

Theme of the Day: **LOVE**



## **Educational Resources- K-6**

### **Activity 1: Writing for Kindness**

Subject: Language Arts

Prep Time: 5-10 min

Activity Time: Up to one class period

#### **Activity Description:**

Use any form of writing that your class is working on- poetry, short stories, Thank You notes, letters, etc.

Have the students write about the theme of love as it relates to kindness in their lives. It could relate to their parents, siblings, friends, teachers, grand parents or anyone they love. This is the students opportunity to say "I love you" in a special way. Ask the students to include how they think that person is kind, loving, or giving to them or others.

Some examples include:

- Acrostic poem with the word LOVE, KINDNESS, RIPPLE, OR CHANGE
- Letter to "my mom", "my best friend", "my favorite teacher", "my best coach", etc.
- Short story about how a pet has helped them through a hard time
- Thank you note to a grandparent for attending an event, sharing a special family tradition, or just for being their grandparents

### **Activity 2: "Love is as easy as..."**

Subject- Any or Art

Prep Time: 10-20 min.

Activity Time: 10 min- up to one class period

#### **Activity Description:**

Teachers cut out heart shaped papers in a variety of colors. Teachers then put out craft supplies and markers to write the statement "Love is as easy as..." Have the students use their creativity to complete the statement on a paper heart. The students can decorate the heart with craft supplies at school. Once they have completed the sentence, they can share their work in a whole group, small groups, on social media (see instructions below), or on a bulletin board. Discuss why it is important to show love in quick and easy ways everyday. Explain that we never know what someone else is going through and that sharing small acts of love can change the world for that person.

Share photos or activities to [info@giveseventdays.org](mailto:info@giveseventdays.org) or share on Facebook at GiveSevenDays. Please include your school name. Use # giveseventdays or #BeTheRipple when posting on your own social media.

## **Educational Resources- K - 6th**

Activity: I LOVE Me Collage

Subject: Any

Prep Time: 30 min.

Activity Time: 1 class period

Materials: Poster Board for each student

Magazines (make sure there are images of different types of people, activities and families)

Glue

Inspirational and positive words

### **Activity Description:**

1. Teachers will make a collage about themselves to present to the class to describe what they love about themselves. Hint: There should be no shame or embarrassment.
2. Hand out magazines and discuss how magazines might depict certain races, genders, etc. Have them cut out and paste images, words, letters onto their "I LOVE Me" board. Students can also paste words onto their board.
3. Have each students present their board to a partner, group or class. Display the collages in the classroom.

## **Educational Resources- Preschool/Primary Level**

### **Activity 1: Mix it up!**

**Subject: Lunch**

**Prep Time: 15 min                      Activity Time: Lunch Time**

#### **Activity Description:**

Have students participate in a Mix It Up day at lunch. Give students a number as they enter the cafeteria. That number corresponds with which lunch tables they will sit. Have questions at each table for the students to ask each other.

#### **Suggested Questions:**

\*Start by introducing yourself to the other students at the table.- name, teacher, etc.

1. What's your favorite memory at this school?
2. What is your favorite thing to do at recess?
3. What outside activities do you do?- sports, art, music, community service?
4. What is your favorite subject at school and why?
5. Do you have any pets? what kind? how old?
6. What is your favorite...book, movie, tv show, band, type of music...
7. If you could have any super power what would you want and why?
8. If you could wish for three things, what would they be?
9. Where is your favorite place to be and why?

### **Activity 2: Language is important**

**Subject: Any or foreign language**

**Prep Time: 5-10 min                      Activity Time: one class period or less**

#### **Activity Description:**

Teachers, please use the following website, a website you find on your own, or use google translate with students to do this activity. <http://www.infoplease.com/ipa/A0900905.html>

Divide the students into small groups. Take your class to the computer lab or get access to computers. Have the students look up how to say key phrases in different languages- Spanish, French, German, Italian, etc. Some phrases might include "Hello", "Thank you", "I'm glad we are friends", "You are kind" "I like you" etc.

Have the kids present their findings to the class. They should say the words out loud and show the written version. The class can repeat it back out loud to make sure they know it.

