

Activities Guide for Xello 3-5 Students

Use these in-class supplementary activities to help you implement Xello in the classroom. The activity sequences in this package are organized around four key concepts: **Mindset**, **Learning Skills**, **Self-Management Skills**, and **Social Skills**.

These activities can be used to introduce and build on activities in Xello as they begin to forge their pathway to future-readiness. While we have provided recommended grade levels for the activities, they can be modified to suit your students' needs and interests.

Mindset

[Belonging to a Community - Grade 3](#)

[Believing You Can Succeed - Grade 4](#)

[Balancing Life Roles - Grade 5](#)

Learning Skills

[Comparing Careers - Grade 3](#)

[Trying Your Best - Grade 4](#)

[Information Literacy - Grade 5](#)

Self-Management Skills

[How Others See Me - Grade 3](#)

[Get Gritty - Grade 4](#)

[Integrity - Grade 5](#)

Social Skills

[Empathy - Grade 3](#)

[School's Like Work - Grade 4](#)

[Being Helpful - Grade 5](#)

Belonging to a Community



Concept
Mindset



Length
15-65 Minutes



Recommended
3rd Grade

About This Lesson

In this lesson, students will explore what they already know about communities and develop an understanding that accepting others for who they are is the key to a successful community. Through reflection and a creative mapping activity, students will see that, even though commonalities bring people together, it is the differences people bring to a community that makes it special.

Learning Objectives

By the end of this activity, students will:

- Define different types of communities they belong to;
- Understand that belonging to a community means respecting differences
- Identify various members of their school community and explain why they are important.

Driving Question

What does it mean to belong to a community?

Future-Ready Skills

Communication

Citizenship

Respecting Differences

Lesson Breakdown

10-15
minutes

Activity 1 - Quick Sketch

The purpose of this activity is to have students show what they already know about communities by sketching their idea of a community.

15-20
minutes

Activity 2 - We All Belong in Class

In this activity, students explore what makes a happy classroom community, focusing on the characteristics that make everyone feel like they belong.

20-30
minutes

Activity 3 - Our Special School

In this activity, students create a map of their school, labeling the important people who make up the school community, and describing their roles.

5-10
minutes

Exit Activity - Belonging to a Community Exit Slip

Students complete an exit ticket reflecting on how they can talk to their parents or guardians about belonging to a community.

Xello Entry Point

This activity can precede any of the in-app lessons, which feature characters from the Xellion community. It can also be introduced after students complete some of the inventories in the **About Me** section (e.g. interests or skills) to underline how being unique doesn't mean you don't belong. Finally, it can also be used in conjunction with the school-based career profiles (e.g. elementary teacher, principal) found in the app.

Lesson Vocabulary

- Community
- Respect
- Belonging
- Responsibilities
- Citizen
- Map
- Acceptance

ASCA Standards

M 3. Sense of belonging in the school environment

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

Quick Sketch



Concept
Mindset



Length
10-15 Minutes

Inquiry Prompts

- What is a community?
- What communities do you belong to?
- Does everyone in a community have to be the same?

Instructions

The purpose of this activity is to have students show what they already know about communities by sketching their idea of a community.

- 1 Ask students to sketch a picture of a community. They can do this on their own, or collaboratively in small groups.
- 2 Have students explain their sketches. Reinforce the types of communities they identify, and fill in with your own knowledge about what makes a community.
- 3 Explain to students that while a community is often thought of as a place, it can also refer to a group of people. Give them some examples:
 - Place: country, city, town, neighborhood, school;
 - People: family, classmates, teammates, etc.

Message for students: While communities can form around similarities, differences are what make communities unique. Belonging doesn't mean being the same, but simply feeling like you're accepted by others for who you are.

Materials Required

- Paper
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access (if you want students to upload their artifacts)

Artifacts

Upload students' sketches to **Storyboard**, where they can reflect on what community means to them. You can also create a display in your classroom.

We All Belong in Class



Concept
Mindset



Length
15-20 Minutes

Inquiry Prompts

- What does it mean to belong?
- What does it feel like to belong?
- How does it feel if you believe you don't belong?
- Why is it important to help others feel like they belong?
- Have you ever felt like you didn't belong in class? What made you feel that way?
- How can we make everyone in class feel like they belong?

Instructions

In this activity, students explore what makes a happy classroom community, focusing on the characteristics that make everyone feel like they belong.

- 1 Give each student a [We All Belong in Class graphic organizer](#).
- 2 Ask students to think about their experiences in class.
 - What does a classroom where everyone belongs look like (e.g. students getting along)?
 - What does a class where everyone belongs sound like (e.g. friendly chatter)?
 - What does a class where everyone belongs feel like (e.g. safe and welcoming)?
- 3 Instruct students to draw or write their ideas about what a class where everyone belongs should look, sound, and feel like in the spaces provided on the graphic organizer.
- 4 Encourage students to identify ways they can help other students feel like they belong to their class.

Message for students: From a big country to a small classroom, to make a community work, it's important to respect differences. Every student and adult has a role to play in making sure everyone feels like they belong.

Materials Required


- [We All Belong in Class graphic organizer](#)
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access (if you want students to upload their artifacts or create a goal)

Artifacts

Upload students' graphic organizers to **Storyboard**, where they can reflect on what it means to them to belong. They might also want to commit to the ways they will help others feel like they belong by creating a goal in Xello.

We All Belong in Class

What does a class where all students belong...

Sound like?	Look like?	Feel like?
		

What can you do to help others feel like they belong?

Name: _____

Our Special School



Concept
Mindset



Length
20-30 Minutes

Inquiry Prompts

- What makes a community special?
- What roles do people have in the school community, and why are they important?
- What do you think your role in the school community is?

Instructions

In this activity, students create a map of their school, labeling the important people who make up the school community, and describing their roles.

- 1 As a class, brainstorm some things that make your school special. Why is this a place where everyone can feel like they belong?
- 2 Have students draw a map of their school on some paper. (To make it easier, you can have them copy an outline or map from a projection.)
- 3 Ask students to think of all the people in the school community and the roles/jobs they hold. As a class, list as many as you can (for example, principal, teacher, school nurse, counselor, maintenance staff, cafeteria staff, crossing guards, bus driver, other students, etc.).
- 4 Help students label their school maps with the locations of all of the people who help make the school feel like a special place to belong.

Message for students: A community isn't made up of just one person; it's many people working together to make everyone feel special and included. At a school, that means more than just teachers and students. What do you think would happen if some workers in the school community didn't show up one day?

Materials Required

- Paper
- Construction paper
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access (if you want students to upload their artifacts or create a goal)

Artifacts

Upload students' graphic organizers to **Storyboard**, where they can reflect on what it means to them to belong. They might also want to commit to the ways they will help others feel like they belong by creating a goal in Xello.

Exit Slip: **Belonging to a Community**



Name: _____ Date: _____

Next time I have dinner with my parents or guardians, I'm going to start a chat about _____ by saying:
Topic

Name: _____ Date: _____

Next time I have dinner with my parents or guardians, I'm going to start a chat about _____ by saying:
Topic

Name: _____ Date: _____

Next time I have dinner with my parents or guardians, I'm going to start a chat about _____ by saying:
Topic

Believing You Can Succeed



Concept
Mindset



Length
10-50 Minutes



Recommended
4th Grade

About This Lesson

In this lesson, students learn about fixed and growth mindsets, and assess their own attitudes towards their ability to learn and grow. They bring it all together to create a class mantra that encourages them and their classmates to believe they can succeed!

Learning Objectives

By the end of this activity, students will:

- Define different types of communities they belong to;
- Identify the characteristics of growth and fixed mindsets;
- Explore ways to turn a fixed mindset into a growth mindset;
- Reflect on times they've demonstrated a fixed and/or growth mindsets;
- Create class mantras to remind themselves and their friends to stay positive about their abilities.

Driving Question

How can believing in myself help me (and others) succeed?

Future-Ready Skills

Assessing

Judging

Self-Confidence

Critical Thinking

Lesson Breakdown

5-10
minutes

Activity 1 - Got Attitude?

The purpose of this activity is to build on students' experiences with self-doubt and help remind them of what a positive attitude looks and sounds like.

15-20
minutes

Activity 2 - Flip Your Thinking

In this activity, students reflect on their own experiences and turn fixed mindset statements into more positive growth mindset statements.

15-20
minutes

Activity 3 - Class Mantras (When You Need a Little Help)

The purpose of this activity is to equip students with some confidence-boosting mantras to help them encourage classmates—and themselves—when they have trouble believing in their abilities.

10-15
minutes

Exit Activity - Students Add a Goal or Achievement

Have students sign in to Xello and add a goal card or an achievement card that reflects a growth mindset.

Xello Entry Point

The in-app lesson **Mission: Skills** features the story of an artist, Doon, who has trouble believing she has the ability to perform a task. This activity is a great way to build on the themes of that story. Read the comic or revisit the story together as a class.

Lesson Vocabulary

- Attitude
- Success
- Fixed mindset
- Growth mindset
- Self-Confidence
- Mantra

ASCA Standards

M 2. Self-confidence in ability to succeed

M 6. Positive attitude toward work and learning

B-LS 8. Actively engage in challenging coursework

Got Attitude?



Concept
Mindset



Length
5-10 Minutes

Inquiry Prompts

- How do you know when you have a positive (growth) mindset?
- How do you know when you have a poor (fixed) mindset?
- When do you feel your most confident at school? Your least confident?

Instructions

The purpose of this activity is to build on students' experiences with self-doubt and help remind them of what a positive attitude looks and sounds like.

- 1 Explain to students that you're going to make a series of statements. Ask students to vote on whether the statement demonstrates a positive (growth) or poor (fixed) attitude.
- 2 You can come up with your own statements or build on these:
 - I'm too dumb to get this. (fixed)
 - I know everything there is to know about planets. (fixed)
 - Mistakes help me learn. (growth)
 - I'm not a very good baseball player. (fixed)
 - I'm going to try my best. (growth)
 - I don't understand this. What's wrong with me? (fixed)
 - My answer is wrong. What am I missing? (growth)
- 3 Now ask for volunteers to describe a time they had a similar thought or attitude. What made them think the way they did?

Message for students: Often, success can start with attitude! Believing in yourself and your ability to learn and grow opens your mind to strategies that will help you achieve your best.

Materials Required

- Nothing for this activity

Artifacts

Nothing for this activity.

Flip Your Thinking



Concept
Mindset



Length
15-20 Minutes

Inquiry Prompts

- What can happen when someone believes the negative thoughts they have about themselves or their abilities?
- What can happen when someone believes in their abilities?
- How does your mindset affect how you treat or act towards other students?

Instructions

The purpose of this activity is to have students reflect on their own experiences with fixed and growth mindsets. To demonstrate that they understand how to turn a fixed mindset into a growth mindset, students match “before” fixed statements to their “after” growth mindset counter-statements.

- 1 Arrange students into small groups.
- 2 Give each group a set of red [Flip Your Thinking](#) cards. Explain that the cards contain fixed mindset statements.
- 3 Ask students to go through the cards and talk to the rest of their group about a time they may have felt or said the fixed statements in class or at home.
- 4 Now give students a set of green [Flip Your Thinking](#) cards. Explain that these cards contain growth mindset statements.
- 5 Ask students to match the green cards with a red card to turn the fixed mindset statement into a growth mindset statement. (For example: I can't do this > I can't do this yet, but I'm going to keep trying.)

Message for students: It's not always easy to tune out self-doubt. It can take practice and effort to build self-confidence and turn a fixed mindset into a growth mindset. Keep at it!

Materials Required

- [Flip Your Thinking cards](#)

Artifacts

Nothing for this activity.

Flip Your Thinking - Cards



FIXED

I give up.

GROWTH

I'll try something new until I get it.

FIXED

I'm no good at this.

GROWTH

I'm not good at this yet, but I'm going to keep trying.

FIXED

I'm going to screw this up.

GROWTH

Mistakes help me learn.

FIXED

I know everything there is to know about this.

GROWTH

I know a lot about this, but I'm always open to learning more.

Name: _____

Flip Your Thinking - Cards



FIXED

I'll never be as smart as that other person.

GROWTH

I'm in charge of how much I learn. I'll ask the other person for help

FIXED

This is good enough.

GROWTH

This might not be my best work. I'll keep trying to make it better

FIXED

This is too hard.

GROWTH

This is tough, but I'm willing to put in the time and effort to work on it.

FIXED

Science is not my thing.

GROWTH

I'll work until I train my brain to think scientifically.

Name: _____

Class Mantras (When You Need a Little Help)



Concept
Mindset



Length
15-20 Minutes

Inquiry Prompts

- Why is it important to encourage others around us?
- If everyone in class had a growth mindset, what would that look like?
- How should you react when someone encourages you?

Instructions

The purpose of this activity is to equip students with some confidence-boosting mantras to help them encourage classmates—and themselves—when they have trouble believing in their abilities.

- 1 Explain to students what a mantra is. A class mantra is a positive statement that can help encourage students to believe in their abilities and do their best.
- 2 Give students about 5 minutes to brainstorm some mantras that demonstrate a growth mindsets.
- 3 As a class, compile students' mantra suggestions on a blackboard or whiteboard.
- 4 Vote on the mantras! Students can vote for a single class mantra, or for mantras that might come in handy for different situations. For example, a mantra for when you did not do as well as you had hoped on a test. Or a mantra when you're nervous about learning something new.
- 5 Have students write the mantras on index cards to keep and share with classmates when they need it, or to use in a class display.

Message to students: Words matter! The way you communicate with someone can affect their mental health (that's the way they think and feel about themselves and their abilities). Kind and encouraging words, like those in a class mantra, can help when someone feels unsure. Share your mantras freely with other students, and let others encourage you when you need it.

Materials Required

- Paper
- Pencils, colored pencils, or markers
- Index cards (3x5 or 4x6)
- Computers (tablets, phones) with Internet access (if you want students to upload artifacts)

Artifacts

Have students upload their favorite class mantra cards to **Storyboard**, where they can keep a running reflection on when they've needed to refer to the mantra. You can also create a display in your classroom, where students can select a card for encouragement when they need it. (Have every student write out each of your class mantras on an individual index card. Organize the cards in envelopes or pockets made out of construction paper, one for each mantra, and pin to a bulletin board. Students can help themselves to a card from the envelopes as they need it.)

Balancing Life Roles



Concept
Mindset



Length
15-65 Minutes



Recommended
5th Grade

About This Lesson

In this lesson, students discover the importance of balance in their own roles and responsibilities through a physical experiment, self-reflective diagram, and creative writing activity.

Learning Objectives

By the end of this activity, students will:

- Understand the importance of achieving balance in their responsibilities and activities;
- Evaluate the roles and responsibilities that they need to balance;
- Prioritize responsibilities that are the most important

Driving Question

What roles do you play in life, and how can you balance them?

