



EDUCATOR'S GUIDE

GRADES 3-5



TABLE OF CONTENTS

Note to Educators	2
Welcome and Acknowledgments	3
About Sandy Hook Promise	4
Guide Overview	5-8
Guide Outline	9-12
Interactive Storybook: Recess on the Moon Lesson Plan	13-15
Interactive Storybook: Recess on the Moon Quick Guide	16-17
Handout #1 Dot's Speech Bubbles	18
Video 1: Playground Lesson Plan	19-21
Video 1: Playground Quick Guide	22
Handout #2 Venn Diagram	23
Handout #3 Comic Strip	24
Video 2: Cafeteria Lesson Plan	25-28
Video 2: Cafeteria Quick Guide	29
Handout #4 In My Shoes	30
Project Promise: Empathy Lesson Plan	31-34
Project Promise: Empathy Quick Guide	35
Handout #5 Puzzle Pieces	36
Handout #6 Promise Challenge Journal	37
Mission <i>Start With Hello</i> : Grades 3-5 Lesson Plan	38-40
Mission <i>Start With Hello</i> : Grades 3-5 Quick Guide	41
Vocabulary Cards	42-46
Assessing Student Outcomes Survey	47-48



Dear Educator,

Social isolation is a growing epidemic. In every school and community nationwide, there are young people who suffer silently because they feel left-out, alone, or invisible. Those who are isolated can become victims of bullying, violence, and/or depression. Many then pull further away from society, struggle with learning, and social development and/or choose to hurt themselves or others.

Start with Hello teaches students the skills they need to see someone alone, reach out, and include those who may be dealing with chronic social isolation. These simple steps can have limitless ripple effects in creating a culture of inclusion and connectedness within schools and communities. For these reasons, we are pleased to announce a **Start with Hello** elementary expansion for grades K-5, thanks to a generous donation from the Disney Corporation. This new digital platform is full of interactive tools like an interactive storybook, animated videos, online-to-offline exercises, and games that teach and reinforce real-world applications of those essential three steps of the original **Start With Hello** program. All of the tools in our learning management system are meant to support your unique teaching style and approach.

Because empathy is such a crucial component in the elimination of social isolation, it is a recurring theme throughout our program. Each lesson enclosed aligns with at least one of the five CASEL (Collaborative for Academic, Social, and Emotional Learning) competencies. Also included within the lesson plans are various activities, discussion guides, and other suggested learning extensions for engaging students with photos, videos, or related projects to reinforce their understanding.

Thank you for bringing **Start with Hello** into your classroom(s) and school community. Please know that we are always open to ideas for helping youth to better empathize with others through the **Start With Hello** program, and to prevent social isolation and other warning signs of potential violence. Your partnership is absolutely crucial to this important work.

Grateful for all you are doing to foster supportive, inclusive learning environments that help keep our schools safe.

Sincerely,

A handwritten signature in black ink that reads "Nicole Hockley".

Nicole Hockley
Co-Founder and Managing Director
Sandy Hook Promise

A handwritten signature in black ink that reads "Mark Barden".

Mark Barden
Co-Founder and Managing Director
Sandy Hook Promise

WELCOME, EDUCATORS!



.....

We are so pleased you are taking part in the *Start With Hello* program presented by Sandy Hook Promise.

This program teaches students the skills they need to reach out to those who may be dealing with chronic social isolation and create a culture of inclusion and connectedness within their school.

The objective of this guide is to assist you in facilitating discussions and ongoing activities which relate to the online *Start With Hello* activities. These activities complement the included lessons for a goal of reducing social isolation and creating a connected and inclusive classroom, school, and community.

.....

THANK YOU!

Thank you for your passion and commitment to bringing the *Start With Hello* message to your classroom and school. We couldn't do it without you!

ACKNOWLEDGMENTS

Start With Hello is the result of a collaborative effort from people of all walks of life – educators, community leaders, social workers, students, and parents who know the consequences of social isolation. We are pleased to release this new *Start With Hello* digital interactive training platform for grades K-5 with the generous support of The Disney Corporation. Thanks to The Disney Corporation's contribution, children across the country will have the opportunity to engage in this new *Start With Hello* online program and understand how to apply the three *Start With Hello* steps to real-world situations.

ABOUT SANDY HOOK PROMISE



Sandy Hook
P R O M I S E

Sandy Hook Promise (SHP) is a national, nonprofit organization based in Newtown, Connecticut. SHP is led by several family members whose loved ones were killed in the tragic mass shooting at Sandy Hook Elementary School on December 14, 2012.

OUR PURPOSE

SHP's sole purpose is to educate and empower parents, schools, and community organizations on how to prevent violence BEFORE it happens. For more information about Sandy Hook Promise and our other school and community-based prevention programs and training, please visit www.sandyhookpromise.org. Make the Promise, and together we can protect children from preventable violence.



GUIDE OVERVIEW

The elementary-level *Start With Hello* online interactive training program includes resources for the educator including a presentation to teach students the three essential steps to *Start With Hello*:

STEP 1

SEE
SOMEONE
ALONE

STEP 2

REACH OUT
+ HELP

STEP 3

START with
Hello

In addition to the presentation, this educator's guide complements the *Start With Hello* online activities and allows the educator to continue the conversation or go further and deeper into the material within the classroom. Each activity has a corresponding lesson plan within this guide.



EACH LESSON PLAN CONTAINS THE FOLLOWING COMPONENTS

Objectives

These objectives were chosen for each activity to help you understand the intended purpose and desired learning outcomes.

Standard Alignment

Each lesson is aligned with at least one of the 5 CASEL (The Collaborative for Academic, Social, and Emotional Learning) competencies.

Notes for Educator

Helpful notes are provided to guide you through the delivery of each lesson. Notes include estimated time length, alternatives for printing out handouts, and other tips to make this lesson easy to integrate into your curriculum.

Vocab Builder

Each lesson contains vocabulary words from the online activity that will be helpful to define and review with your students. We recommend adding these words to a Word Wall or displaying them in some other manner to keep them visible throughout the delivery of the **Start With Hello** interactive training program. A set of printable vocabulary flashcards is also included in the guide resources. Students can draw an image on the inside of the flashcard to help them remember the word.

Instruction for Activity

It is noted where in the lesson you should play, review, or ask students to engage with the online activity.

Mindful Minute

After viewing or interacting with the online activity, students will take 1 minute to reflect on what they just saw or learned. Each Mindful Minute contains instruction for the educator to help guide the reflection. It is an opportunity to quiet the mind and take some space and time to become at-ease and find a sense of peace.



EACH LESSON PLAN CONTAINS THE FOLLOWING COMPONENTS

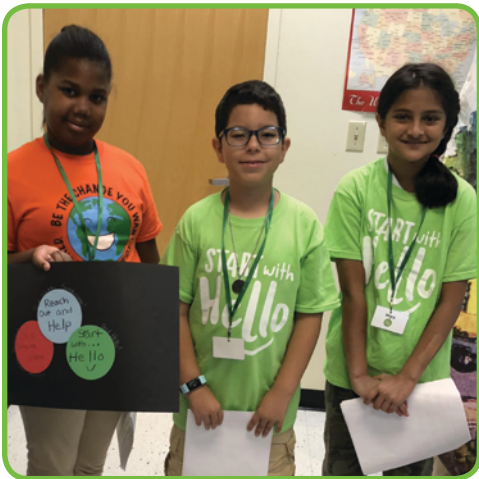
Student Connector

These brief activities are intended to build community in the classroom and get students working in pairs or small groups, communicating, and applying the themes and concepts they learned in the online activity.

Main Activity

Each lesson's main activity revolves around a class Circle-Time discussion. Circle-Time questions are divided into rounds. This way, if students are seated in a circle, the teachers may allow each student a turn or opportunity to share their responses when the talking piece gets to them. The questions may also be addressed without using a 'rounds' format. For grades 3-5, Circle-Time can be modified to have students pose the questions in small groups, rather in a large circle format. The lesson can also be easily taught in a reading center, learning station, or while students are sitting at desks and tables. The educator can adapt this portion of the lesson to best meet the needs of the classroom environment and procedures and protocols that have already been put in place.

To see an example of a successful in-class circle-time, watch this video clip from the Center for the Collaborative Classroom: https://www.youtube.com/channel/UC2UfCf_tHdH3X_vJ8pAAsbQ



Learning Extensions

Additional text, video, or other project-based learning activities are recommended so that you can continue the discussion with your students and develop a lesson unit with the **Start With Hello** interactive digital resources and educator guide as a foundation.

Closing Promise Challenge

Wrap-up each lesson with a challenge for students to implement what they've learned through the online activity and supporting discussions into their everyday lives. This application is a critical component for

students to bridge and build the three steps into real-world situations. Think about having students write down their Promise Challenges on the Sammi the Star handout and post on a classroom interactive bulletin board.

Survey

Two student surveys are included at the end of this guide. It is recommended that you administer the survey at three points-of-time throughout the school year. The data collected will help demonstrate the growth in students' Social-Emotional Learning (SEL) skills and determine the impact of the **Start With Hello** digital online tools and accompanying lesson plans on your classroom climate. The questions can be entered into Google or Survey Monkey forms for quick calculations, or a paper version can be distributed.

