

# Kind Word Role Plays

This second lesson in the Courage unit focuses on the courage to be kind to others by role playing to emphasize kindness even when others are acting mean or hurtful.

**Kindness Concept(s)**

Courage, Kindness

**Lesson Timeframe**

45 minutes

**Required Materials**

- Scenario Cards (see below)
- Basic Writing Supplies

**Standards Map**

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



**DESIGNATED BY CASEL  
AS A RECOMMENDED PROGRAM  
FOR SOCIAL AND EMOTIONAL LEARNING.**

See last page for details.

## Lesson Objective

Students will:

- Highlight kind words and actions through role-plays.
- Explain how it takes courage to be kind to others.

## Teacher Connection/Self-Care

Have you ever heard the phrase “pay it forward”? It refers to the action of a person doing an unrecognized good deed for a stranger on the premise that the receiver will in turn “pay it forward” by doing a good deed for someone else. Perhaps the person in front of you has already paid for your coffee order or a positive note was left on your desk. These are both terrific examples of this simple yet powerful concept. This week, look for ways to respond with kindness by identifying three different ways to pay it forward to coworkers in some fashion. Spend some time brainstorming little surprises for those around you, adding a small note with the good deed that encourages them to keep the chain going by passing on a bit of kindness to another as well.

### Tips for Diverse Learners

- Encourage each group to include all players, even if they are nonverbal during the role play.
- Assist the learner with their lines as needed.
- Pair up students with similar language backgrounds to help with comprehension.



## Share

5 minutes

Play “This or That”: Line everyone up in the middle of the room. Explain that the right side of the room is THIS and the left side of the room is THAT. After every pair, students must choose between THIS or THAT. Make sure to point to the correlating side when reading each pair. Students must close their eyes, make a choice and then walk over. Have the students return to the middle and read another pair.

Do you prefer:

Spaghetti OR Tacos  
The Playground OR The Park  
Dogs OR Cats  
Baking OR Drawing  
Math OR Reading

It takes courage to speak up about our preferences. When we do, we learn that others around us share our preferences as well!



## Inspire

### **The Courage to Be Kind to Others**

3-5 minutes

Review the explanation of Kindness to Others that you introduced in the last lesson:

Kindness to Others: Sometimes it can be very difficult to treat others with kindness. You can be brave and use courage to focus your words and actions on kindness in any situation. Even if others are mean, you can choose to show courage through kindness. You may be surprised to see just how quickly others change when you shower them with kindness!

### **Check and Change Chart**

7-10 minutes

Explain that using courage to be kind to others isn't always easy. Sometimes we are in situations when we don't feel like being kind. Maybe someone is being mean to us or excluding us. Maybe a teacher or parent has asked us to do something we don't really enjoy doing. Let's make a list of common comebacks we have all used. Our challenge today will be to CHECK those responses for kindness and CHANGE those that are unkind so they reflect kindness.

- On the whiteboard brainstorm comebacks. Examples could include, “I know you are, but what am I?”, “I didn't want to play with you anyway!”, “You're so lame!”, etc.
- As a class brainstorm ways to reword these comebacks so they include kindness. For example, “Maybe we can play together later.”



## Empower

20 minutes

To practice using courage through kindness, the class will play a role-playing game where they are confronted with unkind scenarios and must work to use courage to respond with kindness.

Use the following scenario with volunteers to demonstrate how to complete the activity:

- Your friend makes fun of your new haircut.
  - Examples of responding with kindness: “I’m sorry you don’t like it, but I really love how it looks on me!”
  - “It’s okay if you don’t like it; I still like it!”

Using the scenario cards below, pass a different one out to each group of 4-6 students. Allow 5-10 minutes for groups to brainstorm their role-plays. Have each group present their role-play to the class. Highlight the courage and kindness observed in each scenario.



## Reflect

5 minutes

At the end of the game, take some time to reflect on the activity as a class:

- How did it feel to receive words of kindness after trying to hurt someone else’s feelings?
- How did it feel to change your response to use kindness?
- Did you have to pause to make sure you were responding with kindness? If so, how can you apply this the next time someone says something unkind to you?

Although it is important to have courage through bravery and fearlessness, the ultimate example of courage is kindness. When you are able to show kindness to others regardless of how they are treating you or how well you may know them, the world slowly becomes a kinder place to be. Let’s spread kindness to others everywhere we go!



## Extension Ideas

- Have each group create an additional scenario to trade with another group. Continue the role-plays until all 6 student-created scenarios have also been acted out.



RAK Notebook Prompt (See RAK Notebook Project in the Respect unit for more details):

- Divide your paper into 2 columns.
- Write the word KIND at the top of one side and UNKIND on the other side.
- Think back to the activity we completed today. List as many KIND words and phrases you can remember from the role plays and our chart. Write them down on the left side of the T chart.
- On the right side, list 3-5 unkind words/phrases you have heard that have hurt your feelings.
- Below your chart, write one way you can help others in your class feel safe and happy when you are talking with them.
- Example: I can pay attention to my words to make sure they reflect kindness, even when I am upset.



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PROGRAM FOR SOCIAL  
AND EMOTIONAL  
LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

# Kindness Response Scenario Cards

## Scenario 1

Another student calls you “dumb” because you couldn’t read a word.

## Scenario 2

An older student says you’re too slow to be on their team.

## Scenario 3

Someone in your class refuses to sit next to you during read aloud time.

## Scenario 4

Two kids call you “lame” because you don’t have the new, cool shoes.

## Scenario 5

Another student knocks your books out of your hand as they walk past you.

## Scenario 6

Your friends laugh at you because you don’t know the answer during math.