

A BOOK OF KINDNESS, COMPASSION, AND THE POWER OF GOOD DEEDS.



# GOOD DEED TUESDAY

TM

**Teacher Resource Guide**

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## Introduction

**Mission:** Good Deed Tuesday aims to uplift communities through good deeds, kindness, compassion, and education.

**Program Overview:** Good Deed Tuesday is created by Major Wright and the Wright Way Foundation. Major Wright is a father, businessman, and philanthropist who played 6 seasons in the National Football League. While at the University of Florida, Wright was an integral part of the 2008 National Championship team. Drafted in 2009, Wright played four seasons for the Chicago Bears and two seasons with the Tampa Bay Buccaneers. Wright wants to inspire children to help others, leading to stronger communities.

**Objective:** Students participating in GDT will:

1. Practice intentional kindness towards their peers, teachers, and family.
2. Students understand the individual responsibilities of citizenship and promoting a civil society.
3. Students demonstrate the ability to use decision-making skills to enhance health and to create positive personal relationships.
4. Students develop the 5 Cs of Caring, Character, Connection, Confidence, and Competence and eventually the 6<sup>th</sup> "C" of Contribution. (Lerner and Lerner, 2013)



## Why Good Deed Tuesday?

Good Deed Tuesday is founded on the premise that we become stronger by helping others. This concept aligns exceptionally well with the study and practice of Positive Youth Development. Unlike other youth development models, that focus on repairing the problems with young people, Positive Youth Development views youth as resources and assets to a community. (Arnold and Gagnon, 2020) Youth development research shows that when youth are engaged in programs with strong youth-adult partnerships, while focusing on developing life skills (Ex: 10 Pillars in Good Deed Tuesday), youth are able to grow into the 5 C's of successful developmental outcomes which Lerner and Lerner identified as Caring, Character, Connection, Confidence, and Competence. These 5 developmental outcomes give rise to the 6<sup>th</sup> "C", Contribution. (Lerner and Lerner, 2013)

Youth engaged in Good Deed Tuesday activities are encouraged to look at the contexts around them such as their family, school, houses of worship, friends, and clubs or organizations in which they are active. They are encouraged to identify how they can help or do a good deed. A good deed may be as simple as holding a door for someone or as involved as planning a community day of service. Organizations utilizing Good Deed Tuesday are engaging in critical elements of Positive Youth Development as identified Eccles and Gootman such as safety, appropriate structure, supportive relationships, opportunities to belong, promoting positive social norms, providing support for efficacy and mattering, providing opportunities for skill building, integrating the family, school, and community. (Eccles and Gootman, 2002)

Teachers are important to Good Deed Tuesday and Positive Youth Development; a strong developmental relationship is a key part of human development. (Bronfenbrenner, 1979) Teachers who chose to participate in Good Deed Tuesdays with their students, allow students to thrive. According to the Search Institute, Thriving is a pathway or trajectory a young person follows on the way to a positive future over time. (Search Institute, 2014) Thriving occurs when youth have positive youth-adult partnerships and are allowed opportunities to do and share their passion (Sparks). (Benson and Scales, 2011)

By engaging young people in the Good Deed Tuesday program, youth are provided a safe framework to participate and affect the contexts around them. Through positive youth adult partnerships with teachers and administrators, youth can develop sparks and thrive which ultimately leads to acquiring the 5 Cs, associated with Positive Youth Development: Caring, Character, Connection, Confidence, and Competence, and eventually the 6<sup>th</sup> "C" of Contribution. (Lerner and Lerner, 2013)

# Resources Available

**Classroom Kits include:** Poster (10 Pillars) for your classroom wall, Poster (Sharing Good Deeds), Comic Books, Post Its for students, stickers, wristbands, vocabulary flash cards, and pencils.

**Teacher Activities:** These 15 Activities are located online and in the Resource Guide

Additional resources are found online at <https://gooddeedtuesday.com/>.

## Good Deed Tuesday Pillars



### Evaluations:

Evaluations are encouraged when using the Good Deed Tuesday Curriculum. We have developed two surveys – 1 for students and 1 for teachers and administrators to use. We recommend a pre and post survey to be able to evaluate the impact of the program. The evaluations are in the back of the Resource Guide and online.