Future-Ready Skills

Responsibility

Time Management

Decision Making

Mathematics Skills

Prioritizing

Lesson Breakdown

10-15
minutes

[Activity 1 - Balance Challenge](#)

In this fun experiment, students try to balance some coins off of the side of a desk.

15-20
minutes

[Activity 2 - Responsibility Pie](#)

In this activity, students list off all the responsibilities and activities they perform in a day, and create a pie chart from the results.

20-30
minutes

[Activity 3 - A Day in the Life Story](#)

Students get creative in this activity, writing a story about how they might balance several roles in a day before things get a bit weird.

5-10
minutes

[Exit Activity - Balancing Life Roles Exit Slip](#)

Students complete an exit ticket, reflecting on what they learned about balancing their responsibilities and roles.

Xello Entry Point

In Xello, students can use the **Interests** inventory and **Storyboard** to record the activities that are important to them. These sections can be used to jumpstart a discussion about how students can keep all of their different interests and responsibility in balance.

Lesson Vocabulary

- Role
- Responsibility
- Balance
- Priority
- Work-Life Balance

ASCA Standards

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.

B-SMS 8. Demonstrate the ability to balance school, home and community activities.

B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.

Balance Challenge



Concept
Mindset



Length
15-20 Minutes

Inquiry Prompts

- What kinds of activities or responsibilities are you balancing now?
- Why is balance important?

Instructions

In this fun experiment, students try to balance some coins off of the side of a desk. They learn that the principles of balance apply to their responsibilities as well as to building a ledge of coins.

Check out this video to see how it's done: [Hoopla Kids Lab Balance Coins Experiment](#).

- 1 Challenge students to build a ledge of coins that overhangs a desk.
- 2 You can either have students work in groups with a pile of coins for each group, or ask for volunteers from the class to try to balance the coins over the edge of your desk.
- 3 If students are successful, ask them to explain how they were able to accomplish a balanced ledge.
- 4 If students cannot build the ledge, model it for them (see the video link above).

Message for students: Each coin plays a role in keeping the balance of the whole structure. Now imagine each of the coins is an activity or responsibility that you have, like school, chores, sports, etc. It's just as important for you to learn how to balance all of your roles and responsibilities.

Materials Required

- Pennies or nickels

Artifacts

None for this activity.

Responsibility Pie



Concept
Mindset



Length
15-20 Minutes

Inquiry Prompts

- What roles do you play in your life?
- How do you spend your time at school?
- How do you spend your time outside of school?
- How do you know what your big priorities are?

Instructions

In this activity, students list all of the responsibilities and activities they perform in a day, and create a pie chart from the results. They then reflect on the breakdown of the pie chart, evaluating how much time they want to spend on their various responsibilities.

- 1 Ask students to think about the roles they have right now, like student, son/daughter, teammate, friend, pet owner etc. Encourage them to consider the kinds of responsibility they have in each of those roles, like doing homework or chores, walking their dog, practicing soccer, etc. You can model this kind of thinking yourself, as you talk about your roles and responsibilities as a teacher, child, parent, etc.
- 2 Give each student a [Responsibility Pie worksheet](#). Ask them to list all the activities and responsibilities they do in a day. Remind students to add activities that they need to do each day, like go to school, eat, shower, brush their teeth, etc. They can choose a typical day or a day that's particularly challenging.
- 3 Next, they should indicate how many hours a day they spend on each activity or responsibilities. Convert each activity into a total percentage of time spent on it during the day.
- 4 In the pie chart, have students color in the percentage of the pie that they devote to each activity. Alternatively, students can add marks to the pie chart to indicate 5-minute marks like a clock. They can fill in the chart in 5-minute increments.
- 5 When finished, students should use the space provided on the worksheet to reflect on how well they feel they are balancing their activities and responsibilities.

Message for students: Even adults struggle to find balance with their responsibilities. The things you *have* to do, like school, are your priorities. Some of the things you *choose* to do can be juggled around to make sure you're not trying to balance too much.

Materials Required

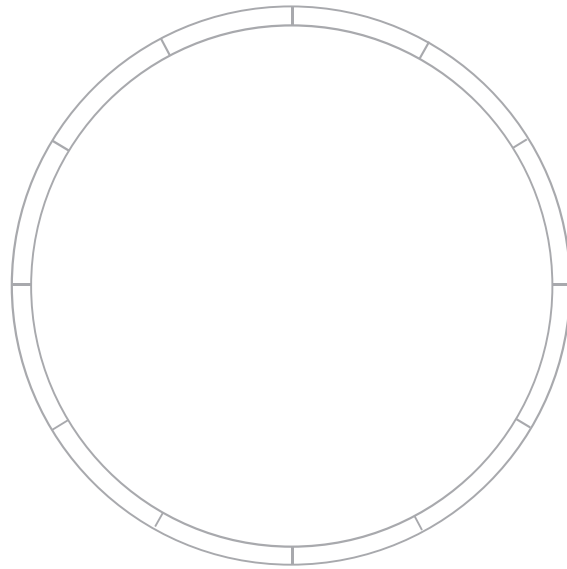
- [Responsibility Pie worksheet](#)
- Protractors and calculators
- Pencils, colored pencils, or markers
- Computers (table, phone) with Internet access (if you want students to upload artifacts)

Artifacts

Students can upload their **Responsibility Pie** charts to Storyboard where they can reflect on how to balance all of the responsibilities of their roles. They can also use the **Goals** section to set goals to find a more manageable balance in their lives.

Responsibility Pie

Think of all the activities you do in a day. List them below and estimate how many minutes you spend on each one. Then convert each activity into a percentage of your time. Remember: 24 hours in a day is equal to 1440 minutes a day. Use that percentage to create and color a wedge that represents the percentage of time you spend on the activity each day.



Activity	Minutes	Activity	Minutes
Sleeping			
School			

How well are you balancing all of your responsibilities? What could you change?

Name: _____

A Day in the Life



Concept
Mindset



Length
20-30 Minutes

Inquiry Prompts

- Why is it important to make sure you don't get too stressed out?
- How do you make sure your priorities get done while finding time for the activities you do just for yourself?
- How much of a say do you have in the responsibilities you have?
- What roles would you like to add or drop from your responsibilities if you could? Why?

Instructions

Students write a story about how they would juggle some activities and responsibilities. Choosing elements from a pool of prompts, students craft a tale that shows they know how to prioritize while using their imagination to save the world!

- 1 Give each student a copy of the [A Day in the Life story sheet](#).
- 2 As students create their story, they choose prompts from a pool that guide their writing. One prompt is a responsibility that is a priority to get done. Then, they're free to choose some other activities and responsibilities to prioritize. Then, just when they think they have a handle on things, they're called to play the most important role of their lives!
- 3 Ask students to read their stories and remark on how they juggled the more realistic elements of their roles.

Message for students: Okay, maybe you won't be responsible for saving the world (just yet). But learning to balance all of your responsibilities is a superpower that will help you now and in the future!

Materials Required

- [A Day in the Life Story sheet](#)
- Pencils, colored pencils, or markers
- Computers (table, phone) with Internet access (if you want students to upload artifacts)

Artifacts

Students can upload their **A Day in a Life** stories to **Storyboard**, where they can reflect on the challenges they have balancing their current responsibilities, and predict what challenges they might face in the future with balancing their roles.

A Day in the Life

Top Priorities

- Go to school
- Do my homework
- Work on a group project
- Clean my room
- Eat dinner with my family
- Set the table
- Take out the trash
- Go to the dentist

Extra Activities

- Make my bed
- Walk the dog
- Go to soccer practice
- Go to dance class
- Visit my favorite relative
- Go to my friend's birthday party
- Practice playing the piano
- Watch my favorite show
- Play video games

Sudden Events

- Aliens have landed
- There's a total power outage
- It's actually raining cats and dogs
- Every adult has disappeared
- Time has stopped
- I can hear animals talk
- I'm invisible

It began as a normal day. I knew I *had to* _____ . But I

Pick one prompt from the Top Priorities

also wanted to _____ . Here's how I fit it all in:

Pick one prompt from the Extra Activities

Phewf! I tackled my top priorities with time to spare for other activities. I was

minding my own business, when I suddenly noticed that _____

Pick one prompt from Sudden Events

_____ ! I had to act fast. So, I _____

Name: _____

Exit Slip: **Balancing Life Roles**



Name: _____ Date: _____

Draw or write it! Learning about balancing life roles made me wonder:

Name: _____ Date: _____

Draw or write it! Learning about balancing life roles made me wonder:

Name: _____ Date: _____

Draw or write it! Learning about balancing life roles made me wonder:

Comparing Careers



Concept
Learning Skills



Length
15-55 Minutes



Recommended
3rd Grade

About This Lesson

In this lesson, students learn about the Xello career groups through a flash card game and investigate career profiles within the software to help them understand the skills and knowledge needed to solve a fictional community problem.

Learning Objectives

By the end of this activity, students will

- Understand some of the similarities and differences between jobs;
- Demonstrate how people in different jobs work together.

Driving Question

What are career groups for?

Future-Ready Skills

Career Awareness

Critical Thinking

Evaluating

Lesson Breakdown

10-15
minutes

Activity 1 - Wave the Card

In this activity, students demonstrate what they already know about careers by choosing a career card that matches a description.

15-20
minutes

Activity 2 - Career Venn Diagrams

In this activity students compare and contrast 2 careers to understand how some jobs are similar and different.

15-20
minutes

Activity 3 - Community Solvers

In this activity, students identify people in careers who can help resolve a problem in a fictional community.

5-10
minutes

Exit Activity - Explore Career Groups and Like Careers

Have students keep exploring the careers by the 6 career groups in Xello Elementary. Encourage them to like (save) the careers that interest them to see if careers in one group are more appealing to them than those in any other group.

Xello Entry Point

Xello's career profiles describe a wide range of jobs in 6 career groups: building and fixing, business, creative, health, helping, and nature. You can use the career groups and profiles as an entry point to this lesson.

Lesson Vocabulary

- Career
- Job
- Career Group / Cluster
- Compare
- Contrast
- Venn Diagram

ASCA Standards

M 6. Positive attitude toward work and learning

B-LS 5. Apply media and technology skills

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

Wave the Card



Concept
Learning Skills



Length
10-15 Minutes

Inquiry Prompts

- How are some careers the same?
- How are similar careers different?
- What kind of career sounds the most interesting to you (e.g. one where you work in a hospital, work with children, etc.)?

Instructions

In this activity, students demonstrate what they already know about careers by choosing a career card that matches a description. As well, they gain a basic understanding of how some careers can share certain characteristics like workplaces, tasks, and skills required.

- 1 Pass out the [career cards](#) to students individually, or have students work in groups.
- 2 Explain to students that you're going to give a series of clues. Students who have the career card that answers the clue should hold up their card.
- 3 Choose some of the following clues to read to students. Wave the card of someone who:
 - Works in a hospital
 - Works with children
 - Works with tools (like a saw, wrench, or hammer)
 - Works with money
 - Helps people in trouble
 - Makes something creative
 - Works outside
 - Works in a school
 - Works with computers
- 4 Discuss with students all the careers match the clue. Can they think of any other careers that are similar?

Message to students: Some careers share a task or goal. For example, both police officers and firefighters keep people safe. Others may work in the same place. For instance, both a cashier and a manager may work in a grocery store. And lots of careers require the same skills. A teacher and a politician both have to be good at communication to make sure people understand them. Can you think of other ways that careers can be similar?

Materials Required

- [Wave the Card career cards](#)
(one set per student or group)

Artifacts

None for this activity

Wave the Card - Career Cards



Nurse

Nurses take care of patients and help them get better.



Roofer

Roofers build and fix the roofs on homes and other buildings.



Coast Guard

The Coast Guard watches over oceans, lakes, and rivers across the country.



Florist

Florists are artists who work with flowers and plants.



Medical Secretary

Medical secretaries do paperwork and greet clients in hospitals and medical offices.



Police Officer

Police officers keep people safe. They make sure people obey the law.



Bicycle Mechanic

Bicycle mechanics fix and tune up bikes.



Software Engineer

Software engineers research, design, and test computer software.



Elementary School Teacher

Elementary school teachers teach students from kindergarten to 6th grade.



Money Manager

Money managers control and invest large amounts of money for big companies.



Beekeeper

Beekeepers look after hives of bees.



Crossing Guard

Crossing guards help kids safely cross streets on their way to and from school.

Wave the Card - Career Cards



Librarian

Librarians manage collections of books and other resources.



Set Designer

Set designers create the sets for TV shows, films, and plays.



Fundraiser

Fundraisers raise money and awareness for all kinds of causes.



Welder

Welders heat up and connect metal pieces. They weld metal for buildings, cars, bridges, and more.



Nanny

Nannies look after children in people's homes.



Photographer

Photographers take pictures that tell stories or record events.



IT Support Specialist

IT support specialists are experts at handling computers and networks.



Principal

Principals make sure schools run smoothly.



Bank Teller

Bank tellers help customers with their money at a bank.



Firefighter

Firefighters put out fires and deal with other emergencies.



Farmer

Farmers raise and sell crops and animals.



Family Physician

Family physicians are doctors who look after people of all ages.

Career Venn Diagrams



Concept
Learning Skills



Length
15-20 Minutes

Inquiry Prompts

- Why would you want to know how jobs are similar/different?
- How do similarities and differences in careers help people pick their jobs?

Instructions

In this activity students compare and contrast 2 careers to understand how some jobs are similar and different.

- 1 Define career groups (or clusters) for students. Ask them what kind of jobs they think they'll find in the 6 career groups in Xello Elementary: building and fixing, business, creative, health, helping, and nature.
- 2 Hand out a [Venn diagram worksheet](#) to each student.
- 3 Ask students to use Xello to research 2 careers from the same career group. To see career groups, students should go to the **Careers** section of Xello and select **Career Groups**.
- 4 In the parts of the circles that don't overlap, students should list all the ways each career is unique.
- 5 Where the circles overlap, they should list the characteristics that the 2 careers share.

Message for students: Career groups help people find jobs that are similar so they can start thinking about the things they like in a job. Knowing how jobs are the same can help adults find a career they might like. If they like a career's tasks, workplace, or using the skills required for the job, they may also like a career that shares the same characteristics.

Materials Required

- [Career Venn Diagram worksheet](#)
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access

Artifacts

Upload students' Venn diagrams to **Storyboard**, where they can reflect on the similarities and differences between careers. Students can also like the career profiles in Xello that appeal to them most.

Career Venn Diagram

Career: _____

Career: _____

What makes this
career unique?

What makes this
career unique?

What characteristics
do both careers share?

Name: _____

Community Solvers



Concept
Learning Skills



Length
15-20 Minutes

Inquiry Prompts

- Why do we need different jobs?
- What would it be like if everyone had the same job?
- What jobs help make our school or community work?

Instructions

In this activity, students identify people in careers who can help resolve a problem in a fictional community. The activity gives students the chance to solve the problem with a unique team of workers, underlining the idea that some tasks can be handled by multiple career practitioners.

