



PRE-KINDERGARTEN SAMPLE LESSON

THE KINDNESS CAMPAIGN (TKC™) IS A NONPROFIT THAT DEVELOPS EMOTIONAL HEALTH CURRICULUM FOR SCHOOL-AGE CHILDREN. KINDNESS AND EMPATHY ARE OUR CORE TENETS THAT HELP GUIDE OUR FOUR LEARNING PILLARS: SELF IMAGE, EMOTIONAL AWARENESS, EMPATHY, AND COMMUNITY (SEEC). THE LANGUAGE ARTS-BASED SEL CURRICULUM TARGETS KIDS IN EARLY CHILDHOOD, BECAUSE OUR BEHAVIOR PATTERNS ARE ESTABLISHED AT A YOUNG AGE AND CARRIED THROUGH ADOLESCENCE AND ADULTHOOD.

TKC CURRICULUM AND PROGRAMMING IS BASED ON THE CORE MESSAGE: I AM ENOUGH. THIS IS THE HEART AND SOUL OF TKC AND EMBODIES OUR APPROACH TO EMOTIONAL HEALTH. WE FOCUS ON THE CHILDREN OF TODAY, WHO WILL BE THE LEADERS OF TOMORROW. IT'S OUR GOAL THAT BY THE TIME THEY'RE ADULTS, KINDNESS—FOR THEM—WILL BE SECOND NATURE.

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02 HOW DOES IT WORK?

TKC Materials include:

- TKC Journal: TKC Journals are designed to combine social emotional development with writing lessons. They provide opportunities for individual student responses, and for personalized student learning.
- TKC Lessons: Each fun and interactive lesson is developmentally-appropriate and aligned with Language Arts TEKS (Texas Essential Knowledge and Skills) standards and American School Counselor Association (ASCA) Behavior Standards.
- TKC Additional Materials: TKC poster for visual learning support and TKC's Enoughie Buddy® plush doll. Enoughie Buddy® is a friendly, huggable reminder of the pillars and can be used throughout all lessons and activities. With special antennae that help him tune into other people's feelings, children learn the concepts of emotional health with Enoughie Buddy at their side.

THINGS YOU'LL NEED TO PROVIDE:

- Paper
- Pencil
- Crayons and colored pencils
- A comfortable space where they can create and explore their innermost feelings and thoughts

FREQUENCY AND SUGGESTED USE:

We recommend setting aside time each week to spend on TKC materials. Each lesson has several components to explore, and can be utilized throughout the week and/or month. TKC materials give opportunities to explore topics in a variety of ways that will engage multiple learning styles. Also, consider how the lesson might tie into other content you are covering in a given week or month. The more practice students have with the TKC curriculum components, the more effective they will become in expressing themselves and communicating with others in ways that build a supportive classroom community. Using the lessons in conjunction with their Wonder Words will provide your students with the vocabulary to express themselves in challenging situations!

COMPONENTS OF THE SAMPLE LESSON:

This Sample Lesson offers the following components to provide both structure and support for you and your students as you explore each prompt together. Each unique component can be utilized individually throughout the school week or month. These components are designed to assist students in expressing themselves in a variety of ways.

1. STORY STARTER ZONE:

This component allows students to express themselves artistically as well as mindfully while exploring the writing process. Illustrations are story starters for our young kind leaders. Enoughie Buddy explores the alphabet while displaying adventures waiting to be told by your kind leader. This exercise allows students to merge imagination, introspection, and creativity within their storytelling. The suggested lessons are cross-curricular and designed with alignment to Language Arts and Social and Emotional Learning Skills. The Story Starter Zone can be explored and repeated throughout the week to explore depending on the writer's expression on each story starter.

04

SUGGESTIONS FOR INCREASING CREATIVITY:

- Have students write or draw in response to their thoughts around the picture.
- Remind students to breathe periodically as they work.
- It is best if this component is done independently to allow students to delve into their personalities. They will have the opportunity to share after they are finished!

2. CLASSROOM MEETING:

The Classroom Meeting component provides suggested ways to extend this lesson with group discussion and engagement. This can happen gathered on the carpet, at the lunch or dinner table, or on a car ride. When we discuss emotional health together, we all feel a sense of belonging and grow as a community.

**For all of your Classroom Meetings, incorporate Wonder Words when possible.*

3. WONDER WORDS:

Like vocabulary from any content, our Wonder Words are intended to increase student understanding and awareness around a topic. They may appear only once per lesson but can be referred to throughout, as you move through the lessons.

SUGGESTIONS FOR IMPLEMENTING WONDER WORDS:

- Consider creating a Kindness Station or Kindness Word Wall where you can put up the words for the week (for example, Wonder Wednesdays!)
- As you begin the lesson, say each of the Wonder Words out loud and have students repeat them to increase their literacy.
- Ask students if they know what each word means and practice pre-reading strategies to increase understanding and retention.
- Explain each word with a simple definition. Examples are always helpful!

