

GRADE 5



Objective: Students will be able to:

- Describe how feelings and emotions are portrayed in the media and how media images can impact our understanding of what it means to be kind.
- Identify how media and society can influence mental and emotional health.
- Explain how families and peers can influence mental and emotional health.

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

Kindness Concepts: Respect, Responsibility



LESSON ACTIVITIES

The Greatest Influences, p. 3
(25 minutes)

- Signs with the following words: Friends/Peers, Parents/Guardian, Brothers and Sisters, Relatives (cousins, aunt/uncles, grandparents, etc), Teachers, Mentor/Other Adult, Media (TV, movies, music); post signs around the room before the activity
- RAK Journals

Media Influence Discussion, p. 4-6
(35 to 40 minutes)

- Media and Emotions worksheet, one for each student
- Movie clips, listed in activity
- RAK Journals

Come Back with Courage Role-Play Activity, p. 7-9
(30 to 40 minutes)

- Come back with Courage Role-Plays, cut apart before class
- RAK Journals

Influencing Others Activity, p. 10
(time varies)

- Materials determined by how students decide to implement this program
- RAK Journals

Home Extension Activity, p. 11-12

- Take home activity, one sheet for each 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 should be sent home anytime during the unit.
- The Common Core and Colorado P-12 Academic Standards met are listed after the activity title. Key is provided on page 13 and 14

SUGGESTED INTRODUCTION TO UNIT

Teacher says: *"For the next few days, we are going to talk about how we might be influenced by the media, our peers and our family, guardians or the people with whom we live. What do you think has the biggest impact on your ideas and feelings?"* Allow time for students to respond and discuss, either as a paired share, in small groups or as a class. You can also use this time to introduce the Kindness Concepts (respect, responsibility) and create community definitions for these concepts or share the definitions listed below. Consider using the [Kindness Concept Posters](#) for respect and responsibility as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

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

Responsibility: Doing what you need to do.

THE GREATEST INFLUENCES (25 minutes)

LESSON MATERIALS

- Signs with the following words: Friends/Peers, Parents/Guardian, Brothers and Sisters, Relatives (cousins, aunt/uncles, grandparents, etc), Teachers, Mentor/Other Adult, Media (TV, movies, music); post signs around the room before the activity
- RAK Journals
- Kindness Concept Posters: Respect, Responsibility

STANDARDS MET

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

DESCRIPTION

1. Teacher says: *"We have many influences in our lives...our peers, our parents, guardians or other people who care for us, and the media. Can anyone tell me what an influence is?"* Allow students to respond, and if necessary say: *"To influence is to have an effect or an impact on someone or something."*
2. Then say: *"We are going to do an activity where we talk about who and what influences us in different parts of our lives. I am going to read a statement, and you will walk to the sign that shows who has the greatest influence on you in this area. Remember there are no right answers! Keep track in your mind as you do this activity who has the greatest influence on you."*
3. Read each statement one at a time (or write your own) and allow students to walk to the signs. After each statement, discuss why they have the greatest influence.

Who influences....

- | | |
|---|---|
| <ul style="list-style-type: none"> • Whether I do my homework • What clothes I wear • Who my friends are • Which TV shows I watch • Which computer games I play • What movies I like • What hobbies or sports I like | <ul style="list-style-type: none"> • How I treat my family or the people I live with • How I treat my friends • How I feel about myself • What music I listen to • What kind of grades I get • What books I read • What career or job I want • How I solve problems |
|---|---|

4. **Writing Prompt:** After completing this activity, say: *"You may have noticed that you had many influences or that one person or group influenced you the most. Write in your RAK journal about which person/people or whether the media influences you the most and why you think they have an influence. Why do you value their opinions? Do they help you with problems or challenges that you may face?"*

EVALUATION

Discuss: *"Did this activity help you figure out who and what influences you? Why or why not?"*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Working with a partner to talk about why they are influenced by certain people more than others.
2. Seeing an image for each statement and highlighting the key word to help organize their thinking as a pre-writing strategy. Encourage them to think of three ways that people influence them the most.