- 1 Give each student a [Community Solvers activity sheet](#). There are 6 worksheets, each with a different scenario. You can have students work on the same scenario, individually or in small groups, or distribute the sheets to students work on various scenarios.
- 2 Explain to students that they are going to research and find someone in a career who can help solve the problem described on their worksheet. They need to be able to explain what the person does in their job, the career group the job belongs in, and the skills, tools, or knowledge they might use to fix the problem.
- 3 Help students log in to Xello and locate the **Careers** section.
- 4 When they've found a suitable job, students should record the information on their worksheets and draw a picture of the person in the career fixing the problem.
- 5 If some students were given the same problem to solve, point that out. Ask if they all picked the same career as the resolution.

Message for students: It takes people in lots of different careers to make a community work. But that doesn't mean that some careers don't share the same goals, like helping people or working in nature. What other careers have you seen in your community? What career groups do you think they belong to?

Materials Required

- [Community Solvers activity sheets](#)
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access

Artifacts

Upload students' community solver worksheets to **Storyboard**, where they can reflect on how people in different jobs work together to get things done.

Community Solvers

Uh oh! A dog has hurt his paw.



A person in what career can help? _____

What career group is this job in? _____

What tools, skills or knowledge will this person in the career use? _____

Draw a picture of the person in the career solving the problem.

Name: _____

Community Solvers

Uh oh! The park needs a new basketball court.



A person in what career can help? _____

What career group is this job in? _____

What tools, skills or knowledge will this person in the career use? _____

Draw a picture of the person in the career solving the problem.

Name: _____

Community Solvers

Uh oh! The school needs to buy new computers.



A person in what career can help? _____

What career group is this job in? _____

What tools, skills or knowledge will this person in the career use? _____

Draw a picture of the person in the career solving the problem.

Name: _____

Community Solvers

Uh oh! The fall fair needs entertainers.



A person in what career can help? _____

What career group is this job in? _____

What tools, skills or knowledge will this person in the career use? _____

Draw a picture of the person in the career solving the problem.

Name: _____

Community Solvers

Uh oh! A couple needs a cake for their wedding.



A person in what career can help? _____

What career group is this job in? _____

What tools, skills or knowledge will this person in the career use? _____

Draw a picture of the person in the career solving the problem.

Name: _____

Community Solvers

Uh oh! Someone has a painful sunburn and wants to feel better.



A person in what career can help? _____

What career group is this job in? _____

What tools, skills or knowledge will this person in the career use? _____

Draw a picture of the person in the career solving the problem.

Name: _____

Trying Your Best



Concept Learning Skills



Length 15-55 Minutes



Recommended 4th Grade

About This Lesson

In this lesson, students will discover the benefits of trying their best by celebrating their classmates' efforts, and reflecting on their own willingness to put their best effort forward. By sharing and exchanging their experiences and reflections with others, students will see ways they can improve their own behavior and support one-another in their efforts.

Learning Objectives

By the end of this activity, students will

- Describe what it means to try one's best;
- Assess their own efforts at school and elsewhere;
- Reflect on the benefits of trying their best;
- Use a rubric to evaluate levels of effort in some sample work.

Driving Question

Why should I make an effort in school?

Future-Ready Skills

Perseverance

Goal Setting

Self-Management

Lesson Breakdown

10-15 minutes

Activity 1 - The Effies!

In this activity, students tap into what they know about trying their best by nominating classmates for recognition for putting their best effort forward.

15-20 minutes

Activity 2 - When Do I Try My Best?

In this activity, students reflect on what it looks and feels like to try their hardest and assess their own effort.

15-20 minutes

Activity 3 - You're the Teacher!

In this activity, students use an effort rubric to "grade" some sample work.

5-10 minutes

Exit Activity - Trying Your Best Exit Slip

Students complete an exit ticket, reflecting on a past event where they did not try their best and predicting how they will use what they learned in the future.

Xello Entry Point

In the **School Subjects** section of the **About Me** page, students can rank 6 subjects from most to least favorite. Sometimes, interest and effort go hand in hand. This lesson can help students assess whether their interest in a school subject impacts their effort in the class.

Lesson Vocabulary

- Nominate
- Effort
- Self-assessment
- Believe
- Achieve
- Perseverance
- Fulfillment
- Satisfaction
- Success

ASCA Standards

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

B-LS 3. Use time-management, organizational and study skills

B-LS 4. Apply self-motivation and self direction to learning

B-LS 6. Set high standards of quality

B-LS 8. Actively engage in challenging coursework

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

Trying Your Best

The Effies!



Concept
Learning Skills



Length
10-15 Minutes

Inquiry Prompts

- How do you know if you're doing your best?
- Why should you feel good about trying your best?
- Why should we celebrate others' best efforts?

Instructions

The purpose of this activity is to help students tap into what they already know about what it looks and feels like to try your best. They also have a chance to recognize a classmate who has tried their best at something.

- 1 Ask students to work with a partner for this activity. Hand out [Effie nomination slips](#) to each student.
- 2 Explain to students that they're going to nominate their partner for an Effie award. Effie awards recognize students who try their very best at something. This is all about effort, not necessarily results!
- 3 Give students some time to talk to each other and fill out their slips nominating their partners. Remind them that their answers should be different!
- 4 Collect the slips. Pull some from random and discuss as a class how the nominee has demonstrated their best effort.

Message for students: Being recognized for trying your best is just as important as winning or achieving something. Trying your best, even when something's hard, is an awesome achievement too!

Materials Required

- [Effie nomination slips](#)
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access (if you want students to upload their artifacts)

Artifacts

Upload students' nomination slips to Storyboard, or post them in your classroom.

The Effies! - Nomination Slips



I nominate _____
for an Effie because they try their best at



I nominate _____
for an Effie because they try their best at



I nominate _____
for an Effie because they try their best at



I nominate _____
for an Effie because they try their best at



I nominate _____
for an Effie because they try their best at



I nominate _____
for an Effie because they try their best at



I nominate _____
for an Effie because they try their best at



I nominate _____
for an Effie because they try their best at

When Do I Try My Best?



Concept
Learning Skills



Length
15-20 Minutes

Inquiry Prompts:

What can stop someone from trying their hardest at something?

- Is it only students who need to try their best at school? How do other people try their best in a school?
- How can someone commit to trying their hardest in the future?

Instructions

In this activity, students reflect on what it looks and feels like to try their hardest and assess their own effort.

- 1 Hand out the [effort self-assessment worksheets](#) to students. Ask them to fill out the assessment, and reflect on their results.
- 2 As a class, discuss the results of students' surveys. Come up with some benefits of trying your best at school.
- 3 Ask students to reflect on something they want to try harder at. How will they boost their effort in that area?

Message for students: Reflecting on how you feel about the effort you put into things can help you identify areas that you might need to work on. Ask yourself why you might not be putting your best effort towards a task or activity. Think about the help you would need to boost your effort, and ask for it.

Materials Required

- [Effort self-assessment worksheets](#)
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access

Artifacts

Upload students' effort self-assessment to **Storyboard**. They can also use their answers as a basis for setting a goal about trying their best at a task in the My Goals section of Xello.

Effort Self-Assessment

Name: _____

Date: _____

Don't worry, this isn't a test. There are no wrong answers—just honest answers! Color in the answer that best reflects how hard you try at the following tasks.

	I don't try at all	I try a little	I try hard	I try my very best
I get my homework done on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I pay attention when the teacher is talking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I respect my classmates. I treat everyone with kindness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I come to school with a positive attitude.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I follow directions in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I control my emotions. I don't act out when things get tough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask for help when I'm not sure about something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe a time you tried your best at something. What happened after you gave it your best effort?

You're the Teacher!



Concept
Learning Skills



Length
15-20 Minutes

Inquiry Prompts

- Why should someone put their best effort forth at school?
- What does it look like when someone makes an effort?
- What are the benefits of trying your best?
- Does effort always equal success (e.g. high marks)?

Instructions

In this activity, students use an effort rubric to “grade” some sample work. The objective is to ensure students can identify various levels of effort and interpret rubrics to gauge how they can try their hardest with their own work.

- 1 Hand out the [effort rubric](#) and [sample assignments](#) to groups of students. Students will need 2 rubric sheets so they can score both assignments.
- 2 Ask them to study the rubric. Use it as a guide for evaluating the amount of effort involved in the sample works. They can circle or color in the box with the score they want to give the work in each of the categories.
- 3 Encourage students to discuss the evidence they’ve found for their rating.
- 4 Ask groups to explain why they graded the work the way they did. Discuss why groups agreed or disagreed about the results.

Message for students: Sometimes trying your best means a higher mark or a big reward. But sometimes the rewards aren’t as obvious. In some cases, trying your best means you’ve challenged yourself, learned a lot, and prepared yourself to meet more—and maybe even bigger—challenges next time.

Materials Required

- [Two sample student assignments](#)
- [Effort rubrics](#)
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access (if you want students to upload artifacts)

Artifacts

Upload students’ effort self-assessment to Storyboard. They can also use their answers as a basis for setting a goal about trying their best at a task in the My Goals section of Xello.

Student Work Sample #1

Name: _____

Date: _____

Teacher's Instructions:

Illustrate a professional in their workplace and describe some characteristics about their career.

Student #1 Illustration:



Student #1 Written Work:

- Construction managers plan and oversee building projects.
- They spend most of their time in an office creating schedules and budgets.
- This job is part of the health career group.
- They use Language Arts skills to read reports on factory costs and production.

Student Work Sample #2

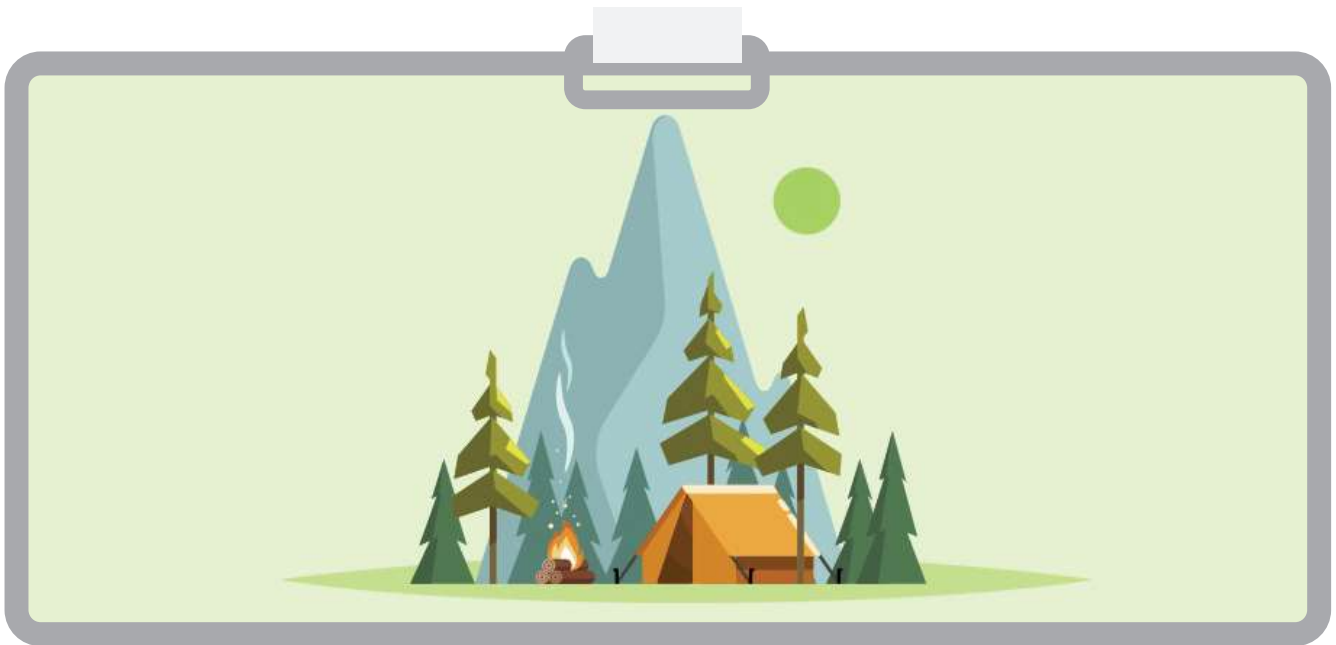
Name: _____

Date: _____

Teacher's Instructions:

Illustrate a professional in their workplace and describe some characteristics about their career.

Student #2 Illustration:



Student #2 Written Work:

Environmental Techs work hard to keep pollution out of the air, water, and soil. Without them we would not be able to enjoy camping in the wilderness. We can help environmental techs by making sure harmful waste, like batteries, are thrown away properly. To become an environmental tech you must like science and math because you need to understand how pollution affects our planet and use measurement skills when doing lab experiments. This career is part of the nature career path because environmental techs focus on taking care of the earth.

Effort Rubric

Student Sample # _____

Criteria	Level 1	Level 2	Level 3	Level 4
Illustration quality <ul style="list-style-type: none"> Color scheme Detailed shapes and lines 	Chosen shapes, lines, and color scheme express the scene with little effectiveness.	Chosen shapes, lines, and color scheme express the scene with some effectiveness.	Chosen shapes, lines, and color scheme express the scene with considerable effectiveness.	Chosen shapes, lines, and color scheme express the scene with a high degree of effectiveness.
Illustration content <ul style="list-style-type: none"> Includes a professional at their workplace 	Illustration of the workplace is inappropriate for that career and/or does not include the professional.	Illustration includes a few details about the workplace environment, such as tools or equipment they might use. The professional is inappropriately dressed for their career.	Illustration includes some details about the workplace environment, such as tools and equipment they might use. The professional is adequately dressed for their career.	Illustration includes many details about the workplace environment, such as tools and equipment they might use. The professional is appropriately dressed for their career.
Writing quality <ul style="list-style-type: none"> Paragraph structure Complete sentences Punctuation 	Written description does not use paragraph structure, and sentences are often incomplete and punctuation is not used.	Written description does not use paragraph structure, but includes complete sentences, and appropriate punctuation.	Written description uses appropriate paragraph structure, including complete sentences, and punctuation most of the time.	Written description uses appropriate paragraph structure, including complete sentences, and punctuation throughout.
Writing content <ul style="list-style-type: none"> At least 4 accurate career characteristics 	Written description includes 1 accurate characteristic about the career.	Written description includes 2 accurate characteristics about the career.	Written description includes 3 accurate characteristics about the career.	Written description includes 4 or more accurate characteristics about the career.