Then give the kids opportunities to use them throughout the day. Tell them to use it with the other teachers they see during the day, at lunch, to the staff- custodians, para's, specialists, etc. Teachers explain that what we say and how we say it matters in the world. Discover how to say kind things in a kind way will help you communicate kindness wherever you are!

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## **Educational Resources- K-6th**

Activity: Discover Ourselves and Others

Subject: Any

Prep Time: 30 minutes to pick age appropriate questions (list is included but feel free to come up with questions appropriate for your class)

Activity Time: 30 minutes plus discussion time after

### **Activity Description:**

1. Have students line up in a straight line, as if they are about to start a race.
2. Read the following, "I will read the statements aloud. Please step forward if it applies to you."
3. Read each statement in a clear voice, pausing slightly after each one.
4. When you have finished statements, ask students to take note of where they are in the room.
5. Tell everyone when you count to three run as fast as you can to the finish line.
6. Review guidelines for civil discourse. Have everyone gather to discuss. Thoughts could involve who got to the finish line first, why it is fair or not fair, how we never thought we had a privilege or that something could hold us back. Try to avoid debates about which groups are more oppressed than others. Discuss privilege in a less confrontational way.

### **Possible Discussion Questions:**

1. If you are right handed, take one step forward.
2. If English is your first language, take one step forward.
3. If one or both of your parents have a college degree, take one step forward.
4. If you can find Band Aids at your grocery stores that are the same color as your skin, take one step forward.
5. If you take public transportation to get to school, take one step back.
6. If you go to school with people who mostly look like you, take one step forward.
7. If you feel unsafe in your neighborhood, take one step back.
8. If your family has a house cleaner or lawn service, take one step forward.
9. If you studied the culture of your ancestors in school, take one step forward.
10. If your teachers do NOT look like you, take one step back.
11. If your family owns a computer, take one step forward.
12. If your parents paid for a tutor or coach for you, take one step forward.
13. If you have ADHD, dyslexia or another disability, take one step back.
14. If both of your parents are still together, take one step forward.
15. If you have ever had to skip a meal because there wasn't enough money to buy food, take one step back.
16. If you have an invisible illness, take one step back.
17. If you were not allowed to play a sport because you were not a boy or not a girl, take one step back.
18. If the main character in your favorite movie look like you take a step forward.
19. If your family speaks another language at home than at school, take a step back.
20. If you feel comfortable wearing a hoodie in your neighborhood without someone thinking you should not be there, take a step forward.
21. Look to the left and look to the right of you, if you don't look like one of them, take a step back.

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- 22.If you are happy with the way you look, take a step forward.
- 23.If you ever tried to change your appearance, mannerisms, or behaviors to fit in more, take a step back.
- 24.If anyone thought you like spelling or math because of the way you look, take one step back.
- 25.If you feel like you have to dress a certain way to feel safe, take a step back.
- 26.If you have a physical disability take a step back.
- 27.If you always feel safe calling the police, take a step forward.
- 28.If you have more than 50 books in your home take one step forward.
- 29.If the President of the United States usually looks like you take one step forward.
- 30.If your teacher looks like you, take one step forward.
- 31.If your principal looks like you, take one step forward.
- 32.If you need extra help in school, take one step back.
- 33.If your classmates don't want to sit next to you at lunch, take a step back.
- 34.If English is your first language take a step forward.
- 35.If you have ever been bullied or made fun of for something you cant change such as color of your skin, religion or the way you learn, please take a step back.
- 36.if you feel like your parents are too busy to spend time with you, take a step back.

### Older Student Possible Questions:

1. If you feel unsafe walking by yourself at night, take a step back.
2. If you are able to move through the world without fear of sexual assault, take one step forward.
3. If you or your family left their homeland because you were not safe, take a step back.
4. If you can hold hands with your romantic partner in public without fear or ridicule or violence, take a step forward.
5. If you were ever discouraged from an activity because of race, class, ethnicity, gender

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Theme of the Day: **YOU**



## **Educational Resources- Preschool/Primary Level**

### **Activity 1: Recognize your successes**

Subject: Math or Science

Prep Time: 5-15 min

Activity Time: 15 min

#### **Activity Description:**

Teachers, give students the opportunity to recognize and share their successes. Ask your students to select one or more of their previously graded papers that represent a job well done. Students should be proud of their work. If they don't have those exact papers anymore consider letting them write what it was on a blank piece of paper.

