



**IN SCHOOL**

# Everyday Heroes

Meaningful techniques to energize your students and refresh your routines all year.



**SEL + ELA  
LESSONS**



**CLASSROOM  
MANAGEMENT  
POSTER**

# Dates to Make a Difference

Red Nose Day makes it fun to work together to raise money and awareness for children who need our help the most. Red Nose Day 2021 is May 27, but you can start now with this flexible yearlong program! Help students develop empathy while practicing core ELA and math skills, using these downloadable lessons that tie in to key teaching moments throughout the year.

The program shows students that they can join the many regular people—Everyday Heroes—who are working to help end child poverty and keep children safe, healthy, and educated. Students can be Everyday Heroes, too, and turn their learning into action by taking part in the Red Nose Day Joke-Ha-Thon at the end of the school year!

## Find everything you need at [RedNoseDayinSchool.org](https://RedNoseDayinSchool.org)

### SEPT AND OCT

#### Celebrating Everyday Heroes

Use the poster, nomination form, and award certificate to set up the Everyday Hero of the Week (or Month) routine in your class.

### NOV AND DEC

#### Time to Integrate New Routines!

Using Story Swap and Spotlight on Superpowers, students will use their listening, speaking, and writing skills to continue to develop empathy and understanding for others.



### LATE JAN/EARLY FEB

#### 100th Day of School



Guide students to practice letter-writing skills by asking a local elected official for more action on fighting child poverty locally.

● **Download the Writing for Social Action lesson**

### FEBRUARY 15-21

#### Random Acts of Kindness Week

Create a Red Nose poster: Draw Earth and cover it with red stickers—one for each act of kindness or empathy your students write down and submit.

### MARCH

#### National Reading Month



Have students read about the impacts of poverty on children and how kids can help.

● **Download the Building Empathy Through Reading lesson**

### APRIL AND MAY

#### April Fools' Day

Using literacy, reading, and writing skills, students will explore how comedy and creativity can make a difference.

● **Download the Literacy, Empathy, and Humor lesson**

#### Join the Red Nose Day Joke-Ha-Thon!

Students will take what they've learned through this program and use the power of their own voices to spread some much-needed joy and raise some life-changing cash to help children in need.

You can host your own Joke-Ha-Thon in person or virtually anytime in April or May—the resources online provide you with everything you need!



**Red Nose Day is May 27.** Join students across America to show the difference kids can make when they come together to end child poverty, one nose at a time. Download everything you need here: [RedNoseDayinSchool.org](https://RedNoseDayinSchool.org).

# Class Routines to Build Empathy

Enhance your class culture with activities that inspire students to be Everyday Heroes, making a difference in their school community and in the lives of children in need.

## Objective

Students will build skills in empathy, speaking, listening, and writing by taking on different perspectives and standing up for other children.

## Time

Flexible; 15 minutes on a weekly basis recommended

## Materials

Visit [RedNoseDayinSchool.org](https://www.rednosedayin.org) to find these materials and more:

- Videos (optional) and reading passages about child poverty
- Nominate an Everyday Hero form and award certificate
- Everyday Heroes classroom poster

## REMOTE VERSION

Get a step-by-step version of this activity for students in Google Doc form at

[RedNoseDayinSchool.org](https://www.rednosedayin.org)

## Instructions

1. Define **empathy** as a superpower that allows you to feel someone else's feelings as if they were your own. Ask kids to share times when they felt or witnessed empathy.
2. As a class, brainstorm a list of words, qualities, and actions that describe an Everyday Hero (e.g., kind, helpful, stands up for others, etc.). Capture these words on a poster to refer to and update throughout the year.
3. Explain that the class is going to work together on a yearlong project of becoming more empathetic and kind, building up to Red Nose Day on May 27, 2021, when people come together across America to raise money to end child poverty.
4. Explain that child poverty involves problems and solutions. This year, we'll use our empathy skills as well as our reading, writing, speaking, and listening skills to help.
5. For inspiration, **share the videos and/or reading passages** at [RedNoseDayinSchool.org](https://www.rednosedayin.org) to learn how poverty impacts children around the world.
6. Point out that treating others kindly, and recognizing kindness, helps that behavior to spread. Introduce one of the classroom routines below. After it is fully integrated, add another routine until all are used regularly.



## Everyday Hero of the Week

Explain that there are many regular people—Everyday Heroes—who are working to help end child poverty and keep children safe, healthy, and educated. Explain that students can be Everyday Heroes too.

