celebration response, like snapping fingers.

Mentors share "Shout Outs" by recognizing kids they saw showing respect. Then, the Mentors challenge the kids to share positive "Shout Outs" where they observed another mentor or kid showing respect.

Get Going

Challenge the kids to show respect to a person, place, or thing. Let kids know that when they return to RAK4Kids, they will have an opportunity to write down or draw examples of respect.

Your goal is to work as a team to discover and list things that everyone in your group has in common. The challenge is to find other ideas besides those that came up in the "Have you Ever" circle game.



Some suggestions for this one include: pets, number of brothers/sisters, or music groups / artists everyone has in common.

Common Connection

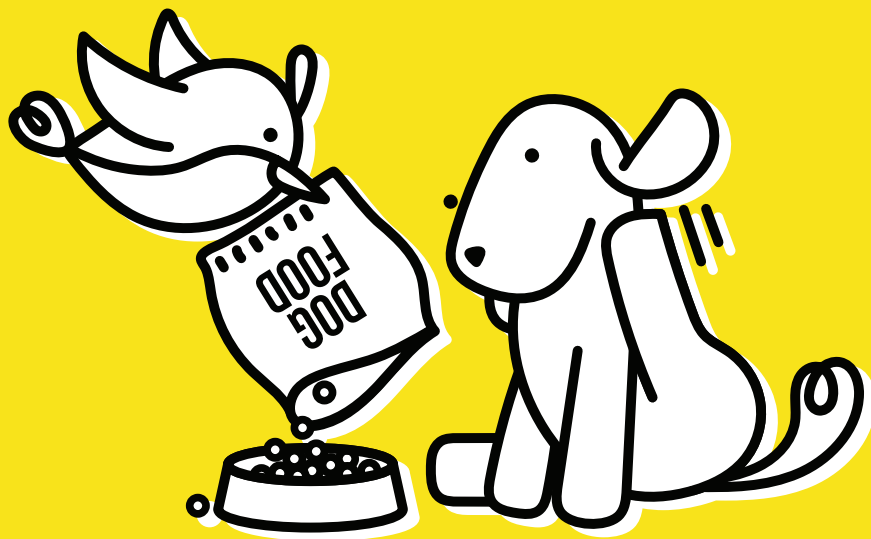
1. Interests, activities or sports that we ALL enjoy are:

2. Foods we all like are:

3. Movies we have all seen are:

4. Places we have all been are:

5. Other things that we have in common are:



Responsibility

RESPONSIBILITY DEFINITION

Being reliable to do the things that are expected or required of you.

TIME FRAME

Most activities within the activity plan take between 10-15 minutes. Divide your time accordingly and keep it fun and engaging.

MATERIALS

Kindness Buckets for each kid
Responsibility poster
Chairs and music for Musical Chairs
Four poster-size sheets of paper each labeled with a different heading (see activity for headings)
Copies of the Make a Difference planning sheet
Paper and colored pencils

PREPARATION

Make copies of Kindness Bucket for every kid. Set up the movie clip and make sure it is ready to go and WiFi is working. Prepare the four posters with headings. Gather paper and colored pencils.

DETERMINE ROLES

Assign roles so you know who will be leading each aspect of the Activity Plan. Place initials in the left hand margin.

Get Started

Greeting

As kids enter, have lively music playing. Have a station where kids color or draw on kindness buckets the ways they showed respect to a person, place or thing. (Cut apart the Kindness Buckets from the kindness template.) Kids then tape the bucket to the beach scene mural.

Introduction

Say, "Welcome back to RAK4Kids. I hope you all had an opportunity to show respect since we last met!" Say, "I'm looking for a few volunteers to share what they wrote on their bucket?" (Select a few kids to share.)

Then say, "We are going to talk about responsibility. Who can give me an example of what it means to be responsible?" Select a couple kids to share. Affirm kids with saying, "Thanks for sharing" and using their names.

Hold up the RESPONSIBILITY poster and share the definition: Responsibility is being reliable to do the things that are required or expected in your life.

Cooperative Musical Chairs

In this game, kids will work together instead of competing for chairs. First, gather kids in a circle around chairs. Arrange chairs in a circle with the seats facing out. Start with enough chairs for everyone.

Play some fun music and have kids walk around the perimeter of the chair circle. When the music stops, kids find a seat on an available chair. Repeat, and remove one additional chair each round. Instead of one child being out, kids can either touch another kid's chair or (appropriately) touch another kid so everyone is linked together. By working cooperatively, kids show responsibility towards each other and the team. Remind kids, as needed, to keep their own personal space with circling around chairs and to be gentle when finding their space as chairs are eliminated.

Traditional Musical Chairs

Another option is to first play the traditional version of Musical Chairs. As in Cooperative Music Chairs, chairs are arranged in a circle, with one less chair than the number of kids. Music is played as kids walk around the chairs. When the music stops each player attempts to sit down in one of the chairs. However, in this version of the game, the player who is left without a chair is eliminated from the game. One

Variations: Kids can skip, hop, dance, etc. instead of walking around the chairs. Be creative with what you have like using carpet squares or some other objects that can be eliminated instead of chairs.

chair is then removed to ensure that there will always be one fewer chair than there are players. The music resumes and the cycle repeats until there is only one player left in the game, who is the winner. See follow-up questions to address the differences between these two games.

Follow Up Questions (after playing Cooperative Musical Chairs):

- In the game, what was your whole group responsible for? (Including everyone and being responsible for each other.)
- How were you helped in finding a place when the music stopped?
- How did you help others in finding a place when the music stopped?
- What made this easier or more difficult? (Kids may point out that it was easier because they worked together.) Say, "Often when we work together and take responsibility do our part, we can more easily accomplish our goal."
- What did you learn from this activity about yourself and about each other?

Follow Up Questions (if you play both the Cooperative and the Traditional version of Musical Chairs):

- What was the difference between the games?
- Which game did you like better? Why?
- How does it feel to be eliminated from a game?
- By a show of hands, how many of you have ever felt sad or embarrassed when you were eliminated from a game?
- In order for a game to be fun, does there need to be a winner? Why or why not?