Name: _____

Exit Slip: Trying Your Best



Name: _____

Date: _____

Connect it to the **PAST**
Had I tried harder in the past, I
might have:

Connect it to the **FUTURE**
Now that I know why I should
try my best, I'm going to:

Name: _____

Date: _____

Connect it to the **PAST**
Had I tried harder in the past, I
might have:

Connect it to the **FUTURE**
Now that I know why I should
try my best, I'm going to:

Name: _____

Date: _____

Connect it to the **PAST**
Had I tried harder in the past, I
might have:

Connect it to the **FUTURE**
Now that I know why I should
try my best, I'm going to:

Information Literacy: Evaluating Online Resources



Concept
Learning Skills



Length
10-65 Minutes



Recommended
5th Grade

About This Lesson

In this lesson, students will learn how to evaluate online resources for reliability. First, they'll explore how to determine a site's accuracy, relevance, bias, and reliability by comparing and contrasting online sources. Then, they'll put their information literacy skills to the test as they search for the truth, with supporting online evidence, about various topics.

Learning Objectives

By the end of this activity, students will

- Understand the importance of thinking critically about online resources;
- Identify the characteristics of reliable and unreliable sources of online information;
- Locate and evaluate online sources for accuracy, relevancy, bias, and reliability.

Driving Question

How do I know what information to trust online?

Future-Ready Skills

Evaluating

Research Skills

Critical Thinking

Lesson Breakdown

5-10
minutes

Activity 1 - Pick a Side: Fact or Opinion

In this activity students will use their best judgement to determine if a statement is fact or opinion, and learn how to distinguish the difference.

20-25
minutes

Activity 2 - Source or Scam?

In this activity, students learn what makes an online resource trustworthy, and work with a partner to evaluate 2 online sources.

20-30
minutes

Activity 3 - Welcome to CCB News: The Truth is Out There!

In this activity, students play the role of a journalism intern who has to research 3 possible leads for tonight's newscast. Students will use their source evaluation skills to support their ideas.

5-10
minutes

Information Literacy Exit Slip

Students complete an exit ticket, reflecting on what they learned about evaluating online resources for accuracy, bias, relevancy, and reliability.



Xello Entry Point

You can use this lesson at any point during students' exploration of Xello, but it is most useful for career research and evaluating sites that students may want to add to their **Storyboard**.

Lesson Vocabulary

- Fact
- Opinion
- Evaluate
- Reliable
- Relevant
- Accurate
- Bias

ASCA Standards

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 5. Apply media and technology skills

B-LS 6. Set high standards of quality

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions

Pick a Side: Fact or Opinion



Concept
Learning Skills



Length
5-10 Minutes

Inquiry Prompts

- What's the difference between fact and opinion?
- As a student, when do you need to use facts?
- As a student, when do you need to use opinions?

Instructions

Can students recognize the difference between fact and opinion? In this activity students will use their best judgement to determine if a statement is fact or opinion, and learn how to distinguish the difference.

- 1 On one side of the room, post a piece of paper with FACT written on it. On the opposite side, post an OPINION sign.
- 2 Explain to students that you're going to make a series of statements. Ask students to move to one side of the room if they think the statement is a fact, and the other side if they believe the statement is opinion.
- 3 Some sample statements (you can also use your own):
 - The first day of school is the best day of the year
 - Iron Man has cooler technology than Batman
 - Harry Potter was written by J.K. Rowling
 - Students have too much / too little homework
 - February is the shortest month of the year
 - Jupiter is the largest planet in our solar system
- 4 Explain to students that facts can be proven, while opinions can be agreed or disagreed with.

Message for students: Knowing how to distinguish what's fact and opinion (or even untrue) online will help you with research papers, debates, and other school projects. How can knowing the difference between fact and opinion help you outside of school?

Materials Required

- Paper
- Pencils, colored pencils, or markers

Artifacts

None for this activity.

Source or Scam?



Concept
Learning Skills



Length
20-25 Minutes

Inquiry Prompts

- Is it mostly facts or opinions online?
- What's a good source of factual information?
- How does bias affect a message?
- Why would someone put unreliable information online?

Instructions

In this activity, students work with a partner to evaluate 2 online sources. (Depending on how much time you have, you can limit this activity to 1 unreliable site. You may source your own site for this activity, or check out some hoax sites collected by the [Iowa State University Library](#).)

- 1 Review the [Source or Scam? presentation](#) with your students. The presentation can be printed for your students to reference as it is a series of questions they can use to evaluate online sources for reliability, accuracy, relevance, and bias.
- 2 Have partners apply the criteria to 2 websites (one more reliable than the other). We suggest:
 - [The Burmese Mountain Dog Club of America](#)
 - [American Kennel Club](#)
- 3 Ask students to capture their analyses in the [Source of Scam? graphic organizer](#). In each section, they can record the evidence that the site is accurate/inaccurate, relevant/irrelevant, unbiased/biased, and reliable/unreliable. Encourage them to verify information with other, trustworthy sources before they accept what they read.

Message for students: To get to the truth about something, it's important to think critically, or to ask questions, about what you're reading.

Materials Required

- [Source or Scam? presentation](#)
- [Source or Scam? graphic organizer](#)
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access

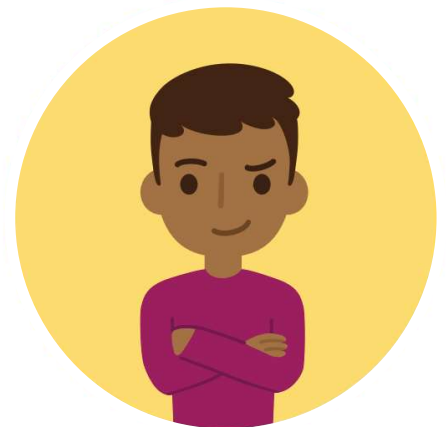
Artifacts

Students can upload their graphic organizers to **Storyboard**, where they can reflect on what they learned from the activity.

Information Literacy: Evaluating Online Resources

Question if the site is **relevant**. Ask yourself:

- How old is the site?
- Does the site specialize in the information you want?
- Does the site go in-depth on a topic?
- Does the site cover a bunch of unrelated topics?
- Is the information useful?
- Is the content high quality?
- Does the site offer new information that can't be found in another source?



Name: _____

Information Literacy: Evaluating Online Resources

Question if the site is **accurate**. Ask yourself:

- Can I check if this information is true anywhere else?
- What sources are used by the author(s) of the site? (If you don't know, is there a way to contact the site creators to find out?)
- When was the site last updated? (Again, can you contact someone to find out?)
- Are there a lot of spelling mistakes or dead links on the site?
- Is there any outdated or obviously wrong information on the site?



Name: _____

Information Literacy: Evaluating Online Resources

Question if the site is **unbiased**. Ask yourself:

- What's the purpose of the site?
- Who created or sponsors the site?
- Can anyone add content to the site, or is it controlled?
- Who is the site's target audience?
- Does the site try to present all sides of a story or issue?
- What opinions are expressed on the site?
- How objective is the tone of the author(s)?
- Does the information promote forms of bigotry like racism, sexism, ableism, classism, or homophobia?



Name: _____

Information Literacy: Evaluating Online Resources

Question if the site is **reliable**. Ask yourself:

- Does the site look like it was made by experts or people who don't know what they're doing?
- Are the authors of the site qualified to give info about the topic? Can you check their credentials?
- What is the site's domain?
 - .edu - educational
 - .gov - government
 - .org - non-profit organization
 - .com - commercial
 - .biz - businesses
 - .info - used by anyone
 - .net - networks
- Is the site trying to sell you something?
- Do other reliable sites cite or link to the page?



Name: _____

Source or Scam?

Website: _____

What makes you think this site is
or isn't: **Accurate**

What makes you think this site is
or isn't: **Relevant**

What makes you think this site is
or isn't: **Biased**

What makes you think this site is
or isn't: **Reliable**

Name: _____

Welcome to the CCB News: The Truth is Out There!



Concept
Learning Skills



Length
20-30 Minutes

Inquiry Prompts

- Can a site have both reliable and unreliable information on it?
- What could happen when people believe unreliable sources of information?
- What would happen if someone didn't use a reliable source of information at school? At their job?

Instructions

In this activity, students play the role of a journalism intern who is tasked with the job to research 3 possible leads for tonight's newscast. Students will use their source evaluation skills to support their ideas.

- 1 Set the scene with your students: "You are no longer students in a classroom; you are journalism interns in a fast-paced newsroom. Tonight's newscast is 5 minutes short and the team needs a story to air—fast! You've been given the job of researching 3 possible leads. Reputation is everything in this business, and airing false news will lose the show viewers and prime sponsors."
- 2 Give students copies of the [Welcome to CCB News: The Truth is Out There!](#) evaluation worksheet.
- 3 Have students research each of the leads on the worksheet, locating and evaluating sources of information to suss out the most reliable story to go with. Prompt them to circle the story they want to go with.
- 4 If you have time, ask students to pitch their leads to you.

Message for students: Wikipedia is not considered a reliable source. Anyone can edit unprotected pages. It's not cool to cite it in any kind of important research. While Wikipedia itself may not be reliable, you can always dig deeper and visit and evaluate the sources linked to a Wikipedia article.

Materials Required

- [Welcome to CCB News: The Truth is Out There! worksheet](#)
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access

Artifacts

Students can add the worksheets to **Storyboard** and reflect on why having credible sources of information is important.

Welcome to CCB News!

Welcome to your first day as a CCB intern. Get ready to flex your research muscles. Your job is to check out the following three leads and find the most reliable one for tonight's newscast. Don't get tricked! Examine your sources carefully.

Story	Sources	Evaluate your Sources
An animal story is always a hit with audiences. What better story than the fight to save the endangered Pacific Northwest tree octopus?		
Signals from the start of the universe? Before TVs went digital, viewers could see leftover radiation emitted from the Big Bang in the static on their TVs.		
Forget Jurassic Park - you might be on to a bigger story. Scientists have recently uncovered the perfectly preserved scene of the biggest battle between humans and dinosaurs yet!		

Name: _____

Exit Slip: Information Literacy



Name: _____

Date: _____

3 things I learned today:

2 things I liked about this lesson:

1 question I still have:

Name: _____

Date: _____

3 things I learned today:

2 things I liked about this lesson:

1 question I still have:

Name: _____

Date: _____

3 things I learned today:

2 things I liked about this lesson:

1 question I still have:

How Others See Me



Concept
Self-Management Skills



Length
15-50 Minutes



Recommended
3rd Grade

About This Lesson

In this lesson, students will explore qualities they admire in others and themselves to help develop their positive self-concept. With a focus on positive behaviors and attitudes, students will build their understanding of how they can control the way others see them.

Lesson Objectives

By the end of this activity, students will

- Build a positive self-concept by exploring the qualities that they like about themselves;
- Link behaviors, attitudes, and language with others' perception of them;
- Identify positive qualities they want to demonstrate to others.

Driving Question

How can I make others see me the way I want to be seen?

Future-Ready Skills

Self-Management

Self-Confidence

Respecting Yourself

Respecting Others

Understanding Perspectives

Lesson Breakdown

10-15
minutes

Activity 1 - Shout-Outs!

In this warm-up activity, students list positive qualities about a classmate, and in return, receive a positive shout-out from their partner.

10-15
minutes

Activity 2 - Meme Yourself

Students explore how they see themselves and how others may see them in this creative drawing activity.

15-20
minutes

Activity 3 - The Me I Want the World to See

In this activity, students create an autobiographical article, highlighting all of the good qualities and actions that they want others to know about.

5-10
minutes

Exit Activity - How Others See Me Exit Slip

Students rate how comfortable they feel with their understanding of how their behavior, actions, and attitude impact the way others see them.

Xello Entry Point

This activity can be used in conjunction with students' work in the **About Me** section, where they inventory all the interests and strengths that help make up their identity.

Lesson Vocabulary

- Perspective
- Impression
- Positive
- Negative
- Behavior
- Attitude
- Meme
- Autobiography

ASCA Standards

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

B-SMS 2. Demonstrate self-discipline and self-control

B-SMS 6. Demonstrate ability to overcome barriers to learning

Shout-Outs!



Concept
**Self-Management
Skills**



Length
10-15 Minutes

Inquiry Prompts

- What positive qualities do you notice first about someone?
- What positive qualities do you admire in others?

Instructions

In this activity, students celebrate the positive qualities they admire in their classmates, and learn what positive qualities other students see in them. At the end of the activity, students should have some positive qualities noticed by their peers that they can build on in the next activity.

- 1 Divide students into smaller groups. Give each group a set of [shout-out slips](#).
- 2 Ask students in the group to fill out one card for each person in their group.
- 3 When they're done, students should pass their cards to the person they wrote about. Have each student share their cards with the group.
- 4 As a class, go over some of the cards and discuss how the student demonstrates the quality mentioned on the card.

Message for students: You never know what kind of impression you're making on people. Sometimes you can't control the way someone sees you. (For example, if you're the youngest, everyone in your family might think of you as the baby of the family.) But sometimes you can control how people see you. Think about the kinds of behaviors, language, and attitude that make a positive and negative impression on you. Which do you display and when?

Materials Required

- [Shout-Out! slips](#)
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access (if you want students to upload their artifacts)

Artifacts

Have students upload the shout-outs they received to **Storyboard**, where they can reflect on what it felt like to hear about the positive qualities someone else sees in them.

Shout-out Slips



★ **Shout-out!** ★

Hey, _____ !
One thing I really like about you is...

★ **Shout-out!** ★

Hey, _____ !
One thing I really like about you is...

★ **Shout-out!** ★

Hey, _____ !
One thing I really like about you is...

★ **Shout-out!** ★

Hey, _____ !
One thing I really like about you is...

★ **Shout-out!** ★

Hey, _____ !
One thing I really like about you is...

★ **Shout-out!** ★

Hey, _____ !
One thing I really like about you is...

★ **Shout-out!** ★

Hey, _____ !
One thing I really like about you is...

★ **Shout-out!** ★

Hey, _____ !
One thing I really like about you is...

Meme Yourself



Concept
**Self-Management
Skills**



Length
10-15 Minutes

Inquiry Prompts

- What positive qualities do you notice first about someone?
- What positive qualities do you admire in others?

Instructions

A meme is a piece of media, like a photo, that becomes popular and spreads from person to person online. Memes often include text-based observations or humor. Based on a popular meme that features a series of images representing others' preconceptions about a person or their job, this activity asks students to envision how others might see them. Thinking about how others see them helps students link their behavior, attitude, and words to the impression they give.

- 1 Give students the [Meme Yourself](#) worksheet and make sure they understand the terms meme and perspective.
- 2 Ask students to think about how other people might see them based on how they act, the language they use, or the attitude they show.
- 3 Have students draw a picture that shows how the person described in the activity may see them.
- 4 Encourage students to present their memes to the class and explain why someone might see them in a certain way.
- 5 You can also have students choose their own perspectives on the blank version of the meme activity sheet. Some options:
 - How I see myself
 - How my family sees me
 - How strangers see me
 - How my pet sees me
 - How my teammates see me
 - How my grandparents see me
 - How my siblings see me

Message for students: Put your best foot forward! Make a good impression! There's lots of sayings that encourage others to think about how their actions, words, and attitude impact the way others see them. What if you could come up with your own saying?