**Step 1** Every Monday (or monthly), announce a student who showed the empathy and kindness of an Everyday Hero. Students can submit nominations using the nomination form.

**Step 2** Award a certificate, then feature their name (or a photo!) on the celebratory classroom poster (go online to get a version you can type into). **If teaching remotely**, you can show the poster through video, email a photo/screenshot, or include a list when sending home a print packet.

## Story Swap (Perspective Taking)

In pairs (in person or virtually), have students practice active listening as they interview each other about their families, favorite memories, or meaningful moments. Then have students trade places to tell their partner's story from their perspective. Students can engage in this activity weekly or monthly with rotating partners.

## Spotlight on Superpowers

Time for students to get their capes on! Give students 3–5 minutes to freewrite in response to one or more prompts that highlight interpersonal skills, such as:

1. The Everyday Hero superpowers that I already have are...
2. I want to get better at being an Everyday Hero by doing...
3. Using my Everyday Hero superpowers helps my class and school community by...

# Nominate an Everyday Hero!

I nominate \_\_\_\_\_  
(first and last name)

This person deserves to be the Classroom Everyday Hero because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The Everyday Hero qualities this person displays include \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Nominated by (optional): \_\_\_\_\_



\_\_\_\_\_  
for showing empathy and kindness to other children

Teacher's signature \_\_\_\_\_ Date \_\_\_\_\_

# Celebrating Empathy and Kindness

## Our Classroom Everyday Heroes

Can be used in the classroom or virtually. Handwrite or type names above!

Together we can help children in our class, our community, and around the world.

**Everyday Heroes**  
Nominate classmates throughout the year!

**Understanding Others**  
Listen and learn from your peers

**100th Day of School**  
Write a letter, make a change!

**Reading Month**  
Build your empathy skills through reading

**Joke-Ha-Thon**  
Use humor to make a difference

Build empathy in your classroom!

Sept/Oct

Nov/Dec

Jan/Feb

March

April/May

**RED NOSE DAY**

**MAY 27**

# Dear Families,

I am writing to you about an opportunity to bridge the gap between your kids' experience in the classroom and at home. We know that uncertainty is the only certainty right now, and I believe that providing students with consistent routines and opportunities to focus on the positive will help keep them engaged and excited about learning.

We are using a program called Everyday Heroes from [Red Nose Day](#). Here's how it works. An Everyday Hero is a person who strives to understand how people feel and shows kindness to others. I am attaching a handout you can print and hang on your refrigerator. There are ideas for how your kids can practice empathy and kindness and a place for them to keep track of progress.

## Ways to Put This Routine into Action at Home

- When you see the children in your care demonstrating Everyday Hero qualities, name them. Provide positive reinforcement and say things like, "I noticed how you patiently waited your turn when playing with your siblings. Being aware of others makes you an Everyday Hero."
- When your kids aren't acting like Everyday Heroes, help them see mistakes and learn from them. Say things like, "I noticed that you wouldn't share your toy with your brother. How do you think this made him feel? How might an Everyday Hero behave when he's frustrated?"
- Our kids know that life isn't normal right now. They know that COVID-19 is making people sick and that many people are struggling. When you talk about first responders and leaders, point out their Everyday Hero actions.
- I'll ask your kids during share time to share what they did at home that was nice, kind, and helpful. Encourage them to share!



Please let me know if you have any questions, and thank you for joining our class to create kindness and empathy routines at school and at home.

Sincerely,

P.S. This is just the beginning of our opportunity to collaborate with Everyday Heroes. [Red Nose Day](#) has resources for the entire school year, and believes that every child, no matter how small, has the power to make a difference for others! More to come!



# Ways I Can Be an Everyday Hero at Home

**Everyday Heroes use their superpowers to be kind, thoughtful, and helpful, and work hard to understand how others feel.** We can be everyday heroes at home and at school. Hang this on your refrigerator. Each week, keep track of the superpowers you used and how often you used them.

## TO BE KIND AND CARING THIS WEEK

- I took turns when I was playing
- I was nice to my brother and sister
- I said sorry when I wasn't nice
- I recognized how someone else was feeling
- I asked the grownups how I could help
- I shared my ideas with others
- I wrote down what I am grateful for
- I was nice to my brother or sister
- I did something nice without being asked
- I said "please" and "thank you"
- When I needed help, I asked for it
- I played with my brother or sister
- When I saw a mess, I helped clean it up
- I noticed when people in my family were kind to each other
- I said thank you when someone was nice to me.
- I made a mistake, but I'll try harder next time.
- Add your ideas to the list!