Get Deeper

Rotating Group Activity

Place five poster-size sheets of paper around the room. Label posters: #1 Responsibilities at Home, #2 Responsibilities at School, #3 Responsibilities in my Neighborhood, #4 Responsibilities in Sports / Activities / #5 Responsibilities in RAK4Kids.



Say, "There are many areas of our life where we can learn to be responsible. For example, some of you may have responsibilities at home such as taking out the trash, doing the dishes, etc."

Note: One group will start at poster #1, rotate to poster #2, #3, #4, and end at poster #5. Another group will start at poster #2, rotate to poster #3, #4, #5 and end at poster #1, and so on.

Mentors share one way they are responsible at home such as a specific chore, a way they are/were responsible at school such as a study habit or how they are responsible as a Mentor.

Say, "We are going to participate in a rotating group activity where we will explore all the responsibilities that kids may have in different areas of their life."

Divide kids into five groups. Explain the directions to the activity.

Say, "There are five posters around the room each representing a different area of life where you have responsibilities: home, school, neighborhood, sports / activities and RAK4Kids. Each group will start at a different poster and will have 1 minute to draw or write a responsibility that relates to that area. After 1 minute, I will use our Attention Procedure and your group will rotate to the next poster to the left. After rotating to all five groups, at your fifth and final poster, one group member will share out all the ideas and pictures that are displayed on that poster."

After the activity, ask volunteers at each poster to read all the ideas on their poster.

Debrief this activity by asking kids to share what they noticed and share any commonalities or differences.

Charades

Divide kids into groups and ask kids to act out a responsibility they have at home, school, or as part of a team/group. The rest of the kids guess the specific responsibility their actions show.

Video Clip

Say, "We are going to watch a video clip called *FBL Joshua's Heart Foundation*. The clip is about a boy named Joshua who saw a need in his community. Let's watch and see how he took responsibility." Play the video clip:

<https://www.passiton.com/inspirational-stories-tv-spots/150-joshua-s-heart>

then ask the following questions:

- What need did Joshua see in his community?" (people were hungry)
- How did he take responsibility? (he started a foundation to feed the homeless)
- In what ways did other kids take responsibility?" (kids helped families go "shopping" during the Thanksgiving distribution.)

Get Connected

Mentorship Check-In / Activity

Mentors begin the small group by showing interest in the kids and asking how they are doing and what is going on in their lives, etc.

Say, "Just like Joshua, we have an opportunity to take responsibility and do something helpful in our community. We are going to brainstorm how we can be responsible and be helpful in our community. We will plan on picking one idea and do a service project together during our next RAK Meeting."

Divide kids into their Mentor Groups. Pass out the Make a Difference Planning Sheet on page 21, one for each group. Kids will brainstorm together.

Explain to kids, "You will have an opportunity to think about ways you can take responsibility and be helpful in our community. As a group, you will choose one project where you can make a difference. Next time, instead of our normal program, you will do a project together as a Mentorship Group. Our next theme is helpfulness, but rather than talk about it, we are going to do it!"

Get It Out: Shout Outs

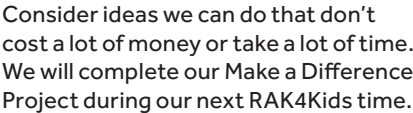
Gather the kids back together as one whole group. Say, "We talked about what it means to be responsible and do what we need to do. We talked about the different areas of life where we have responsibilities. In small groups, we decided one way we could be helpful in our community with our Make a Difference projects."

RAK Mentors share "Shout Outs" by recognizing kids they saw being responsible, such as participating in the brainstorm discussion for the Make a Difference Project.

Then, the Mentor's challenge the kids to share positive "Shout-Outs" where they observed another Mentor or kid acting responsibly.

Get Going

Challenge the kids to act responsibly by doing one thing at home that they may not normally do. Spark interest in the challenge by letting kids know that when they return to RAK4Kids, they will have an opportunity to write down or draw their responsible action. Explain to kids that during the next RAK4Kids time, they will divide into groups and do their Make a Difference Projects.



What are some things we can do to take responsibility and be helpful in our community during the RAK4Kids program? Check the ones that sound interesting to you?

- "No act of kindness, no matter how small, is ever wasted." —Aesop

- [illegible]

Mentorship Group:

Names of the people in
our Mentorship Group:



Make a Difference Planning Sheet

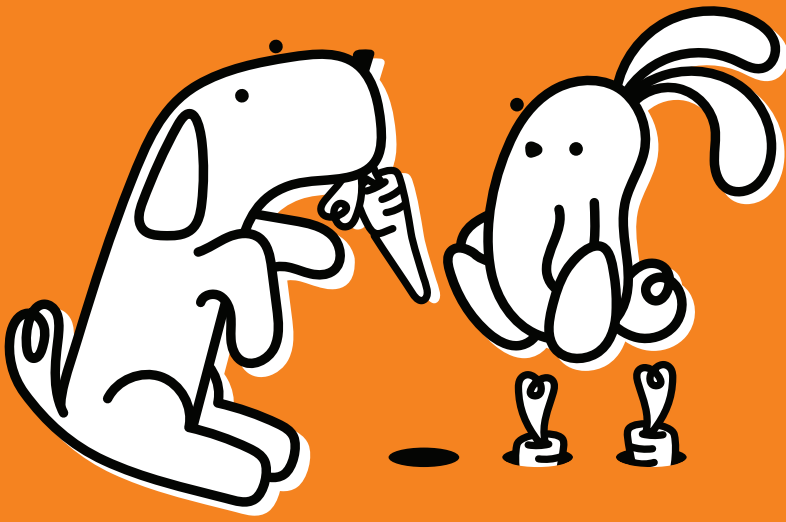
Project Idea:

Materials: What do we need? (ie. construction paper, markers, tape, scissors, rakes, rags, cleaner, etc.)

Roles: How does each person help? (i.e. people to cut, draw, bring supplies, etc.)
List what everyone will do below.

Other people: Who do we need to talk to? (i.e. permission from principal, contact a community organization, etc.)

What else do we need? Are there calls we need to make? Do we need a van for transportation? Will we need parent permission slips? What shall we wear?



