



Lesson Seven

Cross-Curricular Activities and Resources:

- 1. Math: Kindness Counter Challenge-** To help students connect emotions with actions, create a classroom kindness tracker using tally marks or counters. Throughout the day or week, students add a tally or counter when they notice a classmate doing something kind (e.g., helping someone, offering support, or calming a friend). At the end of the week, they create a simple bar graph to show how often kindness was observed. Use the graph to discuss how kindness spreads, just like calm breathing can.
- 2. Science: The Science of Breathing Calm-** Introduce students to the idea that our breathing changes depending on how we feel. Let them take their pulse or feel their heartbeat (on wrist or neck) before and after practicing Little Buddy Breathing. Ask: What do you notice about your breathing and heart rate? How does breathing slowly affect how your body feels? Chart results on the board. Relate this to how Dwight calmed down in the story and how science helps us understand our bodies.
- 3. Social Studies: Friendship Around the World-** Explore how people in different cultures show friendship. Share simple greetings or comforting gestures from other countries (e.g., bowing in Japan, holding hands in parts of Africa, or cheek kisses in Europe). Have students draw or write about how they show kindness and friendship in their own families or communities. Emphasize that friendship and caring are universal—even though they may look different in every culture.
- 4. Language Arts: “I Am a Kind Friend” Mini Book-** Students create a mini-book titled “I Am a Kind Friend.” Each page has a sentence starter like: “A kind friend helps when...”, “A kind friend listens when...”, “A kind friend calms me by...”, “I feel better when...” Students write and illustrate each page using examples from the story and their own experiences. Afterward, they can share with a partner or take their book home to show their family.
- 5. Art: Feelings Buddy Design-** Ask students to design their own “Little Buddy” that helps them feel safe and calm. They draw and label their buddy with features that bring comfort (e.g., “soft ears,” “a cozy smile,” “rainbow heart”). Around their buddy, they write or illustrate calming things their buddy might say like “You’re safe,” “You’ve got this,” or “Take a deep breath.” Hang finished art around the room to create a classroom “Buddy Wall of Support.”