## FILL IT IN!

Let's see how often we use our superpowers. Every time you do something kind, fill in a bubble.

Monday	<input type="radio"/>						
Tuesday	<input type="radio"/>						
Wednesday	<input type="radio"/>						
Thursday	<input type="radio"/>						
Friday	<input type="radio"/>						

The Everyday Hero Act I am most proud of is...

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Who in your life is an Everyday At-Home Hero this week, and why?

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## LESSON 2 | Writing for Informed Social Action



Celebrate the 100th day of school (or any day!) with the power of the pen.

### Objective

Students will use empathy and research skills to write persuasive letters supported by evidence-based claims.

### Time

135 minutes (or three 45-minute periods)

### Materials

- Video option: Videos from [rednoseday.org/videos](https://rednoseday.org/videos)
- Reading option: Passages from [rednoseday.org/read](https://rednoseday.org/read)
- Use the Power of Words to Be an Everyday Hero! activity sheet
  - version A for grades 2–3
  - version B for grades 4–5
- Envelopes and stamps (or mail letters digitally)

### Before Class

- Use this interactive map to find child poverty stats for your state or country: [bit.ly/2YHi9v7](https://bit.ly/2YHi9v7).
- Find your local elected officials and their mailing addresses on the government website for your city or town.

### REMOTE VERSION

Get a step-by-step version of this activity for students in Google Doc form at [RedNoseDayinSchool.org](https://RedNoseDayinSchool.org).

**1** Begin the lesson by showing this quote to the class: “Empathy is seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another.”—Alfred Adler, psychologist. Have students read it silently to themselves to internalize meaning. Then show the definition of *poverty*: the condition of not having enough money or goods to meet basic human needs such as food, shelter, and clothing.

**2** Share the videos and/or reading passages about child poverty in the U.S. and around the world. Spark a class discussion guided by the following questions:

- What themes or ideas were explored? What situations were unfair?
- Have you ever seen, heard about, or experienced injustice related to poverty?
- Did these stories make you feel empathy? Were you able to imagine yourself in that situation?
- What would you want to see changed in your own life and community related to this issue?

**3** Write this quote on the board: “When the whole world is silent, even one voice becomes powerful.”—Malala Yousafzai, education activist. Ask students if they think that they are capable of changing the world. Explain that, to celebrate the 100th day of school, they’re going to use the writing skills they strengthened this school year to do something powerful to make a difference in the lives of children.

**4** Tell students that they will be writing persuasive letters to their local

elected officials about child poverty. Their letters will inform officials of the problem, suggest a way to help, and ask them to be Everyday Heroes in the fight to eradicate child poverty. Emphasize that writing to their elected officials is a way to celebrate the education that they are receiving by using important literacy skills to be Everyday Heroes.

**5** Review the Use the Power of Words to Be an Everyday Hero! activity sheet with students. Have them use the Stats/Facts Bank on their sheet as well as information from your class discussion to support their arguments. (Older students can conduct their own research, time permitting.)

**6** After students draft their letters, they should revise and edit with the help of writing partners and teacher input. Work with your class to address and mail their letters. Encourage them to reflect on their experience and how they served as Everyday Heroes.

### Extensions

- Invite guest speakers from local government agencies to address your class about the importance of supporting children in need in your community.
- Older students can read chapter books dealing with child poverty, such as *Serafina’s Promise* by Ann E. Burg.
- Share more about Malala Yousafzai, using her story as an example of how young people can help make a difference in the lives of other young people. Learn more here: [malala.org/malalas-story](https://malala.org/malalas-story).

Name \_\_\_\_\_



# Use Words to Be an Everyday Hero!

You can help other kids by writing a letter to your elected officials asking them to help end child poverty.

## FACTS BANK



1 in every 6 children live in poverty in the U.S. That's 12 million children.



Poverty can make it hard to get an education.



Poverty can make it hard for kids to stay healthy.

DEAR \_\_\_\_\_,



Say who you are and why you are writing.



Explain how the elected official can help.



Thank the elected official for their time.



