Objective: Students will be able to:
- Identify positive ways that peers and family members show support, care and appreciation for one another and their community, including learning to work as a team.
- Analyze why being thankful is an important part of being kind to themselves and others.

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

Kindness Concepts: Caring, Gratitude, Responsibility

**Lesson Activities**

- **Kindness Scenarios, p. 3-5** (30 minutes)
- **Visual Response, p. 6** (15 to 20 minutes)
- **Toxic Swamp Crossing, p. 7-8** (25 minutes)
- **Kindness Club, p. 9-10** (20 minutes)
- **Planting and Caring for a Garden Activity, p. 11** (multi-week project)
- **Home Extension Activity, p. 12-13** (20 minutes)

**Lesson Materials**

- What is the Kind Thing to Do? scenarios, cut apart before class
- Large, self-adhesive poster sheet with “Ways to Be Kind” written at the top
- RAK Journals
- Clip about Joshua’s Heart Foundation: http://www.youtube.com/watch?v=7Yp1Rip-Fho
- RAK Journals
- Masking tape
- Enough “swamp boards” (sheets of paper or cardboard) for groups of 7 to 10 students
- RAK Journals
- Kindness Club materials; will depend on how they choose to show kindness in the community
- Kindness Journal for the class
- RAK Journals
- Materials for planting a vegetable or flower garden: different seeds, pots, dirt, stakes, etc.
- RAK Journals
- Take Home Activity, one sheet per student

QUESTIONS? CONTACT: TeacherHelp@RandomActsOfKindness.org

LESSON NOTES

- The activities in this lesson focus on a central theme and connect to different curriculum areas. Lesson activities use a variety of modalities to address different learning styles and build on each other.
- Each activity includes evaluation questions to help determine how well students have internalized the lesson objective. You can discuss the questions as a class, have students work with a partner or a small group, or have students write responses in their RAK journal.
- The activities also incorporate key Kindness Concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the Kindness Concept Posters during the unit. See the RAK Teacher Guide for information about using Kindness Concepts to create a healthy classroom environment and help students develop pro-social behaviors.
- Each activity includes tips for how to adapt the curriculum to meet the needs of diverse learners.
- The Kindness Tool Kit is another way to meet the needs of diverse learners. See the RAK Teacher Guide for how to create and use this tool kit.
- RAK also has developed Focusing Strategies and Problem-Solving Strategies to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships, and community. See the RAK Teacher Guide for more information about incorporating those strategies into the lesson.
- Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.
- This lesson includes a home extension activity, which could be sent home at any point during the unit.
- The Common Core and Colorado P-12 Academic Standards met in this lesson are listed after the activity title. Key is provided on pages 14 and 15.

SUGGESTED INTRODUCTION TO UNIT

Teacher says: "For the next few days, we are going to learn more about what it means to make a difference in our community through kind actions. What are some ways that we can show kindness in the community?" Allow time for students to respond and discuss, either as a class or in small groups. You can also use this time to introduce Kindness Concepts (caring, gratitude, responsibility) and create community definitions for these concepts or share the definitions listed below. Consider using the Kindness Concept Posters for caring, gratitude and responsibility as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

Caring: Showing care and concern for others.
Gratitude: Being thankful.
Responsibility: Doing what you need to do.
WHAT IS THE KIND THING TO DO? SCENARIOS (30 minutes)

DESCRIPTION

1. Divide students into groups of five and hand a scenario to each group. You can also write or have the students write their own situations. Another option would be to create scenarios that focus on democratic principles. For example, one of the scenarios could show a student not allowing others freedom of speech. Another could focus on a student council election where only some students are allowed to vote.

2. Explain that students should read their situation together in their group and discuss and answer the questions on the sheet on a separate piece of paper. Walk around the room, encouraging students if they are having a difficult time answering the questions.

3. Have one group at a time come to the front of the class. Have one person from each group read their scenario out loud to the class, and ask the students in the group to take turns sharing their responses to the questions.