5

Helpfulness

HELPFULNESS DEFINITION

Assisting or serving others in a kind way.

TIME FRAME

This activity is a "Make a Difference" service project and should take the entire time after the greeting and introduction.

MATERIALS

Copies of the Kindness Bucket
Helpfulness poster
Miscellaneous items dependent upon what each group decides to do for their service project

PREPARATION

Make copies of Kindness Bucket for every kid. Service project team-leaders will need to gather and prepare the necessary supplies depending on what each group chooses for their service project.

DETERMINE ROLES

Assign roles so you know who will be leading each aspect of the Activity Plan. Place initials in the left hand margin.

Get Started

Greeting Activity

As kids enter, have lively music playing. Have a station where kids color or draw on a kindness bucket one way they showed responsibility at home. (Cut apart the Kindness Buckets from the kindness template.) Kids then tape the bucket to the beach scene mural.

Introduction

Say, "Welcome back to RAK4Kids. Your last challenge was to be responsible at home. Ask, "Can I have a couple volunteers share what they wrote on their bucket?"

Hold up the RESPONSIBILITY poster (from the last time) Say, "Last time we shared the definition of responsibility: Being reliable to do the things that are required or expected in your life, home, community, and environment. Then, we met in our teams and talked about ways we could make a difference in our community and planned a Make a Difference Project." (See pp. 17-21 in Responsibility Activity Plan)

Hold up the HELPFULNESS poster and share the definition. Say, "Today our kindness concept is helpfulness. Helpfulness is assisting or serving others in a kind way. We are going to excuse you to your Mentorship Groups so you can have the entire time to create ways we can be helpful and make a difference in our community. We will meet back at (share the time to return to the group.)

When we return, we will fill out our Kindness Buckets and write how we felt about helping others or what we liked about the Make a Difference Project each Mentorship Group selected."

Get Moving

Make a Difference Team Projects

In Mentorship Groups, kids complete their projects. The ideas listed on the Make a Difference Planning Sheet (page 21) included ideas such as making cards, picking up trash in the community, cleaning up a neighborhood school, weeding, creating posters or a mural for a school hallway, etc.

Get It Out: Shout Outs

Gather the kids back together as one whole group. Say, "We had an opportunity to put responsibility and helpfulness into action. Let's begin with some Shout-Outs." Mentors share "Shout Outs" by recognizing kids they saw being helpful. Then, the Mentors challenge the kids to share positive "Shout Outs" where they observed another mentor or kid showing helpfulness.

Get Going

Challenge the kids to act kindly by being helpful to a friend or neighbor. Remind them that when they come back to RAK4Kids they will be given another Kindness Bucket to write down or draw their helpful action.



6

Self-Care

SELF-CARE DEFINITION

Taking care of yourself through kind words, actions and thoughts.

TIME FRAME

Most activities within the activity plan take between 10-15 minutes. Divide your time accordingly and keep it fun and engaging.

MATERIALS

Blank copies of the Kindness Bucket for every kid

All kindness concept posters.

Copies of the survey "Do I Care for Myself?" and pencils (if you choose the written option)

Sticky notes, enough for each person to have four sticky notes each.

Paper, one sheet for each person (if you choose the paper option instead of sticky notes)

Colorful pens, one for each kid

PREPARATION

Make copies of Kindness Bucket for every kid. Hand out supplies including "Do I Care for Myself?" surveys, sticky notes, pens, pencils, etc.

DETERMINE ROLES

Assign roles so you know who will be leading each aspect of the Activity Plan. Place initials in the left hand margin.

Get Started

Greeting Activity

As kids enter, have lively music playing. Hand kids a Kindness Bucket and a colored marker or crayon. Ask kids to write or draw one example of how they were helpful to a friend or neighbor during the week. Kids then tape the Kindness Bucket to the beach scene mural.

Introduction

Say, "Welcome back to RAK4Kids. I hope you all had an opportunity to be helpful to a friend or neighbor since we last met!" Ask, "Can I have a couple volunteers share what they wrote on their bucket?" Say, "We are going to talk about self-care. What does it mean to care for yourself? Select a couple kids to share. Affirm kids with saying, "Thanks for sharing" and use their names.

Hold up the SELF-CARE poster and share the definition:

Taking care of yourself through kind words, actions and thoughts.

Get Moving

Say, "We are going to play a game called Sponge Relay where you will need to use a sponge drenched with water to fill a bucket on the other side of the room."

Directions: Divide the kids into two teams and have them line up behind a starting line. Each team gets a small empty bucket and a large sponge. At the finish line, place two larger buckets filled with water. Tell the kids that on the word 'GO', the first person in line must run to his/her team's water bucket, dunk the sponge in, run back with it and squeeze all the water from the sponge into the team's empty bucket. They then pass the sponge to the next person, and so on until one team fills up their empty bucket with water. If appropriate, just before you say go, tell the kids that there is one more thing. The wet sponges get to be carried ABOVE their heads as they run back from the water buckets. They will get wet and have fun!

After the game, quiet the kids down using your attention procedure. Ask, "In the game, what did you need to do?" (fill the bucket with water)

"What would have happened if your sponge was dry? (You would not have been able to fill the bucket.)

Say, "We have talked about how to fill the buckets of others. But, you cannot fill others' buckets if your sponge is dry. In the relay, just as the sponge needed water to fill the bucket, you too need to take care of yourself if you want to care for others. In a sense, you need to fill your bucket if you want to fill the bucket of others."

Explain, "Filling our buckets is kind of like caring for ourselves. It is important to care for ourselves physically (our bodies), mentally (our minds), and emotionally (our emotions).

Get Deeper

Self-Care Survey

The survey is designed for kids to evaluate how they care for themselves physically, mentally, and emotionally. There are a few options as to how you administer the survey.

Written Survey Option:

Divide kids into their teams. Pass out a copy of the survey titled, "How I Care for Myself". Kids will individually fill out their surveys and discuss in their Mentorship Groups. Another option is to divide students into pairs. Pair older kids or stronger readers with younger kids. Kids discuss the survey together, but complete their answers individually.