INTENDED USE

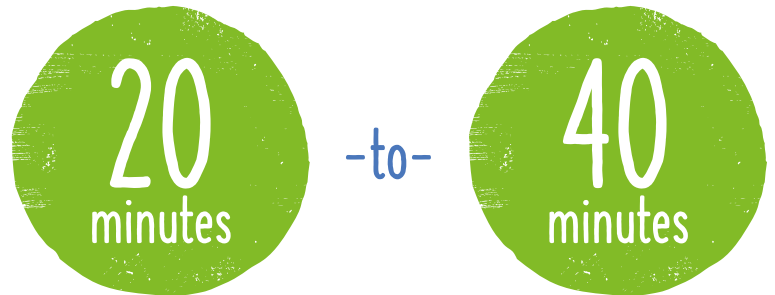
We recognize that it can be difficult to fit more instruction into a school day. For that reason, this Educator Guide has been designed to be flexible. Teachers have the option to teach the lesson plan as a whole or they may pick and choose specific elements of the lesson plan they would like to use. Each element can stand on its own or be combined to provide more in-depth instruction on the topic. For example, you could plan to ask just some of the discussion questions listed in each section instead of all. You could also add in an activity, or the activity could stand on its own.

The five lessons, combined with the extension activities, could be taught as a *Start With Hello* curricular unit over the course of a marking period or semester. Teach one lesson every other week, and on the off-weeks, launch an interactive activity or read a recommended book.

Length of Time

In most cases, each lesson can be completed in 20-40 minutes.

You may decide to divide the lesson into several mini-lessons to fit with your available time and academic activities. The program has been designed to be easily adaptable and flexible to match your needs.

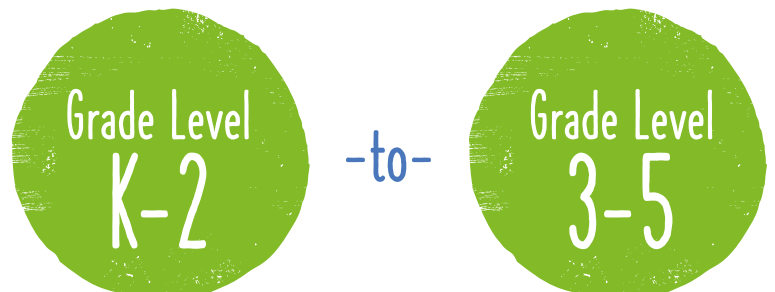


Quick Guide

Don't have time to teach the full lesson plan? Use the Quick Guide resource to navigate your students through the digital interactive and follow-up with differentiated questions and simple activities. There is a Quick Guide for each digital interactive that precedes each full-length lesson plan.

Grade Levels

The lessons in this guide are intended for grades 3-5. However, you may also reference the grades K-2 Educator Guide for additional lesson ideas and extension activities.



GUIDE OUTLINE

REMEMBER....

As you move through the interactive online activities and lesson plans as a curricular unit, be sure to always circle-back and reinforce the three steps of *Start With Hello*. Starting with “Hello” can lead to countless positive outcomes, including a deeper understanding of empathy, a greater appreciation for diversity, a boost of confidence that comes along with being an upstander, and even new friendships.

The RECOMMENDED order to teaching the digital interactives are as follows:

1

Start With Hello Introductory PowerPoint

For grades 3-5, it is recommended the Power Point presentation be delivered in a 30-45 minute class period along with an overview of the interactive online activities and how to log on to startwithhello.org. At the end of the presentation, students will be able to recite and explain the three steps of *Start With Hello*: See Someone Alone, Reach-out and Help, and *Start With Hello*. Students will also become familiar with some of the concepts addressed in the digital tools, such as healthy alone time and hello styles. Educators should revisit the Power Point whenever a lesson is presented and students engage in the online tools to reinforce the three steps.

2

Interactive Storybook: Recess on the Moon

Students get a break from the ordinary as they spend recess on the moon! Students immediately immerse themselves into the *Start With Hello* steps by actively choosing their unique “Hello Style.” Doing so reinforces for students that there is no right way to *Start With Hello*, and they should do it in a way that is most comfortable for them. From there, the storybook’s narrator explains the three *Start With Hello* steps through a relatable scenario on a cosmic location. While on the moon, students practice Seeing Someone Alone, choosing different ways to Reach Out and Help, and implementing their unique Hello Style to help them practice *Starting With Hello*.



GUIDE OUTLINE

3

Video: Playground

3rd-5th grade students are asked to consider social isolation but this time in terms of diversity and disability. Viewers are taken to a familiar and favorite scene, recess, but see that one character is most likely being excluded from a game because she is in a wheel chair. Students leave the video with an open-ended question asking them to consider how they could find ways to include Naomi in their game. This video provides older students with many opportunities to engage in rich discussions about diversity.

4

Video: Cafeteria

Finding someone to sit with at lunch can be a daunting task for anyone, but especially if you're new to school like our friend Jasmine. In this video for 3rd-5th grade students, viewers get a unique look into 2 characters' internal dialogue as one struggles with being alone and the other struggles with reaching out. The video ends unresolved and challenges students to think about ways they could reach out and help Jasmine so she doesn't have to eat alone.

5

Interactive Challenge: Sammi's Project Promise

In the Project Promise interactive challenge, students bridge the connection between the three **Start With Hello** steps and the concept of empathy. As they learn, students develop a deeper understanding of empathy and practice responding with empathy in 3 realistic scenarios. Through these exercises, students learn that, in addition to feeling empathy, reaching out and helping others is the extra leap they can take to become an empathy all-star. At the end of this activity, students choose a Promise Challenge they want to complete that week. The Promise Challenge asks students to go beyond the computer and into their real lives to reach out to someone who may need a little extra help. Students can print this Promise Challenge list as a reminder to respond with empathy in a variety of ways.

6

Interactive Game: Mission *Start With Hello*

This interactive and engaging experience allows students to apply what they've learned about the **Start With Hello** program into gamified scenarios. A mission that starts by asking students to See Someone Alone evolves into a fun and meaningful application of how students can converse with another student who may be experiencing social isolation. Students are empowered to make choices and decisions to ultimately connect with a lonely student.



GUIDE OUTLINE

Recurring Theme: Empathy

Empathy is an important theme and emotion that can ultimately be part of the solution to eliminating social isolation. Since growing the emotional understanding and intelligence of our students is so critical to combating social isolation, the emotion of empathy has been turned into an animated character throughout all the online *Start With Hello* activities.

SAMMI THE STAR

Our friend Sammi the Star appears in every activity and is a visual representation of empathy. Sammi's role may not always be a main one, but the timing of his appearances is always intentional. When Sammi appears, it is a visual cue for students to pay attention to, and try to understand, how characters within the activities might be feeling.

We encourage you to point out Sammi the Star throughout the different digital tools and weave the topic of empathy into all discussions as appropriate.



GUIDE OUTLINE

Bringing *Start With Hello* Home

Students will be able to log-in to their ***Start With Hello*** digital platform at home and practice, reinforce, or demonstrate the tools to family members or peers and staff at their afterschool program or club. A few suggestions for bridging the ***Start With Hello*** learning platform to home practice include:

- After introducing and reading the Recess on the Moon interactive storybook in class, assign students the task of reading the online book at home to a sibling, parent/guardian, or friend.
- After viewing the videos, ask students to show the videos to family members at home for homework and to create a script together about a scenario where a child might experience social isolation outside of the school day. Families could have fun role-playing the scripts together!
- Use the ‘Friend Finder’ matching game in Mission ***Start With Hello*** as the inspiration for students to create their own Friend Finder board or card game for homework. Students can research and capture as many activities, sports/games, and foods as possible to include in the matching board or card game. Students may also decide to add other categories such as: languages, ethnicities/cultural backgrounds, and favorite books/movies.
- Invite students to replicate Sammi’s Promise Challenge at home, at an afterschool program, or during out-of-school time activities. Students will have fun leading others in the challenge of doing prosocial tasks and challenges at home, in the neighborhood, at the youth organization, or at an afterschool activity. Students can design a Promise Challenge poster board to display the students involved, number of Promise Challenges completed, and types of empathetic and prosocial actions completed.

Before You Begin

Sometimes, through their social nature, classroom activities can exacerbate the feelings of social isolation. Fortunately, there are things that you can do to help alleviate the pain of social isolation. The lessons in this guide strive to provide tips, discussions, and activities with the purpose of creating an inclusive and connected classroom. Be purposeful about mixing-up partners, pair-shares, buddies, and groups throughout this unit to reinforce the lessons and get students socializing with students they may not typically work with.

Integrating ***Start With Hello*** into your school or community culture is an important life lesson. Activities suggested throughout this guide can help align the program with your curriculum, but the lessons learned about character development, civic responsibility, and empathy for others will help students and adults well outside the range of your classroom.



Interactive Storybook: Recess on the Moon

LESSON:
Being a Good Upstander Grades 3-5

Objectives

- Define what an “Upstander” is
- Discuss the importance of reaching out and helping students who might be struggling
- Discuss or role play ways to be an upstander in various scenarios

Standard Alignment

CASEL Competency

Relationship Skills: Students will engage in activities to understand the perspective of and empathize with others.

Social Awareness: Students will gain the ability to take the perspective of and empathize with others.

Responsible Decision-Making: Students will make constructive choices about personal behavior and social interactions by role-playing real-world situations.

Notes for Educator

- Estimated Time: 30-45 minutes
- This lesson does not have to be completed in 1 session. It can be broken up into more manageable mini-lessons.
- There is a supporting handout for this lesson provided in this guide. If you can't print or make copies, consider projecting the image or asking students to draw their own version.

Vocab Builder (2 minutes)

Vocabulary words for this lesson: Upstander, Isolated, Excluded, Discouraged

Review the new terms with your students and place them on the classroom Word Wall. Vocabulary flash cards are also included as a handout at the end of this guide.

View Storybook (10 minutes)

Guide and advance students through the storybook together as a guided reading activity. Make decisions as a class for how to respond to the interactive elements together.

Mindful Minute (1 minute)

Take a deep breath. Be still and try to quiet your mind for one minute. Keeping your eyes open or closed, think about the Hello Styles storybook. Visualize yourself using your favorite Hello Style to reach out and help a student who might be feeling left-out or lonely. Are there any different Hello Styles you can think of?