4. As the group answers the questions, write their ideas on the large, self-adhesive poster sheet. Divide sheet into two columns, and write “Kind Things to Say” in one column and “Kind Things to Do” in the other column. Write responses in the appropriate column. Use this sheet for developing ideas for the RAK Kindness Club.

EVALUATION

Discuss (or have students write responses in their RAK journals): “How can you show care, respect, and kindness?”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Having an assigned role to play in the small group, such as Question Reader, Leader (to guide the discussion), Recorder, Kindness Monitor, Includer (to make sure everyone’s ideas are included in the discussion.) Assign roles before students begin discussing their scenario.

2. Being reminded that everyone’s ideas are important and can contribute to the group discussion.
SCENARIO #1:
Melissa, Joe and Christina don’t like to do chores at home. When their parents ask them to take out the trash and take the dog for a walk, they complain and don’t want to help.

- How can the children show care and respect to their parents?
- How would you respond in this situation?
- We don’t always do what we know is right in our hearts. What do you think prevents us from being caring and respectful?
- What can you do to respond to your parents in a way that you and they would like?

SCENARIO #2:
Gwen’s younger sister, Isabel, wants to play with Gwen all the time. When Gwen’s friends come over, Isabel won’t leave them alone, and Gwen gets very annoyed.

- How can Gwen be kind to Isabel?
- How would you respond if you were Gwen? If you were Isabel? Have you ever been in this situation?
- Say you are Gwen and Isabel’s older brother or sister. Would you get involved? Why or why not?
- We don’t always do what we know is right in our hearts. What prevents us from being patient and including others?
- How could you be more patient and inclusive with your siblings or with friends?

SCENARIO #3:
Michael is in 4th grader at your school. He constantly pokes and bothers other kids in class, is disrespectful to the teacher, and is a class clown. The students are having a hard time concentrating and want Michael to stop but are afraid of him. Antonio is his best friend and decides to talk to him about the problems.

- What are some respectful ways that Antonio can talk to Michael about the way he is acting?
- How would you respond if you were Antonio? If you were Michael? Have you ever been in this situation?
- It might be tempting to treat Michael the same way he treats others. How can you be kind even when it might difficult to do so?
SCENARIO #4:
Alicia is really excited about a new skirt. When she wears it to school the next day, the popular girls make fun of it. Monique is Alicia's best friend, and sees the girls making fun of Alicia.

- How can Monique show care and respect to Alicia?
- How would you respond if you were Monique? If you were Alicia? Have you ever been in this situation?
- We don’t always do what we know is right in our hearts. What prevents us from standing up for our friends and why?
- What can you do to stand up for your friends in a way that is caring and respectful?

SCENARIO #5:
Mrs. Martinez is always doing kind things for the kids in the neighborhood. She bakes cookies for them, picks them up after school when their parents are working, and listens when they have a problem.

- How can Josie and her friends show gratitude to Mrs. Martinez?
- How would you respond if you were Josie and her friends? Have you ever been in this situation?
- We don’t always take the time to thank others for what they do. What prevents us from being grateful?
- What are some ways that we can be grateful to others when they do kind things for us?

SCENARIO #6:
Eric plays on a Little League baseball team and doesn’t like all the trash that people leave at the baseball field after the games.

- What can Eric and his friends do to help with the trash problem at the baseball field?
- How would you respond if you were Eric and his friends? Have you ever seen a problem like this and didn’t know exactly what to do?
- We don’t always take the time to figure out what we can do to solve big problems. What prevents us from taking the time to do this and why?
- How can you take care of problems in your community?
**ACTIVITY**

**VISUAL RESPONSES** (15 to 20 minutes)

**LESSON MATERIALS**
- Clip about Joshua's Heart Foundation: [http://www.youtube.com/watch?v=ZYp1Rip-Eho](http://www.youtube.com/watch?v=ZYp1Rip-Eho)
- RAK Journals
- Kindness Concept Posters for Caring, Gratitude, Responsibility

**STANDARDS MET**
- Common Core: CCSS.ELA-Literacy.SL.4.1, 2
- Colorado: Comprehensive Health S.3, GLE.1, EO.e; Reading, Writing and Communicating S.1, GLE.1, EO.a, b

**DESCRIPTION**

1. Teacher says: “We have talked about some ways that we can show support, caring and gratitude to our families and friends. Now we are going to discuss ways that we can care for others in our community.”