Agree Disagree Continuum Option:

Instead of kids taking a written survey, this is an active option. Post a sign with the word "Agree" on one side of the room, and a sign that says "Disagree" on the other side of the room. Explain to kids that you will be reading a statement. If they agree with the statement and it is true for them, they move and stand by the "Agree" sign. If they disagree with the statement and it is not true for them, they move to stand by the "Disagree" sign. Kids who are neutral stand in the middle or any appropriate place along the continuum.

Get Connected

Self-Care Role-plays

Divide kids into their Mentorship Groups. Give each group a different aspect of self-care such as eating healthy, exercising, getting enough sleep, saying positive things about yourself, controlling your anger, etc.

Ask the Mentorship Groups to create a role-play where group members demonstrate a person who practices self-care, such as exercising, sleeping, getting along with others, being kind in words to others and themselves, etc. Note: If you are using Teen RAK Mentors, empower them to be creative and write specific role-plays that relate to their kids. Remind kids to be appropriate in their role-play.

Mentorship Check-In / Activity



Mentors begin the small group by showing interest in the kids and asking how they are doing and what is going on in the kids' lives, etc. Discuss the How I Care for Myself survey.

Mentors share his/her response to the sentence stems at the bottom of the survey:

- One way I take care of myself is...
- One thing I can do to take care of myself is ...

Another option: Instead of sticky notes, tape a paper plate to each kids' back and kids mingle around and write kind words of encouragement.

Self-Care Activity Options

Sticky Note Self-Care Option #1:

Mentor says, "You have been sharing ways that you take care of yourself. One of the main ways we take care of ourselves is through saying kind words to ourselves and feeling good about our strengths and the things we do well."

Say, "You will be given four sticky notes. On one sticky note, write one thing you do well. It could be a statement like, 'I am a responsible person' or 'I am a good friend'. On the other three notes, write an encouraging statement about someone else in your group. Examples could be, 'You always smile'. Or, 'You listen with your eyes and ears'."

After kids have written their sticky notes, they mingle around the room while music is playing and put sticky notes on the backs of the kids to whom they wrote their encouraging notes.

Caring Crown Option #2: (six buckets are needed for this activity)

With a sticky note, mark each bucket with its corresponding letters below. Organize kids into six groups. Each group will be given five minutes to decorate their group's bucket with as many positive, kind words (adjectives) to describe a person that begin with their assigned alphabet letters. Encourage kids to decorate both the outside and inside of the bucket with positive words. At the end of five minutes, each member of the group will pick a word from their bucket, place the word on their head to be worn as a Caring Crown, and they will share the word along with a sentence or two with details that describes what they like about themselves. Provide an example, such as if a kid chooses the word "awesome", they can say "I am an awesome soccer player. I practice for an hour every day and try hard to cheer on my team."

These buckets can be used as shout-out crowns for other activities as well.

Bucket 1	Bucket 2	Bucket 3	Bucket 4	Bucket 5	Bucket 6
A-D	E-H	I-L	M-P	Q-T	U-Z

Rotating Flip Chart Option #3:

Place six flip chart posters around the room. Label each flip chart with letters as described for the buckets in the Caring Crown Option #2. For example, one poster should be labeled A-D. Students are divided into six groups. Assign each group to one of the posters. Give students 2 minutes to list positive adjectives that begin with one of the letters listed at the top of their flip chart paper e.g. A: Amazing, B: Brave. Consider pairing younger students who may have a harder time spelling with older students. After, two minutes, rotate students to the next flip chart paper. When students have rotated to all six flip charts, ask every student to share one word that they think describes them.

HINT: Give students hints if they have a hard time thinking of words that begin with a particular letter. Search the web for "Positive Adjectives A-Z."

Get It Out: Shout Outs

Gather the kids back together as one whole group. Say, "We talked about self-care and what it means to be kind to ourselves." Mentors share "Shout Outs" by recognizing kids they saw demonstrating leadership with any one of the kindness concepts. Then, the Mentors challenge the kids to share positive "Shout Outs" where they observed another mentor or kid demonstrating any of the kindness concepts.

Consider having a party with refreshments as a closing of RAK4Kids.

Get Going

Over the course of RAK4Kids, we have been talking about kindness concepts. Let's list all the kindness concepts we have discussed. Who can share one of the kindness concepts?" Select a couple kids to share. Affirm kids with saying, "Thanks for sharing" and use their names. Review all six definitions and refer to kindness posters.

Once kids have shared all six kindness concepts, ask, "In your own words, how would you explain what it means to live the kindness concepts?"

Challenge the kids to continue to apply the kindness concepts in their lives and encourage each to commit to doing random acts of kindness. Ask volunteers to share ways they can continue to demonstrate random acts of kindness. Affirm once again by thanking the kids and using their names.

Check if your answer is 'yes'.



List three of your
checked items above.

List something you
did not check above.

How I Care for Myself

Self-Care: taking care of myself through kind words, actions, and thoughts.

PHYSICALLY (My Body)

- ☐ I eat healthy and try to limit candy, soda, and junk food.
- ☐ I exercise or am active at least 30 minutes per day.
- ☐ I keep myself clean and try to look neat.
- ☐ I eat something healthy at every meal, including breakfast.
- ☐ I get plenty of sleep so my body can rest and grow.

MENTALLY (My Mind)

- ☐ I am hopeful about the future.
- ☐ I like learning new things.
- ☐ There are good things about me!
- ☐ I make good choices.
- ☐ I can make friends and keep them.

EMOTIONALLY (My Feelings)

- ☐ When I am feeling sad, I can talk about it.
- ☐ When I get angry, I know how to stay calm.
- ☐ I know how to relax when I am feeling stressed.
- ☐ I am aware when I feel different emotions.
- ☐ I have friends and family who listen to me.