4. MINDFUL MOMENT:

The practice of mindfulness involves being aware of the present moment and accepting it as it is. Focusing on one of our five senses, along with breathing consciously, has a calming effect not only on our minds but on our bodies as well.

SUGGESTIONS FOR ENGAGING IN MINDFULNESS:

- Have students close their eyes. Guide them to take a few deep, relaxing breaths. Students may feel silly, but stay encouraging and allow them to breathe until the giggles are gone.
- Belly breaths are breaths that go beyond the breath of our lungs. This may take practice and demonstration from you. You can say “Take a big, deep breath, and fill your stomach like a balloon!” Any of the prompts can be started in this way.
- Another option to start the Mindful Moment is to have students hold something in their hands, close their eyes, and explore the item with their sense of touch. You can also do this by guiding students to pay attention to sounds.

GOALS FOR YOUR PRE-KINDERGARTENERS:

KIND LEADERS IN PRE-KINDERGARTEN WILL LEARN HOW TO:

- **(Self Image)** Easily identify three to five characteristics, qualities, and/or skills that they are proud of in themselves and are able to explain why they are proud of those things;
- **(Emotional Awareness)** Quickly identify their feelings in moments of calm as a baseline, and be able to identify how they were feeling in moments of stress after they have calmed down;
- **(Empathy)** Have an awareness that others do not always feel the same way that they do and practice asking peers to identify how they are feeling within everyday conversation;
- **(Community)** Seek out and form relationships with peers they have identified as having similar feelings/interests as their own and work cooperatively with those they have identified as having dissimilar feelings/interests to their own.

TKC PILLARS - SEEC TARGETS/OBJECTIVES

SELF IMAGE(SI)

The attitude and opinion you hold about yourself.

EMOTIONAL AWARENESS(EA)

The ability to name your emotions, then take action from that space.

EMPATHY(E)

The ability to listen to another person's experience and put yourself in their shoes, to help that person feel heard.

COMMUNITY(C)

Gathering to share common interests and goals, becoming our best selves through friendship and connection.

07

SAMPLE LESSON: I AM KIND/AMABLE

IN THIS LESSON, STUDENTS WILL...

1. Identify actions and words that are “kind” to them and create an anchor chart of “Kindness” that they can refer back to as a class at any time (EA and C).
2. Turn to a neighbor and listen attentively as they practice saying the phrase, “I am a kind person in my actions and my words” (E and SI).

MATERIALS NEEDED:

- Paper
- TKC Coloring Page with the letter K or be creative and design your own K
- Crayons/Colored Pencils

STORY STARTER ZONE:

Illustrations tell many stories. Ask your student to look at the letter “K” coloring page. Next, ask your student about the adventures happening in the picture. What kindness do they see? Encourage them to take time to artistically express kindness in the picture, using colors they associate with Kindness! Now it’s time to tell our story! Place this picture aside to be used as an illustration to their own storytelling book. On a piece of paper, write a story using pictures and words describing “kind” actions.

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CLASSROOM MEETING:

What actions and words are “kind”?

Create a “Kindness Chart” that everyone can refer back to as a group at any time. At the top of the page, write KINDNESS CHART, and underneath it, write words and actions that remind you of being kind.

Next, take turns and listen attentively as you each practice saying the phrase, “I am a kind person in my actions and my words.”

Finally, practice using the Wonder Word, *Kind/Amable* throughout the day!

MINDFUL MOMENT:

For today’s mindful activity, we’ll find a place with a little bit of space to move. That’s because it’s time to DANCE!

Dancing helps us get our energy moving, and it can even help us work through some big emotions. No need to be a pro, just jump in!

Ask your student: will you dance with me today? You can let them know that your dance moves might be different than theirs, and that’s okay. The important thing is to just keep moving.

PROMPT #1: Ask your student what it looks like to move with joy or happiness. Choose a dance move for that!

PROMPT #2: Ask your student what it looks like to move with sadness. Choose a dance move for that. be your pets, your favorite food, or whatever you want. Go!

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PROMPT #3: Now let's be frustrated. Ask your student what it looks like to move with frustration. You might cross your arms and stomp your feet a bit. What's their move?

PROMPT #4: Now let's mix it all up! Happy move - frustrated move - sad move! Again! Ask them to find a different combo of their three moves.

Next, ask your student to slow it down, get out any giggles they might have, and find a comfortable spot on the floor to sit. Ask your student to close their eyes and place their hands on their belly for a deep breathe in, deep breathe out. Repeat 3 times.