# References

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# **Good Deed Tuesday Activities**

# Activity 2: Bucket Filler

## Kindness

**Estimated Time:** 45 minutes

### Materials:

- Good Deed Tuesday Comic Book
- Writing Instrument
- Sample Bucket Filler Worksheet
- Blank Bucket Filler Worksheet (1 per student)
- Bucket or large bowl
- Cotton balls or small balls

### Preparation:

- Read Good Deed Tuesday Comic Book
- Project the Sample Bucket Filler Worksheet
- Photocopy/print the Bucket Filler Worksheet (1 per student)

### Objectives:

- Define Kindness.
- Differentiate between kind and unkind communication.
- Demonstrate kind communication.

### Initiate:

- Define Kindness - To show kindness means that you find ways to make people feel special and important.
  - There are several ways that people can show kindness. You can be kind to yourself by taking care of your body, eating healthy, exercising, and sleeping when you are tired. You can show kindness to others by saying what you appreciate about them. You can show kindness through actions like holding a door or helping carry something heavy. You can also show kindness by NOT doing something such as not saying something that could hurt someone's feelings.

### Connection:

- What are some things you can say or do to someone that are kind?
- Can you think of something Mr. GDT said or did that was kind?
  - How do you think Mr. GDT's kindness made people feel?
- What does unkind communication sound like? How does it make someone feel?



**Activity:**

- Show the class a bucket or large bowl. The bucket represents how we feel. An empty bucket makes us feel sad and alone. A full bucket makes us feel happy and loved. The people we interact with either fill our bucket or tip our bucket.
  - Ask: What are some examples of kindness? (For every kindness named, add a cotton ball/ball to the bucket.) What are some kind things we can say or do at school or home? (Keep adding cotton balls/balls as acts of kindness are named)
  - Ask, what are some unkind things to say or do? Immediately dump the bucket, cotton balls go everywhere.
  - Was it hard to watch all the balls fall out? One unkind comment can undo all the kindness a person has received. Unkind words hit hard.
- Project the sample kindness bucket on the board and have students pair up with each other.
- Use the Bucket Filler Worksheet to write something kind about the person next to them.
- Ask for volunteers to share what they wrote.

**Review:**

- Why is it important to show kindness?
- How does kindness affect the giver? The Receiver?

**Thoughts to share and discuss:**

- Kindness leads to more kindness.
- Positive Communication benefits both the communicator and the listener/reader

# Activity 8: Words Matter

## Integrity and Progress

**Estimated Time:** 45 minutes

### **Materials:**

- Notebook Paper
- Writing Instrument
- Index Cards or Post-It Notes Tape
- Good Deed Tuesday Comic Book

### **Preparation:**

- Read Good Deed Tuesday Comic Book
- Print or Display Mr. GDT Daily Affirmation in the front of the classroom

### **Objectives:**

- Understand the power of our thoughts and words.
- Recognize that Progress takes time and practice.
- Identify GDT positive affirmations.

### **Initiate:**

- Progress takes time and practice.
- We can use positive affirmations to help us change our thoughts and actions.
- We demonstrate Integrity by doing the right thing. Sometimes we struggle, but each day we try to make progress.

### **Connections:**

- An affirmation is a positive statement we say to ourselves to help remind us of our goals and how we want to act.
- In the Good Deed Tuesday Comic Book, what are the affirmations Mr. GDT says to himself?
  - I will always try my best.
  - I will help those in need.
  - I will be uplifting to the people around me.
- Why do you think Mr. GDT says these affirmations?
- Do you say any daily affirmations or meditations?

**Activity:**

- Ask students to find character traits they want to describe themselves.
- Students will write their own positive affirmations and focus on the character traits they want to build.
- Use present tense: I am, I do, I can.
- Use only positive words: I am capable; I can do great things, I am strong.
- Speak affirmations with confidence.
- For those willing, share their affirmations.

**Review:**

- How do you feel saying your affirmation out loud?
- Do all affirmations need to be the same?
- Can you say them to yourself every day?

**Thoughts to share and discuss:**

- You are what you think (and say) you are.
- You can change your behavior by changing your thoughts.
- Progress does not mean perfection.
- Can't never could do anything.

# Activity 13: A Hero's Reflection

## Integrity and Reflection

**Estimated Time:** 45 Minutes

**Materials:**

- A Hero's Reflection Worksheet
- Writing Instrument
- Good Deed Tuesday Comic Book

**Preparation:**

- Read Good Deed Tuesday Comic Book

**Objectives:**

- Define Integrity
- Identify when someone acts with Integrity.
- Identify how to use integrity in everyday life.