Materials Required

- [Meme Yourself activity sheets](#)
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access (if you want students to upload their artifacts)

Artifacts

Students can upload their memes to **Storyboard**, where they can reflect on how they think others see them, and how they want to be seen. You can also display students' memes in your classroom.

Meme Yourself

The way someone sees something is called a perspective. A person's perspective on you comes from what you do and say when you're with them. Not everyone sees you the same way. The way you act with your parents might be very different from the way you act with your friends.

Draw a picture and add a short phrase to show how others might see you.

How my parents see me

How my teacher sees me

How my friends see me

Name: _____

The Me I Want the World to See



Concept
**Self-Management
Skills**



Length
15-20 Minutes

Inquiry Prompts

- How do you want others to see you?
- What qualities do you think others overlook in you?
- What good qualities do you want to keep developing?
- What bad habits do you want to break?

Instructions

In this activity, students create an autobiographical article about themselves, highlighting all of the good qualities and actions that they want others to know about. The article gives them the chance to explore exactly how they'd like others to see them.

- 1 Give students a copy of the [Me I Want the World to See](#) worksheet.
- 2 Explain that this is a chance to highlight some of the qualities that they want others to see in them.
- 3 Ask students to draw a picture of themselves in the space provided.
- 4 Next, have students reflect on the answers to the prompts/sentence stems. (If they have shout-outs from the first activity, they can use those slips to help fill in some of their answers.)
- 5 Discuss students' articles, pointing out the admirable qualities they want others to see in themselves.

Message for students: Everyone's a work in progress. Even adults still need to work on showing their best qualities to others. And sometimes you can't help what others choose to see in you or believe about you. But putting your best foot forward, and actively working on the positive qualities you already have or want to develop, can help others see you as you see yourself!

Materials Required

- [The Me I Want the World to See worksheet](#)
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access (if you want students to upload their artifact or add a goal)

Artifacts

Help students upload their worksheets to their **Storyboard**. Alternatively, if they have an idea how they want to cultivate qualities that they want others to notice, they can add it to the **My Goals** section of Xello.

The Me I Want the World to See

Draw a portrait of yourself

My name is: _____

I am in grade: _____

I am _____ years old.

Three words I would use to describe myself:

1. _____
2. _____
3. _____

Three words most people would use to describe me:

1. _____
2. _____
3. _____

In my own words...

Some people think that I am...

One thing I want people to see about me is...

One thing I'd like to get better at is...

Exit Slip: How Others See Me



Name: _____

Date: _____

On a scale of 1 (so confused!) to 10 (totally get it), I rate my understanding of this lesson as:

1 2 3 4 5 6 7 8 9 10

because: _____

Name: _____

Date: _____

On a scale of 1 (so confused!) to 10 (totally get it), I rate my understanding of this lesson as:

1 2 3 4 5 6 7 8 9 10

because: _____

Name: _____

Date: _____

On a scale of 1 (so confused!) to 10 (totally get it), I rate my understanding of this lesson as:

1 2 3 4 5 6 7 8 9 10

because: _____

Get Gritty



Concept
Self-Management Skills



Length
15-60 Minutes



Recommended
4th Grade

About This Lesson

In this lesson, students learn about the link between grit and success through the characteristics of historical figures who demonstrated perseverance and passion in achieving their goals. Students then define what it means to be gritty, evaluate their own gritty behaviors, and tell the story of a time they demonstrated a gritty attitude to achieve their own goals.

Lesson Objectives

By the end of this activity, students will

- Define the concept of grit;
- Identify examples of grit;
- Link a gritty attitude to perseverance and the achievement of their goals.

Driving Question

Why is grit important?

Future-Ready Skills

- Assessing
- Creativity
- Perseverance
- Critical Thinking
- Problem Solving
- Work Ethic
- Goal Setting

Lesson Breakdown

10-15
minutes

Activity 1 - Who Is...?

The purpose of this activity is to tap into what students already know about historical figures who have demonstrated perseverance and grit in achieving their goals.

15-20
minutes

Activity 2 - Planet Grit

In this activity, students list characteristics and examples of grit, and rate themselves on their own grittiness.

15-25
minutes

Activity 3 - My Gritty Story

In this activity, students create a comic to tell the story of a time they feel they showed grit.

5-10
minutes

Exit Activity - Get Gritty Exit Slip

Students complete an exit ticket indicating their reaction to what they learned about being gritty and achieving their goals.

Xello Entry Point

The **My Goals** section of Xello lets students set and track personal, school, and even future job goals. Before they do that, you can use this lesson to make sure they understand the role of grit in achieving their goals.

Lesson Vocabulary

- Grit
- Perseverance
- Passion
- Goal
- Characteristics
- Comic
- Storyboard
- Inspire

ASCA Standards

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

B-LS 7. Identify long- and short-term academic, career and social/ emotional goals

B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards

B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals

B-SMS 6. Demonstrate ability to overcome barriers to learning

Who Is...?



Concept
**Self-Management
Skills**



Length
10-15 Minutes

Inquiry Prompts

- What do you think would happen if any of the people in the game had given up on their goal?
- What did you learn from these people's experiences?
- What is grit?
- Why is grit important?

Instructions

The purpose of this activity is to tap into what students already know about historical figures who have demonstrated perseverance and grit in achieving their goals. (You can create your own clues using figures from any field of study, like art, math, science, etc. That way, you can introduce this lesson in any subject.).

- 1 Tell students you're going to play a game called Who is...? Explain that the object of the game is to guess who the person is based on a series of clues you give them.
- 2 Sort students into groups and give each group a set of ["people" cards](#). Keep the clues for yourself.
- 3 Read [the clues](#) and have groups select the matching "people" answer card from their set. Award a point for every correct guess.
- 4 Explain to students that all of these people have showed grit in their lives and/or careers.

Message for students: Grit as the ability to overcome challenges and setbacks to reach a goal. It's equal parts perseverance, passion, and purpose. Can you think of anyone else—famous or not famous—who has shown grit in achieving their goals?

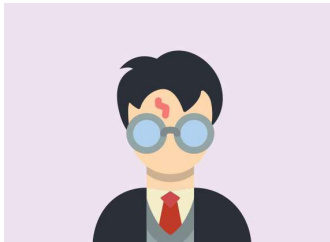
Materials Required

- [Who Is...? game cards](#)
- [Who Is...? clues and answers](#)

Artifacts

Nothing for this activity.

Who Is...? Game Cards



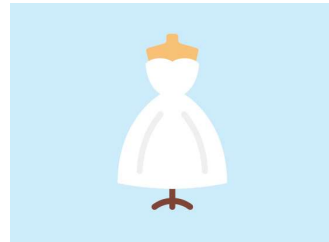
J.K. Rowling

A best-selling author.



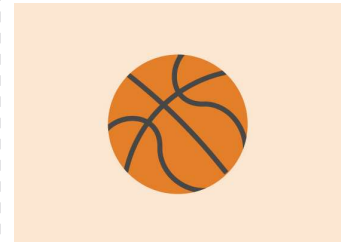
Willard Wigan

An award-winning artist.



Vera Wang

A top wedding dress designer.



Michael Jordan

A basketball star.



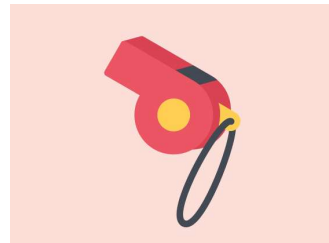
Maria Qamar

A writer and cartoonist.



Thomas Edison

An inventor.



Glen Mills

A running coach.



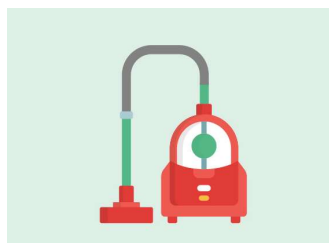
Winnie Harlow

A top model.



Bethany Hamilton

A celebrity surfer.



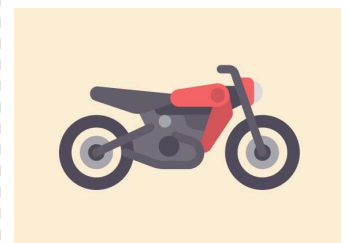
James Dyson

A product innovator.



**Bette Nesmith
Graham**

An inventor.



Soichiro Honda

A car company leader.

Who Is...? - Game Clues



Obstacle: It took more than 5 years for this person to finish their book, only to have it rejected by more than 10 publishers!

Goal Achieved: This person persevered until their 12th try when a small publisher finally decided to publish a young adult book about a boy wizard.

Answer: J.K Rowling

Obstacle: This person was shamed by a teacher for not being able to read and was made to believe they would amount to 'nothing'.

Goal Achieved: At 5 years old, this person started making miniature works of art. It took 30 years to get noticed, but they went on to make millions of dollars and win national awards for their unique artworks.

Answer: Willard Wigan

Obstacle: This competitive figure skater got to try out for the Olympic team but didn't make the cut.

Goal Achieved: This person took the discipline and creativity of figure skating and used it to inspire their designs in their new career in fashion.

Answer: Vera Wang

Obstacle: This person failed to make their high school basketball team.

Goal Achieved: Despite early struggles, this person went on to play in the NBA and is considered one of the best professional basketball players.

Answer: Michael Jordan

Obstacle: As a child, not only was this person bullied by other kids because of the color of their skin, they also had to deal with strict family expectations.

Goal Achieved: This person expressed their troubles by drawing comics. As an adult, they persisted through difficult times to create a graphic novel about the experiences of South Asian girls and young women.

Answer: Maria Qamar

Obstacle: This person was harshly criticized by their teachers in school and they were fired from their first 2 jobs.

Goal Achieved: It took over 1,000 tries, but they invented the first lightbulb. And they went on to make many more important inventions, too.

Answer: Thomas Edison

Who Is...? - Game Clues



Obstacle: This person loved to run but didn't have the speed to compete.

Goal Achieved: They took their passion for the sport and began to help other runners go for the gold. This person has coached runners who have won over 70 world championship medals, and counting!

Answer: Glen Mills

Obstacle: Born with a skin disease that causes white patches on their skin, this person was bullied as a child.

Goal Achieved: This person was chosen to appear on America's Next Top Model and proved that differences are beautiful.

Answer: Winnie Harlow

Obstacle: A terrifying encounter with a shark caused this young surfer to lose their left arm.

Goal Achieved: A month after their injury, this person was back up on a surfboard and was surfing professionally by the age of 17!

Answer: Bethany Hamilton

Obstacle: It took this person over 5,000 tries to create a bagless vacuum only to not be able to find anyone to produce it.

Goal Achieved: This person decided to start their own vacuum company which has become one of the top vacuum brands.

Answer: James Dyson

Obstacle: This administrative assistant was a bad typist and made so many mistakes they were in danger of losing their job.

Goal Achieved: To cover their mistakes, they invented a special white paint that made the typos seem to disappear. It worked so well they started a successful company selling their invention: Liquid Paper.

Answer: Bette Nesmith Graham

Obstacle: This person overcame early rejections to start their own car company only to lose it during World War II.

Goal Achieved: Starting over, this person saw the need to add motors to bicycles. Their low-cost motorcycles led them to build one of the top automobile companies in the world.

Answer: Soichiro Honda

Planet Grit



Concept
**Self-Management
Skills**



Length
15-20 Minutes

Inquiry Prompts

- What does grit look like?
- Is grit something you're born with or something you can learn?
- How do you react when something gets hard or when you're frustrated?
- How do you encourage yourself when you want to give up on your goals?
- Think of someone who showed grit. What things say they say or do?

Instructions

In this activity, students list characteristics required to show grit, examples of gritty behaviors and attitudes, as well as examples of behaviors and attitudes that do not reflect grit. Using this information, they give themselves a gritty score of 1 to 10.

- 1 Hand out [Planet Grit graphic organizers](#) to students in groups.
- 2 Ask students to discuss, in their groups, what a gritty attitude looks and sounds like, the characteristics or qualities someone needs in order to show grit, and examples of a non-gritty attitude. Have them record their thoughts using the graphic organizer, leaving the score until later.
- 3 As a class, discuss some of the answers that students came up with, filling in some other examples where necessary.
- 4 Finally, ask students to take a minute to give themselves a gritty score between 1 (not very gritty) and 10 (super gritty) based on the examples and definitions they've collected.

Message for students: There's always some room for improvement when it comes to getting gritty. You don't have to be the smartest, or the fastest, or the most talented to achieve your goals. Just think of all the people from the Who is...? game. They got to where they are by not giving up.

Materials Required

- [Planet Grit graphic organizers](#)
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access (if you want to upload student artifacts)

Artifacts

Upload students' graphic organizer to **Storyboard**, where they can reflect on why they chose the gritty score they did.

Planet Grit Graphic Organizer

Name: _____

Date: _____

★ Grit is the ability to overcome challenges and setbacks and keep working toward a goal. ★

What does grit look and sound like? What characteristics, like courage, do you need to be gritty?

Grit does NOT look or sound like...

My Grit Score

1

2

3

4

5

6

7

8

9

10

Not very
gritty

Super
gritty

My Gritty Story



Concept
**Self-Management
Skills**



Length
15-25 Minutes

Inquiry Prompts

- Why was grit important to what happened in your story?
- When did you feel like giving up on something but persevered instead?
- Why is it important I persevere toward goals?
- What have you learned from your mistakes?

Instructions

In this activity, students create a comic to tell the story of a time they feel they showed grit. You can adapt this activity for students who prefer to write a traditional story, or who want to turn their story into a play or movie. You can also ask students to tell the story of a time they saw someone else show grit if they have trouble coming up with their own examples.

- 1 Make sure students understand the conventions of a comic (e.g. speech and thought bubbles, etc.).
- 2 Give each student a [comic storyboard](#) and explain that they're going to draw and write the story of a time they showed grit.
- 3 Encourage students to plan out their story in pencil first before adding details and color.
- 4 Ask students to share their comics with the class, or create a display in your classroom.

Message for students: Use your gritty story (and the stories of the people from the Who Is...? game) to help inspire you to keep working towards your goals when things get tough.

Materials Required

- [My Gritty Story comic storyboard](#)
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access (if you want to upload student artifacts)

Artifacts

Upload students' comics to **Storyboard**, where they can reflect on the details of the story. You can also create a classroom display to showcase students' work.

My Gritty Story: _____

Name: _____

Exit Slip: Get Gritty



Name: _____ Date: _____

Today's lesson about grit made me feel (circle one or more):



Happy



Sad



Bored



Shocked



Mind Blown



Love



Angry

because: _____

Name: _____ Date: _____

Today's lesson about grit made me feel (circle one or more):



Happy



Sad



Bored



Shocked



Mind Blown



Love



Angry

because: _____

Name: _____ Date: _____

Today's lesson about grit made me feel (circle one or more):



Happy



Sad



Bored



Shocked



Mind Blown



Love



Angry

because: _____

Integrity



Concept
Self-Management Skills



Length
20-100 Minutes



Recommended
5th Grade

About This Lesson

In this lesson, students explore the importance of integrity by evaluating what they would do in a bullying situation. They deepen their awareness by analyzing the actions and motivations of characters in a scenario about academic integrity, and by imagining the context of a famous quote about integrity.