You can all open your eyes when you are ready. That was awesome!

Finally, we'll have everyone get a sheet of paper out. Here is what you will draw: the things that make you do a happy dance! It could



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1. STORYTELLING:

This component allows students to express themselves artistically as well as mindfully while exploring the writing process. The prompts allow students to merge imagination, introspection, and creativity. The suggested lessons are cross-curricular and designed with alignment to Language Arts TEK Standards and ASCA Behavior Standards. The writing process can be explored and repeated throughout the week to explore depending on the writer's expression on each prompt.

04**SUGGESTIONS FOR INCREASING CREATIVITY:**

- Have students write or draw in response to their thoughts around the prompt on the page provided.
- Remind students to breathe periodically as they work.
- It is best if this component is done independently to allow students to delve into their personalities. They will have the opportunity to share after they are finished!

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- As you begin the lesson, say each of the Wonder Words out loud and have students repeat them to increase their literacy
- Ask students if they know what each word means and practice pre-reading strategies to increase understanding and retention.
- Explain each word with a simple definition. Examples are always helpful!

3. GUIDING QUESTIONS:

These questions are intended to activate a student's own experiences and memories, similar to your Teacher Attunement. They are meant to inspire discussion among your students!

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SUGGESTIONS FOR IMPLEMENTING GUIDING QUESTIONS:

- Ask the guiding question out loud, then wait 1-2 minutes while students think of a response. Time to ponder is important!
- Ask several students to share their answers. They can share in large groups or turn to a partner.
- Some questions may allow for a quick drawing while students think of responses (i.e., “Draw something special you lost...How did it make you feel?”). Quick draws and other knowledge engagement strategies that you use in your everyday classroom practices will work great here!
- Some questions can be adapted as quick role-plays or acting scenarios. (i.e., “Pretend you are a new student...” while another student pretends to show him/her around).
- Allow questions to organically give rise to other questions as students respond. These guiding questions are meant to provoke thoughtful discussion!
- Respect a student’s choice not to respond. He or she may be skillfully observing personal limits.

4. MINDFUL MOMENT:

The practice of mindfulness involves being aware of the present moment and accepting it as it is. Focusing on one of our five senses, along with breathing consciously, has a calming effect not only on our minds but on our bodies as well.

SUGGESTIONS FOR ENGAGING IN MINDFULNESS:

- Have students close their eyes. Guide them to take a few deep, relaxing breaths. Students may feel silly, but stay encouraging and allow them to breathe until the giggles are gone.
- Belly breaths are breaths that go beyond the breath of our lungs. This may take practice and demonstration from you. You can say “Take a big, deep breath, and fill your stomach like a balloon!” Any of the prompts can be started in this way.
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5. CREATIVE CONNECTION:

This component allows students to brainstorm elements of storytelling. These images and art expressions assist the learner in developing strong comprehension skills. Encourage your student to express themselves artistically as well as mindfully while telling the story they see.

SUGGESTIONS FOR GUIDING CREATIVE CONNECTION IN THE LESSON:

- Ask students to notice and observe what is going on in the picture.
- Allow students to reflect and share how the picture relates to the story.
- Illustrate and Create! Remind students to practice mindfulness as they engage with coloring (focus on breath, connection between the crayon and paper, students' power in making the color happen, happy & relaxing thoughts).

GOALS FOR YOUR KINDERGARTENERS:

KIND LEADERS IN KINDERGARTEN WILL WORK ON:

- **(Self Image)** Being imaginative with their emotions and skills so that they may extend beyond their areas of comfort to try new experiences that will enhance and grow their sense of self;
- **(Emotional Awareness)** Identifying situations and experiences that evoke unpleasant emotions within themselves and begin to develop coping mechanisms to handle tough moments, as this builds self-confidence and emotional resilience;
- **(Empathy)** Identifying when others might be having difficult feelings and actively seek to understand, console, and support peers through challenging situations;
- **(Community)** Becoming active members of a community of peers where they are able to build healthy relationships and solve basic conflicts through articulating their own emotions and empathizing with others.

TKC PILLARS - SEEC TARGETS/OBJECTIVES

SELF IMAGE(SI)

The attitude and opinion you hold about yourself.

EMOTIONAL AWARENESS(EA)

The ability to name your emotions, then take action from that space.

EMPATHY(E)

The ability to listen to another person's experience and put yourself in their shoes, to help that person feel heard.

COMMUNITY(C)

Gathering to share common interests and goals, becoming our best selves through friendship and connection.

SAMPLE LESSON: I AM A PROBLEM SOLVER!