Student Connector (5 minutes)

Other Hello Styles: Using the included handout (Handout #1), have students work in pairs to fill in the different speech bubbles over Dot's head to show other Hello Styles they could use when reaching out and helping others.

Main Activity (10 minutes)

Circle-Time: After the Other Hello Styles activity, ask the students to join you for a Circle-Time discussion.

Round 1

- Start by asking students to raise their hand if, like the student in the storybook, they can remember a time when they felt lonely or left-out. "How would you describe feeling in that situation?"

Round 2

- Ask students to raise their hands if they can remember a time when someone else looked lonely or was being excluded.
- How would you respond, or show empathy, if you saw someone looking lonely or excluded?

Educator's Note: Turn students' attention to the importance of intervening and saying something when they see another student struggling or looking unhappy. One way to intervene is by becoming an upstander.

Round 3

- Ask Students, "Does anyone know what an upstander is?"

Educator's note: Provide definition - An upstander is someone who speaks-up and acts when they see or hear that another student is upset or having a tough time. What actions can you take to show others you care about their situation?

Round 4

- Read through a list of scenarios where a student is having a tough time. Ask your group to discuss how they could be an upstander in each situation. Encourage them to use their unique Hello Styles. If time permits, you could have two students role play each scenario as well.

Scenario examples:

- No one asked Elliot to be on their team for gym class.
- A couple of students are laughing at Jasmine's hairstyle.
- Carlos just got a bad score on his test and is feeling poorly about it.

Closing and Promise Challenge (2 minutes)

Thank students for their participation. Leave students with a Promise Challenge to reach out and help others who might be upset, struggling, or having a tough time.

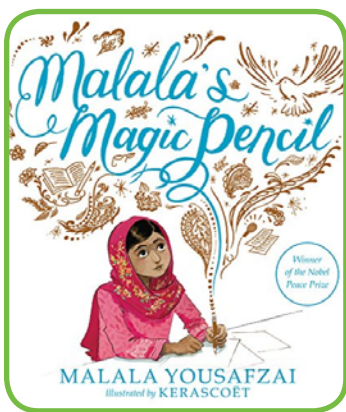
Text to Complement this Lesson

Extension Activity to meet the needs of the Visual and Kinesthetic Learners: The Upstander Tableau

The 'Tableau' exercise is perfect for students who are uncomfortable doing role-plays and prefer non-verbal expression. The basic premise is that teachers instruct students to get into a pose after saying 1- 2-3 Tableau! Students get the chance to express themselves and practice using body language to portray an empathetic scene. This activity aligns with ELA standards if the educator gives an assignment to students to write and then perform their own stories using this new art medium. Consider making the Tableau part of a weekly routine when introducing a new aspect of the *Start With Hello* digital program.

Give students the chance to tap into their theatrical-selves. This activity is best done in small groups of 4 to 6 students so that other students can observe and view the Tableau. Students will act out positive scenarios that mimic the three steps of *Start With Hello* and portray being an upstander. Students may create their own scenarios. A sample scenario is: You walk into the cafeteria and don't recognize any of your friends. You sit by yourself and feel unhappy sitting alone. All of the sudden two students you've never met before walk over, say "Hello" to you, and ask you to join them at their table.

Small groups should work together for 5-10 minutes to create positive scenarios that integrate the three steps and visually depict the meaning to upstander. Each group is instructed to keep their scenario a secret so that the other groups need to guess the title of the Tableau and what actions and emotions are happening in the still frame image. When a group writes down or decides on a scenario, the teacher or a student shouts "1- 2-3 Tableau!" Students freeze in different high-medium-low heights as if they are within a Tableau picture frame. The other groups analyze what they see in the Tableau by observing body language. Encourage students to closely observe and analyze facial expressions to help decode the meaning of the Tableau.



For additional instruction or discussion, you can choose to read the following grade-appropriate book to your classroom:

Malala's Magic Pencil by Malala Yousafzai

Additional Activity

Student-centered learning activity: Have students work in pairs and create their own Storybook that shows students saying hello and socializing in the cafeteria. A sample template for the storyboard can be found here:

<https://www.education.com/download/worksheet/170519/simple-storyboard.pdf>



Interactive Storybook: Recess on the Moon

LESSON:

Being a Good Upstander Grades 3-5

Notes for Educator

- If you are reading and reviewing the Storybook, you may consider breaking-up the Storybook into 2, 30-minute sections for the 3-5 grade-level.
- Especially for grades 4 and 5, students may prefer to go through the storybook at their own pace independently on a Chromebook, laptop, or iPad.

Section 1: The Three Steps and Hello Styles

Review page 2 of the storybook with the whole class: The three steps of **Start With Hello**. Then, ask students to independently go through pages 4-9 to learn about different Hello Styles.

Review Step 1: See Someone Alone

Ask students to do the following activities after you stop at page 9. You can instruct students to walk around the room and 'Mix-and-Mingle' to test each of the Hello Styles out, or, you can put students in small groups of 3 to 5 students to practice testing out these Hello Styles with their group members.

- What's your favorite Hello Style? Now go up to 3 classmates and use your Hello Style with them.
- What's your favorite combo Hello Style? Now go up to 3 classmates and try out your combo Hello Style with them.
- What's a new Hello Style you can try-out that is more adventurous? Now, go up to 3 classmates and give your new adventurous Hello Style a try.

Review the three **Start With Hello** steps on page 2 and then start on page 10 for the next lesson— Step 1: See Someone Alone.

Ask students to think about the following questions:

- Can you remember a time you felt lonely?
- Do you think you would have felt happier if someone had tried out one of the Hello Styles with them that were just tested out?
- Can someone explain the difference between feeling alone and healthy alone time?

Section 2: Reach Out and Help

Review the **Start With Hello** steps on page 2 and start on page 21 for the next lesson: Step 2: Reach Out and Help.

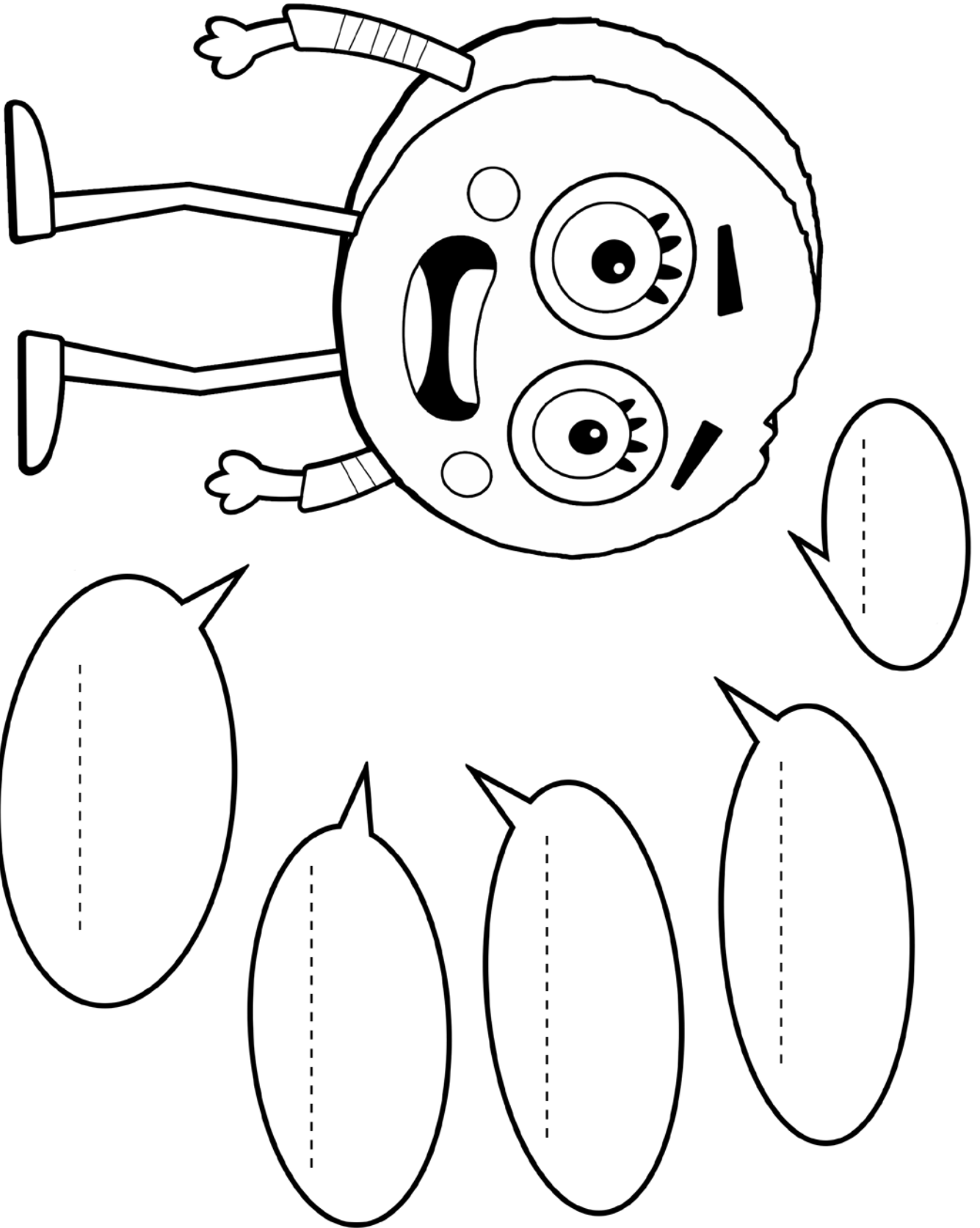
- What can each of you do to feel more comfortable about going up to a student who might be feeling left-out?
- How would you reach-out and help Elliott?
- How do you think Elliott feels when someone reaches out to him when he's feeling left-out or alone?

