



## Session 19: Lollipop Moments

### TIME NEEDED

- 30 minutes

### ASSET CATEGORIES

- Positive Identity
- Support
- Social Competencies
- Positive Values

### MATERIALS NEEDED

- *Optional: The Thank You Letter* by Jane Cabrera
- Lollipop Thank-You Card handout 
- Whiteboard and whiteboard markers
- Markers or crayons
- *Optional:* Blank envelopes, one per participant
- *Optional:* Lollipops, one per participant

*Preparation Needed appears on the next page.*

### Purpose

- To help participants recognize how kind words and actions make others feel
- To demonstrate how to use kind words and compliments

### Instructions

1. Say:

**Today we are going to talk about acts of kindness.**

2. *Optional:* Read *The Thank You Letter*. Then have participants share some of the acts of kindness they noticed in the story. Record their answers on the whiteboard.

3. Ask:

**Who at our school has shown you kindness? How have they shown you kindness?**

4. Brainstorm with the group different people in your school who show them kindness.

5. Write their suggestions on the whiteboard (possible answers: custodians, cooks and lunch servers, volunteers, playground supervisors, before- and after-school care providers, other teachers, other students).

6. Say:

**We are each going to create a Lollipop Thank-You Card.**

**A Lollipop Thank-You Card is a special way of surprising and thanking someone who has been kind to you.**

7. Ask participants to choose someone from the list of people on the whiteboard to whom they would like to send a special thank-you card.

8. Give each participant a copy of the Lollipop Thank-You Card handout and markers or crayons. Have participants fold their handout in half with the words “Thank You” on the outside.

9. Show participants your completed Lollipop Thank-You Card.
10. Say:
 

**Write the person’s name on the inside of the card. Then draw a picture or write a note to thank the person for their kindness. You can color the outside of the card too.**

Ask:

**How did the person show you kindness? How did it make you feel when that person was kind to you or helped you?**

► **Facilitator note:** You may need to help younger participants come up with ideas.
11. Walk around the room and offer to help participants who are struggling to write their thank-you person’s name.
12. *Optional:* Give participants an envelope to put their card in, and have them write the person’s name on the envelope.
13. Tell participants to give their completed Lollipop Thank-You Card to their special person when they see them next, or you can offer to collect and distribute the cards.
14. *Optional:* Participants could also give their special person a lollipop along with the card.

## Optional Follow-Up

- Bring lollipops later in the year to remind participants of lollipop moments.
- Have extra copies of the Lollipop Thank-You Cards available for participants who wish to make more than one Lollipop Thank-You Card.
- Have a “mailbox” in your classroom for participants to place their Lollipop Thank-You Cards in for you to deliver to people in your school.

### PREPARATION NEEDED

- Gather the materials needed.
- *Optional:* Preread the book.
- Photocopy/print out the language-appropriate Lollipop Thank-You Card handout, one per participant.
- Complete a Lollipop Thank-You Card example to share with participants. Fold the handout in half, with the words “Thank You” on the outside. Write your message on the inside.

## Literary Extension

- Select a book from the recommended reading list at right or a similarly themed book of your choosing.
- Preread the selected book.

## Data-Gathering Ideas

- Who struggled to write a letter? Was the struggle due to the concept or because of the writing/fine-motor skills needed (or both)?
- Who in the class seemed excited about the opportunity to show thanks to someone in their life and, thus, put extra effort into the activity? What is the relationship between that participant and the lollipop person?
- Who struggled to have a person to write to?

### RECOMMENDED READING LIST

#### ENGLISH-LANGUAGE TITLES

*Thank You, Mr. Falker*  
(Patricia Polacco)

*Thank You, Omu!* (Oge Mora)

*Last Stop on Market Street*  
(Matt de la Peña)

*Thank You, Mr. Panda*  
(Steve Antony)

*The Thankful Book* (Todd Parr)

*It Could Always Be Worse:  
A Yiddish Folk Tale*  
(Margot Zemach)

*The Thank You Book* (Mo Willems)

#### SPANISH-LANGUAGE TITLES

*Gracias, Sr. Falker*  
(Patricia Polacco)

*¡Gracias, Omu!* (Oge Mora)

*Ultima parada de la calle market*  
(Matt de la Peña)

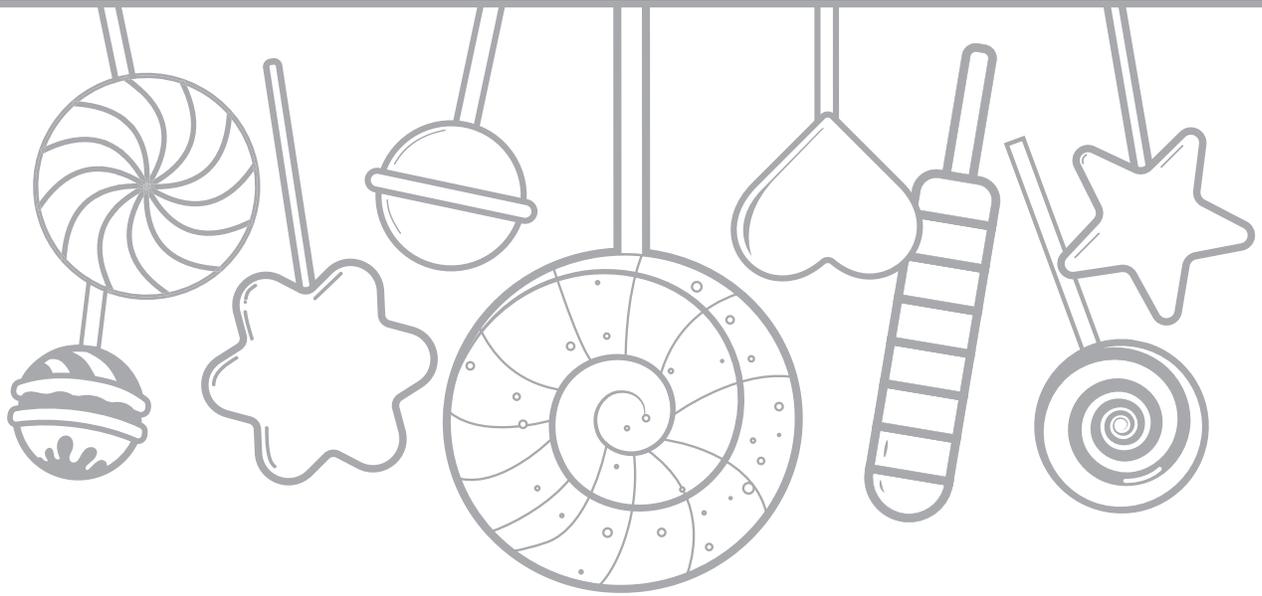
*Gracias, Sr. Panda* (Steve Antony)

*¡Te lo regalo!* (Gabriela Keselman)

*Gracias* (Pat Mora)

*Siempre puede ser peor*  
(Margot Zemach)

*Esos zapatos* (Maribeth Boelts)



# ¡GRACIAS!

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