MATERIALS NEEDED:

- Paper
- Pencil
- Coloring Tools

SEEC Pillar: Self Image

LA TEK: 6A, 6B, 6 E

ASCA Behavior Standard: B-SMS 7, B-LS 2

STORYTELLING:

Play allows children to use their creativity while developing their cognitive and emotional strength. Ask your kind leader to develop a story with imaginary creatures solving an important problem. How will the kind leader help solve the problem in their story? Ask your kind leader to compose the story with words, pictures, and designs. Additionally, acting out the story for friends and family strengthens a kind leader's self image and creativity. Have fun!

WONDER WORDS: *explore; pretend; love; feel; mirror*

GUIDING QUESTIONS TO ASK YOUR KIND LEADER:

Do you like to make funny faces in the mirror?

How do you feel when you play pretend?

MINDFULNESS CONNECTION:

Guide your kind leaders to close their eyes, and think of 3 feelings they experience. Once your kind leader has their feelings in mind, guide them to choose one that makes their “heart feel warm.”

Allow your kind leader a moment to softly and quietly name their feelings. End together with each of you standing, arms stretched wide, saying: “I love ME this much!”

CREATIVE CONNECTION:

Illustrations are story starters for kind leaders to gain inspiration! What do you see in the pictures? What is the character in the picture thinking or doing? Illustrate a self-portrait of yourself making funny faces in a mirror. Who inspired this silly face? How does it make you feel? When would you make this face? Need more story starting inspiration? Color a TKC Coloring Page or Look in a mirror at home and make as many funny faces as you can!



FIRST GRADE SAMPLE LESSON

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GOALS FOR YOUR FIRST GRADERS:

KIND LEADERS IN FIRST GRADE WILL LEARN HOW TO:

- **(Self Image)** Engage with prompts about themselves in order to identify what activities, identities, and ideas are most authentic to who they are;
- **(Emotional Awareness)** Identify their emotions in various hypothetical scenarios so that they can explore potential reactions and emotions and begin to create a system of responses that are both healthy and oriented towards kindness;
- **(Empathy)** Respond to written and artistic prompts that require them to imagine and seek to understand the perspectives of others;
- **(Community)** Recognize relationships as interactions with others, use empathy in times of difficulty and use the journal as a space to explore the variety of relationships in their world.

TKC PILLARS - SEEC TARGETS/OBJECTIVES

SELF IMAGE(SI)

The attitude and opinion you hold about yourself.

The Child will engage with prompts about themselves in order to identify what activities, identities, and ideas are most authentic to who they are and use those authentic truths to create a vision of who they want to become in the future.

EMOTIONAL AWARENESS(EA)

The ability to name your emotions, then take action from that space.

The Child will identify their emotions in varying hypothetical scenarios so that they can explore potential reactions and emotions and begin to create a system of responses that are both healthy and oriented towards kindness.

EMPATHY(E)

The ability to listen to another person's experience and put yourself in their shoes, to help that person feel heard.

The Child will respond to written and artistic prompts that require them to imagine and seek to understand the perspective of others.

COMMUNITY(C)

Gathering to share common interests and goals, becoming our best selves through friendship and connection.

The Child recognizes relationships as interactions with others that use empathy to solve challenges and uses the journal prompts as a way to explore the variety of relationships in their world.

LESSON: ADMIRING OTHERS

Materials Needed:

- Paper
- Pencil
- Coloring Tools, stickers, pictures

SEEC Pillar: Self Image

ASCA Behavior Standards: B-LS4; BLS7

LA TEK Standards: 6D,7E,11B(ii)

JOURNAL/CREATIVE ZONE:

Today's prompt is....Who's a person that you really admire? What do you admire about this person?

Say: Remember as a Writer, it is important to follow the writing process steps! Let's get started!

Pre-writing: "When I grow up, I want to be just like you!". Do you have a favorite author, actor, musician, or YouTube Star? Let's also think about your favorite teacher or close family member that you look up to! Make a list of people for your journal entry. Next, write one or two things you have learned from them or actions they do that make a positive impact on others. Lastly, write one reason why you choose them.

1st Draft: You have an awesome list of people you admire! Take a look at your list and choose one person to write about. Use your pre-writing ideas to help tell a story with words or pictures about who you admire and why you admire them. What things do you do because of their positive influence? Be sure to include details with your words and pictures to tell all about this person and the things you do because of them.

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Revising: Let's take a look at our story to make sure that we didn't leave anything out! Find a partner to listen as you read your story out loud. Feeling nervous to read it? That's okay, you can read it to a stuffed animal friend. What did you notice when you read your story? Did your details create enough imagery for you and your listener travel back in time? How did sharing your story make you feel?

Editing: It's time to put our detective hats on and check our spelling, punctuation, and grammar. Our name is an important part of our identity. Did you capitalize important places in your story? Enoughie Buddy has some friends that tell long stories. Sometimes we don't know when the story ends, unless we have punctuation at the end of each sentence.