Section 3: Start with Hello

Start on page 25 for the next lesson: Step 3: **Start With Hello**.

After reading this section of the Storybook aloud or asking students to read it independently, review the following questions:

- Do you ever feel shy?
- In which situations do you feel shy?
- What are the three steps of **Start With Hello**?
- Where can you use the three steps of **Start With Hello**?





Video 1: Playground

LESSON:
Understanding Diversity

Objectives

- Define diversity
- Discuss the importance of diversity
- Discuss additional strategies to connect with the isolated student, Naomi, in the video

Standard Alignment

CASEL Competency

Social Awareness: Students will engage in activities to understand the perspective of and empathize with others. Students will learn to appreciate diversity.

Notes for Educator

- Estimated Time: 20-30 Minutes
- This lesson does not have to be completed in 1 session. It can be broken up into more manageable mini-lessons.
- There is a supporting handout for this lesson provided in this guide. If you can't print or make copies, consider projecting the image or asking students to draw their own version.

Vocab Builder (2 minutes)

Vocabulary words for this lesson: Diversity

Review the new term with your students and place it on the classroom Word Wall. Vocabulary flash cards are also included as a handout at the end of this guide.

View Video (2 minutes)

Play Video 1 for students: Playground. Instruct students to simply just watch the video for the first time. Consider showing the video a second time and ask students to pay attention to how the characters in the video were similar and different.

Mindful Minute (1 minute)

Take a deep breath. Be still and try to quiet your mind for one minute. Keeping your eyes open or closed, think about the video you just watched. Think about how you could have helped Naomi feel included if you were at recess with her.

Student Connector (10-15 minutes)

Different but the Same: Ask students to draw a Venn Diagram on a blank sheet of paper or use the included (Handout #2). Have students work in pairs. In the inner circle, ask students to list things that they have in common. In the outer circles, they should list things that make them different. Encourage students to discuss their lists. When students finish sharing with each other, emphasize how wonderful it is that in the classroom all students have something in common in that they share both similarities and differences when it comes to comparing and contrasting personalities, interests, activities, favorite foods, clothing styles, languages and culture. Our differences bring diversity to the classroom community.

Main Activity (10 minutes)

Circle-Time: After the Different but the Same activity, ask the students to join you for a Circle-Time discussion. Ask the following questions:

Round 1

- Why do you think the other students didn't originally invite Naomi to play basketball?
- What are some ways the students could have included Naomi during recess?

Round 2

- Where have you heard the word diversity before?
- How would you describe the word diversity?

Educator's note: Provide a definition of diversity and write the definition on a flip-chart paper or white board. Reinforce that all students have unique abilities and special talents that help make our classroom community diverse. We also represent different cultures and backgrounds and can help connect to one another through our diversity.

Sample definition of diversity: *Having and living with people who have **different** interests, ideas, races, abilities, cultures, languages, and live in different places.*

Round 3

- In what ways does the recess scene represent the word diversity? What is diverse about the recess video?
- What are some ways we can celebrate and appreciate diversity?

Possible response: We can use kind words and actions, be respectful of differences, be empathetic. Reinforce the notion that all communities are diverse, including your school.

Closing and Promise Challenge (2 minutes)

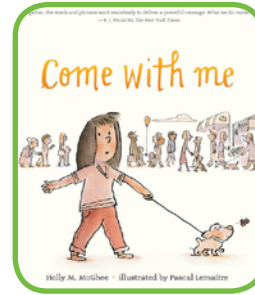
Thank students for their participation. Leave students with a Promise Challenge to learn more about someone who may be different than them in some way.

Text to Complement this Lesson

For additional instruction or discussion, you can choose to read one or both of these books to your classroom:



Last Stop on Market Street
by Matt de la Peña



Come With Me
by Holly M. McGhee

Additional Activities

Comic Strip

Pass out the included handout (Handout #3). Instruct students to create their own comic strip on the playground that celebrates diversity as well as their characters practicing connectedness.



Video 1: Playground

LESSON:
Understanding Diversity

Notes for Educator

There are 2 videos designated for these grade levels. This video is just over one-minute long. You can teach both videos with follow-up questions for a twenty-minute lesson, or, show the videos on different days for quick ten-minute Social-Emotional Learning activities. When showing a video, ask students to think about how they can apply the three steps of *Start With Hello* in the situation.

Lesson

View the one-minute video as a class or ask students to watch it independently. This video leaves students with an open-ended scenario.

While viewing the video, inform students to:

- Look for a way** that a character applies Step 2: Reach-Out and Help.
- Think about** how Naomi must feel when she sees others playing without her.
- Be able to tell me/a classmate about** how you can include others at your next recess.

When the video finishes, guide a group discussion using the following questions:

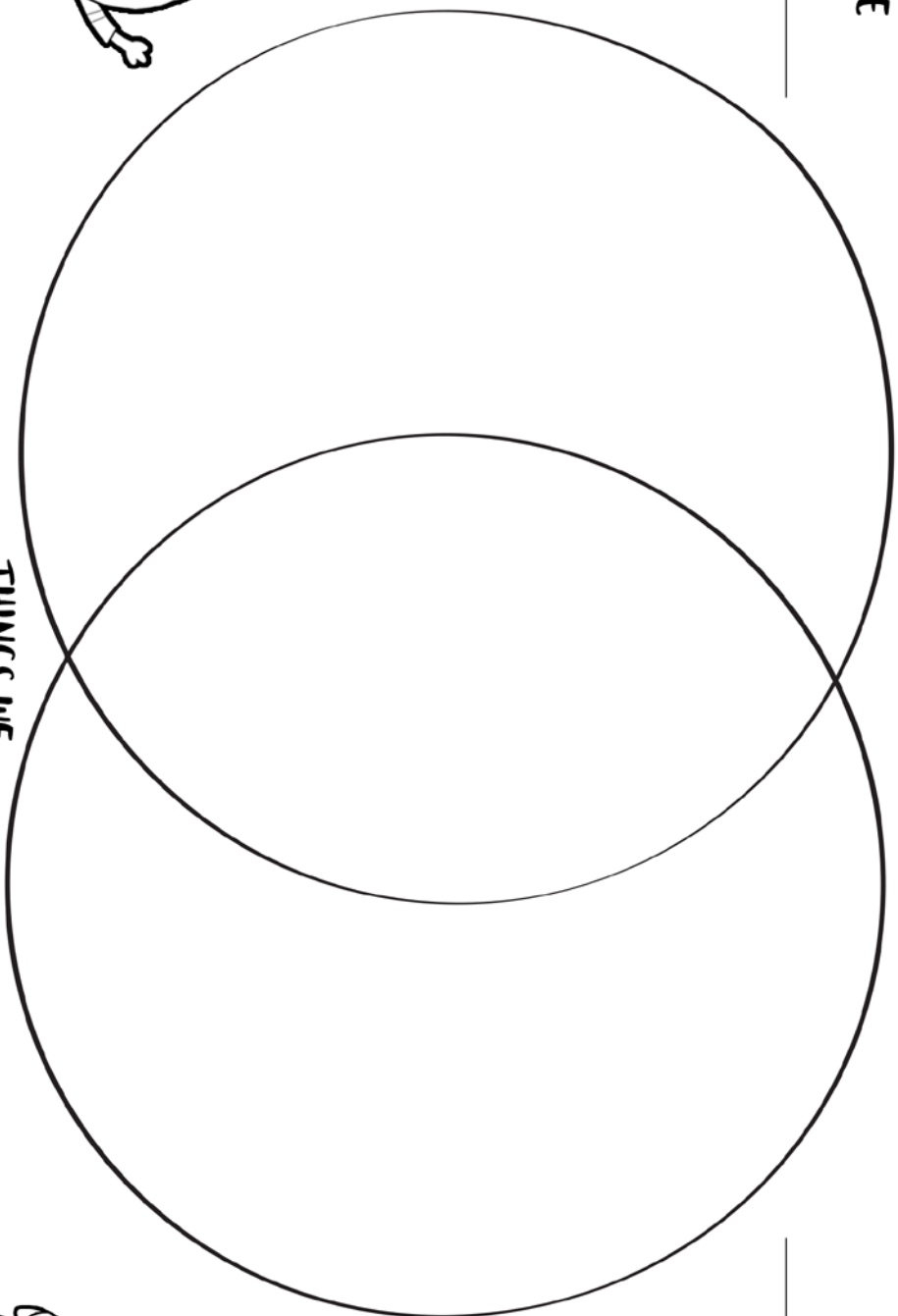
- Now that you see what's making Naomi feel lonely, what are some ways you can reach-out to Naomi and include her in recess?
- What does it mean to be 'inclusive' as a classroom community? School community?
- Follow-up Promise Challenge: Reach-out to someone new this week and invite them to play at recess or during free time.

Work with a partner. Write your name above one circle and your partner's above the other.

Get to know your partner better by asking them questions about themselves and what they like to do. If you have something in common, write it in the middle circle. Unique, special things that you don't have in common should go in the circle with your name on it.