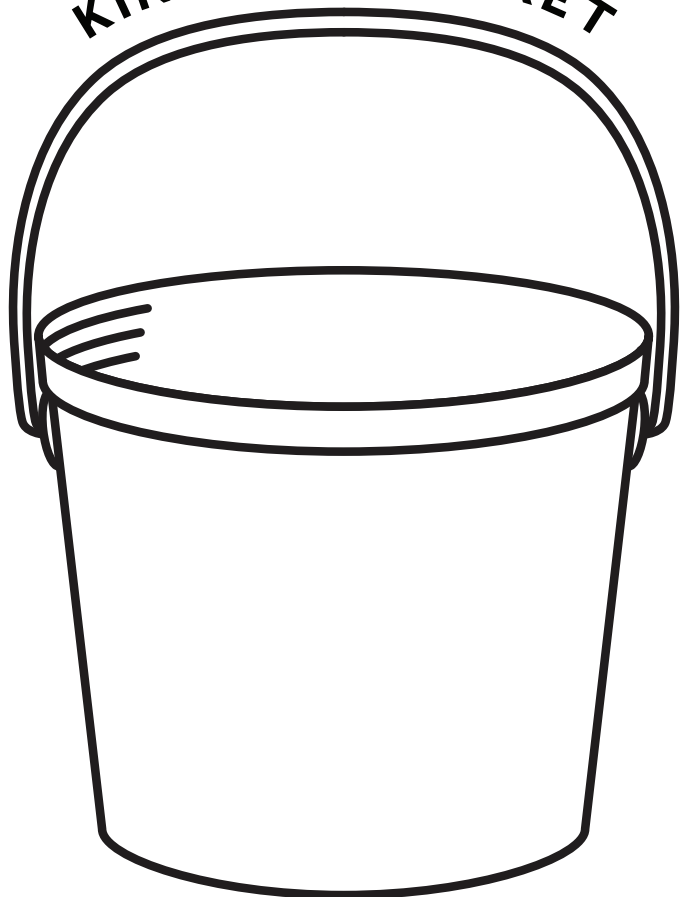
Three ways I take of myself are:

1. _____
2. _____
3. _____

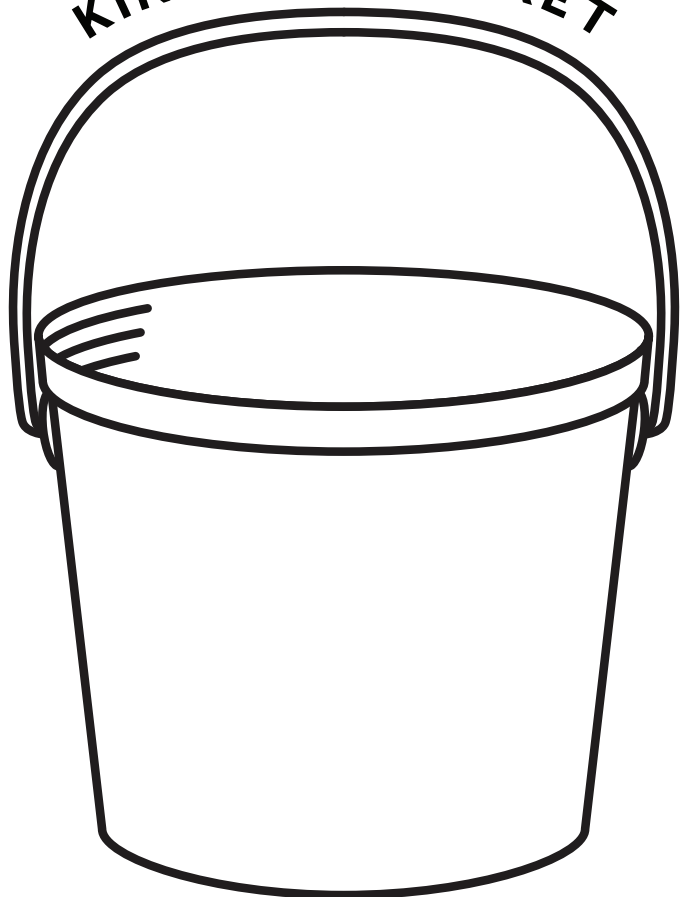
One thing I can do to take better care of myself is:

1. _____

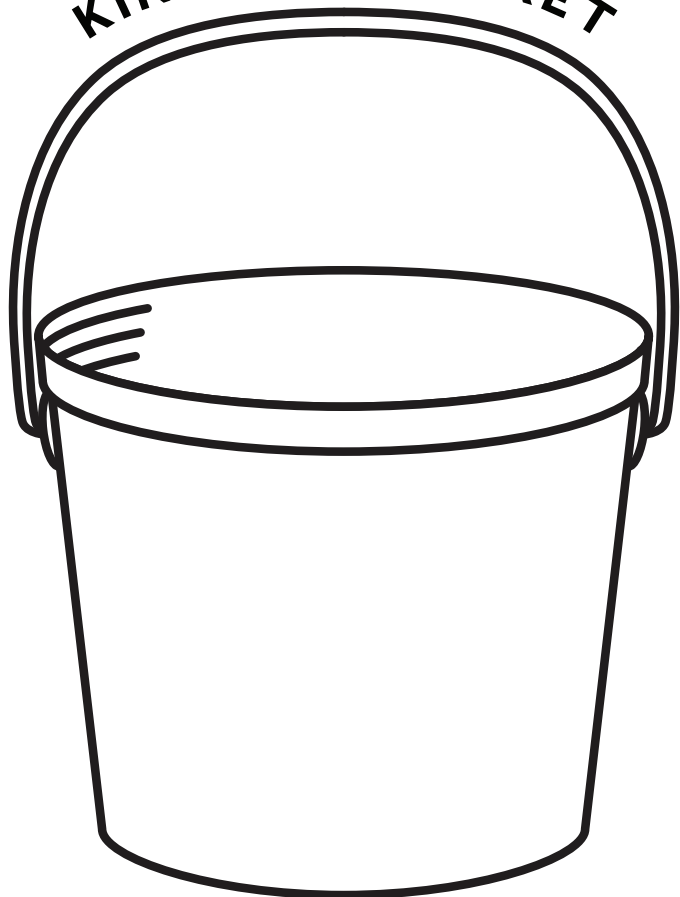
KINDNESS BUCKET



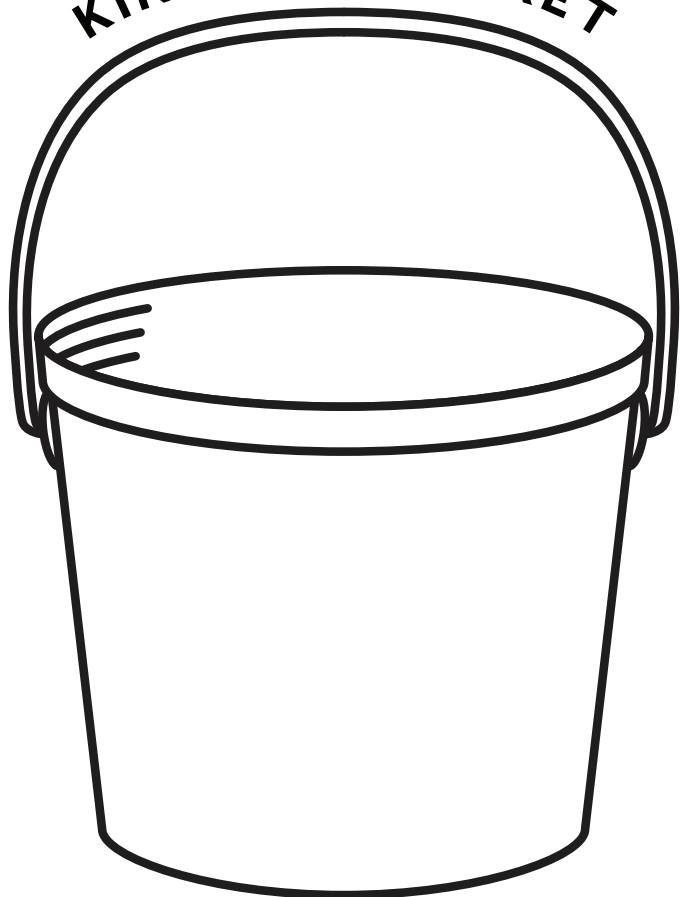
KINDNESS BUCKET



KINDNESS BUCKET



KINDNESS BUCKET



Mentorship Group Tips

RAK Mentors will have their own small group of kids and have the wonderful opportunity to connect with them. In this Mentorship Group, Mentors get to know the kids and authentically share from their own lives. Below are some tips for success.

Be interested in each person.

Be warm and relational. Enjoy this time. Introduce yourself and share something about yourself, such as what you like to do, sports you enjoy, etc. Show interest in the kids' lives by asking questions. Consider writing down notes about what the kids shared so you can remember and follow-up. For example, if a kid shares they like basketball, ask how basketball is going the next time you see them.

Arrange a group into a circle.

Make sure you have eye-contact with everyone in your group. Have them sit criss-cross facing you with their hands in their laps. Ask them to stay seated and sit up straight.

Use first names.

Get to know the names of everyone in your group and use their name often. Using someone's name builds relationships.

Listen. You are modeling kind behavior!

Look at the kids when they are speaking to you. Respond by nodding your head. Lean forward as it communicates you want to hear what each kid on your team has to say. Spend time listening to every kid. Put away all distractions, such as your phone and balance your conversation with other Mentors. Your goal is to be a role model and develop relationships with younger kids in your small group and help each kid feel important.

Share examples from your own life.

Share stories that relate to the kindness concept theme. Stories may include challenges you have overcome and ways you have modeled the kindness concept in your life. Keep your stories brief, 1-2 minutes. Make sure examples are age-appropriate so the kids can relate.

Have fun

Model enthusiasm and the kids in your Mentor Group will follow!

Teen Mentor Training

Teen Mentors can be positive role models who can model the kindness concepts while developing valuable leadership skills. Teens can be empowered to lead all aspects of the Activity Plan including: facilitating games, conducting discussions, and most importantly, leading their own Mentorship Group.

Relationships are Key

Recruit Teen Mentors who enjoy hanging out with kids! Kids will positively respond to teens who show an interest in them. If possible, recruit enough Teen Mentors so there is at least one for every small group of approximately six younger kids. The primary role of these Teen Mentors is to engage and connect with the younger kids. Teen Mentors can build relationships and have fun through playing games and facilitating activities with kids either before or after the RAK4Kids program.

Build a Teen Mentor Leadership Team

Before RAK4Kids starts, build the Teen Mentor Team by developing relationships and engaging in get-to-know-you games. One or two training sessions is suggested. Consider having the Teen Mentors develop a "Who Am I?" poster to introduce themselves to one another. The "Who Am I?" poster could include photos, words that describe them, pictures of activities or hobbies that interest them, etc.

Preparing to Lead

Review each Activity Plan in detail. Consider using the same games that you will play in RAK4Kids so Teen Mentors can lead the games with younger kids. Practice different aspects of the Activity Plan such as the "Mentorship Share" to ensure that stories are kept to one to two minutes. Encourage teens to highlight their specific responsibilities on the Activity Plan.

Public Speaking Skills

Share with kids that there will be times when they will have a chance to speak in front of larger groups either in RAK4Kids or other settings. Practice public speaking skills before RAK4Kids begins. Here are a couple ways kids will have a chance to practice these skills:

- Provide an opportunity for Teen Mentors to present their "Who Am I?" posters described above.
- Divide Teen Mentors into pairs to interview one another on get-to-know you questions. Then have each Teen Mentor introduce their partner to the rest of the group.

To equip Teen Mentors to lead small groups of kids, use the Mentorship Check-In Tips on page 29.

Teen Mentor Training (continued)

Public speaking skills to emphasize with Teen Mentors include:

- Voice Projection: Speak loud enough to be heard in the back of room.
- Make Eye Contact: Glance at different areas of the room and make eye contact with a few kids,
- Use appropriate body language: Stand up straight.
- Show enthusiasm: Show interest and passion, smile naturally.
- Use correct and appropriate grammar: Avoid slang or street language.

Encourage Teen Mentors to be comfortable being who they are, relax, and have fun. If they are comfortable being themselves, they will speak in front of groups with confidence!

Group Management

Explain to the Teen Mentors that there is never a need to yell or scream. Everyone deserves to be respectfully treated and it is important to use respectful language like "please" and "thank you". Encourage the Teen Mentors to remain calm and try to remain professional, even if kids get out of control. Remind the Teen Mentors that if a kid does not listen and respond to them, they can get help from the adult Mentors.