Publishing: Lights, Camera, Action! It's time to publish your story! Design a cover picture for your story! Send a copy of the story to the person you wrote about! Start a collection of your journal stories to make a book! Other ideas include: Post your story on the refrigerator or on a wall in your room. Be a proud author!

CLASSROOM MEETING*:

**For all of your Classroom Meetings, incorporate Wonder Words when possible.*

Movie nights at home are Enoughie's favorite nights! Plan a movie night with your friends. Discuss each other's favorite character in the movie and why. What about the character in the movie influences you? What actions or words do you want to copy in your life? Don't forget the popcorn!

WONDER WORDS:

IMAGERY, INFLUENCE

MINDFUL MOMENT:

Find a comfortable place to sit. We are going to use our hearing sense for this mindful exercise. When we focus our attention on only one sense, our brain sends calming signals to our mind and body. Grab a partner for this mindful moment!

As a pair, take turns banging on a pot/pan, use a signal for when your partner no longer hears the sound 'hanging' the air.

Now slowly begin to, move your hand to your stomach and just feel your breathing... in and out.... slowly.

Continue this breath for 1 mindful minute.

Softly hit the pot/pan and invite your partner to listen once more til they can no longer hear the sound.

Slowly open your eyes.



SECOND GRADE SAMPLE LESSON

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GOALS FOR YOUR SECOND GRADERS:

KIND LEADERS IN SECOND GRADE WILL LEARN HOW TO:

- **(Self Image)** Engage with prompts about themselves in order to identify what activities, identities, and ideas are most authentic to who they are;
- **(Emotional Awareness)** Identify their emotions in various hypothetical scenarios so that they can explore potential reactions and emotions and begin to create a system of responses that are both healthy and oriented towards kindness;
- **(Empathy)** Respond to written and artistic prompts that require them to imagine and seek to understand the perspectives of others;
- **(Community)** Recognize relationships as interactions with others, use empathy in times of difficulty and use the journal as a space to explore the variety of relationships in their world.

TKC PILLARS - SEEC TARGETS/OBJECTIVES

SELF IMAGE(SI)

The attitude and opinion you hold about yourself.

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EMOTIONAL AWARENESS(EA)

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EMPATHY(E)

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COMMUNITY(C)

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SAMPLE LESSON: MY SHOE ADVENTURES

Materials Needed:

- Paper
- Pencil
- Coloring Tools, stickers, pictures
- Shoes

SEEC Pillar: Self Image

ASCA Behavior Standards: B-LS1;2.B-SS1

LA TEK Standards: 6D,6H

JOURNAL/CREATIVE ZONE:

Today's prompt is...What type of shoe best describes you? Why?

Say: Remember as a Writer, it is important to follow the writing process steps! Let's get started!

Pre-writing: Let's look down at our feet, what shoes are you wearing? Begin to think about the shoes that you own and wear for different reasons. Each shoe has a story. Now, begin to think about the adventures of our shoes. Where have they been? Where do they want to go? Write down a list of your shoes' adventures. Be sure to describe the shoe's inner and outer traits.

1st Draft: Choose one adventure to write about. Tell your shoe's story. Be sure to include dialogue, give your shoe a voice! This adventure can be a past experience or a future adventure! Have fun!

Revising: Where have you been or where are you going? Are your shoes muddy? Do they need new shoelaces? Who did your shoes talk to? What emotions did you experience together? Re-read your story to a friend, notice what parts your friend likes the best.

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Editing: When your shoes tell a story, they don't want anything misunderstood! Check your spelling and grammar. Use a dictionary to help check for mistakes. Don't forget your quotation marks for your dialogue with your shoes, they have a lot to say!

Publishing: It's time to shine those shoes and tell your story! Create a cover page with a descriptive picture of your shoes. Give your reader a sneak peak into the adventure of your shoes. Share your illustration and story with a friend or family member over zoom or at dinner time!

CLASSROOM MEETING*:

**For all of your Classroom Meetings, incorporate Wonder Words when possible.*

Gather together and put one foot in the circle. Ask everyone in the group to describe their shoe to the group. Where have these shoes been lately? The park? Under your bed? On a sidewalk? Now ask your students: Where would you like these shoes to go next?

Create a story together on where your shoes have been in the past, present, and future. Let your imagination go!

WONDER WORDS:

DESCRIBES, YOU

MINDFUL MOMENT:

For today's mindful activity, we'll find a place with a little bit of space to move. That's because it's time to DANCE!

Dancing helps us get our energy moving, and it can even help us work through some big emotions. No need to be a pro, just jump in!

Ask your students: will you dance with me today? You can let them know that your dance moves might be different than theirs, and that's okay. The important thing is to just keep moving.

