





Pacing Guide and Supporting Activities: **Caring for Self and Others**







Grade Band: **Grade 3-5** | Duration: **5 Days**





Overview: Students first explore BrainPOP’s Mindfulness topic which highlights strategies for managing emotions and everyday stress by focusing on the present. They follow up with the Ethics topic which challenges them to consider ways to mindfully engage with others when facing confrontational ethical dilemmas.

Unit Goal: Students are presented with an ethical dilemma, such as bullying or cheating, and use Make-a-Movie to share their position on the dilemma, using evidence to support their point of view.

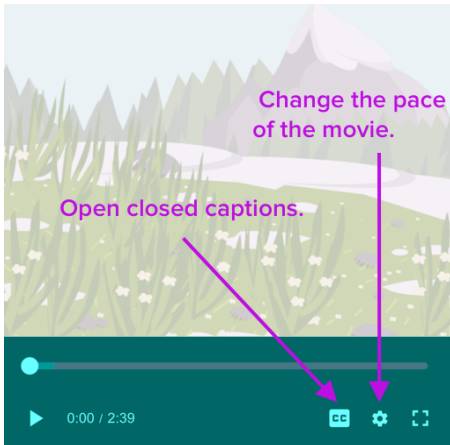
BrainPOP Topics: (1) Mindfulness (2) Ethics

	DAY 1 - 30 Min	DAY 2 - 30 min	DAY 3 - 30 min	DAY 4 - 40 min	Day 5 - 30 min
<p>Build Background</p> <p>Watch the movie, pausing to reflect on content.</p>	 <p>Watch Movie: Mindfulness</p>	 <p>Re-watch Movie and Discuss: Mindfulness After watching, ask <i>What are some examples of your own “brain</i></p>	 <p>Watch Movie: Ethics After watching, ask <i>What ethical dilemma have you confronted at</i></p>	 <p>Re-watch Movie: Ethics After watching, ask <i>What ethical issues do you confront at school?</i></p>	<p>Re-watch Movies (optional):</p> <p>Mindfulness</p> <p>Ethics</p>

		chatter”?	school. What ideas did you consider when resolving the issue?		
<p>Think & Do</p> <p>Engage with a feature or tool.</p>	 <p>Apply Knowledge:</p> <p>Mindfulness</p> <p>After reading the In Depth passage, ask <i>Which mindfulness strategy would you like to try? Why?</i></p>	 <p>Apply Knowledge:</p> <p>Mindfulness</p> <p>Students do the mindfulness exercise and record their results.</p>	  <p>Apply Knowledge:</p> <p>Ethics</p> <p>Students read the first ethical dilemma in the Related Reading. Then they take a position, and complete the Worksheet.</p>	 <p>Apply Knowledge:</p> <p>Present this ethical issue to students: <i>Kids in your class are sharing answers with each other. What do you do?</i></p> <p>Students answer the question by making a movie that takes a position.</p> <p>View rubric.</p>	 <p>Apply Knowledge:</p> <p>Students continue to work on their movies from Day 4.</p> <p>View rubric.</p>

<p>Assess</p> <p>Demonstrate understanding.</p>	 <p>Test Yourself: Mindfulness</p>	 <p>Challenge yourself: Mindfulness</p>		 <p>Test yourself: Ethics</p>	 <p>Have students debate their position to the ethics question by sharing their movies.</p>
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Movie Viewing Tips



Standard	Activity
<p>SL.3.1.c, SL.4.1.c, SL.5.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>L.3.4, L.4.4, L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.</p> <p>RI.3.2, RI.4.2, RI.5.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Build Background</p> <p>Watch and discuss movies:</p> <p>Mindfulness</p> <p>Ethics</p>
<p>L.3.4, L.4.4, L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.</p>	<p>Think & Do</p> <p>Vocabulary: Mindfulness</p>
<p>RI.3.2, RI.4.3, RI.5.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>W.3.6, W.4.6, W.5.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W.3.2, W.4.2, W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Think & Do</p> <p>Graphic Organizer: Mindfulness</p>

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<p>RI.3.2, RI.4.3, RI.5.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.4.1, RI.151 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Think & Do</p> <p>Related Reading: Ethics</p>
<p>L.3.4, L.4.4, L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.</p> <p>W.3.2, W.4.2, W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SL.3.4, SL.4.4, SL.5.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>Think & Do</p> <p>Make-a-Movie: Ethics</p>
<p>RI.3.2, RI.4.2, RI.5.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Assess</p> <p>Quiz: Mindfulness Quiz: Ethics</p>

RI.3.2, RI.4.2, RI.5.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Assess

[Challenge: Mindfulness](#)