Communicate with Adult RAK Mentors

If personal information is shared that raises any "red flags", the adult Mentors need to be notified that day. For example, if a kid indicates that he or she is not safe at home, or if a kid seems depressed and overly sad, it is important that Teen Mentors reach out to an adult Mentor. If a kid shares something difficult, say something like, "I'm sorry" or "That must be difficult."

MATERIALS NEEDED

A large blanket

¹Youth Ministry Great Games. Blanket Name Game. Online Video Clip. YouTube. 1 January 2015.

MATERIALS NEEDED

None

²Hat Trick Inspirations. Great Group Games: Clump. Online Video Clip. YouTube. 15 August 2013.

MATERIALS NEEDED

One hula-hoop (or loops of rope) for every group of approximately 10 kids

³Rabbi Justin S Kerber. Hulu Hoop Game. Online Video Clip. YouTube. 30 May 2013.

MATERIALS NEEDED

One hula-hoop (or loops of rope) for every group of approximately 10 kids

Optional Group Games

The Blanket Game¹

Object of the game: To be the first person to shout out the name of the person on the other side of the blanket.

Description: Form two teams, preferably about 5-10 people per team. Two Mentors hold a large blanket between the two teams so they cannot see one another. One member of the team volunteers to stand behind the blanket facing a volunteer from the other team who is standing on the other side of the blanket. A Teen Mentor counts "1, 2, 3" and then drops the blanket. The first player to correctly identify the name of the other player wins the round, earning one point. Repeat until one team reaches a desired number of points (or whenever time runs out). This activity is a good way to remember names. If players do not know each other well, make sure each player shares their name with the entire group before the Blanket Game is played. Have fun! Watch the game being played:

<https://www.youtube.com/watch?v=peFewtWdKZo>

Clumps²

Object of the game: To be the last group standing.

Description: Find a large space to play the game. A Mentor calls out a number, for example 6. The kids form groups or "clumps" of 6 as quickly as they can. Once they have 6 people, they sit down together and wait to be counted. If a clump has more than exactly 6 people, all the people are "out". Those that are "out" move from the center of the room and watch from the side. If there are fewer than 6 people, they must quickly get more people or they will all be "out". Once all the clumps have been counted and only have the specific number of people and all other people have been cleared out of the area, the leader calls another number, for example, 4, and then the kids must form groups of 4. Again, if there are more than 4, all the people need to clear the area. The game continues until there is only one group. Watch the game being played: <https://www.youtube.com/watch?v=FLpRr7yTyBo>

Hula Hoop Game³

Object of the game: To pass a hula hoop or rope around a circle of people.

Description: Divide the group into small groups of approximately 10 people. Have the group form a circle holding hands. Ask two people to let go of their grip long enough for them to place their hands through a hula hoop before rejoining them. The team task is to pass the hula hoop around the circle in a specified direction until it returns to the starting point. Another way to play is to use two hoops and have them passed around the circle in opposite directions. If you choose to make the game competitive, you can see which group can pass the hula hoop in the shortest amount of time. You can also use loops of rope (about hula hoop size). Watch the game being played: <https://www.youtube.com/watch?v=8cdCULEQfcQ>

Helium Hoop Game

Object of the game: To raise and lower a hula hoop together as a group.

Description: A small group of kids stand in a circle. The group must raise the hula hoop over their heads and then lower to the ground, but need to follow the rules:
Rule #1 – Each person may only use their right and left forefingers to touch the hoop. (Explain to kids that forefingers are the fingers next to their thumbs.)
Rule #2 – Everyone's fingers (both of them) must be touching the hoop at all times.

It is a fun challenge that encourages the kids to communicate and work together.

MATERIALS NEEDED

None

⁴ Williams Elementary Outreach. Icebreaker 2 Human Knot. Online Video Clip. YouTube. 22 August 2014.

MATERIALS NEEDED

None

⁵ Humor That Works. Walk / Stop An Energizer Activity. Online Video Clip. YouTube. 19 November 2012.

MATERIALS NEEDED

None

Human Knot⁴

Object of the game: To work together to figure out how to untangle a human knot without letting go of hands.

Description: Divide kids into groups. With younger kids, start with groups of 5. Then, try combining two groups together to make groups of 10. Kids stand in a circle, facing inward. Tell everyone to reach his or her right arm towards the center and grab someone else's hand. Make sure no one grabs the hand of the person right next to them. Next, have everyone reach his or her left arm in and grab someone else's hand. Again, make sure it's not the person right next to them. The kids need to work together to untangle the human knot without letting go of any hands. The goal is to end up in a perfect circle again. Kids can step over or under each other's arms, or through legs if needed. Encourage them to do whatever they want, as long as they don't break the chain in the process. For some extra fun, turn on a timer and see how long it takes them to get untangled! Watch the game being played:

https://www.youtube.com/watch?v=hggi_gibbCU

Stop Walk Game⁵

Object of the game: To have fun and practice listening skills in a group game that gets kids moving and laughing as they try to follow simple commands.

Description: Tell kids to walk around the room and listen to simple commands. Explain to kids that when you say "walk" they begin walking around the room. When you say "stop," kids stop where they are. Call out "walk." Then "stop." Repeat a few times. Next, tell the kids you are going to switch those two commands. Now when you say "stop" they start walking and when you say "walk" they stop walking. Call out "stop." Then "walk." Repeat a few times. Next, let them know you're adding two more commands. When you say "jump" they "clap" once and when you say "clap" they "jump" once. This pattern can be repeated multiple times as you continue to give all four commands: walk, stop, jump, and clap. Watch this game being played:

<https://www.youtube.com/watch?v=a72goyDtjel>

Emotional Symphony

Object of the game: To create a "symphony" as kids create "music" with emotional sounds. This game requires kids to be creative, loud, and dramatic.