PROMPT #1: Ask your students what it looks like to move with joy or happiness. Choose a dance move for that!

PROMPT #2: Ask your students what it looks like to move with sadness. Choose a dance move for that.

PROMPT #3: Now let's be frustrated. Ask your students what it looks like to move with frustration. You might cross your arms and stomp your feet a bit. What's their move?

PROMPT #4: Now let's mix it all up! Happy move - frustrated move - sad move! Again! Ask them to find a different combo of their three moves.

Next, ask your students to slow it down, get out any giggles they might have, and find a comfortable spot on the floor to sit. Ask your students to close their eyes and place their hands on their belly for a deep breath in, deep breath out. Repeat 3 times.

You can all open your eyes when you are ready. That was awesome!

Finally, we'll have everyone get a sheet of paper out. Here is what you will draw: the things that make you do a happy dance! It could be your pets, your favorite food, or whatever you want. Go!



THIRD GRADE SAMPLE LESSON

THE KINDNESS CAMPAIGN (TKC™) IS A NONPROFIT THAT DEVELOPS EMOTIONAL HEALTH CURRICULUM FOR SCHOOL-AGE CHILDREN. KINDNESS AND EMPATHY ARE OUR CORE TENETS THAT HELP GUIDE OUR FOUR LEARNING PILLARS: SELF IMAGE, EMOTIONAL AWARENESS, EMPATHY, AND COMMUNITY (SEEC). THE LANGUAGE ARTS-BASED SEL CURRICULUM TARGETS KIDS IN EARLY CHILDHOOD, BECAUSE OUR BEHAVIOR PATTERNS ARE ESTABLISHED AT A YOUNG AGE AND CARRIED THROUGH ADOLESCENCE AND ADULTHOOD.

TKC CURRICULUM AND PROGRAMMING IS BASED ON THE CORE MESSAGE: I AM ENOUGH. THIS IS THE HEART AND SOUL OF TKC AND EMBODIES OUR APPROACH TO EMOTIONAL HEALTH. WE FOCUS ON THE CHILDREN OF TODAY, WHO WILL BE THE LEADERS OF TOMORROW. IT'S OUR GOAL THAT BY THE TIME THEY'RE ADULTS, KINDNESS—FOR THEM—WILL BE SECOND NATURE.

STAY CONNECTED WITH TKC! FOR MORE EMOTIONAL HEALTH RESOURCES, VISIT US AT WWW.TKCKINDNESS.ORG

HOW DOES IT WORK?

TKC Materials include:

- **TKC Journal:** TKC Journals are designed to combine social emotional development with writing lessons. They provide opportunities for individual student responses, and for personalized student learning.
- **TKC Lessons:** Each fun and interactive lesson is developmentally-appropriate and aligned with Language Arts TEKS (Texas Essential Knowledge and Skills) standards and American School Counselor Association (ASCA) Behavior Standards.
- **TKC Additional Materials:** TKC poster for visual learning support and TKC's Enoughie Buddy® plush doll. Enoughie Buddy® is a friendly, huggable reminder of the pillars and can be used throughout all lessons and activities. With special antennae that help him tune in to other people's feelings, children learn the concepts of emotional health with Enoughie Buddy at their side.

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GOALS FOR YOUR THIRD GRADERS:

KIND LEADERS IN THIRD GRADE WILL LEARN HOW TO:

- **(Self Image)** Engage with prompts about themselves in order to identify what activities, identities, and ideas are most authentic to who they are;
- **(Emotional Awareness)** Identify their emotions in various hypothetical scenarios so that they can explore potential reactions and emotions and begin to create a system of responses that are both healthy and oriented towards kindness;
- **(Empathy)** Respond to written and artistic prompts that require them to imagine and seek to understand the perspectives of others;
- **(Community)** Recognize relationships as interactions with others, use empathy in times of difficulty and use the journal as a space to explore the variety of relationships in their world.

TKC PILLARS - SEEC TARGETS/OBJECTIVES

SELF IMAGE(SI)

The attitude and opinion you hold about yourself.

The Child will engage with prompts about themselves in order to identify what activities, identities, and ideas are most authentic to who they are and use those authentic truths to create a vision of who they want to become in the future.

EMOTIONAL AWARENESS(EA)

The ability to name your emotions, then take action from that space.

The Child will identify their emotions in varying hypothetical scenarios so that they can explore potential reactions and emotions and begin to create a system of responses that are both healthy and oriented towards kindness.

EMPATHY(E)

The ability to listen to another person's experience and put yourself in their shoes, to help that person feel heard.

The Child will respond to written and artistic prompts that require them to imagine and seek to understand the perspective of others.