Give the students a few minutes to share what the assignment was and why they are proud of themselves. Did they do better than they originally thought they were capable of? Did they master a concept that was difficult for them? Did they work extra hard and it paid off with a good grade? Did they maybe not get a great grade, but still did better than they thought they could?

Make a blank bulletin board where the kids can display those papers. Title the bulletin board something like "I am smart" or "Look at what I can do!" "Super Smart in Science" "Mega Mathematician!"

### **Activity 2: Take 5 minutes for fun**

Subject: Any

Prep Time: 5-15 min

Activity Time: 5-8 minutes

#### **Activity Description:**

Teachers, choose a short video to share with your class just for fun. Below are some options.

<https://www.youtube.com/watch?v=ZAmZucyzyZM>

<https://www.youtube.com/watch?v=dDSIpMgp5FM>

<https://www.youtube.com/watch?v=7OJ4IvO6CtI>

<https://www.youtube.com/watch?v=qR3rKokZFkg>

Explain to the students that finding a way to reduce stress throughout your day helps keep your day going well. Just finding a few minutes to think about something happy, take a few deep breaths, or anything else is a way to take care of yourself.

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Theme of the Day: YOU



## Educational Resources- K - 6th Grade

**Activity:** A few minutes to breath

**Subject:** Any

**Prep Time:** 5 min.

**Activity Time:** 10-20 minutes

### Activity Description:

Take a few minutes to browse the website, <https://livingthenourishedlife.com/5-ways-youll-benefit-from-daily-deep/>

Explain to the students the benefit to taking 5-10 minutes to breath deeply.

1. Your muscles relax
2. Oxygen delivery improves
3. Blood pressure lowers
4. Endorphins are released
5. Detoxification improves

Lower the lights in your class and shut the door so it will be quite. Walk through the process with your students. Give your class 5-10 uninterrupted minutes for the activity.

1. Have students lie down in a comfortable, quiet place.
2. Tell students to start relaxing their muscles by focusing on places that hold tension and releasing that tension.
3. Instruct students to inhale deeply and fill their lungs with air. Count slowly to five as they inhale. Make sure the kids know to bring the air into their abdomens, not just their chests.
4. Exhale deeply. Tell them to empty their lungs completely while counting to five. They should release the tension from their muscles as they exhale.
5. Instruct them to continue to inhale and exhale deeply for several minutes , counting slowly each time. Ask the students to focus on the breathing and counting.

Once the breathing exercise is done, ask the students how they feel. Are they calmer? Does their body hold less tension? Encourage them to continue to take time to focus on themselves to relieve stress.

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Theme of the Day: **GO**



## **Educational Resources- Preschool/Primary Level**

### **Activity 1: How do you feel?**

**Subject:** PE

**Prep Time:** 0 min

**Activity Time:** 1 class period

#### **Activity Description:**

The PE teachers will talk to the students before their regular PE class about how they are feeling. Ask if they are happy, sad, tired, energetic, cloudy minded, clear minded, etc. Ask the student to just get an idea in their head of how they feel before they exercise. Then, do a regular PE class (outside if possible), making sure you have some stretching and cardio aspects to the activity.

End a few minutes early so you can talk to the kids about how they feel after they exercise. They should feel more awake, clear minded, etc. Explain that activity makes you happier because your blood is circulating and oxygenating, and students are getting healthier. Explain that before you exercise you might feel ok, but after you should feel great. During can be difficult, but you should always take pride in the fact that you did it and are healthier because of it!

### **Activity2: Take it outside!**

**Subject:** Any

**Prep Time:** 0 min

**Activity Time:** Up to 1 class period

#### **Activity Description:**

Teachers choose a lesson that can be done outside. Writing, reading groups, math lesson with dry erase boards, natural science lesson using the outdoors, spelling kick ball, art class-drawing nature, music singing or playing easily movable instruments, foreign language practice outside, etc.