SINCERELY, \_\_\_\_\_

Name \_\_\_\_\_



# Use the Power of Words to Be an Everyday Hero!

Make a difference by writing to your elected officials **informing** them of the problem of child poverty. **Present an action** that can help, and **persuade** them to give their support. Time to create the best letter ever for children just like you!

## STATS/FACTS BANK



1 in every 6 children live in poverty in the U.S. That's 12 million children.



Poverty can get in the way of children getting an education.



Poverty can contribute to poor mental and physical health.



Many of the children's parents work, but don't earn enough to meet all needs.

**DEAR**  
\_\_\_\_\_,

**Introduce yourself.**

**State your concern and why you are writing. (Write from your heart!)**

**Offer a solution and explain how it would help.**

**Provide two or three reasons, evidence, and/or facts to support your concerns.**

**Conclude by strongly restating your concern(s) and asking for support in being an Everyday Hero.**

**Thank the elected official for their time and consideration.**

**SINCERELY,**  
\_\_\_\_\_

# Clean Water in Nepal

When people have clean water, they are healthier.

**W**hat would life be like if you didn't have clean water to drink? Thirteen-year-old Manita\* knows—and she's seen how clean water makes life better.

Manita lives in the village of Ambote in Nepal. A few years ago, before they had clean water, life was very different. Families had to get water from streams high up in the mountains. But climbing there was really hard. Carrying the heavy water was a lot of work. Even worse, the water outside wasn't protected from germs. Almost everyone in the community got sick often, just from drinking the water!

In fact, 700 people had to go to the local health clinic each month in 2010. But not anymore. Today, only about 65 people visit the health clinic each month—a huge difference. How did this happen? Ordinary people around the world raised money to build a new water system!

Here's how the new water system works. Giant pipes capture the natural spring water high up on the mountain. Gravity pushes the water down to faucet stands located throughout the community.

Instead of having to climb and search for water to carry home, now families can turn on a faucet right next to their homes. And



because the water is protected from germs, the health of the community has been transformed for the better.

"Before the water project came in, we had more sick people in the village," Manita shared.

For kids like Manita, better health means being able to go to school. Now she can study math, science, English, and Nepali with other 9th graders. That means Manita can dream bigger!

"I want to be a scientist," Manita declared. "I want to make medicines to cure the ill." With clean water and an education, Manita can work on keeping her community healthy for years to come!

*\* Name has been changed to protect privacy.*

# Hunger in Missouri

## Filling backpacks and hungry tummies

One in six American children aren't sure where they will find their next meal. Kitiana, a 10-year-old from Springfield, Missouri, is one of the children who face hunger.

"When I was really young, I walked in the kitchen thinking, 'What's for breakfast?' But there was nothing in the cabinets, and I thought, 'Oh no,'" remembers Kitiana. "My mother caught me digging in the cabinets and said, 'Sorry, we can't have anything for breakfast, lunch, or dinner today.' So we just snacked a little. It made me feel so hungry. It felt pretty bad."

Now Kitiana and her brother, Thomas, a first-grader, live with their grandma. Their grandmother used to work, but had to stop after adopting her grandchildren. Kitiana and her brother take food home every week through the Backpack Program.

The Backpack Program provides hungry children with backpacks full of nutritious and easy-to-prepare food on Friday afternoons so they have food to eat throughout the weekend. During the week, children can get food at school.

The Backpack Program is one way that local food banks are helping to keep children safe from hunger. A food bank



is an organization that gives free food to people who need it.

"My favorite thing in the backpack is the spaghetti and chocolate milk," Kitiana says. "It makes me feel fantastic to bring the backpack home!"

Kitiana explains that because her grandmother sometimes gets sick and can't cook a lot of food, she has the children grab something from their backpacks to help when they're hungry.

"I'm glad the Backpack Program is here, because we have enough now, but one day we could run out of money and run out of food, but at least we'll have things from our bags."

# A Path to Education in Bhutan

Education creates possibilities for the future.

**E**very morning, when Pema\* was four, he would walk through fields of rice and corn in the country of Bhutan.

But unlike the rest of his family, Pema would keep going—past the fields that his relatives worked for generations. After 15 minutes climbing the foothills of the Himalayan mountains, he'd reach his destination: an old building that has been turned into a preschool.

Pema's district is one of the poorest in the country. It's also *remote*, which means it's far away from where other people live, so it's difficult to connect children to schools. Many children fall behind in reading, writing, and math before finishing first grade.

To help, organizations trained preschool teachers throughout Bhutan to help children like Pema learn and stretch their imaginations.