**THINGS
THAT MAKE**

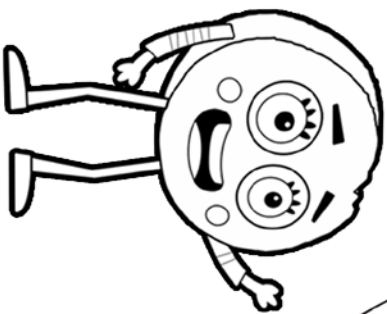
SPECIAL

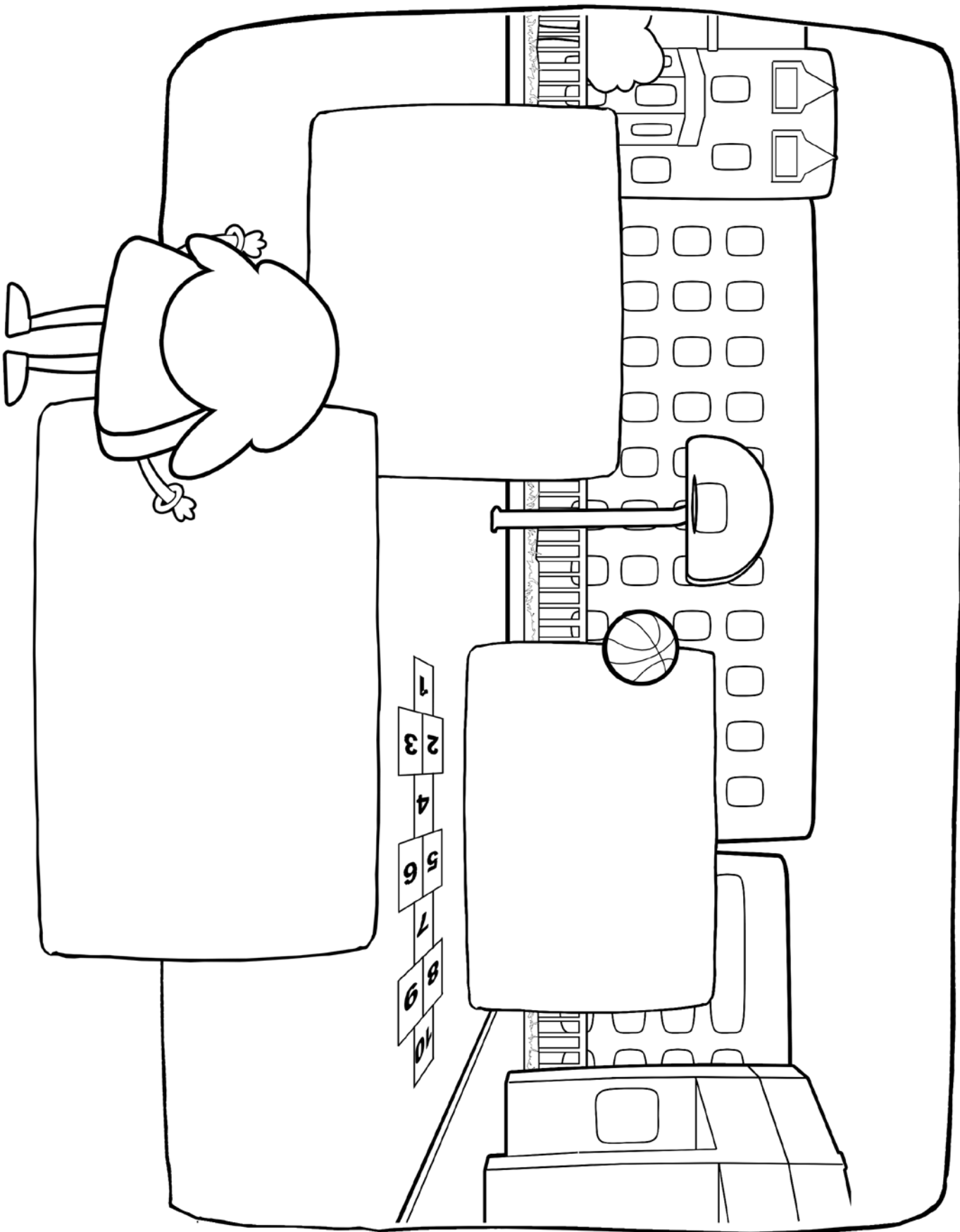


**THINGS WE
HAVE IN COMMON**

**THINGS
THAT MAKE**

SPECIAL







Video 2: Cafeteria

LESSON: **Understanding Empathy**

Objectives

- Define empathy
- Discuss additional strategies to connect with the isolated student, Jasmine, in the video.
- Discuss empathy through use of Sammi the Star in the videos.
- Demonstrate empathy for others through the In My Shoes activity.

Standard Alignment

CASEL Competency

Relationship Skills: Students will engage in social activities to learn how to establish healthy relationships with classmates.

Social Awareness: Students will learn to appreciate diversity and respect others who are different from themselves.

Notes for Educator

- Estimated Time: 30-45 Minutes
- This lesson does not have to be completed in 1 session. It can be broken up into more manageable mini-lessons.
- There is a supporting handout for this lesson provided in this guide. If you can't print or make copies, consider projecting the image or asking students to draw their own scene.

Vocab Builder (2 minutes)

Vocabulary words for this lesson: Lonely, Isolated, Excluded, Empathy

Review the new terms with your students and place them on the classroom Word Wall. Vocabulary flash cards are also included as a handout at the end of this guide.

View Video (2 minutes)

Play Video 2 for students: Cafeteria. Instruct students to simply just watch the video for the first time. Play the video a second time and ask students to pay attention to moments when Sammi the Star appears.

Mindful Minute (1 minute)

Take a deep breath. Be still and try to quiet your mind for one minute. Keeping your eyes open or closed, think about the video you just watched. Picture Jasmine's body language. How did Jasmine feel about sitting by herself? How did Zoe feel about reaching out and helping? Now, try to put yourself in the same situation as Zoe. Visualize what you would do to help if you were Zoe.

Student Connector (5 minutes)

In My Shoes

Pass out the included handout (Handout #4) printable shoes or ask students to draw their own version. Allow the students time to color the shoes. Then, ask them to hypothetically put themselves into Jasmine's shoes from the video scenario. Have students pair up and discuss how they would feel if they were in the same situation. Have them explain why they might feel that way.

Main Activity (10 minutes)

Circle-Time: After the In My Shoes activity, ask the students to join you for a Circle-Time discussion. Ask the following questions:

Round 1

- Now that we've put ourselves in Jasmine's shoes, let's put ourselves in Zoe's shoes. Can you recall a situation, where you saw someone was new and feeling a little left-out?
- In the video, Zoe said she was feeling a little uncomfortable approaching Jasmine. Have any of you ever felt that way about approaching someone new?

Round 2

- When you're feeling uncomfortable about reaching out, what can you do? Are there any strategies you can do to feel more at ease by reaching out to someone new?

Round 3

- Why is empathy, or being able to relate to how someone else is feeling, important?

Possible Response: When we take the time to put ourselves into another person's shoes, we're more likely to help and respect them and less likely to tease or exclude them.

Round 4

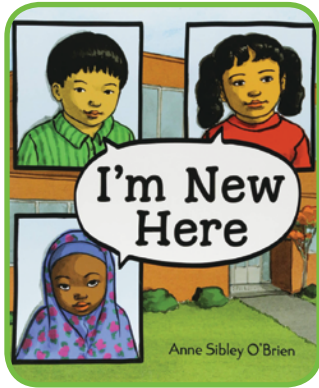
- When did Sammi the Star show up in this video? What do you think Sammi is trying to teach us when it appears?

Closing and Promise Challenge (2 minutes)

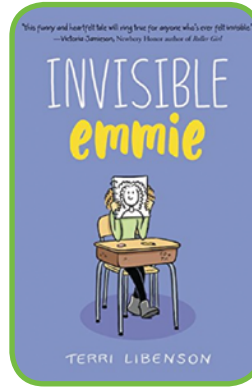
Thank students for their participation. Leave students with a Promise Challenge to find one instance this week where they try to put themselves into another student's shoes and practice empathy.

Text to Complement this Lesson

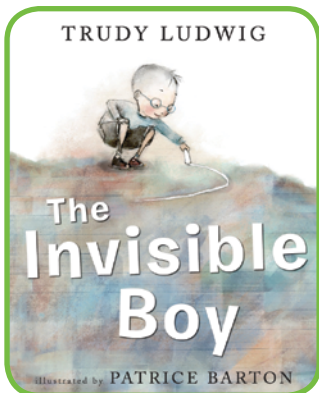
For additional instruction or discussion, you can choose to read one or all of these books to your classroom:



Invisible Emmie
by Terri Libenson



Invisible Emmie
by Terri Libenson



The Invisible Boy
by Trudy Ludwig

Additional Activities

My Shoes!

Ask students to design a shoe to represent themselves and what it is like to live in their shoes.

The teacher and class can collect shoes or ask families and local organizations to donate shoes for the class project. Try to gather a diverse group of shoes: sneakers, sandals, slides, cowboy boots, joggers, boat shoes, dress shoes, etc. Students can select one shoe that they feel best represents themselves and decorate it using different prompts or directives such as:

- Select one side of the shoe and paint/color/decorate it in a way that represents your culture/ethnicity/heritage.
- Select another side of the shoe and paint/color/decorate it in a way that represents your hobbies/talents/skills.
- On the top of the shoe, create a design that represents the people that are most important to you.
- On the sole of the shoe, create a design that shares a personal story.

Questions to supplement this activity:

- What judgements do students make based on the shoes someone wears?
- What do you think it is like to walk in _____'s shoes?
- How are the designed shoes different from each other? Alike?



Video 2: Cafeteria

LESSON:
Understanding Empathy

Notes for Educator

There are 2 videos designated for these grade level. This video is just over one-minute long. You can teach both videos with follow-up questions for a twenty-minute lesson, or, show the videos on different days for quick ten-minute Social-Emotional Learning activities. When showing a video, ask students to think about how they can apply the three steps of *Start With Hello* in the situation.

Lesson

View the one-minute video as a class or ask students to watch it independently. This video leaves students with an open-ended scenario.