Explain to the students that changing it up can be a good idea to give you a fresh perspective and allow you to enjoy what you are doing if you are in a different environment.

After you have finished the class, ask the students to think about how they can make learning more fun on their own. Can they do homework or read a book outside? Can they try to earn more “outdoor learning time” in class with good behavior and attitudes?

**\* Spelling kick ball- The teacher is “server”. The teacher says a word before she serves the ball. Student must say the word, then spell it as it is rolling. If they get it right they can kick and run. If they get it wrong the whole team spells it correctly out loud.**

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Theme of the Day: GO



## Educational Resources- K-6th

Activity: Stand Up For That!

Subject: Any

Prep Time: 5 min.

Activity Time: Added into any class period

### Activity Description:

A teacher in any subject can do this activity with a bit of creativity! This method can be used in any lesson where you are having the students give you responses to direct instruction. It is a great activity for review at the end of a lesson. Explain to the students that instead of having them raise their hands to answer a question, you are going to have them do something physical instead. Tell them to listen carefully to the lesson and instructions because you are going to change it up with different questions. Here are some suggestions.

1. Stand up if you know the answer.
2. Hop on one foot if you know the answer.
3. Tap the top of your head if you know the answer.
4. Sit on your desk if you know the answer.
5. Do 3 jumping jacks if you know the answer.
6. Pretend you are jumping rope if you know the answer.
7. Stretch your arms as high as possible if you know the answer.
8. Pat yourself on the back if you know the answer.
9. Do your best dance move if you know the answer.
10. Touch your toes if you know the answer.

This is a strategy meant to break up a long time sitting. Giving the students a moment to move will allow them to refocus. It also helps students concentrate on the lesson by listening for *how* they get to show their knowledge!

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Theme of the Day: **CONNECT**



## **Educational Resources- Preschool/Primary Level**

### **Activity 1- Group Photo/Video**

Subject: All

Prep Time: 0-10 min

Activity Time: 10-30 min

#### **Activity Description:**

Have your school, grade, or class connect by taking a group photo or video.

Your students can be holding signs that say something connecting. They could write out a sentence where each student holds a letter or word. "Our class connects through kindness," or "Be kind to one another," etc. Please share your photo or video using the information at the bottom of this page.

If you are really creative you can have someone take the photo/video from the roof of your school and the kids can be in a special formation. They could be in the shape of a heart, a peace sign, or write a word like, "Connect", "Peace", "Love" "Kindness" or "7 Days"

### **Activity 2: My Secret Admirer!**

Subject: All/Any

Prep Time: 10

Activity Time: Throughout the day or week

#### **Activity Description:**

Teachers assign students a "Secret Admirer" in your class. Choose students that maybe don't know each other very well and would be well matched. Explain to the class that they will have a "secret admirer" for the amount of time you designated- day or week. Explain that a "secret admirer" notices nice things about another person and wants that person to know how and why they are special.

Some things they might notice could be physical- "You have pretty eyes." "You are a fast runner.", emotional- "You were nice to the lunch ladies today." "I saw you pick up Billy's dropped books, that was so kind." educational- "You do great on spelling tests", "I like to work with you on projects because you make everyone feel good." Or anything else.

Tell the students that they need to slip little notes to the person they admire secretly throughout the time period- be specific. 2 notes a day, one note a day, 8 throughout the week, etc. Tell students to put the notes in their desk, cubby, etc.

At the end of the time period, ask kids to share some of their notes. Ask them to share how getting the notes made them feel. Then students can guess who their secret admirer was, or reveal who they "secretly admired".

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## Educational Resources- K-6

**Activity:** Education Around The World

**Subject:** Any

**Prep Time:** 30 min

**Activity Time:** 1 or more class period

### Activity Description:

Prep Option 1- Find a teacher/classroom from another part of the world who would like to do this activity with your classroom. [www.aroundtheworldwith80schools.net](http://www.aroundtheworldwith80schools.net) is a cite that helps find partner schools.

Prep Option 2 - Find a video of a classroom from another country and have kids watch a typical day. [pbslearningmedia.org](http://pbslearningmedia.org) is a cite that can find different countries classrooms to view.