MEDIA INFLUENCE DISCUSSION (35 to 40 minutes)

LESSON MATERIALS

- Media and Emotions worksheet (p. 5), one for each student
- RAK Journals
- Shrek Forever After - <http://bit.ly/15pPPle>
- The Incredibles - <http://bit.ly/18VH8oY>
- The Simpsons episode - <http://bit.ly/1alhPuF>
- Reach - <http://bit.ly/153LOoJ>
- Despicable Me - <http://bit.ly/12Ehcxi>
- Patch Adams - <http://bit.ly/15pTaXX>
- Charlotte's Web - <http://bit.ly/18fBVq1>
- Kindness Concept Posters: Respect, Responsibility

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.5.1, 1b, 2; CCSS.ELA-Literacy.L.5.1
Colorado: Comprehensive Health S.3, GLE.1, EO.a,b;
Reading, Writing and Communicating S.1, GLE.2,
EO.a,b,c

DESCRIPTION

1. Hand out the Media and Emotions worksheet.
2. Then say: *"Now we are going to watch some TV and movie clips and some TV ads, and I want you to write down what emotion or emotions are being shown, whether the emotion is believable, and whether the character shows kindness."*
3. Show the first three clips one at a time:
 - 1) Shrek Forever After - <http://bit.ly/15pPPle>
 - 2) The Incredibles - <http://bit.ly/18VH8oY>
 - 3) The Simpsons episode - <http://bit.ly/1alhPuF>
4. After watching these clips ask the following question: *"Why do you think the actors or characters in these clips express emotions in a more dramatic way than we might in real life?"* (Possible answers: To be funny, to get a point across, to teach something, to act crazy.)
5. Then say: *"Watching people act in crazy ways can make TV shows or movies fun to watch, but it can also make us think that it's the right way to act. Now let's watch the rest of the clips and I want you to answer the same questions again."*
6. Show the rest of the clips:
 - 1) The Foundation for a Better Life: Reach - <http://bit.ly/153LOoJ>
 - 2) Despicable Me - <http://bit.ly/12Ehcxi>
 - 3) Patch Adams - <http://bit.ly/15pTaXX>
 - 4) Charlotte's Web - <http://bit.ly/18fBVq1>
7. Divide students into groups of five or six and assign a movie, TV, or ad to each group; make sure they write the name of their show, movie or ad on their sheet. Then say: *"Now we are going to spend some time thinking more about how the characters in the different clips acted. Each group has been given the title of a movie, TV show or the ad, and I want you to discuss and then answer the questions written on the bottom section of your handout as a group."*
 - 1) *How did the scene make you feel? Did you laugh? Were you surprised by what happened?*
 - 2) *Were any of the characters rude or unkind? If so, how could the characters have shown kindness or handled the situation differently?*
 - 3) *How do you think watching this scene impacts the way we treat each other?*

8. Allow time for students to discuss questions as a group. Then have them present their answers to the rest of the class.

CIVICS EXTENSION

To extend the activity into this curriculum area, have students explore how the media has been used in a positive way to promote ideas of being a responsible citizen. You could show some of Schoolhouse Rock clips (you can Google them) and discuss how the media can have a positive influence.

EVALUATION

Discuss (or have students write responses in their RAK journals): *"Do you think movies, TV shows, computer games, or music can impact how you feel or how you treat others?"*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Having you pause so they can record their answers.
2. Doing this activity more independently on a classroom computer with the movie and clip sites bookmarked and headphones. A few kids could do this activity at a time and discuss answers to the questions together in small groups.
3. Referencing the Feelings Images sheet from the Feelings and Behavior, Kindergarten lesson during this activity.

Name: _____



Photo Credit: s_bukley / Shutterstock.com

MEDIA AND EMOTIONS

Directions: As you watch the video clips, fill in the chart below.

	WHAT EMOTIONS DO THE CHARACTERS SHOW?	IS IT BELIEVABLE? (YES OR NO)	DO THE CHARACTERS SHOW KINDNESS? (YES OR NO)
Shrek Forever After			
The Incredibles			
The Simpsons			
"Reach" Ad			
Despicable Me			
Patch Adams			
Charlotte's Web			

Part II. As a group, answer the questions below about the TV show, movie or ad you have been assigned:

1. How did the scene make you feel? Did you laugh? Were you surprised by what happened?
2. Were any of the characters rude or unkind? If so, how could the characters have shown kindness or handled the situation differently?
3. How do you think watching this scene impacts the way we treat each other?

COME BACK WITH COURAGE ROLE-PLAYS (30 to 40 minutes)

LESSON MATERIALS

- Come back with Courage Role-plays (p. 9), cut apart before class
- Poster sheet to write the five comebacks
- RAK Journals
- Kindness Concept Posters: Respect, Responsibility