While viewing the video, inform students to:

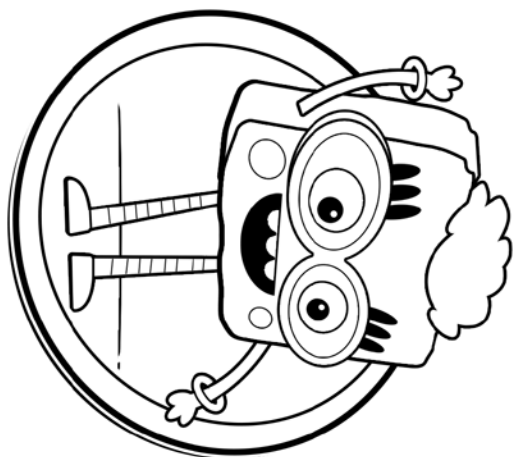
Look for moments when Sammi's emotions are mirroring what's taking place.

Think about what you would do in those situations where Sammi looks sad.

Be able to tell me/a classmate about how Sammi helps us feel empathy.

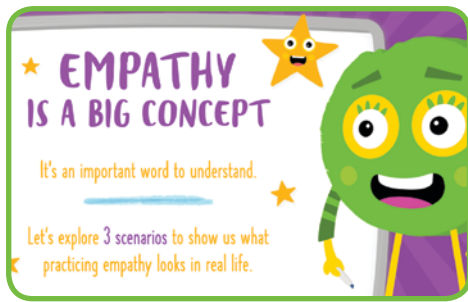
When the video finishes, guide a group discussion using Dot's question:

- **Let's think about it:** What are some other ways you can reach-out to Jasmine so she doesn't have to eat lunch alone?
- **Follow-up Promise Challenge:** Sit with someone new or someone you don't usually sit with at lunch this week.



JASMINE





Project Promise: Empathy

LESSON: Understanding and Practicing Empathy

Objectives

- Apply teamwork skills to create an Empathy All-Star interactive art display
- Apply knowledge about the three steps of *Start With Hello* to the collaborative art installment

Standard Alignment

CASEL Competency

Relationship Skills: The ability to build and strengthen relationships in the classroom by participating in a Project-Based Learning (PBL) activity that requires teamwork. In this activity, students will learn to communicate clearly, listen well, cooperate with others, negotiate conflict constructively, and seek and offer help when needed.

Notes for Educator

- Total Estimated Time: 90 minutes taught in one lesson or over the course of 3 class periods
- It is recommended that students view the interactive storybook prior to reviewing Project Promise.
- The activities in this lesson include Project-Based Learning (PBL) activities that are designed to be completed as a class over time. Use your discretion to decide the best way to roll-out each step of the lesson, i.e., once-per-week for two weeks or periodically throughout the course of a marking period.
- The PBL activities are purposefully designed to build connectedness and inclusiveness in your classroom community and provide a wonderful opportunity to collaborate on grade-level teams or vertical teams to produce one, large final product representative of an entire grade, subject-area, or school community.

Vocab Builder (2 minutes)

Vocabulary words for this lesson: Cooperate, Negotiate, Empathize, Communicate

Review the new terms with your students and place them on the classroom Word Wall. Vocabulary flash cards are also included as a handout at the end of this guide.

View Activity (15 minutes)

Ask students to complete the Project Promise Challenge module.

As they do, ask them to focus on the word empathy, and try to connect how it relates to what they've learned about *Start With Hello*.

Mindful Minute (1 minute)

Take a deep breath. Be still and try to quiet your mind for one minute. Keeping your eyes open or closed, think about the interactive activity you just watched. Take a moment to reflect on the Promise Challenge you selected to try this week. Visualize yourself reaching out and helping someone else. Think about what you'll say and how this person might react. Visualize yourself successfully completing the challenge. As you do this, notice how happy you both feel.

Student Connector (10-15 minutes)

Mix-N-Mingle:

Use any multi-colored items that you have on hand and place them in a bowl, bucket, or jar. Possible colorful items include: M&M's, Skittles, marbles, straws, crayons, or strips of construction paper. Students will select one object from the jar and get into groups by color. Within these groups, they will share answers to the prompts below. Write the prompts on the whiteboard or a piece of flip-chart paper before the activity begins as a reference.

- Blue = Share a time you reached out and helped someone.
- Red = Share a time someone helped you.
- Yellow = Give an example of a time you wish someone reached out and helped you.
- Green = Give an example of a time you felt or expressed empathy.

Have students share responses to the prompt for one minute. After a minute, students put the items back in the jar and pull a different object/color. The process repeats again. It's ok if a student picks the same color object twice because they will be sharing and discussing with a different group of students each time. You can repeat this process as many or as few times as you'd like.

Main Activity (Ongoing)

Interactive Wall: Explain that the class will collaborate to create an **Empathy All-Star interactive wall**.

The teacher's role is to find a space suitable: A blank wall in the classroom, a corridor in the school building, an area in the cafeteria, extra space on your whiteboard, or any wall that could use some vibrancy. Create an outline or basic formation of a star shape on the wall. You can make it as large or small as you'd like and can create the star "canvas" by outlining the shape of a star using ribbon or string. You could also create a star canvas out of paper and hang it on the wall.

Students will take the lead to design, create, and update the Empathy All-Star interactive wall. The key is that it is interactive, evolving, living, and growing. Another key component is TEAMWORK! Students will place 'items' in each arm that represent the ways they are 'living' the concepts taught in the *Start With Hello* interactive program. Each 'arm' of the star represents a different category:

- Arm 1: **Embracing diversity:** How students embraced diversity this week.
- Arm 2: **Reaching out and helping:** How students reached out and helped this week.
- Arm 3: **Identifying students who are alone:** How students approached someone who was alone.
- Arm 4: **Saying "Hello":** Ways students said "Hello" in a new "Hello Style" this week.
- Arm 5: **Building community:** What students are doing to be a productive and caring member of the classroom or school community.

Each arm can be filled with a variety of items to demonstrate how students are engaging in each of the 5 categories. Sample items include: puzzle pieces (Handout #5), magazine cutouts, three-dimensional cut-outs, selfies, smaller Sammi the Star cutouts, or sticky notes. Items can be layered over one another throughout the course of the school year. The interactive empathy all-start will highlight and celebrate the power of how a few individuals in a class starting to do prosocial behaviors can expand and grow so that more and more students find ways to apply the Start With Hello steps to their daily lives and help build an inclusive community.

Educator's note: If you do not have the time or resources to create the star formation for your students, you could simply have them arrange their puzzle pieces in a star formation in a designated space.

The interactive piece of this project promotes a broad range of creative input. It shouldn't be a permanent display or mural, instead, it should reflect the ever-evolving and expanding student participation in building an inclusive and connected community. A base may anchor the project (i.e., a large painted symbol, a sculpture, etc.), but the other items should require students to participate in building and developing this interactive 'wall' for an extended period, even perhaps throughout the school year.

Ways to adapt this lesson to all types of learning styles:

- **Visual Learners:** Using existing artwork and sculptures as inspiration to design the interactive empathy wall.
- **Auditory:** An addition of an original song or poem created by the class can be included as part of the interactive wall.
- **Kinesthetic:** Constructing, building, moving, creating. This living interactive wall lends itself to movement.

Circle-Time

After students have contributed to the interactive wall, pull them together for a short Circle-Time discussion.

Ask for volunteers to share what they contributed to the interactive wall.

Round 1

- In which arm did you place it? Which category did it fall under?
- How do these things (embracing diversity, reaching out and helping, approaching someone who's alone, saying hello, being a productive and caring classmate/community member) help create a more inclusive and connected classroom? Community?

Round 2

- What does it mean to you to be an Empathy All-Star?
- Why do you think it is so important to Sammi the Star that we feel empathy for others?

Closing and Promise Challenge (2 minutes)

This lesson is ongoing. Students should be empowered to embrace the Interactive Empathy All-Star Wall as their own and take pride in the ownership and development of the display. Challenge your class to invite a student or teacher from a different class to view the interactive wall and teach them about its symbolism and significance.

Text, Video, and Project-Based Learning Extensions

Promise Challenge Journal: Print the included Promise Challenge Journal (Handout #6) for each of your students. These journals can be used to help students think ahead on how they can respond with empathy, reflect on their interaction once they've completed their challenge, and connect with others on their challenges and successes.

Math Connection-Bar Graphs and Charts: Teachers can have a class collectively tally the number of times students completed different Promise Challenges and demonstrated empathetic behaviors over a period of time. Students can then be tasked with building a bar graph together using the compiled data. The graph can be created in a 'life-size' visual on a blank wall in the classroom or hallway using multi-colored sticky notes. Each week or month, the same activity can be repeated by taking down the bars and reusing the sticky notes to represent the new data.



Project Promise: Empathy

LESSON: Understanding and Practicing Empathy

Notes for Educator

For this grade-level, Project Promise can be taught through an interactive whole-class lesson or completed by students independently. Dot takes students through three scenarios and asks students to select the most empathetic response in each scenario. Whether the activity is done collectively or individually, pause after Dot explains empathy as a 'Big Concept.'

Lesson

Review challenging vocabulary: Empathy and Being Empathetic. Explain that Sammi the Star represents empathy.