Learning Objectives

By the end of this activity, students will

- Define integrity;
- Understand the importance of integrity;
- Identify and demonstrate behaviors that show integrity

Driving Question

What does it mean to do the right thing?

Future-Ready Skills

Honesty

Communication

Self-Management

Critical Thinking

Lesson Breakdown

15-20
minutes

Activity 1 - What Would You Do?

In this activity, students reflect on what they would do in a bullying scenario.

20-30
minutes

Activity 2 - Integrity Think Dots

In this differentiated activity, students work in groups to complete some activities that give them a chance to show their critical thinking skills related to an integrity scenario.

30-50
minutes

Activity 3 - Integrity Skits

Students create a short skit based on a quote about integrity.

5-10
minutes

Exit Activity - Students Rate Their Integrity in Skills

Have students update their skills inventory in Xello to reflect what they've learned and practiced about empathy.

Xello Entry Point

In Xello, students can add their own skills to the **Skills** inventory in the **About Me** section. Consider integrity a skill, something that has to be learned and practiced, and use this lesson in conjunction with the skills inventory.

Lesson Vocabulary

- Integrity
- Self-Respect
- Honor
- Ethical
- Consequences
- Academic Honesty
- Academic Dishonesty
- Skit

ASCA Standards

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

B-SMS 1. Demonstrate ability to assume responsibility

B-SS 2. Create positive and supportive relationships with other students

What Would You Do?



Concept
**Self-Management
Skills**



Length
15-20 Minutes

Inquiry Prompts

- What is integrity?
- Why should you act with integrity?
- When can your decisions hurt someone else?

Instructions

In this activity, students reflect on what they would do in a bullying scenario. However, when discussing the scenarios, prompt students for examples of what people could do, and not necessarily what they themselves would do. That way, their reflections can stay private.

- 1** Ask students to think about what they would do in the following situation: Someone in class sends a group text to make fun of another student behind their back. The student doesn't know about the bullying. What do you do?
- 2** Ask students to help you list all of the possible actions (for example, you could text back, keep quiet, tell the bully to knock it off, tell a teacher).
- 3** Survey the class to see which option they think shows the most integrity. Now ask them to think again about how they would react. Did they choose the path of integrity?

Message for students: C.S. Lewis defined integrity as doing the right thing even when no one is looking. It's telling the truth, and acting in line with your values and principles. What are the consequences of not acting with integrity in the scenario? How could your choice affect others' feelings and well-being?

Materials Required

- None for this activity

Artifacts

None for this activity.

Integrity Think Dots



Concept
**Self-Management
Skills**



Length
20-30 Minutes

Inquiry Prompts

- Is it ever okay not to tell the truth?
- When do you find it challenging to be honest?
- Why do you think some people don't act with integrity?
- What kinds of things do you think could challenge your own integrity?

Instructions

In this think dots activity, students work in groups to complete some activities related to an integrity story.

How this activity works: Think dots is a differentiated activity that allows students to engage with the subject material at a level that suits their own readiness. The activities on the sheet ladder up in complexity and thinking skills (from remembering and understanding to creating), providing a range of challenges. Each activity is assigned a dot, from 1 to 6. Students can choose the activities they complete as long as the activities they do total 7 when they add up the dots. (You can also assign activities to students based on their readiness, or have them use dice to select activities randomly.)

- 1 Divide students into groups. You can divide students by readiness level, or mix readiness levels since students have a choice about which activities they are going to complete.
- 2 Give each group (or student) a copy of the [integrity story](#). As a class, read the story and discuss any questions students have.
- 3 Hand out a copy of the [Integrity Think Dots activity sheet](#) to each group. Point out that there are 6 activities on the sheet and that each is numbered with dots. Explain that they don't have to do all of the activities, but they must complete enough of the activities on the sheet to add up to 7 (or another number at your discretion).
- 4 Students should work together as a group to pick the ideal ones for its members to complete. Within a group, students can work in partners or smaller groups on an activity.
- 5 After students have completed their work, go over each of the activities with the class, asking for volunteers who have completed the activity to present their work.

Message for students: Sometimes the path of integrity isn't as obvious as it was in this story. Can you think of a situation or circumstance where your own integrity could be challenged?

Materials Required





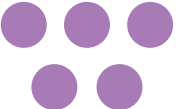

- [Integrity Think Dots story](#)
- [Integrity Think Dots activity sheet](#)
- Paper
- Pencils, colored pencils, or markers
- Computers (tablets, phone) with Internet access

Artifacts

Depending on which activities students chose to do, they can upload the resulting artifacts to **Storyboard**, where they can reflect on their work.

Integrity Think Dots - Braydon's Big Dilemma

Read "Braydon's Big Dilemma." As a group, complete at least 2 of the activities described below. Pay attention to your teacher! They may want you to complete certain ones, or enough so that the number of dots on the activities you complete totals a certain number.

<p>Using evidence from the story, explain who has integrity in "Braydon's Big Dilemma" and who does not.</p> <p style="text-align: center;"></p>	<p>Create a T-chart and list the pros and cons of each character's possible decisions. (For example, what are the pros and cons of Braydon cheating? What are the pros and cons of Isla saying no?)</p> <p style="text-align: center;"></p>	<p>Who do you think shows integrity in real life? Write 2 or 3 paragraphs about them, explaining why they are an integrity role model.</p> <p style="text-align: center;"></p>
<p>You happened to witness what happened with Braydon, Isla, and Denise. Write a blog/journal entry about what you saw and your opinion on how each character acted.</p> <p style="text-align: center;"></p>	<p>Write 3 paragraphs, predicting what you think happens to each of the characters in the future. How could this event impact their future decisions?</p> <p style="text-align: center;"></p>	<p>Design an integrity award. Use imagery, quotes, and other elements that demonstrate the importance of acting with integrity. Then write a paragraph about the standards someone has to meet to win your award.</p> <p style="text-align: center;"></p>

Name: _____

Braydon's Big Dilemma

Isla, Braydon, and Denise are friends and they are all on the same competitive gymnastics team. Braydon is an excellent gymnast but has been struggling with math. He hasn't been getting good grades. His parents have told him that if he gets another C, he will not get to go to gymnastics for the rest of the month. The team has a meet this month and if he misses it, the team might lose their shot at the trophy.

The math assignment this week is tricky. Isla is really good at math. Braydon confides in Isla about his parents' demands. She suggests that Braydon ask their teacher for some extra help. But Braydon says he can't risk getting a low grade. He wants Isla to do the assignment for him. Isla tells him she won't do that. She says she wants to help but if she does his assignment for him, they would both be breaking their school's strict rules about cheating.

Braydon apologizes to Isla and tells her that he will try his best. But he is so afraid of doing poorly that he asks Denise if she will help him instead. Denise feels uncomfortable with the idea, but she also really wants their team to get an award this year. She agrees to do Braydon's assignment.

Braydon gets a B+ on his assignment. He competes at the meet, and the team wins the trophy.



Name: _____

Integrity Skits



Concept
**Self-Management
Skills**



Length
30-50 Minutes

Inquiry Prompts

- How does it feel to act with integrity?
- How does it feel when you don't act with integrity?
- If you caught someone acting without integrity, what would you say to them to make them think twice about what they were doing?

Instructions

In this activity, students create a short skit based around a quote about integrity. They put themselves in the speaker's shoes, and imagine the situation that may have prompted the speaker to make the statement about integrity.

- 1 Arrange students in small groups. Explain to them that you're going to give each group some [quotes about integrity](#). The speaker and his or her job or position have been identified.
- 2 Tell students that they are putting themselves into the speaker's shoes and writing a brief (5 mins) skit about the circumstances that led the person to make the statement about integrity. For example, if someone were an author, perhaps they were meeting with an agent or publisher who asked them to compromise their integrity for money.
- 3 You can ask students to research more about the speaker's life if you want to extend this activity.
- 4 Have students perform their skits, recording them on your phone if you want them to upload the performances to **Storyboard**. (For students who prefer not to perform in front of the class, you can assign them a comic-based story similar to the Get Gritty comic activity.)

Message for students: There are a lot of quotes about integrity and honesty. From inventors to writers to business and world leaders, acting with integrity is an important skill to develop. What would the world be like if everyone acted with integrity?

Materials Required

- [Integrity quotes](#)
- Paper
- Pencils, colored pencils, or markers
- Phone for recording skits (optional)

Artifacts

Upload students' skits to **Storyboard** where they can reflect on what it means to act with integrity.

Integrity Quotes

“If you don’t have integrity, you have nothing. You can’t buy it. You can have all the money in the world, but if you are not a moral and ethical person, you really have nothing.”

-Henry Kravis, businessman and philanthropist

“If you have integrity, nothing else matters. If you don’t have integrity, nothing else matters.”

-Alan K. Simpson, politician

“Integrity is telling myself the truth. And honesty is telling the truth to other people.”

-Spencer Johnson, author

“Whoever is careless with the truth in small matters cannot be trusted with important matters”

-Albert Einstein, scientist

“Don’t assume, ask. Be kind. Tell the truth. Don’t say anything you can’t stand behind fully. Have integrity. Tell people how you feel.”

-Warsan Shire, poet and activist

“To believe in something, and not to live it, is dishonest.”

-Mahatma Gandhi, lawyer, politician, and writer

Name: _____

Integrity Quotes

“Finally I was able to see that if I had a contribution I wanted to make, I must do it, despite what others said. That I was OK the way I was. That it was all right to be strong.”

-Wangari Maathai, author and political activist

“The way to right wrongs is to turn the light of truth upon them.”

-Ida B. Wells, journalist

“There can be no friendship without confidence, and no confidence without integrity.”

-Samuel Johnson, poet, playwright, and critic

“Our deeds determine us, as much as we determine our deeds.”

-George Eliot, novelist

“The thing, in general, about being a good person is just do the right thing as often as possible.”

-Sami Zayn, wrestler

“The greatness of a man is not in how much wealth he acquires, but in his integrity and his ability to affect those around him positively.”

-Bob Marley, musician

Name: _____

Empathy



Concept
Social Skills



Length
15-60 Minutes



Recommended
3rd Grade

About This Lesson

In this lesson, students build on their knowledge of emotions, and explore the quality of empathy. They will analyze characters in various situations and share their own experiences to help each other understand others' points of view and develop ways to empathize.

Lesson Objectives

By the end of this activity, students will

- Understand what empathy is and why it's important;
- Demonstrate empathy in response to various scenarios;
- Create empathy lenses that will help others understand their own point of view.

Driving Question

Why is empathy important?

Future-Ready Skills

Empathy

Caring

Communication

Respecting Others

Lesson Breakdown

10-15
minutes

Activity 1 - How Am I Feeling?

Students play a charades-type game to activate prior knowledge about recognizing and identifying others' emotions.

15-20
minutes

Activity 2 - Empathy Maps

The purpose of this activity is to have students practice being empathic by analyzing what a character may be thinking, feeling, doing, or saying in a sample scenario.

20-25
minutes

Activity 3 - Empathy Lenses

In this activity, students create empathy glasses that their classmates can wear to better understand their point of view.

5-10
minutes

Exit Activity - Students Rate their Empathy Skill

Have students update their skills inventory in Xello to reflect what they've learned and practiced about empathy.

Xello Entry Point

In the **Skills** section, students can rate their empathy skill level. Before they do that, use this lesson to help them understand empathy and build confidence in the skill.

Lesson Vocabulary

- Empathy
- Perspective
- Respect
- Compassion
- Point of View

ASCA Standards

B-SS 2. Create positive and supportive relationships with other students

B-SS 4. Demonstrate empathy

How Am I Feeling?



Concept
Social Skills



Length
10-15 Minutes

Inquiry Prompts

- How can you tell what someone else is feeling?
- When have you felt a similar emotion? What did you say or do? What were you thinking?

Instructions

Students play a charades-type game to activate prior knowledge about recognizing and identifying others' emotions.

- 1 Divide the class into groups or teams. You can also play the game as a class.
- 2 A student draws a card from the deck of [emotions cards](#). Each card describes a different emotion.
- 3 The student acts out the emotion described on the card they've drawn. They are not allowed to use words!
- 4 The first student (or group) to guess the right emotion gets a point. The student (or group) with the most points at the end wins!

Message for students: Recognizing and understanding how other people feel in a situation is the first step towards showing empathy. Putting yourself in another's shoes sometimes mean putting aside your own point of view and feelings.

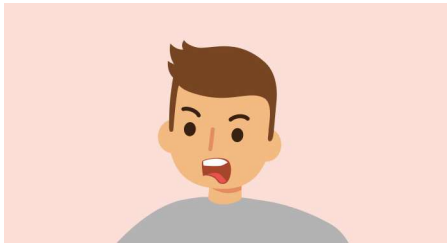
Materials Required

- [Emotion cards](#)
- Computers (tablets, phones) with Internet access (if you want to take and upload videos of the activity)

Artifacts

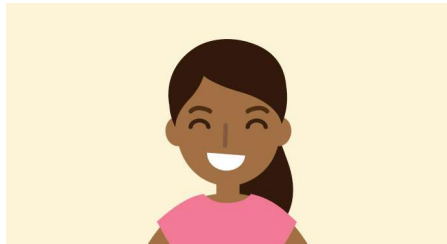
You can take photos of students acting out an emotion and have them upload it to their **Storyboard**. There, they can reflect on a time they experienced the emotion.

Emotion Cards



Mad

Someone took the last cupcake. You were saving that for a snack. No one asked you.



Happy

Today you are going to a pro-basketball game. You get to bring your best friend, too.



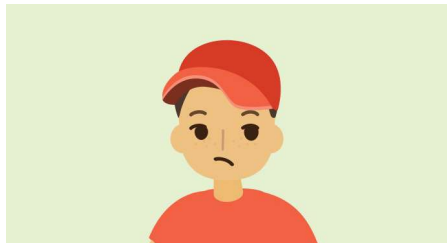
Sad

Your friends said you couldn't sit with them at lunch. You don't know why they are being mean to you.



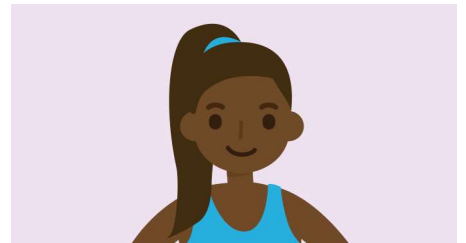
Excited

It's the first day of summer holidays. You can do whatever you want today!



Bored

You've finished your classwork. You have been told to wait quietly. There is nothing to do.



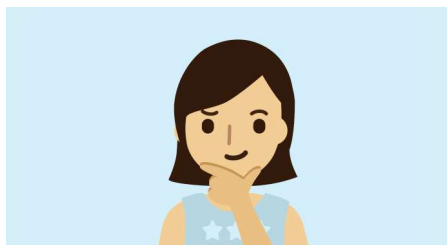
Proud

You ran 2 laps around the track. It's the first time you did it without stopping.