2. Show the Generosity clip from the The Foundation for a Better Life.

3. After showing the clip, ask the following questions:
   1) What did you think of this clip?
   2) Where did Josh bring the canned goods?
   3) Do you think what Josh did can help others? Why or why not? In what ways?
   4) Do you think it is our responsibility to care for and support others in the community? In what way?

4. Then show the clip from the Joshua’s Heart Foundation.

5. After showing the clip, ask the following questions:
   1) What do you think of this clip?
   2) Why do you think Joshua wants to help others?
   3) We know from the clip that Joshua’s mom supports what he is doing. How do you think our families or the people we live with help us learn how to care for others and our community?
   4) The older woman in the clip is so thankful for what she has been given. Do you think being grateful and thankful for what others do for us is important? Why or why not?

**EVALUATION**

Students discuss in small groups (or have students write their responses in their RAK journals): “Do these clips inspire you to want to make a difference of care for your community? Why or why not? In what ways?”

**TIPS FOR DIVERSE LEARNERS**

Students might benefit from:

1. Seeing the questions as they watch the clip; consider writing the questions on the board or giving the students the printed questions.

2. Discussing their responses to the questions with a partner before responding to the whole group.

3. Having the The Foundation for a Better Life clips available to view on the classroom computer.
TOXIC SWAMP CROSSING (25 minutes)

LESSON MATERIALS
- Masking tape
- Enough "swamp boards" (sheets of paper or cardboard) for groups of 7 to 10 students
- RAK Journals
- Kindness Concept Posters for Caring, Responsibility

STANDARDS MET
Common Core: CCSS.ELA-Literacy.SL.4.1, 1b
Colorado: Comprehensive Health S.3, GLE.1, EOe;
Reading, Writing and Communicating S.1, GLE.1, EOa

RESOURCES
Adapted from activity created by Rich Cardillo, Education Director, National School Climate Center.

DESCRIPTION
1. Before class, mark the "Toxic Swamp" boundaries with masking tape. Make the swamp the length of the room. If you have a large space, the "Toxic Swamp" should cover about half the length of a basketball court.

2. Divide students into teams of 7 to 10. Once all the players are assigned to a team, have the teams stand at one end of the swamp and explain that the goal of the game is to cross the "Toxic Swamp" as a team.

3. Explain the following rules:
   1) Each team will be given "Toxic Swamp Boards." Each team should receive a board for each player, minus one. For example, if there are eight people on a team, then they should receive seven boards. These are the only boards a team will get. If they lose any during the game, they don't get any more boards.
   2) The "Toxic Swamp Boards" keep players safe from the swamp only if a player is touching them with a hand, foot, toe, or finger. If no one is touching the board, the board will dissolve into the swamp (i.e., the teacher will take it).
   3) If a player steps outside of the swamp boundaries then the entire team must go back to the beginning and start over.
   4) The entire team must cross the swamp and no one may be left behind. If one person is left behind or stranded, the entire team must go back to the beginning and start over. However, the students can move in groups.

4. Ask if players have questions. Then give them their swamp boards and allow five minutes to talk together and develop a strategy for crossing the Toxic Swamp.

5. Depending on the maturity and skills of the class, the teams could complete the task without talking. This will challenge both the students' non-verbal skills and their ability to work as a team.