Break down this complex term by using Dot's description: **Understand and care about how someone else is feeling.**

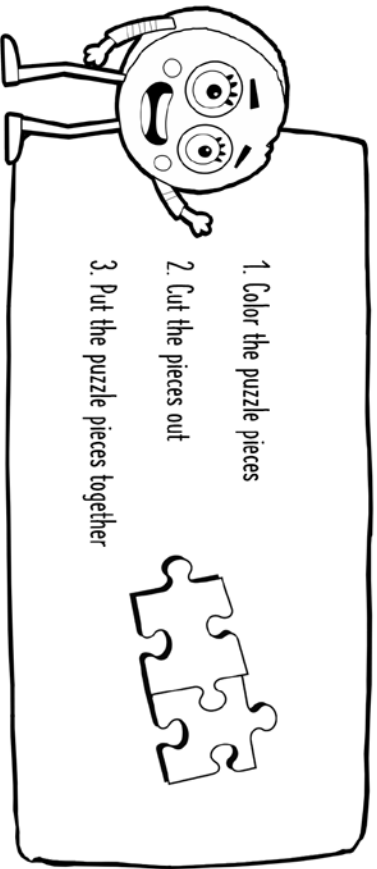
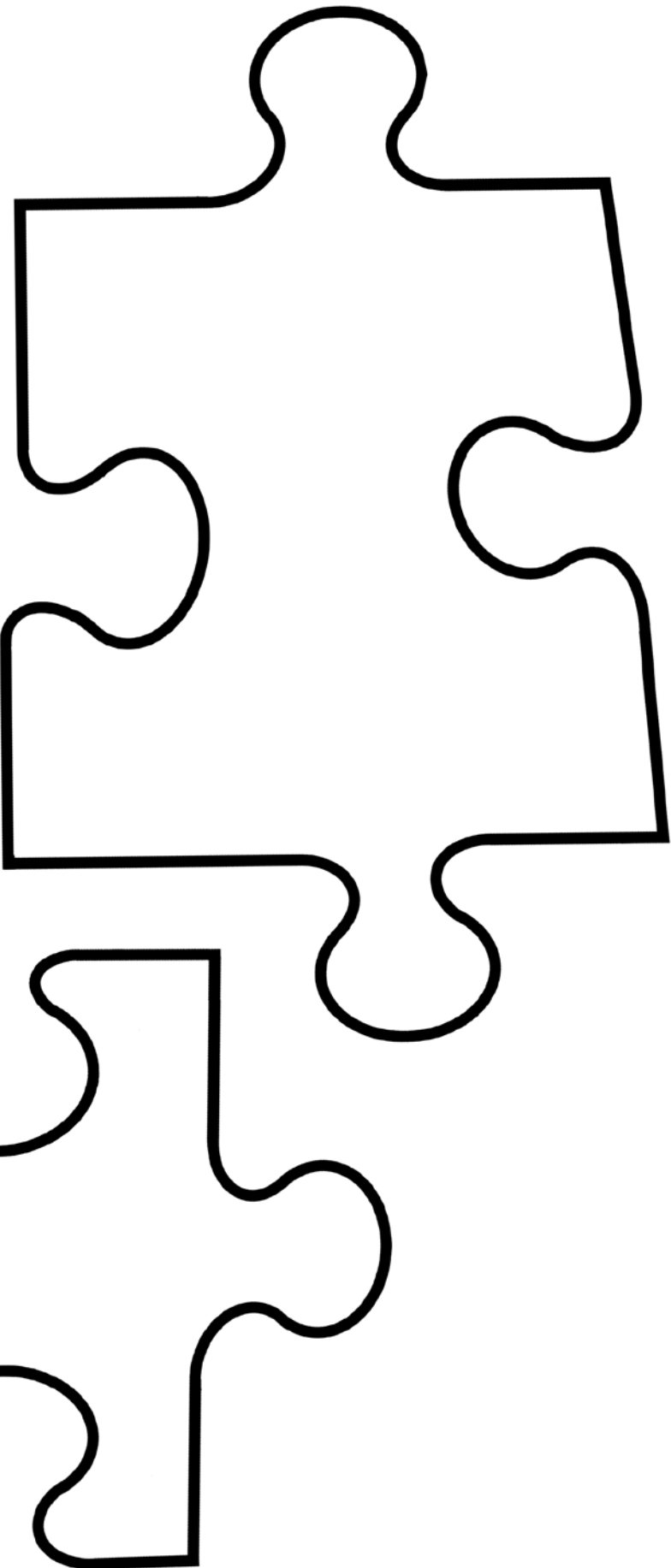
Reinforce to students that when we really start paying attention and caring about how others feel, we are likely to put the three **Start With Hello** steps into action.

To check for understanding ask students to do the following:


- Turn-N-Talk with a partner and explain what the word empathy means to you.
- Turn-N-Talk with a partner and explain how you are going to try and be an 'Empathy All-Star' this week.
- Turn-N-Talk to a partner and explain the three Steps of **Start With Hello** to each other.
- Turn-N-Talk to a partner and teach each other how the three steps of **Start With Hello** and empathy are connected.

Return to Project Promise and have students complete the three scenarios in which they are asked to select the most empathetic response: Izzy in the classroom, Carlos in the cafeteria, and Zoe on the playground.

Have fun with the Promise Challenges! Students can write down their Promise Challenge and share their chosen Promise Challenge with a classmate. You can create a Promise Challenge interactive bulletin board to keep empathy and three steps of **Start With Hello** at the forefront of students' minds. A print-out is also available to hang in the classroom or give to students to place in a binder or journal.



1. Color the puzzle pieces
2. Cut the pieces out
3. Put the puzzle pieces together

A small illustration of a single puzzle piece, showing its characteristic interlocking shape with one tab and one blank.

PROMISE CHALLENGE JOURNAL



PROMISE CHALLENGE REFLECTION

Did you accomplish your promise challenge?

If not, what do you need to do differently so that you finish your promise challenge next week?

What obstacles, if any, did you face?
How do you feel now that you completed your promise challenge?

PROMISE CHALLENGE

What is the challenge you are promising to make this week to help make a more connected, inclusive community?

DATE

PEER REVIEW AND SIGN-OFF

Discuss the successes and challenges you had this week completing your promise challenge with a partner.

Ask your partner to listen and then provide time for your partner to ask clarifying questions and give props for the effort you put into your promise challenge this week.

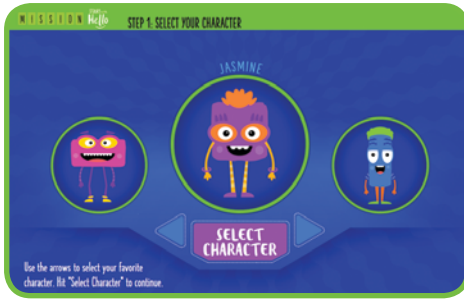
Clarifying questions include:

- What did you mean by...?
- Why did you pick _____ as your promise challenge?
- When did you ___?
- How did you ___?

"Props"

- A high-five
- Nice job!
- Finger snaps
- Any way to provide positive reinforcement

Once your dialogue is complete, ask your partner or partners to sign-off in the box below.



Mission Start With Hello: Grades 3-5

LESSON: Overcoming Obstacles and Building Courage

Objectives

- Recognize obstacles associated with reaching out and helping
- Express feeling courageous and confident when engaging with socially isolated students
- Recognize the importance of self-ownership when reaching out to isolated students

Standard Alignment

CASEL Competency

Relationship Skills: Students will engage in social activities to learn how to establish healthy relationships with classmates.

Social Awareness: Students will engage in activities to understand the perspective of and empathize with others.

Self-Awareness: The ability to accurately assess one's strengths and limitations.

Notes for Educator

- Estimated Time: 60-90 Minutes
- Lessons can be broken up into multiple sessions.
- This lesson includes a handout.

Vocab Builder (2 minutes)

Vocabulary words for this lesson: Courage, Obstacles

Review the new terms with your students and place them on the classroom Word Wall. Vocabulary flash cards are also included as a handout at the end of this guide.

View Activity (5-10 minutes)

Either display the game and navigate through it with your class, or ask students to work through it on their own. Ask them to keep in mind how their main character demonstrates courage throughout the game.

Mindful Minute (1 minute)

Take a deep breath. Be still and try to quiet your mind for one minute.

*Educator's note: After a minute has passed, **say the following to your students:***

Keeping your eyes open or closed, think about the main character in the game and how he or she used their courage to overcome fear and reach out and help the lonely student.

Student Connector (15-30 minutes)

Have the class work in pairs. Pairs should be created so that students are placed with others with whom they don't typically socialize. Using existing materials or furniture in your classroom, set up a safe obstacle course for these groups. Use items that will allow students to duck, bend, crawl, and hop. Have one student at the beginning and one student at the finish line. The student at the beginning needs to use his or her courage to overcome the obstacles and rescue/help their partner at the end. Have students change roles so that everyone gets a chance to go through the obstacle course. This activity should emphasize teamwork, reaching out and helping, and inclusivity.

Main Activity (30-45 minutes)

Storybook Star

In this activity, students will create a graphic novel starring themselves as the hero. The only directions are that their hero needs to demonstrate courage by overcoming obstacles to help or save someone in their story. Provide students with blank sheets of paper and drawing tools to help them creatively bring their hero to life.

Circle-Time: Ask for volunteers to share their graphic novel with the class. After they're done sharing, ask them the following questions:

Round 1

- What does courage mean to you?
- How did your character show courage?
- Why did your character put themselves through those difficult situations?

Round 2

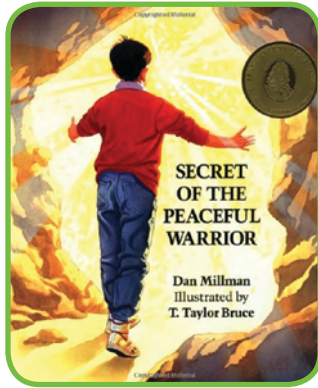
- What are some obstacles you face in real life that require courage?
- What do you do to help you feel more courageous?
- Why is it important for us to overcome obstacles in order to help others?

Closing and Promise Challenge (2 minutes)

For this lesson's Promise Challenge, assign each student a "Check-in buddy" within your class. Students should not reveal to anyone who their buddy is. Throughout the week, their Promise Challenge is to be mindful of checking-in with their buddy to find out how he or she is feeling or doing. Students should offer company, help, or friendship however they can. By checking-in with one another, we are doing our part to make sure no one is lonely or feeling left-out.