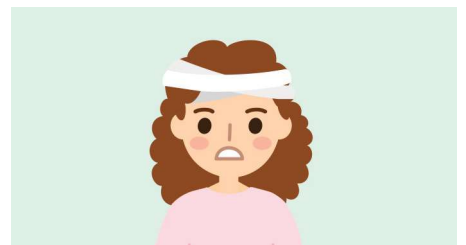
Scared

Your dog got loose from the yard. You don't know where he is. You live on a busy street.



Curious

Through a telescope you can see the moon up close. You wonder what space is really like.



Hurt

You tripped and bumped your head on a desk. It is bleeding and sore.

Empathy Maps



Concept
Social Skills



Length
15-20 Minutes

Inquiry Prompts

- Why should you care how other people feel?
- How can empathy change someone's behavior?
- How can not having empathy make a situation worse?

Instructions

The purpose of this activity is to have students practice being empathic by analyzing what a character may be thinking, feeling, doing, or saying in a sample scenario.

- 1 Arrange students in small groups.
- 2 Hand out [empathy maps](#) to each student.
- 3 Hand a set of [empathy prompts](#) to each group.
- 4 Ask students to pick a prompt from the cards you just gave them. Each person in a group should pick a different prompt.
- 5 Have students fill out the empathy map, describing what the person may be experiencing in the scenario.
- 6 After students have had a chance to fill out their maps, ask for volunteers to explain their map.

Message for students: Understanding how someone else feels takes practice. The more you try it, the better you'll be at it!

Materials Required

- [Empathy Map worksheet](#)
- [Empathy Prompts](#)
- Computers (tablets, phones) with Internet access (if you want to upload student artifacts)

Artifacts

Have students upload their empathy maps to **Storyboard**, or create a display in your classroom.

Empathy Map

Draw and write about what's happening in your prompt

How does the person feel?

What is the person thinking?

What is the person saying?

What is the person doing?

Name: _____

Empathy Map - Prompts



EMPATHY PROMPT

Noah is being bullied by a bigger kid at lunch time.

EMPATHY PROMPT

Liam won first place in the school art fair.

EMPATHY PROMPT

Edmond just moved here from Haiti and is new at school.

EMPATHY PROMPT

Georgia wants to hang out with her big sister and her friends, but they won't let her.

EMPATHY PROMPT

Nobody comes to James' 12th birthday party.

EMPATHY PROMPT

Darius is picked to play the lead in the school play.

Empathy Map - Prompts



EMPATHY PROMPT

Tiana is picked last for the basketball team in gym.

EMPATHY PROMPT

Isaiah sees another student steal someone's bike.

EMPATHY PROMPT

Molly didn't study for the math test the teacher is handing out.

EMPATHY PROMPT

Hiba just scored the winning goal at the big soccer game.

EMPATHY PROMPT

Kabir's older brother is leaving to join the Army.

EMPATHY PROMPT

Jada's mom is late picking her up from school.

Empathy Lenses



Concept
Social Skills



Length
20-25 Minutes

Inquiry Prompts

- How does empathy help you build stronger friendships in class?
- What kind of responses show that you have empathy for someone?

Instructions

In this activity, students create empathy glasses that their classmates can wear to better understand their point of view.

- 1 Hand out the [lens templates](#) and ask students to take turns cutting out a pair for themselves. Be sure to cut out the lenses so they can see!
- 2 Ask students to think of a time they were really happy, angry, excited, or any other strong emotion they want to explore. Have them write what happened on one side (the inside) of the lens frames.
- 3 On the outside of the lenses, ask students to write or draw what they were thinking, feeling, saying, or doing at the time. This is the part that they want other students to better understand.
- 4 Ask students to exchange lenses and read about each other's experience.
- 5 Have students put on their partner's glasses and come up with some empathic responses. These are questions or statements that show they understand how their classmate felt (for example, You must have been very scared when your dog ran away).
- 6 Gather some responses on a whiteboard or chalkboard, and go over what makes a response empathic.

Message for students: Wearing another student's lenses can help you understand how and why they might react to something a certain way. Just as wearing your lenses can help another student understand your point of view. What else can we do to understand someone else's point of view?

Materials Required

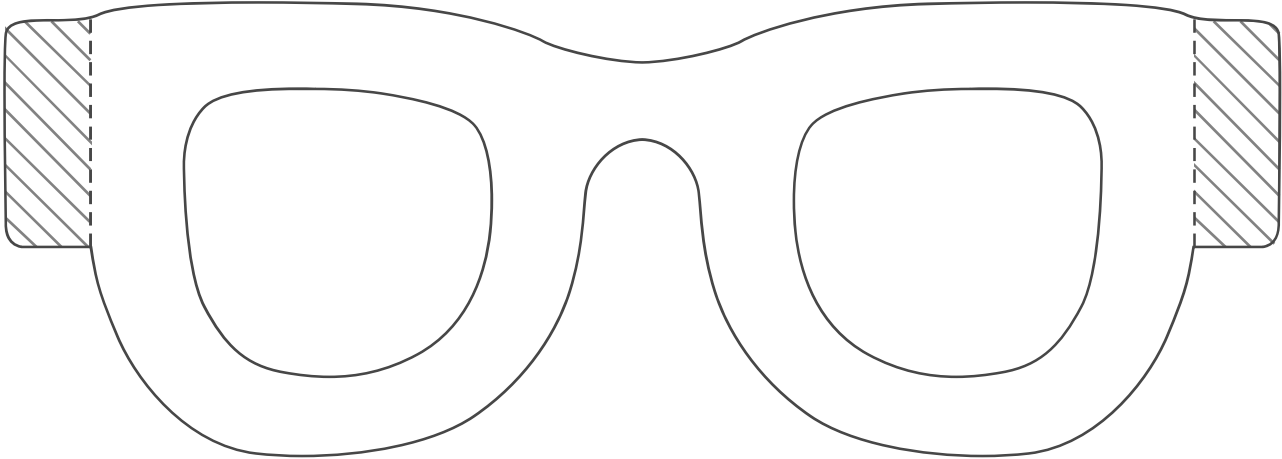
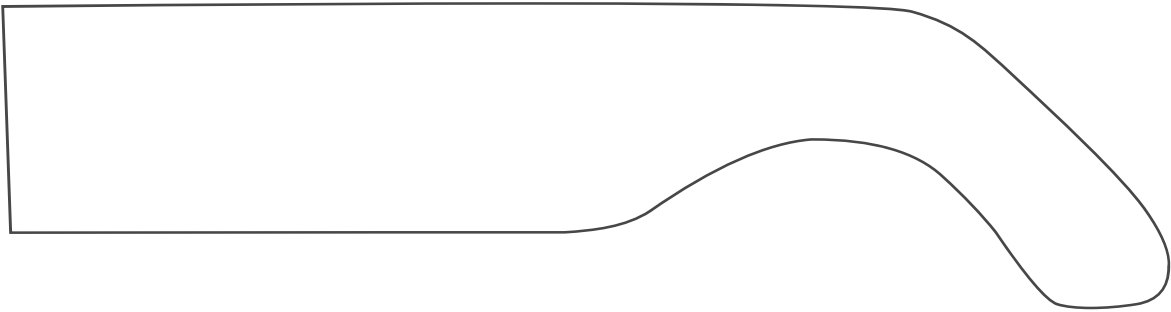
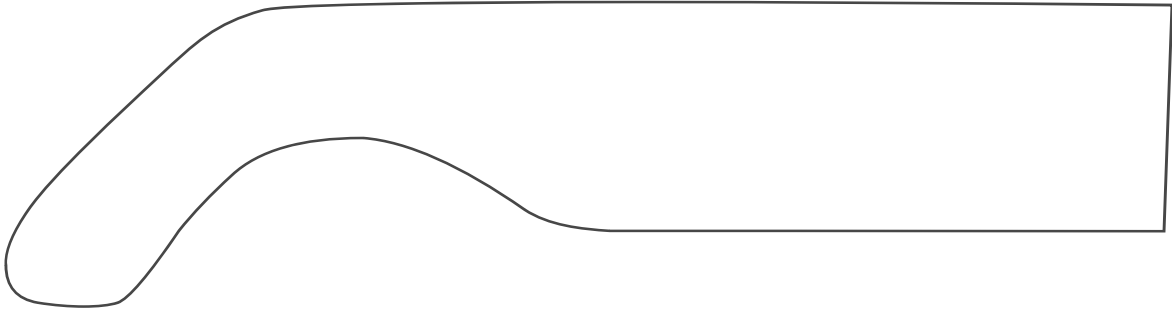
- Empathy Lenses Template
- Computers (tablets, phones) with Internet access (if you want to upload student artifacts)

Artifacts

Upload photos of students wearing their empathy lenses to **Storyboard**, where they can reflect on what they've learned about seeing things through someone else's point of view.

Empathy Glasses

— Cut - - - Fold // // // Glue



Name: _____

School's Like Work



Concept
Social Skills



Length
15-65 Minutes



Recommended
4th Grade

About This Lesson

In this lesson, students discover how the skills and work habits they demonstrate at school translate to many careers. Students engage in tableaux vivants, complete a true or false puzzle, and design a personal Xello career profile about being a student.

Lesson Objectives

By the end of this activity, students will

- Understand what sorts of behaviors and attitudes are expected of someone at work;
- Link workplace behaviors and attitudes with what's expected of them at school.

Driving Question

How is school like work?

Future-Ready Skills

Career Awareness

School Habits

Work Ethic

Responsibility

Dependability

Evaluating

Lesson Breakdown

10-15
minutes

Activity 1 - Tableaux Vivants (Living Pictures)

The purpose of this activity is to get students to think about appropriate workplace behaviors.

15-20
minutes

Activity 2 - True or False Map

In this activity, students identify some of the ways in which school is like work.

20-25
minutes

Activity 3 - Design Your Own Career Profile

In this activity, students create profiles for the "career" of a student.

5-10
minutes

Exit Activity - School's Like Work

Students complete an exit ticket, reflecting on what they learned and posing any questions they still have about what it will be like for them in the world of work.

Xello Entry Point

The Xello career profiles are a good starting point for discussions about how school is like work. While there are many differences, many jobs require the same skills, characteristics, and attitudes that students are learning in school.

Lesson Vocabulary

- Workplace
- Behavior
- Habit
- Responsible
- Self-Disciplined
- Work Ethic
- Attitude
- Dependable
- Punctual

ASCA Standards

M 6. Positive attitude toward work and learning

B-SMS 2. Demonstrate self-discipline and self-control

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Tableaux Vivants



Concept
Social Skills



Length
10-15 Minutes

Inquiry Prompts

- How do you know how to react or behave in a situation?
- How do people learn their habits and behaviors?
- What happens when someone shows bad habits, like being late or disrespecting other, at school?
- What could happen if an adult showed these same bad habits at work?

Instructions

The purpose of this activity is to get students to think about appropriate workplace behaviors.

- 1 Explain the concept of tableaux vivants to students. You're going to call out a situation, and students will pose in some action related to the scenario as if they were models in a painting. For example, if you say, "You're in the bouncy house at a birthday party," students should pose as if they are at a birthday party. Have students hold their poses for at least 15 seconds.
- 2 Some general prompts:
 - You're at a zoo where a tiger has escaped
 - You're at a concert watching your favorite band
 - You're on a roller coaster at an amusement park
- 3 Now try some workplace prompts:
 - You're operating on a patient in a hospital
 - You're volunteering to walk dogs at an animal shelter
 - You're fixing a broken pipe that's flooding someone's house

Message for students: The way you might behave at a zoo (escaped tiger or not), concert, or an amusement park would be very different from how you're expected to act at work, or even at school. But you're learning important habits and skills at school that will one day help you when you're older and have a job.

Materials Required

- None for this activity

Artifacts

None for this activity.

True or False Map



Concept
Social Skills



Length
15-20 Minutes

Inquiry Prompts

- How do you know how to react or behave in a situation?
- How do people learn their habits and behaviors?
- What happens when someone shows bad habits, like being late or disrespecting other, at school?
- What could happen if an adult showed these same bad habits at work?

Instructions

The purpose of this activity is to have students identify the ways in which school is like work.

- 1 Give each student the [true or false map](#). Explain that to help Dax find the safest path to Marsh, they have to follow the *true* answers. (However, they cannot move diagonally through the maze.)
- 2 Have students take 5 to 10 minutes to complete the worksheet.
- 3 Ask students to form small groups and go over their answers together.
- 4 As a class, go over the right answers.

Message for students: Can you think of any other examples that show how school and work are similar. How about some key ways in which school and work are different?

Materials Required

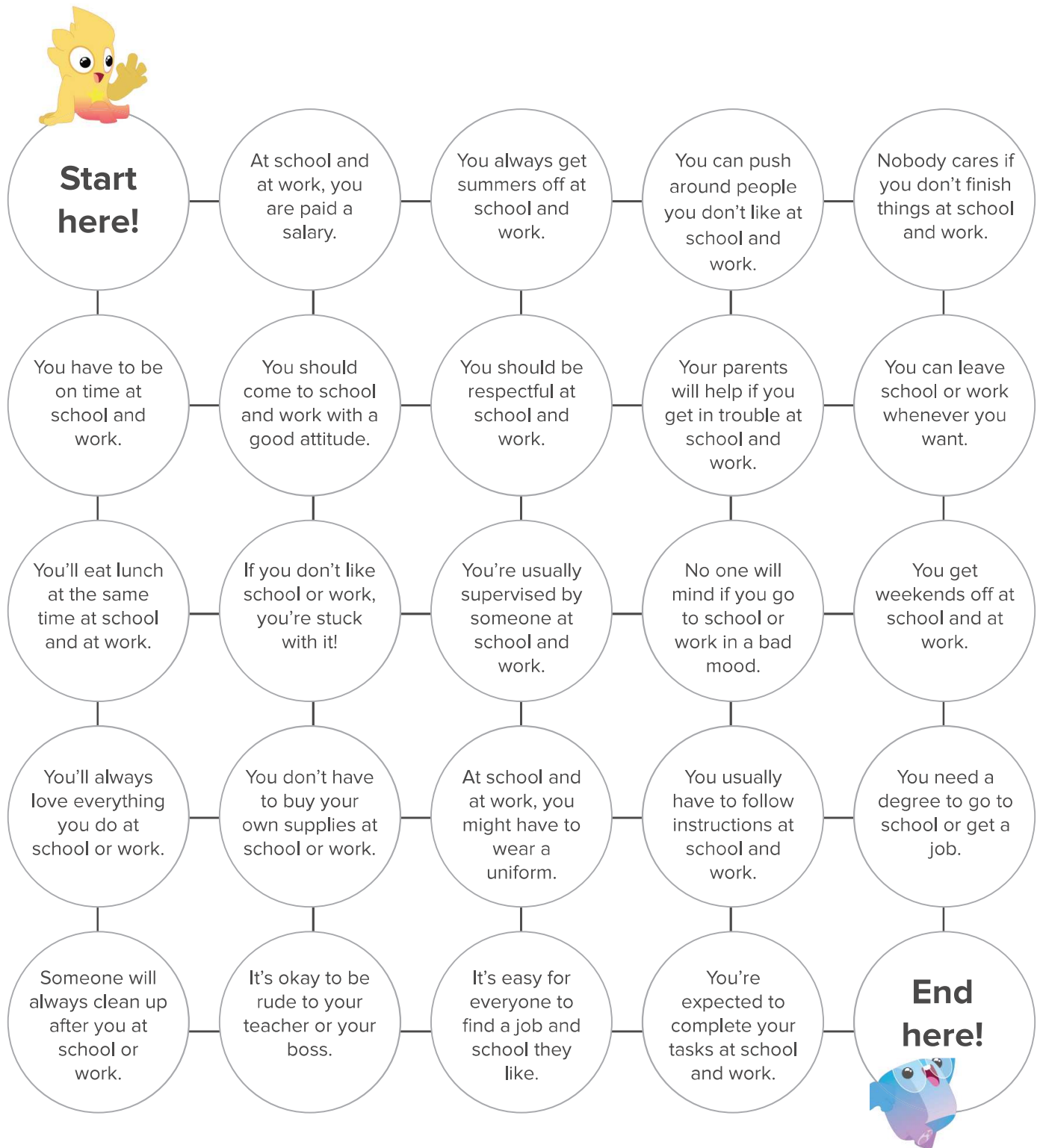
- [School's Like Work true or false map](#)
- Pencils, colored pencils, or markers

Artifacts

Upload students' worksheets to **Storyboard**, where they can reflect on the similarities between school and work.