6. There is more than one way to cross the swamp. While teams may come up with a new and creative solution, here are some ways it can be done:
   1) Have a few players cross at a time setting down a certain number of boards (keeping physical contact with each board), stepping across (step-stone fashion), and get "the few" to the other side. One person would then cross back to the other side of the swamp (using the boards as they go) and get a few more teammates. This new group would cross the swamp as the first group did. The team could continue until everyone has crossed the swamp.
2) Have the first player in line put a board in front of themselves and stand on it. The team would then pass another board to the first player who would put the new board out in front of themselves (continually maintaining contact with the board) and straddle both boards. The next player in line would put one foot on the second board in the swamp, sharing the space with the first player until the first player takes their foot off the first board and stands on the second board. The first player would continue to take the boards, position them along the crossing (standing and straddling boards along the way) while their teammates mimic their stepping stone movements and the entire team crosses the swamp.

3) If there are different teams, all of the teams may decide to share boards and create a straight pathway that stretches the length of the swamp (careful to stand, straddle, or touch the boards). There is nothing in the rules that prevents sharing boards among teams. The teacher may prompt the teams to consider this option by either asking the question, “Is this a race?” or by stating, “The world would be a much better place if people learned to share their materials.”

7. If the activity fails, take enough time to talk about the challenges and issues that arose. Be prepared to give players time to talk through any struggles, especially if there was a conflict during the activity.

8. After the activity, ask the following questions:
   1) Was this activity easy or difficult? Why?
   2) Did you get upset with each other or have any conflicts? How did you resolve those conflicts?
   3) How well did you work as a team?
   4) Did you show care and respect to each other while you were playing the game?
   5) Whose responsibility do you think it is to come up with ideas for the game or to work together as a team?

EVALUATION

Students discuss in small groups (or have students answer the following questions in their RAK journals):
“*What are some ways that you can show care and respect to others when you are working in teams?*”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:
1. Using white boards in their groups to draw a “football-play” style diagram of ways to play the game.
2. Helping hand out the swamp boards.
3. Referencing the rules throughout the activity; consider displaying them on a document camera.
RANDOM ACTS OF KINDNESS CLUB (20-25 minutes to discuss, multi-week project)

LESSON MATERIALS
- Kindness Club materials will depend on how they choose to show kindness in the community
- Kindness Journal for the class
- RAK Journals
- Kindness Concept Posters for Caring, Gratitude, Responsibility

STANDARDS MET
Common Core: CCSS.ELA-Literacy.W.4.1, 1b; CCSS.ELA-Literacy.R4.1; CCSS.ELA-Literacy.W.4.2; CCSS.MA
Colorado: Comprehensive Health S.3, GLE.1, EO.e; Reading, Writing and Communicating S.1, GLE.1, E.0.a; S.3, GLE2, EO.a; Mathematics S.3, GLE.1, E.0.a, IQ.1, 2

DESCRIPTION
1. Before class, post the Ways to Be Kind sheet created during the What is the Kind Thing to Do? scenarios activity.

2. Teacher says: "During the What is the Kind Thing to Do? Activity we came up with some great ways to be kind. Sometimes that meant choosing to be kind to one other person, but other times the kids worked together to be kind. As a class, what are some things that we can do together to show kindness to others at school?"

3. Have students brainstorm kindness ideas and beliefs and write them on the board. Ideas might include: cleaning up the trash on the playground, welcoming a new student, thanking the principal for all his/her work, putting up posters encouraging kindness, etc. Beliefs might include: not bullying, playing fair on the playground, sharing with others during recess, etc.

4. Tell the students that as a class they are going to start a Random Acts of Kindness Club. (Other 4th grade classes may want to be part of the club too.)
   1) Explain that each week the students, as a class, will decide which act of kindness they will do around the school. Have the students determine the process. Will they vote on the activity? Take turns? Students could also vote on the kindness ideas they want to do in their school, which will help them learn the importance of having a voice in the process.
   2) Determine as a class how many weeks the club will do activities. A month? A semester?

5. Have students keep track of the kindness activities in a journal. Students can take turns writing in the journal. Another option would be to have the students respond to the different kindness activities in their own RAK journals.