COMMUNITY(C)

Gathering to share common interests and goals, becoming our best selves through friendship and connection.

The Child recognizes relationships as interactions with others that use empathy to solve challenges and uses the journal prompts as a way to explore the variety of relationships in their world.

SAMPLE LESSON: WHAT I LIKE ABOUT ME!

Materials Needed:

- Paper
- Pencil
- Coloring Tools, stickers, pictures

SEEC Pillar: Self Image

ASCA Behavior Standards: B-LS 1,2, B-SS 1

LA TEK Standards: 6E,D(iv)

JOURNAL/CREATIVE ZONE:

Today's prompt is...What is the greatest thing about you?

Say: The greatest thing about you can be an inner or an outer trait. It can be something that other people have often complimented you about or something that you feel good about within yourself

Say: Remember as a Writer, it is important to follow the writing process steps! Let's get started!

Pre-writing: Write down any and all words you can think of. Now that you wrote down all those words, let's see which **one** we can find that makes you truly feel great! Some of your words may have similar meanings which can lead you to the one word you're looking for.

- For example, if you wrote: tall, fast, strong...you may be a great **athlete!**
- If you wrote: can draw, writes well, or sings...you may be **creative!**

1st Draft: Review the words you wrote down. Look at the common themes, choose one word. The challenge is to zoom in on one quality about yourself. Take this word and create a journal entry using your word. What do you want someone to know about you? How does this word describe you best?

Revising: A personal narrative is a story only known by you. Let's make sure that your story is clearly told. Re-read your story out loud to yourself. What does someone learn about you by reading this? Did you include dialogue in your story?

Editing: Let's take a quick look at your story. Check for spelling and grammar mistakes. Use a dictionary to help check your spelling. Lastly, check your punctuation marks, all thoughts need punctuation marks.

Publishing: It's time to shine! This is your chance to tell your story! Create a place to display your work. Make a video of you reading your story! Encourage others to tell their story and have pride in themselves! We all belong!

CLASSROOM MEETING*:

**For all of your Classroom Meetings, incorporate Wonder Words when possible.*

Presenting: The Greatest Thing About Me!

Ask your students to present their card, and explain why they chose their word. If you participated, be sure to present and explain your words as well. (5 min)

Find a place in your classroom to display this card. Be sure it's in a place where your students can see it daily as an impactful reminder.

WONDER WORDS:

UNIQUE, VALUE, IDENTITY

MINDFUL MOMENT:

For this activity, you can invite a “Breathing Buddy” to join you. This can be a small stuffed animal, a soft item, or even your own hands.

Find a quiet spot, such as next to an open window, or a peaceful area outside. Once you’re there, both you and your child can sit in a comfortable position, and you can each breathe naturally. Breathe together for 4 breaths: big inhale, big exhale.

Next, lie comfortably on your back, and if you’ve chosen a Breathing Buddy, it can rest on your tummy.

Begin to notice that as you inhale, your buddy also inhales and rises. As you exhale, your buddy exhales and lowers.

Now, listen to the nature sounds around you, and notice how the sounds make you feel. Ask your students, do you hear birds chirping or the wind blowing? Cars driving by?

Each of you can begin to notice your bodies, and the calm feelings, and your patient listening. This is a very special skill that each of you have tapped into!

You are connecting to the present moment, and attention to your breath brings joy to your heart. You are enough and you are safe! Both of you say together, “I am enough, I am safe.”

When you are ready, come back to a comfortable seated position. Tell your students things like: wow, that was helpful. Nature is so beautiful. What did *you* experience?

At this point, have them take a few minutes to draw or journal what they felt, heard, and saw during this mindful exercise. Sample questions can include: Did you feel relaxed in your tummy or shoulders? Did you feel silly with a stuffed animal or pillow on your tummy? Did your breathing buddy make you relax or feel joyful? What sounds did you hear outside? What does the wind sound or look like? What words come to mind for you? There is no wrong way to do this exercise, get creative!



FOURTH GRADE SAMPLE LESSON

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GOALS FOR YOUR FOURTH GRADER:

KIND LEADERS IN FOURTH GRADE WILL LEARN HOW TO:

- **(Self Image)** Engage with prompts about themselves in order to identify what activities, identities, and ideas are most authentic to who they are;
- **(Emotional Awareness)** Identify their emotions in various hypothetical scenarios so that they can explore potential reactions and emotions and begin to create a system of responses that are both healthy and oriented towards kindness;
- **(Empathy)** Respond to written and artistic prompts that require them to imagine and seek to understand the perspectives of others;
- **(Community)** Recognize relationships as interactions with others, use empathy in times of difficulty and use the journal as a space to explore the variety of relationships in their world.