School's Like Work True or False Map

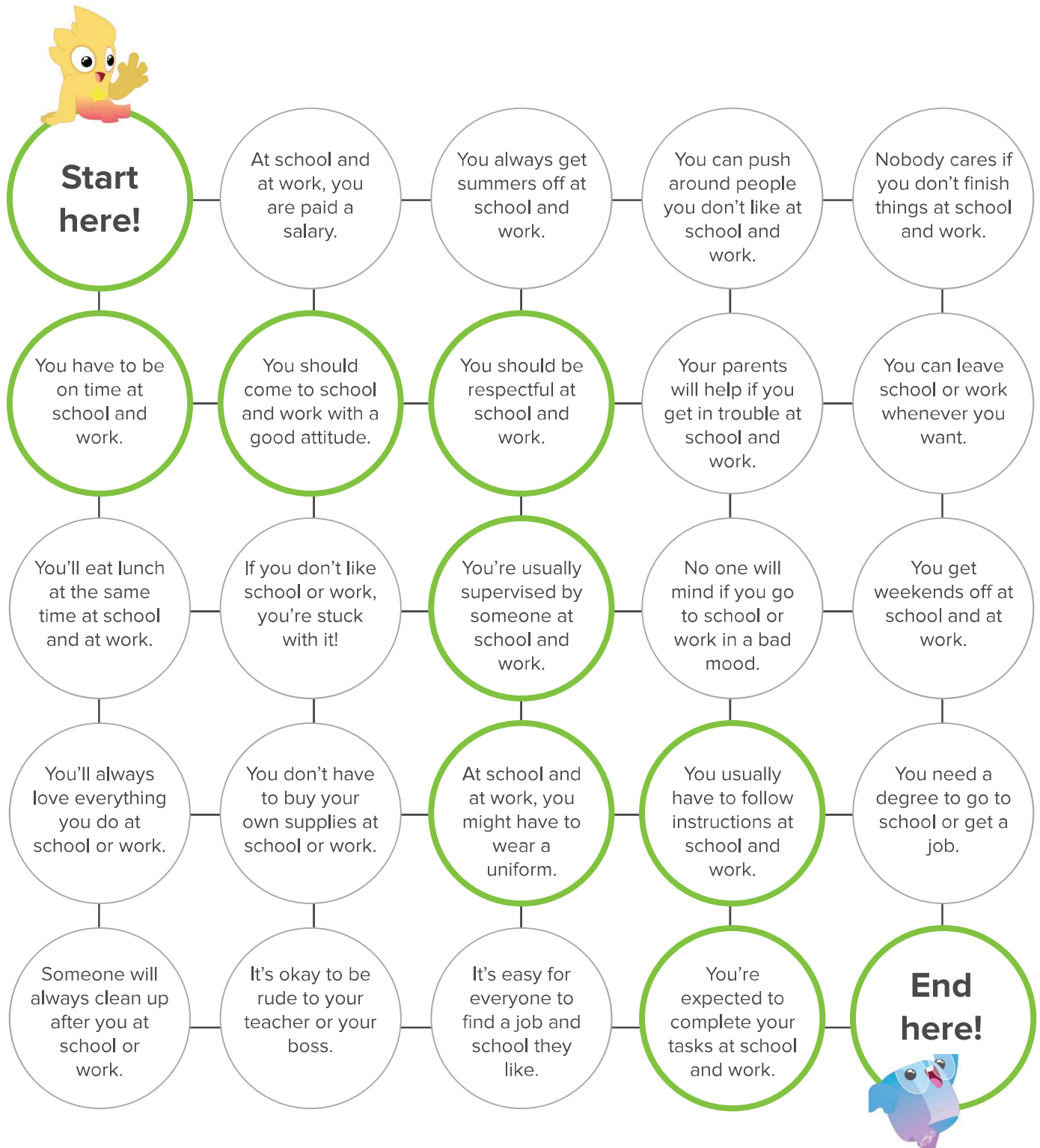
Color or put an "x" on all of the **TRUE** spaces to help Dax find the safest path to her friend, Marsh. You can move horizontally and vertically. You cannot move **diagonally**.



Name: _____

School's Like Work True or False Map - Answers

Color or put an "x" on all of the **TRUE** spaces to help Dax find the safest path to her friend, Marsh. You can move horizontally and vertically. You cannot move **diagonally**.



Name: _____

Design Your Own Career Profile



Concept
Social Skills



Length
20-25 Minutes

Inquiry Prompts

- What are your responsibilities as a student?
- Where do you do your work as a student?
- What kind of “tools” do you use as a student?
- What are the best parts of your job as a student?
- What are your least favorite parts of being a student?
- What are you learning in school that will help you when you have a job?
- What if you could get fired from being a student?
- What if you could get raises and promotions as a student?
- How do you wish being a student was more/less like a job?
- If you could send adults back to school, what would you teach them?

Instructions

In this activity, students create profiles for the “career” of a student. Since being a student is like their first job, students should reflect on what’s expected of them and highlight the positive aspects of their “jobs.”

- 1 Explain to students that they’re going to create a career profile for being a student. Have them log in to Xello.
- 2 Go over some career profiles in the **Careers** section with students. Point out some of the content that the profiles share, like a photo, job description, working conditions, fun facts, etc.
- 3 Brainstorm some other fun details they might like to add to their profile, like an interview or what they think they should be paid. Consider some of the inquiry prompts to encourage creative thinking.
- 4 Remind students to include the behaviors and qualities that they share with adult workers, such as responsibility, dependability, punctuality, etc.
- 5 Hand out paper and art supplies to students and ask them to design and create their own profiles. They can use images/drawings, words, or a combination of both to create a profile that’s uniquely theirs.

Message for students: Ask anyone you know who has a job: when you grow up and go to work, you will be expected to be dependable and responsible, have a good work ethic, and show a positive attitude. These are all habits that you can learn and practice now in school.

Materials Required

- Paper
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access

Artifacts

Upload students’ career profiles to **Storyboard**, where they can reflect on the similarities and differences between being a student and adult worker.

Exit Slip: **School's Like Work**



Name: _____

Date: _____

The most important thing I learned today is:

I still have questions about:

I'm going to use what I learned today to:

Name: _____

Date: _____

The most important thing I learned today is:

I still have questions about:

I'm going to use what I learned today to:

Name: _____

Date: _____

The most important thing I learned today is:

I still have questions about:

I'm going to use what I learned today to:

Being Helpful



Concept
Social Skills



Length
15-75 Minutes



Recommended
5th Grade

About This Lesson

In this lesson, students will recognize how being helpful can be an achievement to be proud of. Students will interview peers about times they received help, which leads into a class Acts of Kindness project.

Lesson Objectives

By the end of this activity, students will

- Explain the importance of helping others;
- Explore ways to ask for help when they need it;
- Identify ways that they can help their school community.

Driving Question

What responsibility do we have to help others who need it?

Future-Ready Skills

Citizenship

Social Responsibility

Respecting Others

Problem Solving

Empathy

Lesson Breakdown

10-15
minutes

Activity 1 - Classroom Helpers

In this journaling activity, students use some writing prompts to tap into their prior knowledge about what it means to be helpful in the classroom.

15-20
minutes

Activity 2 - Helping Interviews

In this activity, students share their experiences and thoughts on what it means to give—and receive—help with a partner.

30-40
minutes

Activity 3 - Acts of Kindness

In this activity, students brainstorm ways to help others in the school and embark on an Acts of Kindness project.

5-10
minutes

Exit Activity - Being Helpful Exit Slip

In this activity, students reflect on what they learned about being helpful and come up with hashtags that describe what they're taking away from the lesson.

Xello Entry Point

In Xello, students can record their achievements or any actions they've performed that they are proud of. This lesson can help students generate ideas about what kinds of achievements they can record.

Lesson Vocabulary

- Appreciation
- Citizenship
- Community
- Rights
- Responsibility
- Altruism
- Pay It Forward
- Compliment

ASCA Standards

M 3. Sense of belonging in the school environment

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 5. Demonstrate ethical decision making and social responsibility

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

Classroom Helpers



Concept
Social Skills



Length
10-15 Minutes

Inquiry Prompts

- Why should we be kind to and help others?
- What might stop someone from asking for help when they need it?
- How can we make sure everyone in class feels comfortable asking for help if they need it?

Instructions

In this activity, students tap into their prior experiences and knowledge about what it means to be helpful by journaling a response to some helping others writing prompts.

- 1 Give students a piece of paper (or have them use their student journal if they already have one).
- 2 Either print out or project the [Classroom Helpers](#) writing prompts for students to see.
- 3 Encourage students to pick one of the prompts and take 5 to 10 mins (or however much time you think they need) to write (or draw) a response to the prompt.
- 4 After students have time to reflect on the prompts, ask for volunteers to talk about their responses.

Message to students: Some people might think that young students like you don't really have the power to help others. That's not true! You can start helping others in your class and school right now. What are the most biggest problems that you're seeing that you want to help with?

Materials Required

- [Classroom Helpers writing prompts](#)
- Paper (or student journals)
- Pencils, pencil crayons, or markers
- Computer (tablet, phones) with Internet access (if you want students to upload artifacts)

Artifacts

Students add a new entry to their student journals, or they can upload their reflections to **Storyboard**.

Classroom Helpers - Writing Prompts

The best compliment I've ever received from a classmate was...
It meant a lot to me because...

If everyone in class helped each other out...

If I were making a movie about how our class could help solve a
problem in the world, it would be about...

I show my classmates I care about them by...

If I were writing a comic book about a student who had a secret identity
as a helping superhero, I'd have them fix this problem in our class...

Name: _____

Helping Interviews



Concept
Social Skills



Length
15-20 Minutes

Inquiry Prompts

- When have you been able to help someone else who needed it?
- How do you know when someone else needs help?
- What does it feel like to help someone else?
- When have you needed someone else's help?
- How would it make you feel if you needed help and couldn't get it?
- What does it feel like to get help when you need it?

Instructions

In this interviewing activity, students share their experiences and thoughts on what it means to give and receive help with a partner. The activity gives them a chance to learn from and empathize with their interview partner.

- 1 Pair up students, or have them pick a partner. Encourage students to work with someone new for this interview-based activity. This is a chance for them to learn something new about someone!
- 2 Ask students to interview their partner, using the [interview form](#). They can also go "off script" and come up with their own questions about what it means to be helpful.
- 3 After they finish their interviews, ask students to share what they learned from their classmates.

Message to students: Have you ever needed help with something in class, but didn't ask anyone for help? There are lots of reasons why someone might not ask for help. How can you help make sure others in your class can ask for help when they need it?

Materials Required

- [Helping Interview forms](#)
- Pencils, pencil crayons, or markers
- Computer (tablet, phones) with Internet access (if you want students to upload artifacts)

Artifacts

Have students upload their **Helping Interview** form to **Storyboard**, where they can reflect on what they learned from their interview subject about what it means to be helpful or to need help.

Helping Interview

I am interviewing _____

What was the last thing you did to help someone else who needed it?

Why did you help them?

How did it make you feel to help someone?

Describe a time when you had to get help from someone to do or learn something.

Why do you think some people are nervous about asking for help?

What leader, famous person, or important figure is a good role model for students who want to be more helpful? Why?

Do you think it's important to help others? Why or why not?

Name: _____

Acts of Kindness



Concept
Social Skills



Length
30-40 Minutes

Inquiry Prompts

- What can you do now to help others?
- How can you encourage other students in school to help others to be kind?
- What would it look like if everyone in the school helped then others needed it?
- What would it look like if nobody in the school helped anyone else?
- Is it easier or harder to help someone you don't know very well?

Instructions

In this activity, students brainstorm ways to help others in the school, and embark on an **Acts of Kindness** project to instill the spirit of responsibility and helping throughout the school. The planning part of the project may take between 30 and 40 mins, but the implementation could be an ongoing activity.

- 1 Divide students into groups, or work together as a class to brainstorm some of the ways your class could help improve the school community.
- 2 Select some acts of kindness that your class wants to commit to achieving by the end of the school year. A range of small activities and a couple of more ambitious ones may be appropriate depending on how much time you have left in the school year.
- 3 Discuss what materials they might need to perform the acts of kindness (e.g. posters to promote a penny sale), or other forms of support they may need.
- 4 Have students set related goals in the **My Goals** section of Xello. For example, if they want to launch an anti-littering campaign at school, they can set that as a goal, and identify the steps they need to complete in order to achieve the goal.

Message to students: Some acts of kindness are small, like helping someone with their books or smiling at a nervous new student. And some are very big, like a new mural, fundraising for flowers and trees to plant around the school, or standing up to a bully. Big or small, any act of kindness or helpfulness that you perform now (when you think they might be the most helpless) or in the future could have an immeasurable impact.

Materials Required

- Paper
- Pencils, pencil crayons, or markers
- Computer (tablet, phones) with Internet access

Artifacts

Have students add their shared goals to the **My Goals** section of Xello, where they can track it. Students can also add completed acts of kindness to the **Achievements** section of **About Me**.

Exit Slip: **Being Helpful**



Name: _____

Date: _____

Hashtag it! Describe what you learned today in 3 hashtags:

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Why did you use these hashtags?

Name: _____

Date: _____

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