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SUGGESTED GRADE LEVELS

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Soft Words are Nice

TEAMWORK • COMMUNICATION • KINDNESS

Materials required for each small group of students:

- ☐ *Soft Words are Nice* (page 20 or digital download: More STEAM › Science › Soft Words are Nice.pdf)
- ☐ Pencil or pen

MATERIALS TABLE

- ☐ Selection of soft items (cotton ball, stuffed toy, feather, fake fur, etc.)
- ☐ Selection of soft fabrics (satin, cotton, fleece, velvet, etc.)
- ☐ Selection of rough items (sandpaper, cardboard nail file, rock, scouring pad, etc.)
- ☐ Selection of rough fabrics (wool, burlap, sack, canvas, etc.)

Directions:

1. Prior to the lesson, gather a selection of soft and rough items and fabrics for each student group.
2. Divide the students into small groups (about four students per team). Have each team sit together at a table stocked with the required materials (see above list).
3. Give each group of students a copy of the *Soft Words are Nice* handout and a pencil or pen.
4. Tell the group members to work together to categorize each object and list them in either the SOFT column or the ROUGH column. (Note: The students may also draw a simple picture to symbolize each object.)
5. Encourage the students to listen carefully to their teammates' opinions and to resolve their disagreements peacefully.
6. Select and ask a few of the processing questions. Choose the questions that best address your students' needs or the lesson's focus.

Processing questions:

GENERAL QUESTIONS/TEAMWORK

1. What was the most fun part of this activity?
2. What was the hardest part of this activity?
3. How well did your group work together?

4. Can anyone give me an example of how the members of your group showed teamwork?
5. What are some ways you can learn new things? (*reading, practicing, listening, videos, etc.*)
6. What did you learn today?

COMMUNICATION

1. Did the members of your team listen to each other's ideas?
2. What are some ways people communicate with each other? (*speaking, in writing, with gestures and facial expressions [shaking a fist, smiling, shrugging shoulders], etc.*)
3. How can you communicate respectfully with other people? (*listen, respect their ideas, not interrupt, don't use rude gestures like rolling your eyes, etc.*)

KINDNESS/SOFT AND ROUGH WORDS

1. What items did you list as rough on your handout?
2. How did the rough items feel? (*scratchy, prickly, bumpy, hard, sharp, coarse, etc.*)
3. What are some rough or mean words people might say? (*"You are so dumb." "Your hat is ugly." "Go away! You can't play with us."*)
4. Has anyone ever said something rough or mean to you? How did it make you feel?
5. What items did you list as soft on your handout?
6. How did the soft items feel? (*fluffy, squishy, smooth, silky, nice, etc.*)
7. What are some soft or nice words people might say? (*"You are so kind." "Do you need help?"*)
8. Who in your group used soft or nice words while you were working? What did he or she say?
9. How can you be kind to someone today?