**Materials:** Internet Connection and Screen

Venn Diagram

KWL charts for each group of 4

(K-What I know

### Learning Activity:

1. Read "I'm Like You, You're Like Me" by Cindy Gainer to prime students for activity.
2. Tell students they will be learning about a classroom from another part of the world.
3. Ask students to pair off and discuss what they think this other classroom will look like, what the children will look like, what the school will look like, what they eat for lunch, holidays, etc.
4. Have each pair join another pari to discuss what they know and what they want to learn and complete the first two parts of their KWL chart.
5. Option 1: Teachers from both classrooms will welcome each other and introduce their class. Students from each class will have questions ready to ask the other class based off of the KWL charts. Each class will then be able to complete the last part o their KWL chart.
6. Hand out a blank Venn diagram and ask each group to compare their classroom to the classroom they just met.
7. As a whole class, encourage students to connect their similarities and differences.

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## **Educational Resources- Preschool/Primary Level**

### **Activity 1: Buddy Buddy!**

**Subject:** Any

**Prep Time:** 5-15 min

**Activity Time:** Up to 1 class period

#### **Activity Description:**

Partner up students of different grades or classes or with a buddy class to do a fun activity together. If the students do not know each other make sure they introduce themselves before the activity. Include their names, grade, teacher, etc.

Activities could include:

Read a book together

Make a picture/ painting together- give it to someone else

Play an educational game together

Peer teach spelling words to each other

Service project together- write letters to soldiers, elderly, personal hero's, neighbor, friends, anyone who has had an impact on you.

Any other activities that you think would be appropriate.

End the activity by explaining that this was an event to share an experience with other people, including your "buddy" or anyone else. Shared experiences make us understand and like other people, therefore we are kinder to them on a daily basis.

### **Activity 2: Paragraph of Praise**

**Subject:** Language Arts

**Prep Time:** 5 Min

**Activity Time:** 15-30 min

#### **Activity Description:**

Teachers ask students to write a Paragraph of Praise about another student in class. Please make sure each student in class receives one paragraph. Before writing, instruct students to think about the person they are praising. Brainstorm 3-5 positive facts about the student (with examples for higher grades), that relate to their character and/or personality. Some examples include: kind- you helped Jim with a math problem without being asked, funny- you made the whole class laugh with your interesting story, smart- you work hard & pay attention to details. Students then write the Paragraph of Praise. Teachers decide how they are distributed- possibly read out loud- a few a day, each day of 7 days, or handed to each student and told they can read them to the class if they want, or each letter put on a bulletin board of praise, etc. Teachers conclude by explaining that one important thing that we can "Give to Others" is our sincere praise. This exercise helps students THINK about the people around them and EXPRESS their sincere praise. It makes a ripple of kindness that is far reaching.

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## **Educational Resources- K - 6th**

**Activity:** We're All The Same on the Inside

**Subject:** Language Arts or Science

**Prep Time:** 15 Min.

**Activity Time:** 1-2 Class Periods

**Materials:** 1 or more brown egg & 1 or more white egg

Bowls

Blank Venn Diagram

Are We Really Different? Worksheets (OUTSIDE) - attached

Are We really Different? Worksheet (INSIDE) - attached

Pencils & Colored Pencils

### **Activity Description:**

1. Read "We Are All the Same Inside" by Timothy Bellavia to prime students for the activity & discussion
2. Have students pair off and give them a blank Venn Diagram
3. Have each pair write similarities and differences about themselves.
4. Each pair will join another pair (group of 4) and have each child share what they learned about their partner with the group.
5. Give each group a brown egg, a white egg and 4 "Are We Really Different?" Worksheets (exterior). Have each child draw a picture of Egg #1 & Egg #2 and then write what is the same and what is different. Answers might include color, shape markings, etc.
6. Each group will then crack the brown egg and the white egg and make observations. Give 4 "Are We Really Different?" Worksheets (interior) to each group. Each student will draw their observations and answer, "What is the Same?"
7. Gather all students and ask them what they learned from this activity. Goal is to have students discover that we may look different on the outside, but we are all the same on the inside.