"I like all the learning corners," Pema said about his preschool. His favorite corner was pretend play. There, he could pretend to be a farmer like his parents, shop at the market, work at the local health center, or cook a Bhutanese meal.



"Before the training, pretend play here was playing with dolls," the teacher explained. "Now we include community elements, like the farming tools. The children take interest because they have seen their parents using these and doing this."

But there's nothing imaginary about the skills Pema developed. His mother, Jamba, said, "Compared to his siblings, Pema is starting much earlier. He knows his ABCs and is starting to read." This was important preparation for elementary school.

Although Jamba is unable to read or write, she knows that once a path for education is created, the possibilities are endless.

\* Name has been changed to protect privacy.

## LESSON 3 | Building Empathy Through Reading



During National Reading Month, get students reading an informational text and developing empathy for those in need.

### Objective

Students will determine the main idea of a text and locate supporting evidence while practicing empathy.

### Time

Two 15-minute lessons (start day 2 with step 8)

### Materials

- What You Can Do to Help Fight Poverty activity sheet
  - version A for grades 2–3
  - version B for grades 4–5
- Videos about child poverty at [rednoseday.org/videos](https://rednoseday.org/videos)
- Optional: Additional Reading Passages [rednoseday.org/read](https://rednoseday.org/read)

### REMOTE VERSION

Get a step-by-step version of this activity for students in Google Doc form at [RedNoseDayinSchool.org](https://RedNoseDayinSchool.org).

**1 Tell students** When we read informational texts, we learn facts. We can use those facts to understand other people's experiences and feelings better.

**2 Distribute** the Everyday Heroes reading passage.

**3 Ask** What do you think you are going to learn about in this passage? Based on the first paragraph, what do you predict the main idea is? Have students underline or highlight the sentence that they think states it.

**4 Remind** students that they may encounter unfamiliar words as they read, but they can use clues around the word to figure out the meaning. Have students identify the context clues surrounding these words and work in pairs to figure out the definitions.

- **poverty** (paragraph 1)
- **illiteracy** (illiteracy section title)
- **vulnerable** (sickness section, version B)
- **nutritious** (sickness section)

**5 Read** the rest of the passage, choosing the method that meets the needs of your class.

- Read the passage aloud.
- Have students read the entire passage independently.

- In pairs, have one student read the problem and the other student the solution. Repeat.

**6 Ask** Now that you have read the whole passage, was your guess about the main idea correct? Write the main idea on the board. Then have students list specific supporting details.

**7 Reflect** As appropriate for your class, have students make connections between the passage sections. For example, how are hunger and sickness interconnected? Homelessness and illiteracy?

**8 Say** Now that we have learned facts about poverty, let's try to understand people's experiences better. Have students write or draw a journal entry from the point of view of a child experiencing one of the problems included in the reading passage. Invite students to share their work.

**9 Go Further:** Share the videos and ask students: Can you identify the problems and the solutions presented in the videos?

# How You Can Help Fight Poverty

There are millions of kids in the U.S. and around the world who are living in *poverty* and do not have what they need to feel safe, stay healthy, and learn. Poverty is a big problem made up of smaller ones that need solutions. Follow the steps below to help other kids like you!



## Fight Illiteracy

**Problem:** Some kids don't have books at home and are not able to go to preschool, so it can be harder for them to learn how to read.

**Solution:** Write a letter to your town government. Ask them to make sure all kids can have books and early education. If you have books at home, you could pick some to donate.



## Fight Sickness

**Problem:** Many families aren't able to visit the doctor or get medicine. That makes it hard for kids to stay healthy.

**Solution:** You can help keep yourself and other kids from getting sick by washing your hands so germs don't spread. Write to your principal asking for *nutritious* food options at school to help keep kids healthy.



## Fight Homelessness

**Problem:** When kids don't have a home to go to after school, it is hard for them to feel safe and cared for. They are also less likely to have all the supplies they need for class.

**Solution:** Make all students feel safe by always being kind. If your family is able to, volunteer at a homeless shelter to help those in need.



## Fight Hunger

**Problem:** One in five U.S. children don't have enough nutritious food to eat that can help them stay healthy. That can make it hard to pay attention in school.

**Solution:** You could host a canned food drive, then deliver the donations to a local food pantry that feeds hungry kids and families.