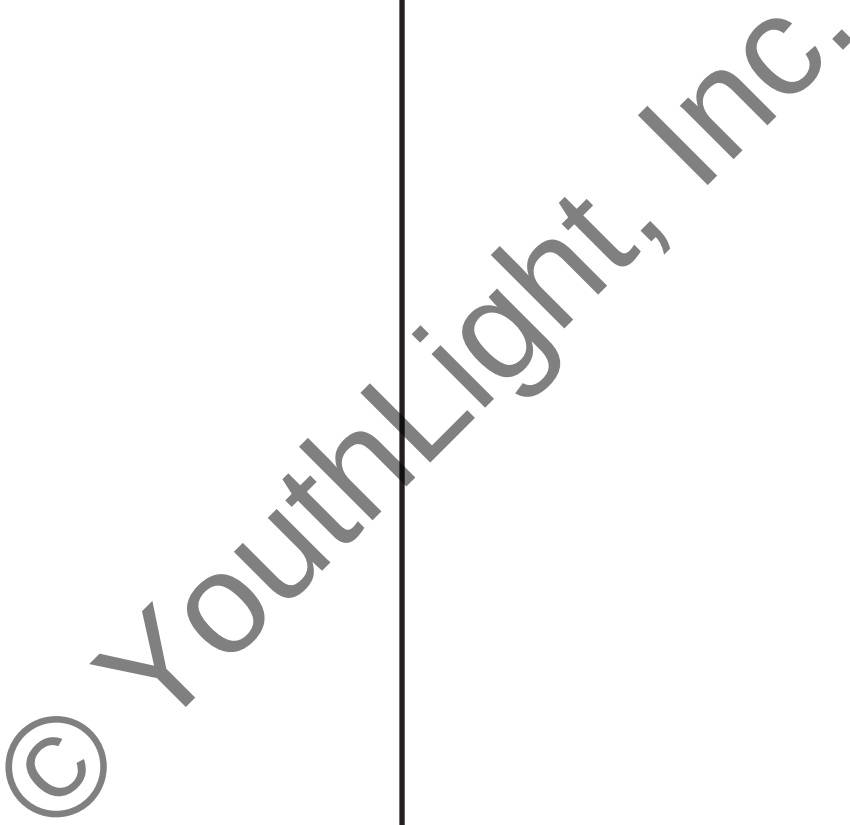
GROUP MEMBERS: _____



SOFT Words are Nice

Does each item feel soft or rough?

List each item in the correct column. Remember to work as team!

SOFT	ROUGH
	

Rise Up! Jar

TEAMWORK • WORRY/ANXIETY • FEARS • FACING CHALLENGES

Materials required for each student:

- ☐ *Rise Up! Jar* (page 23 or digital download: More STEAM › Science › Rise Up Jar.pdf)
- ☐ Pencil or pen
- ☐ Crayons or markers

Materials required for each small group of students:

- ☐ Small jar with screw-on lid
- ☐ Uncooked rice
- ☐ Puffed cheese ball

Directions:

1. Divide the students into small groups (about four students per team).
2. Tell the students that, in today's activity, each group will be making a Rise Up! Jar.
3. Give each group a small jar with screw-on lid, uncooked rice, and a puffed cheese ball.
4. Instruct the students to take turns and to help each other make the jar, then give the following directions:
 - Pour the rice into the jar until it is about $\frac{1}{4}$ filled.
 - Place one puffed cheese ball on top of the rice.
 - Pour more rice into the jar until it is about $\frac{1}{2}$ filled.
 - Screw the jar's lid on tightly.
 - Take turns shaking the jar side to side, not up and down. (*Note:* The cheese ball should rise to the top.)
5. Select and ask a few of the processing questions. Choose the questions that best address your students' needs or the lesson's focus.
6. After asking the processing questions, give each student a copy of the *Rise Up! Jar* handout, a pencil, and crayons or markers. Tell the students to list ideas or draw illustrations showing ways they can "rise up" and feel better when they are worried (fearful, challenged).



Processing questions:

GENERAL QUESTIONS/TEAMWORK

1. What was the most fun part of this activity?
2. What was the hardest part of this activity?
3. How well did your group work together?
4. Can anyone give me an example of how the members of your group showed teamwork?
5. What are some ways you can learn new things? (*reading, practicing, listening, watching DIY videos, etc.*)
6. What did you learn today?

WORRY/ANXIETY

1. What happened when you shook the jar? (*The cheese puff ball floated through the rice and rose to the top. The cheese puff is much less dense than the rice, so it makes its way to the top of the rice.*)
2. What does the word worry mean? (*uneasy, concerned about something*)
3. If the rice in the jar represents your worries, what might the puffed cheese ball represent? (*the ability to rise above your worries and stress*)
4. What can you do to rise above your worries like the cheese puff in the jar? (*talk with someone, take a few deep breaths, imagine your favorite place, practice mindfulness, draw, journal, etc.*)

FEARS

1. What happened when you shook the jar? (*The cheese puff ball floated through the rice and rose to the top. The cheese puff is much less dense than the rice, so it makes its way to the top of the rice.*)
2. What does the word fear mean? (*feeling in danger, afraid of doing something*)
3. If the rice in the jar represents your fears, what might the puffed cheese ball represent? (*the ability to rise above your fears and concerns*)
4. What can you do to rise above your fears like the cheese puff in the jar? (*talk with someone, take a few deep breaths, imagine your favorite place, practice mindfulness, draw, etc.*)

FACING CHALLENGES

1. What happened when you shook the jar? (*The cheese puff ball floated through the rice and rose to the top. The cheese puff is much less dense than the rice, so it makes its way to the top of the rice.*)
2. What does the word challenge mean? (*trying to do something even though it is difficult*)
3. If the rice in the jar represents things you find challenging or difficult to learn or do, what might the puffed cheese ball represent? (*the ability to rise up and face your challenges*)
4. What can you do to rise up and face your challenges? (*ask for help, keep trying, break the challenge down into steps, practice, stay positive, etc.*)

NAME: _____

RISE UP! JAR

How can you “rise above” what is bothering you?
Write or draw your ideas on the jar.

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