**Activity:** Service Project

**Subject:** Any subject

**Prep Time:** 15 minutes

**Activity Time:** 1 or more class periods

### **Activity Description:**

1. Each class should meet to discuss ideas for a service project to help others. Ideas might include dog shelters, clothing drive for shelter, supplies drive for another classroom.etc. Discussion could include something they have learned from their lessons such as helping marginalized groups. Classes should vote on the top 3 ideas.
2. Student's should come up with a plan to collect donations for the winning idea. This might include bake sales, posters, emails, etc. (Student driven)

**Hint:** It is also important that the students can learn something from the marginalized group. Dogs at shelter can listen to the students read to them (practice reading) or the other classroom can teach something to the students (how to say hello in another language, etc.)

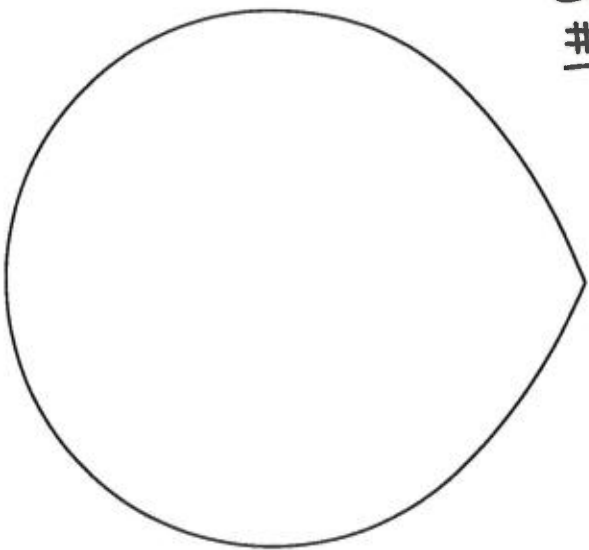
Email information or photos of what you did to [info@givesevendays.org](mailto:info@givesevendays.org) or share on Facebook at GiveSevenDays. Please include your school name. Use #GiveSevenDays and #BeTheRipple when posting on social media.

NAME: \_\_\_\_\_

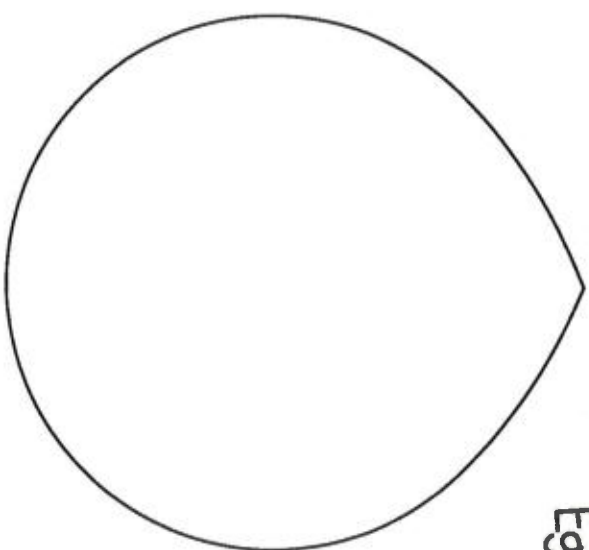
# Are we really different?

Draw the eggs and make sure to color! Write what you see about each egg.

Egg #1



Egg #2



What is the same?

What is different?