Text, Video, and Project-Based Learning Extensions

For additional instruction or discussion, you can choose to read or recommend any of these books to your classroom:



Secret of the Peaceful Warrior

by Terri Libenson



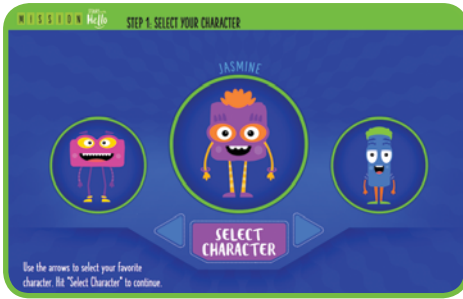
Chicken Soup for the Kid's Soul: 101 Stories of Courage, Hope, and Laughter

by Jack Canfield



Alphabreaths: The ABCs of Mindful Breathing

by Christopher Willard & Daniel Rechtschaffen



Mission *Start With Hello*: Grades 3-5

LESSON:

Overcoming Obstacles and Building Courage

Notes for Educator

There are 2 phases to this interactive online game. You can break it into 2 segments if that is more time-efficient for you.

Lesson

Review the Mission *Start With Hello* as a class or ask students to work through it independently. This online experience allows students to apply the three *Start With Hello* steps in relatable scenarios. You can use this as a launching point to discuss other possible situations or opportunities where a student could apply the three *Start With Hello* steps.

When the video finishes, guide a group discussion using the following questions:

- What does courage mean to you?
- How did your character show courage in the game?
- Can you think of other situations where you could use the three *Start With Hello* steps?

VOCABULARY CARDS

<p>cut</p> <p>COURAGE (COURAGEOUS)</p> <p>cut</p>	<p>fold</p> <p>To be brave about new experiences.</p> <p>To be brave about approaching situations or people that might make you feel nervous or anxious.</p> <p>Strength to do something that you might be afraid to do.</p> <p>cut</p>
<p>cut</p> <p>LONELY (LONELINESS, ALONE)</p>	<p>To feel alone or like you don't have any friends, company, or support.</p>
<p>cut</p> <p>DISCOURAGED (DISCOURAGE, DISCOURAGING)</p> <p>cut</p>	<p>To feel like you don't have the confidence to do something.</p> <p>cut</p>

VOCABULARY CARDS

EMPATHY
(EMPATHIC,
EMPATHETIC)

To understand and care about
how someone else is feeling.

Learning to be sensitive
to others' feelings.

Putting yourself in
"someone else's shoes."

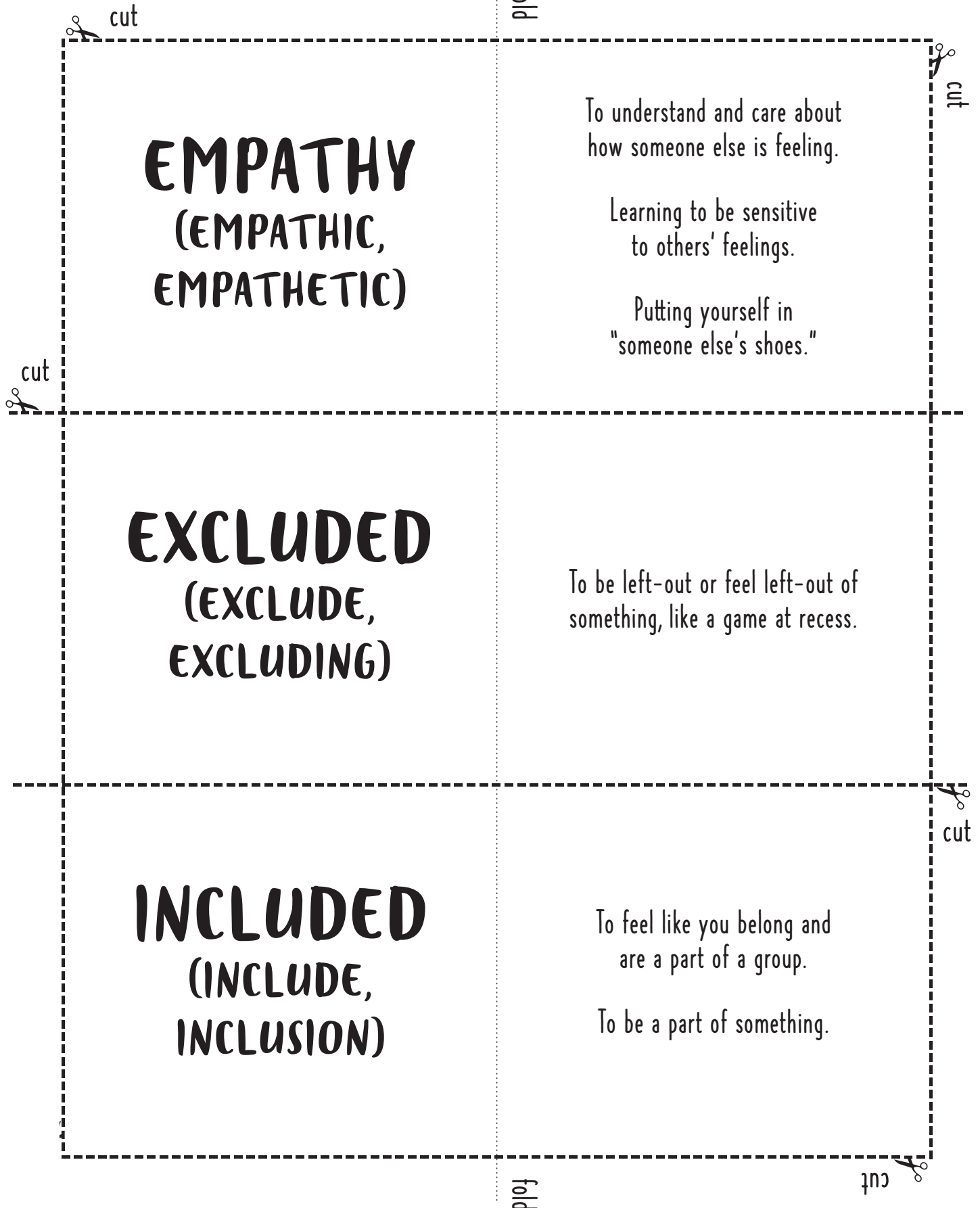
EXCLUDED
(EXCLUDE,
EXCLUDING)

To be left-out or feel left-out of
something, like a game at recess.

INCLUDED
(INCLUDE,
INCLUSION)

To feel like you belong and
are a part of a group.

To be a part of something.



VOCABULARY CARDS

<p>cut</p> <p>IGNORED (IGNORE, IGNORING)</p> <p>cut</p>	<p>fold</p> <p>To feel like no one's paying attention to you on purpose.</p> <p>cut</p>
<p>cut</p> <p>ISOLATED (ISOLATE, ISOLATION)</p> <p>cut</p>	<p>To feel separated from others, or like you don't have anything in common with others.</p> <p>cut</p>
<p>cut</p> <p>SAD</p> <p>cut</p>	<p>To feel unhappy. To feel down.</p> <p>cut</p>

VOCABULARY CARDS

<p>cut</p> <h2>UPSTANDER</h2>	<p>fold</p> <p>An upstander is someone who speaks-up and acts when they see or hear that another student is upset or having a tough time.</p> <p>cut</p>
<p>cut</p> <h2>DIVERSITY</h2>	<p>Having and living with people who have different interests, ideas, races, abilities, cultures, languages, and live in different places.</p>
<p>cut</p> <h2>OBSTACLES</h2>	<p>cut</p> <p>Something that blocks your way or slows your progress.</p> <p>cut</p>

VOCABULARY CARDS

cut

fold

cut

RESPECT

Admiring or looking up to someone for their good qualities.

Taking others' feelings into consideration.

cut

cut

cut

cut

cut

fold

cut

PRE-MID-POST ASSESSMENT

Select one of the following surveys to administer to the students in your classroom at three points-of-time throughout the school year:

- **Baseline: September**
- **Mid-Point: January**
- **Post: May**

The data collected will help demonstrate the growth in students' Social-Emotional Learning (SEL) skills and determine the impact of the *Start With Hello* digital online tools and accompanying lesson plans on your classroom climate. The questions can be entered into Google or Survey Monkey forms for quick calculations, or a paper version can be distributed.

Start With Hello Digital Student Survey

I can name all three of the steps of *Start With Hello*.

YES

NO

I know how to use the three Steps of *Start With Hello* in my classroom and school.

YES

NO

MAYBE

Relationships Skills

I feel comfortable going up to my classmates to say "Hello."

ALWAYS

SOMETIMES

NEVER

I have a couple of Hello Styles that I can use when I see someone alone.

YES

NO

MAYBE

I am comfortable developing friendships with my classmates.

ALWAYS

SOMETIMES

NEVER

Self-Awareness

I know how to make my classmates feel included.

YES

NO

DON'T KNOW

Self-Management

I know how to build up courage to go and say “Hello” to someone I don’t know.

ALWAYS

SOMETIMES

NEVER

I like to look-out for other students in new ways.

ALWAYS

SOMETIMES

NEVER

Social Awareness

I feel sad when another classmate feels left-out.

YES

NO

DON'T KNOW

I know the difference between being lonely and healthy alone time.

YES

NO

DON'T KNOW

I can explain what the word empathy means.

YES

NO

A LITTLE BIT

I understand how to show empathy towards others.

YES

NO

A LITTLE BIT

I have seen students reaching-out and helping one another.

YES

NO

DON'T KNOW

Responsible Decision-Making

I make it a point to reach-out to students who are alone in school.

ALWAYS

SOMETIMES

NEVER