Description: Divide kids into their Mentor Groups. Ask each group to select an emotion like sadness, happy, excited, etc. Then, ask each group to create a sound and gesture that they think relates to the emotion they have chosen. Demonstrate an example of a unique sound or gesture of an emotion. Ask kids to keep their sound and gesture original, something different from what you just did. Continue until each group has a different emotion. Give the groups time to create their sound and gesture. Have each group demonstrate their emotion. Once they have practiced and are ready to perform, explain that you are the conductor and they are the emotional symphony. You will be conducting them in a performance. Show them your symbols for crescendo and decrescendo and your cut off symbol. Lead an emotional symphony by pointing to different groups and having them perform their emotion while using your crescendo and decrescendo symbols. You can also have a few kids take turns on being a conductor of the group as well.

Additional resources for game ideas:

Leisure Information Network:

<https://www.youtube.com/user/leisureinfonetwork/videos>

Playworks:

<https://www.playworks.org/game-library/>

Challenge and Expand Activities (Optional)

In addition to the RAK4Kids program, here are some additional ideas to challenge kids and expand their horizons.

Choose Your Own Adventure

RAK Mentors facilitate groups and plan activities based on their personal strengths, hobbies, and skills such as cooking, photography, calligraphy, etc. After determining ideas, survey the kids to determine which activities interest them.

Neighborhood Carnival

A carnival is a fun way to gather the neighborhood together for games, contests, costumes, etc. There are several resources found on the web on how to plan a neighborhood carnival.

“Dream On” Career Fair

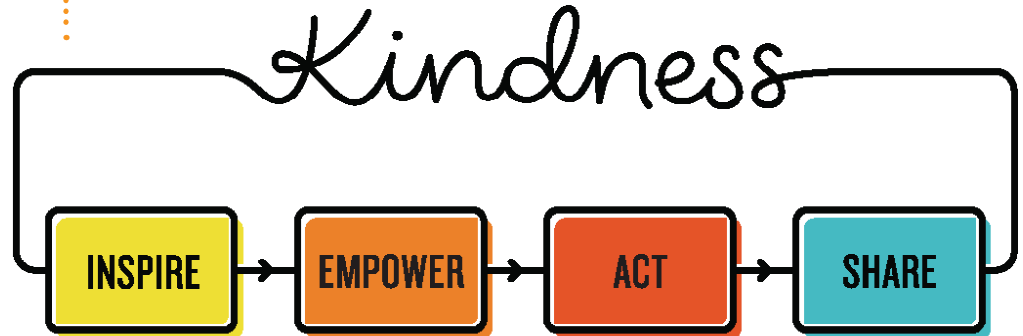
Coordinate a career fair where kids are exposed to a variety of trades and professions. Contact parents, local businesses, and community members to present their career to small groups of kids. Encourage presenters to prepare a simple hands-on presentation. Divide kids into small groups and rotate them to the different career stations.

The “Sky’s the Limit” Talent Show

Tap in to the local talent of the kids. Organize a time where kids can sing, dance, play a musical instrument, etc. Also consider inviting local artists from the community. Serve refreshments and invite the parents!

Kindness Paradigm

The Kindness Paradigm is a model RAK has developed that identifies four important steps in the process of building kindness skills: inspire, empower, act, and share. This paradigm is evident in RAK's in school and in out-of-school programming and materials. Ways in which this paradigm will be implemented in RAK4Kids are identified below.



INSPIRE Kids engage in games where they have fun and move around.

Kids are inspired as RAK Mentors share their own experience.

RAK Mentors engage and connect with kids through the Mentorship Groups.

EMPOWER Kids work together through teamwork and problem solving activities.

Kids discover SEL concepts and tools that are key to social emotional growth.

Kids engage in activities and respond to movie clips that represent the kindness concepts.

ACT RAK Mentors and Teen Mentors model kindness by treating kids with respect and showing interest in them.

Kids are recognized, encouraged and affirmed during "Shout Outs" for kind actions observed by mentors and other kids.

Kids identify kind actions at RAK4Kids, home, at school or in their neighborhood and write down their ideas and reflections through the daily "Kindness Bucket" activity.

SHARE Kids share during the "Kindness Bucket" activity how they put the kindness concept in action.

After activities and movie clips, kids discuss questions related to the kindness concept theme.

RAK Mentors express care and show interest in kids during the Mentorship Group.



Social Emotional Learning (SEL) Out-of-School Program Research Findings

RELATIONSHIPS ARE KEY

Kids are motivated when mentor relationships:

- express care
- challenge growth
- provide support
- share power
- expand possibility

Kids want:

- mentors who like them and want the best for them
- help completing tasks and achieving goals
- mentors who will listen well
- mentors who will challenge and expand their horizons

Relationships soar when mentors engage with them in conversations about their “sparks”—talents, interests, and goals that impassion them. Kids who interact with mentors who nurture their sparks are 68 percent more likely to want to master the skills they are learning.

Relationships are important because kids who have stronger developmental relationships with their teachers are increasingly motivated for success in school and life.

Six SEL Skill Areas

Research found six skill areas—emotion management, empathy, teamwork, responsibility, initiative, and problem solving—are key skills in social emotional growth and that these practices and offerings could be replicated at any out-of-school program.

Resources

Smith, C., McGovern, G., Larson, R., Hillaker, B., Peck, S.C. (2016). Preparing Youth to Thrive: Promising Practices for Social and Emotional Learning. Forum for Youth Investment, Washington, D.C. Retrieved from https://www.selpractices.org/about?goal=0_141b44ffc6-1088bc39b8-55719317.

Sticker, L., (2016). Building Social and Emotional Skills Through Relationships. National Afterschool Association, Retrieved from <http://naaweb.org/professional-development/item/498-building-social-and-emotional-skills-through-relationships>.

Based on content contributed by Kent Pekel, ED.D, and Peter C. Scales Ph.D. Pekel is president and CEO, and Peter C. Scales is Senior Fellow at Search Institute, a nonprofit applied research organization based in Minneapolis, Minnesota.



RAK4Kids Debrief

1. What went well? How did you know?

(Comment on the game, discussion questions, activities, movie clips, etc.)

2. What were some challenges? How did you know?

3. What would we do the same for next time?

4. What would we do differently for next time?

5. What, if any, additional support/resources do we need?

6. How will we know we are successful next time?