# What You Can Do to Help Fight Poverty

Millions of kids in the U.S. and around the world are living in *poverty*. They may not have what they need to feel safe, stay healthy, and learn. Poverty is a big problem made up of many smaller ones that need solutions. Follow the steps below to help make a difference for kids in need. These small acts add up!



## Fight Illiteracy

**Problem** Some kids don't have books to learn how to read, and many families in the U.S. are not able to send their kids to preschool, so they fall behind in learning.

**How you can help** Use your writing skills to write to local lawmakers, encouraging them to act quickly to make sure all kids have access to early education programs. If you have books at home, you could pick some to donate to a local charity center.



## Fight Sickness

**Problem** Many families don't have access to doctors or medicine. That makes some kids more *vulnerable* to getting sick.

**How you can help** Be sure to wash your hands regularly to prevent germs from spreading at school and getting other kids sick. You could also write a persuasive letter to your principal asking for *nutritious* food options at school to help keep all kids healthy.



## Fight Homelessness

**Problem** When kids don't have a home to go to after school, it is hard for them to feel safe and cared for. They are also more likely to miss school and not have basic school supplies.

**How you can help** Make all students feel supported by always practicing kindness. If your family is able to, volunteer at a homeless shelter to help those less fortunate than you.



## Fight Hunger

**Problem** One in five U.S. children faces hunger at some point during the year, meaning they don't have enough nutritious food to eat. That can make it hard to concentrate in school.

**How you can help** You could host a canned food drive and then deliver the donations to a local food pantry that will feed the hungry.

**LESSON 4 | Literacy, Empathy, and Humor**

Harness the power of humor to build students' literacy skills while exploring how comedy and creativity can make a difference.

**Objective**

Students will use multiple-meaning words and figurative language to write and deliver jokes for a cause. They will also read and speak expressively.

**Time**

40 minutes

**Materials**

- Make a Difference With Comedy activity sheet
- Joke list or joke books (see step 2)
- Videos (optional) and reading passages about child poverty at [rednoseday.org/videos](https://rednoseday.org/videos)
- [rednoseday.org/read](https://rednoseday.org/read)

**REMOTE VERSION**

Get a step-by-step student version in Google Doc form at [RedNoseDayinSchool.org](https://RedNoseDayinSchool.org).

**1 Invite** students to share what makes them laugh. Explain that many jokes contain:

- **puns** jokes based on multiple-meaning words (like *run*) or words that sound the same (like *I* and *eye*)
- **hyperbole** an exaggeration

**2 Direct** students to search for puns and hyperbole in kids' jokes.

Use the joke list, books from your library, or choose from the following:

- *101 Math Jokes* by Erin O'Connor
- *101 School Jokes* by Katy Hall
- *United Jokes of America* by Alan Katz and Caissie St. Onge

**3 Show** that every joke has a setup and a punch line.

- Setup: Why was six afraid of seven?
- Punch line: Because seven eight nine!

Ask students where the pun is. (Answer: The number *eight* and the word *ate* sound the same.)

**4 Have** students identify the setup and the punch line in their favorite jokes from step 2. Do their jokes contain any puns or hyperbole? (For advanced kids, ask: If not, what other aspects of humor can they identify?)

**5 Model** telling a joke without expression, then with expression. Have students practice delivering their favorite joke aloud to a partner.

**6 Hand** out the activity sheet. Have students write their own jokes.

**Applying Writing and Speaking Skills**

Humor is lots of fun, but it is also a tool that people can use to help others. Tell students they will use the power of their own voices—the writing and speaking skills they work hard to develop in school—to help children in need by participating in the Red Nose Day Joke-Ha-Thon. **Share** the videos and stories about child poverty to start the conversation and inspire them to get involved. Discuss the end of the activity sheet.

**Kids Helping Kids: The Red Nose Day Joke-Ha-Thon**

Join the **Red Nose Day Joke-Ha-Thon** for a fun, easy, and meaningful classroom or virtual experience that your students will never forget!

From April Fool's Day through Red Nose Day on May 27, students across the country will tell their best jokes within their classrooms, schools, and communities to spread some much-needed joy and raise some life-changing cash. To get started visit [RedNoseDay.org/JokeHaThon](https://RedNoseDay.org/JokeHaThon) for free start-to-finish

resources to create your fundraiser. Then (time for a math connection!), fundraise to help children living in poverty in the US and around the world. Every penny counts!