6. After the club has finished their activities, have students celebrate all the activities they did around the school with a kindness party!

EXTENSION ACTIVITIES
1. Math Extension Activity: As a math extension, students could ask people what they think about a particular kindness activity. Have students chart the data on a graph to see which activity people liked the best or had the most impact.

2. Writing Prompt: After completing the Kindness Club activities, have students write what part of the activity impacted them the most.
EVALUATION

Discuss: "What activities do you think had the most impact? Did people thank you for what you were doing? How did that make you feel?"

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Discussing how they can work effectively as a group while they are planning activities, if they have challenges in this area.

2. Thinking about how to include all learners in their Kindness Club so that it doesn’t become exclusive of others. For example, partner a student who has some learning or behavioral challenges with someone who has strengths in that area.

3. Thinking of ways to make the school more accessible to someone with disabilities; for example, if a person has limited sight or is in a wheelchair, students could do a kindness club activity that increases access by trimming bushes away from the entrance ramp or making sure important information is available in braille.
PLANTING AND CARING FOR A GARDEN ACTIVITY (multi-week project)

LESSON MATERIALS
- Materials for planting a vegetable or flower garden: different seeds, pots, dirt, stakes, etc.
- RAK Journals
- Kindness Concept Posters for Caring, Responsibility

STANDARDS MET
- Common Core: CCSS.ELA-Literacy.L.4.1; CCSS.ELA-Literacy.L.4.7
- Colorado: Comprehensive Health S.3, GLE.1, EO.e; Reading, Writing and Communicating S.1, GLE.1, EO.a; Science S.2, GLE.1, EO.a-d

DESCRIPTION
1. As part of the kindness club, students could plant a flower or vegetable garden either in their classroom or somewhere on the school campus, if the administration approves this idea.
2. Have students determine what they want to plant and how they are going to care for their plants. Here are some ideas for how to get started and what to plant when: http://www.kidsgardening.org/article/getting-youth-garden-started
3. Parents could also be part of this activity, if you would like to encourage the home/school connection.
4. For this activity, have students:
   1) Determine what they want to plant, when they should plant, and a plant care schedule.
   2) Use evidence to develop a scientific explanation of what plants need to survive and determine a plan for how they are going to care for the plants.
   3) Use evidence to develop a scientific explanation for similarities and/or differences among different plants.
5. One option would be to vary the amount of water and sunlight the plants receive and keep track of their rates of growth. Then have students analyze and interpret how the plants are growing.
6. After students complete this project, you could have the student write up a report describing how they cared for their garden, the rate of growth for the plants, etc., if they have learned how to do that.

EVALUATION
Analysis and report serve as evaluation for this activity.

TIPS FOR DIVERSE LEARNERS
Students might benefit from:
1. Researching different aspects of how to plant the garden using the website above and presenting information to the class.
2. Working on this project individually. Here is an idea for planting a baggie garden: http://learningactivitiesforchildren.com/baggie-garden
HOME EXTENSION ACTIVITY

MATERIALS
Take Home Activity (p. 13), one sheet per student

DESCRIPTION
1. This activity could be done at any point during the unit. Write the return date on the sheet before you distribute it. You may want to distribute the sheet with the Friday folders and have it returned on Monday.

2. Hand out the Home Extension Activity and say: "We have been talking what it means to be kind to friends, family and in the community and I want you to talk about these ideas with your parent, guardian or another adult who cares for you. Please put this in your folder and return by ____________.

3. After the students bring back their sheet, ask the following questions:
   1) What does it mean to show care, respect and appreciation with friends, family, as well as those with whom you don’t get along?
   2) What are some ways that you care for each other at home?"
Name: ________________________________  Please return by: ____________

BACKGROUND

As part of the Random Acts of Kindness program, we have been talking in class about ways to show care, respect and appreciation for family, friends and others in the community. Review the vocabulary words below as necessary.

VOCABULARY WORDS

Caring: Showing care and concern for others.
Gratitude: Being thankful.
Responsibility: Doing what you need to do.