**Initiate:**

- **Integrity** is the practice of behaving well. You do the right thing, even when no one is watching.
- Mr. GDT's uses Affirmations to help him live out his values:
  - I will always try my best.
  - I will help those in need.
  - I will be uplifting to the people around me.

**Connection:**

- Imagine you find a \$100 bill in a grocery store on the floor. What do you do?
  - Finders Keepers or turn it in to the customer service desk?
- What would you want someone to do if it was your \$100?
- What do you think Mr. GDT would do?
- How does Mr. GDT show his Integrity in the Comic Book?

**Activity:**

- Use the Hero's Reflection worksheet at the end of this lesson.
  - Encourage students to focus on character rather than physical attributes.
- Ask students to share their worksheets if they are comfortable.
- Display their worksheets where they and their friends can see them to remind them of their superpowers.

**Review:**

- What are some admirable character traits Mr. GDT displayed in the comic?
- Do you share some of those same character traits?
- How do we show our Integrity each day?

**Thoughts to share and discuss:**

- Beliefs = Behavior. You tell people what your values are by the way you behave.
- Do the right thing, even when no one is looking.
- "The time is always right to do what is right." ~ Martin Luther King, Jr.



# Good Deed Tuesday

## Activity 2: Bucket Filler Sample Worksheet



Dear Benjamin,

I like how you help clean up everyday. You always help other students finish cleaning up if they need help.

Your Friend,  
Samantha

# Good Deed Tuesday

## Activity 2: Bucket Filler Worksheet

Dear \_\_\_\_\_

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Your Friend,

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# Good Deed Tuesday

## Activity 13: A Hero's Reflection Worksheet



List some of your favorite things about yourself:

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List 3 ways that you show up and do your best every day:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

Do you have any qualities that remind you of someone you look up to?

My quality: \_\_\_\_\_ Reminds me of: \_\_\_\_\_

My quality: \_\_\_\_\_ Reminds me of: \_\_\_\_\_

My quality: \_\_\_\_\_ Reminds me of: \_\_\_\_\_

What Good Deed Tuesday Pillars do you possess? Write one example of how you use the Good Deed Tuesday Pillar in your life. Write on the back of the paper if you need more space.

➤ GDT Pillar: \_\_\_\_\_

○ How I live it:

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➤ GDT Pillar: \_\_\_\_\_

○ How I live it:

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# Good Deed Tuesday Student Survey

There are 5 statements below.

Circle the picture that most reflects how you feel about the statement.

Teachers – please read the statements to your students.

1. I decide every day to be kind to people I see.



= Yes



= No



= I don't know

2. I listen to understand how people feel.



= Yes



= No



= I don't know

3. I take responsibility for all my actions, good and bad.



= Yes



= No



= I don't know

4. I belong to a community.



= Yes



= No



= I don't know

5. I understand what it means to be a good citizen of a community.



= Yes



= No



= I don't know

Thank you for completing this survey!

# Good Deed Tuesday Teacher/Administration Survey

Please complete this survey at the beginning and end of the Good Deed Tuesday Program.

**Directions:** For each statement, circle the number that shows how much you agree or disagree with the statement. The following statements are about the students.

**Our students are generally kind to each other.**

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

**Our students actively look for ways to help others.**

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

**Our students practice gratitude toward others.**

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

**Our students take responsibility for their actions.**

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

**Our students enjoy coming to school.**

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree



**Directions:** For each statement, circle the number that shows how much you agree or disagree with the statement. The following statements are about the teachers and administration.

**Our teachers and administration are generally kind to each other.**

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

**Our teachers and administration actively look for ways to help others.**

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

**Our teachers and administration practice gratitude toward others.**

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

**Our teachers and administration take responsibility for their actions.**

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

**Our teachers and administration respect each other.**

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

**Our teachers and administration enjoy coming to school.**

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

The following questions are about the school and school behavior. Please fill in the blank or select the answer that best answers the question or statement.

How many behavioral referrals have you made in the past 90 days? \_\_\_\_\_

How many students in your classroom have received in school detention or suspension in the past 90 days? \_\_\_\_\_

How many physical arguments (fights) have you stopped in the past 90 days? \_\_\_\_\_

In terms of Behavior, what is your greatest challenge in your classroom/school??

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In your opinion, what is the greatest need in your classroom today (behavioral or not)?

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