Name \_\_\_\_\_

# Make a Difference With Comedy

Plan out your own jokes, then answer the question about why you want to use jokes and comedy to help others.

## 1. Jot Down Ideas

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## 2. Write Your Own Joke(s)

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### Types of Jokes

- Puns
- Hyperbole
- Silly situations
- Knock-knock
- (Add any others you can think of!)

### Joke Tip

- Try “backwards planning”: Identify your pun or punch line—then think of a situation that could end that way.

## Make a Difference!

When you tell your jokes, you have people’s attention. You can use that time to talk about other issues that are important to you, like helping other kids just like you.

What facts about child poverty do you want your audience to know?

# **JOKE LIST**

## **Borrow One of These or Write Your Own!**

**How many tickles does it take to make a squid laugh?**

Ten-tickles!

**What do you call a nosy pepper?**

Jalapeño Business.

**Why did the carpenter go to the beauty salon?**

He needed his nails done!

**Where do roses sleep at night?**

In their flowerbed!

**Why are eyeshadow, lipstick and mascara never mad at each other?**

Because they always make-up!

**Why was the shoe bad at gymnastics?**

She was a flip-flop!

**Which band never turns left or right?**

One Direction!

**What do ponies do when they fall in love?**

They get mare-eed!

**What should you do if you bite off more than you can chew?**

Spit it out!

**Why wouldn't the hermit crab give the mollusk a ride in his shell?**

Because he didn't want to pull a mussel!

**How do you cut a wave in half?**

Use a sea saw.

**Why did the genie get mad?**

Because he was rubbed the wrong way!

**What flower is the best kisser?**

Tulips!

**What is a good time to go to the dentist?**

Tooth-Hurty

**What did the balloon say to the pin?**

Hi, Buster!

**What do aliens like in their hot chocolate?**

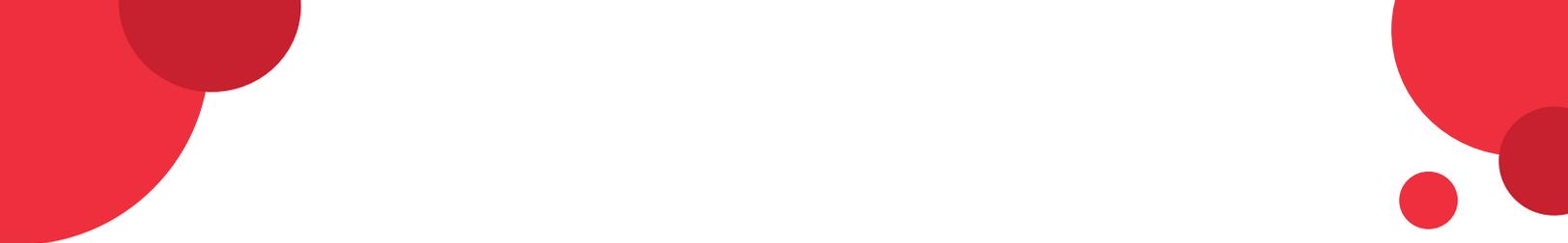
Martian-mallows.

**What did one volcano say to the other volcano?**

I lava you.

**Where do horses live?**

In neigh-borhoods



**Why did the lawyer show up in his underwear?**

He forgot his lawsuit!

**How do trees get onto the Internet?**

They log on!

**How does the ocean say hello?**

It waves.

**What do ghosts use to wash their hair?**

Sham-BOO!

**Why can't your nose be 12 inches long?**

Then it would be a foot.

**What did the left eye say to the right eye?**

Between you and me, something smells!

**Why can't you tell a joke standing on ice?**

Because it might crack up!

**If seagulls fly over the sea, what flies over the bay?**

Bagels.

**What day do chickens hate most?**

Fry-days!

**What do you call a bear with no teeth?**

A gummy bear.





**What do you give a lemon in distress?**

Lemonade!

**What does a weiner dog say when he crosses the finish line?**

I'm a weiner!

**What do you call a bee that's having a bad hair day?**

A Frisbee.

**What's a ballerina's favorite type of bread?**

A bun!

**What is the corn's favorite music?**

Pop!

**What time of year do people get injured the most?**

In the Fall!

**Why was the politician out of breath?**

He was running for office!

**What is rain's favorite accessory?**

A rainbow!

**Why can't Monday lift Saturday?**

It's a weak day!

**Why did the quarterback take the hardest classes?**

Because he knew he would pass!