STANDARDS MET

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

RESOURCES

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DESCRIPTION

1. Teacher says: *"For this activity, we are going to think about the ways that our peers influence us. First of all, how do you think our peers and friends can influence us in positive ways?"*
2. Allow students to brain storm ways that peers can have a positive influence. Write their responses on the board.
3. Then say: *"Sometimes our peers can pressure us to do things that we don't want to do. Staying emotionally and mentally healthy means knowing when to listen to our peers and when to listen to our hearts. We are going to act out role-plays that focus on what we can do when people pressure us to do things that we don't want to do. What are some ways that you can say "no" when someone is pressuring you to do something that you don't want to do?"*
4. Allow students to brainstorm ways that they can say "no" when someone is pressuring. Write their responses on the board or a poster sheet. Make sure to emphasize the following five ways and write them on the board or poster sheet.
 - 1) Use a strong "No" statement. *(Such as "No thanks" or "No, I am not interested.")*
 - 2) Look the other person in the eye.
 - 3) Cross your arms. *(Your body language shows you are not interested.)*
 - 4) Show you are confident. *(Don't smile, giggle, or laugh nervously!)*
 - 5) Walk away!
5. Divide the students into six groups and hand each group a role-play. Another option would be to have students write their own role-plays.
6. Then explain: *"Each group has been given a role-play. You will need to determine the following roles: One group member will read the situation to the class, one group member will represent "Peer Pressure" and will attempt to pressure the others to do something wrong. Every other member of the group will need to say "no" to the pressuring friend using one of the skills that we discussed and is written on the board."*
7. Have students spend a few minutes figuring out how they are going to act out the role-play.
8. Then have them perform the role-plays for the class.

9. After students finish, ask the following questions:

- 1) *We talked about this in an earlier activity. Does anyone remember what it means to influence someone? (Answer: To have an effect on someone or something.)*
- 2) *Do you think that peer pressure can influence how you feel about yourself?*
- 3) *Do you think that you could try some of these techniques to say "no"? Which would work best for you? What are some other ways you can say "no"?*
- 4) *What are some other situations where peers can influence us in a negative way?*

EVALUATION

Have students write responses in their RAK journals to the following prompt: *Write about a time when you were pressured to do something that you didn't want to do. What did you do? How did you feel? After learning some techniques to say "no" today, would you have said or done something else?*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Referencing the chart of come backs as they create their role-plays.
2. Working in groups with others who are able to respect their diverse needs; consider having one student in the group work closely with another student to encourage their participation in the role-play.
3. Having note cards with their lines, to ease the fear of performing in front of others.
4. Encouraging active listening skills (see Active Listening lesson, Grade 7 for tips) while planning the role-play.
5. Reviewing the [Focusing Strategies](#) and [Problem-Solving Strategies](#) if group activities present a challenge.

COME BACK WITH COURAGE ROLE-PLAYS

GROUP #1: SMOKING

You are visiting your grandparents for the summer and have met a group of friends who dare you to smoke cigarettes with them. You know that smoking is harmful. Your uncle has lung cancer and the doctors think that smoking was the cause.

- *How do you come back with courage?*

GROUP #2: STEALING

You are in a music store and you see a CD that you want to buy, but you don't have enough money. Your friends tell you they will keep watch for the store clerk so you can put the CD in your backpack. You really want the CD, but you know stealing is wrong.

- *How do you come back with courage?*

GROUP #3: BULLYING

You and a group of friends are on the playground when a student who has a hard time controlling his behavior in class walks toward you. Most kids make fun of him and don't want to be around him. Your best friend says: "Did you see how he was acting in class today? Threw a fit because he didn't want to do the math problem. What a loser!"

- *How do you come back with courage?*

GROUP #4: STRANGER

You are walking home from school with your friend and it is pouring rain. Someone pulls up in a new, bright red sports car and asks if you want a ride. The person looks really nice, but you have never seen the driver before. Your friend wants to get in the car, but you don't think it is a good idea.

- *How do you come back with courage?*

GROUP #5: STANDING UP FOR YOUR FRIEND

Your friend has a new shirt that you really like, but a group of girls are teasing her and telling her that it is ugly. These girls say that you need to tell your friend how silly she looks in the shirt.

- *How do you come back with courage?*

GROUP #6: SKIPPING SCHOOL

It is a beautiful spring day and your friend asks you if you want to go to the park and ditch school. You have never skipped school before, but you don't want your friend to make fun of you.