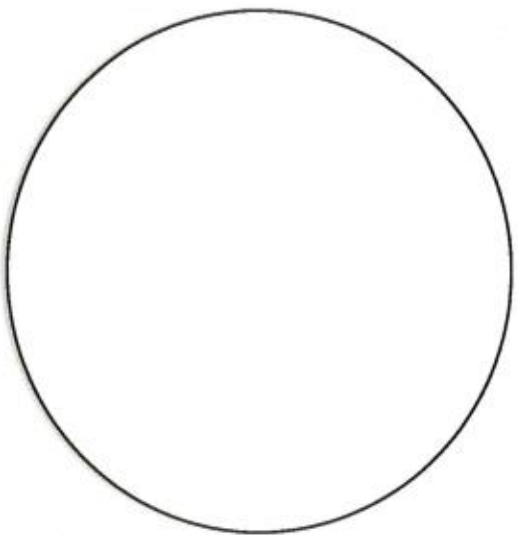


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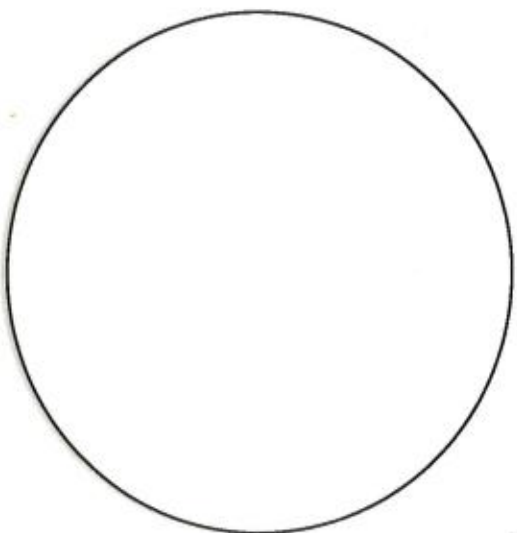
# Are we really different?

Draw what the inside of the egg looks like after we cracked it! Is there anything different?

Egg #1



Egg #2



What is the same?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Theme of the Day: **ONWARD**



## **Educational Resources- Preschool/Primary Level**

Activity 1: Watch this “Pay It Forward” Video

Subject: Any- Social Studies

Prep Time: 5 min

Activity Time: 20 min

### **Activity Description:**

Teachers set up YouTube on a site your class can watch and hear. Watch this 4.5 minute video with your class. It is generally about a boy who sees people making negative choices and goes on to make good choices that others see and continue paying it forward.

<https://www.youtube.com/watch?v=PT-HBl2TVtI>

Have a discussion with your students.

What have they done to show kindness and love to those around them?

Can they identify one thing they could do that they haven't done yet?

What ideas did they get from the video?

Why is it important to show compassion and thoughtfulness to themselves and others?

### **Activity 2: Plan it in advance**

Subject: Any- end of day activities

Prep Time: 0 min

Activity Time: 10-20 min

### **Activity Description:**

Teachers discuss what it means to move “Onward” with any activity. Explain that planning is important, even for kindness. Give the kids time to think about what they want to do to keep kindness active in their lives.

Have the students take out their planners, calendars, or anything they use to stay organized. Have them choose days throughout the rest of the school year and write specific ideas of what they will do on that day. Example: Every Thursday this school year- (write on my planner) I will give a class mate that I don't know very well a sincere complement. Example: First Wednesday of every month- (write on my calendar) I will ask a friend in school to study with me for an upcoming test. I will make sure I complement them on how they are doing in the study process.

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Theme of the Day: ONWARD



## Educational Resources- K-6th

Activity: Interview

Subject: Any

Prep Time: N/A

Activity Time: N/A

### Activity Description:

Inform your students that you are giving them the opportunity to find out more about someone in school who helps them. They are going to think beyond who they would normally associate with school. They can choose anyone who isn't a teacher or the principal. Suggestions include the custodian, office staff, lunch staff, or paraprofessionals.

Ask the students who they would like to interview. Break the students into small groups based on their preferences. Go through potential questions they can ask.

Some suggestions include:

1. How did you get your job?
2. How long have you worked here?
3. What does a typical day look like for you?
4. Tell us a funny story about something that happened at work.
5. Tell us what you love about your job.
6. What is the most difficult part of your job?
7. What is the most rewarding part of your job?

Once the interview is complete, decide how the students should share their findings. Younger students might just tell the class about their person, while older students might write a report or do a powerpoint presentation. Find a way to fit the presentation style into your language arts curriculum, if possible.

This activity helps students look ONWARD or beyond what they normally see. It helps them remember that there are always people around that they might not normally "see". Others who care about them and make their world better.

Email information or photos of what you did to [info@givesevendays.org](mailto:info@givesevendays.org) or share on Facebook at GiveSevenDays. Please include your school name. Use #GiveSevenDays and #BeTheRipple when posting on social media.