Then, ask your student what kind ways they discussed in class about how to respond to these scenarios:

- Melissa, Joe and Christina don’t like to do chores at home. When their parents ask them to take out the trash and take the dog for a walk, they complain and don’t want to help.
- Gwen’s younger sister, Isabel, wants to play with Gwen all the time. When Gwen’s friends come over, Isabel won’t leave them alone, and Gwen gets very annoyed.
- Alicia is really excited about a new skirt. When she wears it to school the next day, the popular girls make fun of it. Monique is Alicia’s best friend, and sees the girls making fun of Alicia.
- Michael is in 4th grader at your school. He constantly pokes and bothers other kids in class, is disrespectful to the teacher, and is a class clown. The students are having a hard time concentrating and want Michael to stop but are afraid of him. Antonio is his best friend and decides to talk to him about the problems.
- Mrs. Martinez is always doing kind things for the kids in the neighborhood. She bakes cookies for them, picks them up after school when their parents are working, and listens when they have a problem.
- Eric plays on a Little League baseball team and doesn’t like all the trash that people leave at the baseball field after the games.

Next, discuss the following questions and write or have your student write responses below or on the back and return to school by the date above:

- What does it mean to show care, respect and appreciation for friends, family, as well as those who you may not get along with?

- How do you think we can care for, respect and appreciate each other at home?
1. Writing
- **CCSS.ELA-Literacy.W.4.2**: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **CCSS.ELA-Literacy.W.4.7**: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

2. Speaking & Listening
- **CCSS.ELA-Literacy.SL.4.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
- **CCSS.ELA-Literacy.SL.4.1b**: Follow agreed-upon rules for discussions and carry out assigned roles.
- **CCSS.ELA-Literacy.SL.4.4**: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

3. Language
- **CCSS.ELA-Literacy.L.4.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4. Mathematics
- **CCSS.Math.Content.4.MD.B.4**: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

**COLORADO P-12 ACADEMIC STANDARDS**

http://www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards-AcademicStandards.asp

1. Comprehensive Health
- **Standard 3: Emotional and Social Wellness in Health**
  Grade Level Expectation (GLE): 1. Identify positive behaviors that support healthy relationships
  Evidence Outcome (EO): Students can:
  e. Identify the positive ways that peers and family members show support, care, and appreciation for one another
2. Reading, Writing and Communicating
   • **Standard 1: Oral Expression and Listening**
     *Grade Level Expectation (GLE): 1. A clear communication plan is necessary to effectively deliver and receive information.*
     *Evidence Outcomes (EO): Students can:*
     a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
     b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
     c. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

   • **Standard 3: Writing and Composition**
     *Grade Level Expectation (GLE): 2. Informational and persuasive texts use the recursive writing process.*
     *Evidence Outcome (EO): Students can:*
     a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

3. Science
   • **Standard 2: Life Science**
     *Grade Level Expectation (GLE): 1. All living things share similar characteristics, but they also have differences that can be described and classified.*
     *Evidence Outcomes (EO): Students can:*
     a. Use evidence to develop a scientific explanation of what plants and animals need to survive.
     b. Use evidence to develop a scientific explanation for similarities and/or differences among different organisms (species).
     c. Analyze and interpret data representing variation in a trait.
     d. Examine, evaluate, question, and ethically use information from a variety of sources and media to investigate questions about characteristics of living things.

4. Mathematics
   • **Standard 3: Data Analysis, Statistics, and Probability**
     *Grade Level Expectation (GLE): 1. Visual displays are used to represent data.*
     *Evidence Outcome (EO): Students can:*
     a. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8).
     *Inquiry Questions (IQ):*
     1. What can you learn by collecting data?
     2. What can the shape of data in a display tell you?
OTHER STANDARDS MET

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

2. Social and Emotional Standards (www.casel.org)
   • Self-awareness
   • Social Awareness
   • Relationship Skills