TKC PILLARS - SEEC TARGETS/OBJECTIVES

SELF IMAGE(SI)

The attitude and opinion you hold about yourself.

The Child will engage with prompts about themselves in order to identify what activities, identities, and ideas are most authentic to who they are and use those authentic truths to create a vision of who they want to become in the future.

EMOTIONAL AWARENESS(EA)

The ability to name your emotions, then take action from that space.

The Child will identify their emotions in varying hypothetical scenarios so that they can explore potential reactions and emotions and begin to create a system of responses that are both healthy and oriented towards kindness.

EMPATHY(E)

The ability to listen to another person's experience and put yourself in their shoes, to help that person feel heard.

The Child will respond to written and artistic prompts that require them to imagine and seek to understand the perspective of others.

COMMUNITY(C)

Gathering to share common interests and goals, becoming our best selves through friendship and connection.

The Child recognizes relationships as interactions with others that use empathy to solve challenges and uses the journal prompts as a way to explore the variety of relationships in their world.

SAMPLE LESSON: KIND LEADERSHIP!

Materials Needed:

- Paper
- Pencils

SEEC Pillar: Community

ASCA Behavior Standards: B-SS 3,7, B-SMS 10

LA TEK Standards: 12A,6D,6F

JOURNAL/CREATIVE ZONE:

Today's prompt is... When was the last time you helped someone in your family without being asked? How did you help?

Say: Remember as a Writer, it is important to follow the writing process steps! Let's get started!

Pre-writing: Think about a time when you were a leader in helping others. Did you see a problem and take action without direction from someone else? Being a Kind Leader takes courageous actions and thoughtfulness. Kind leaders are problem solvers for our community. Today, you are going to put on your Kind Leader hat, and be a problem solver! Create a list of things around the house that you can take responsibility and leadership in helping with. These items can be things that you hope to learn how to do, or things you feel confident in helping with.

1st Draft: Being a Kind Leader takes responsibility and leadership. You have the skills to do the job! Looking over your list, choose one item you want to write a journal entry about today. When was the last time you helped do this job? If you haven't yet, What's your plan? Give reasons for why you chose this job and how it will help your family. How will your family feel after you do this job? How will you feel being a surprise helper? Who will notice first?

Revising: Creating a plan and following through with your plan takes time and effort. Look over your journal entry, is your plan clearly stated? Did you identify a solution to a problem?

Editing: Let's make sure your work shines! Check for any spelling, punctuation, or grammar mistakes. Is your writing in present or past tense? Did you capitalize important people, places, and things?

Publishing: It's time to share your leadership! Host a journal sharing time with your friends and family. Ask each person to share something they have written lately!

CLASSROOM MEETING*:

**For all of your Classroom Meetings, incorporate Wonder Words when possible.*

Today, we're going to talk about community. Let's take turns reading this part aloud:

Community starts with one person, connecting with another. A community is the strongest when everyone is working together and feels a sense of belonging. As each person learns new tasks, they start seeing themselves as capable—and that builds confidence. Furthermore, they come to see themselves as agents of change. When we feel we are making a difference or a positive change in our environments, we are more willing to take risks in pursuing a new challenge.

GUIDED DISCUSSION:

Take turns complimenting each other on the strengths and contributions each person brings to your class. Express gratitude for each other and the specific ways your individual actions benefit the greater whole.

This reminder will empower each of you to be a group of changemakers, who are ready to make an impact in your community and in your school.

WONDER WORDS:

ACCOMPLISH, TOGETHER, CONFIDENCE

MINDFUL MOMENT:

For today's mindful activity, we'll find a place with a little bit of space to move. That's because it's time to DANCE!

Dancing helps us get our energy moving, and it can even help us work through some big emotions. No need to be a pro, just jump in!

Ask your students: will you dance with me today? You can let them know that your dance moves might be different than theirs, and that's okay. The important thing is to just keep moving.

PROMPT #1: Ask your students what it looks like to move with joy or happiness. Choose a dance move for that!

PROMPT #2: Ask your students what it looks like to move with sadness. Choose a dance move for that.

PROMPT #3: Now let's be frustrated. Ask your students what it looks like to move with frustration. You might cross your arms and stomp your feet a bit. What's their move?

PROMPT #4: Now let's mix it all up! Happy move - frustrated move - sad move! Again! Ask them to find a different combo of their three moves.

Next, ask your students to slow it down, get out any giggles they might have, and find a comfortable spot on the floor to sit. Ask your students to close their eyes and place their hands on their belly for a deep breathe in, deep breathe out. Repeat 3 times.

You can all open your eyes when you are ready. That was awesome!

Finally, we'll have everyone get a sheet of paper out. Here is what you will draw: the things that make you do a happy dance! It could be your pets, your favorite food, or whatever you want. Go!