- *How do you come back with courage?*

INFLUENCING OTHERS ACTIVITY *(time varies)*

LESSON MATERIALS

- Materials are determined by how students decide to implement this program
- RAK Journals
- Kindness Concept Posters: Respect, Responsibility

STANDARDS MET

*Common Core: CCSS.ELA-Literacy.SL.5.1, 1b
Colorado: Comprehensive Health S.3, GLE.1, EO.c; Reading, Writing and Communicating S.1, GLE.2, EO.a,b,c;*

DESCRIPTION

1. Teacher says: *"We have been talking about the people and the media that influence us. Now I want us to think about those we influence. Who do you think you influence? What are some ways that people can be a negative influence? How can you be a positive influence for those people?"* Allow students to respond and write their responses on the board. Discuss.
2. Then say: *"One of the goals of the Random Acts of Kindness Foundation is to promote kindness in our schools, families and communities. Let's brainstorm some ways that we can be a positive influence on others at school, home or in your neighborhood."*
3. Allow students to brainstorm how they can positively impact the school community, such as cleaning up trash, being a buddy to a younger student, being respectful to teachers, being a homework mentor, making a new friend, including another student in a playground game, talking to others about how to be a positive influence at school, etc.
4. Have students vote on the idea or ideas and discuss how they are going to implement these acts of kindness with others. Will they create posters? Will they be assigned younger students for a buddy program? Will they talk to younger students about how to be a positive influence?

EVALUATION

Discuss (or have students write responses in their journals): *"Did this activity help you understand how you influence others? Why or why not? How can you continue or start to be a positive influence in the classroom, at home, and in your neighborhood?"*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Seeing the definition of "Influence: To have an impact or effect on someone or something" posted on the board during the activity.
2. Working in small groups to create a project; not everyone has to work on the same project.
3. Using a planning form with questions like:
 - 1) How do you want to influence the community?
 - 2) What materials will you need?
 - 3) Will you need to get help or permission from other people?
 - 4) How long do you think it will take to create this project?
 - 5) Does your project have different parts?
 - 6) What are some steps that you will need to take?
 - 7) Are there different roles?

HOME EXTENSION ACTIVITY

MATERIALS

Take home activity (p. 12), one sheet for each student

DESCRIPTION

1. Hand out the Home Extension Activity sheet with the due date filled out.
2. Explain: *"We have been talking for the past few days about what person, people or groups influence you. I want you to talk about these ideas with your parents, a guardian, or a trusted adult. Please return the activity sheet by _____."*
3. After students return the sheet, ask the following questions:
 - 1) *Which person, people or group influences you the most and why do you think they have an influence? Why do you value their opinions?*
 - 2) *Do you think the TV shows and movies we watch and the video or computer games we play have an influence? What kind of influence?*



Name: _____

Please return by: _____

BACKGROUND

As part of the Random Acts of Kindness program, we have been talking in class about what people or group has the greatest influence.

VOCABULARY WORDS

Influence: To have an impact or effect on someone or something.

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

Responsibility: Doing what you need to do.



AT HOME ACTIVITY

Please review the vocabulary words above. Then ask your student what he or she has been learning about who/what influences them. Then discuss the following questions and write or have your student write responses below or on the back and return to school by the date above:

- Which person, people or group influences you the most and why do you think they have an influence? Why do you value their opinions?

- Do you think the TV shows and movies we watch and the video/computer games we play have an influence? What kind of influence?

ACADEMIC SUBJECT KEY



Comprehensive Health



Reading, Writing and Communicating



Science



Mathematics



Social Studies



Visual Arts



Drama and Theatre Arts

COMMON CORE STANDARDS (www.corestandards.org)

1. Writing

- *CCSS.ELA-Literacy.W.5.2*: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

2. Speaking & Listening

- *CCSS.ELA-Literacy.SL.5.1*: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- *CCSS.ELA-Literacy.SL.5.1b*: Follow agreed-upon rules for discussions and carry out assigned roles.
- *CCSS.ELA-Literacy.SL.5.2*: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Language

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

COLORADO P-12 ACADEMIC STANDARDS

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

1. Comprehensive Health

- *Standard 3: Emotional and Social Wellness in Health*
Grade Level Expectation (GLE): 1. Analyze internal and external factors that influence mental and emotional health
Evidence Outcomes (EO): Students can:
 - Describe how feelings and emotions are portrayed in the media
 - Identify how media and society can influence mental and emotional health
 - Explain how families and peers can influence mental and emotional health

2. Reading, Writing and Communicating

- *Standard 1: Oral Expression and Listening*
Grade Level Expectation (GLE): 2. Listening strategies are techniques that contribute to understanding different situations and serving different purposes
Evidence Outcomes (EO): Students can:
 - Listen to other's ideas and form their own opinions

- b. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics, texts, and issues, building on others' ideas and expressing their own clearly
- c. Model a variety of active listening strategies (eye contact, note taking, questioning, formulating clarifying questions)
- *Standard 3: Writing and Composition*
Grade Level Expectation (GLE): 2. The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes
Evidence Outcome (EO): Students can:
 - b. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

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
- *Information, Media and Technology Skills*
 - a. Information Literacy – Access and Evaluate Information

2. Social and Emotional Standards (www.casel.org)

- Self-awareness
- Social Awareness
- Responsible Decision Making