

Extensions

These activities are intended to provide additional support to the content covered during the KCC. Teachers and students can create dialogue around the topics and activities presented in these extensions.

Vulnerability

Engage students in viewing and, or completing these vulnerability activities:

[Video Lesson - Friendship Soup Recipe: A NED Short - YouTube](#)

Empathy

Engage students in viewing and, or completing these empathy activities:

[The Empathy Game #2 - YouTube](#)

Compassion

Engage students in viewing and, or completing these compassion activities:

[DIY - The Compassion Game | Brain Games - YouTube](#)

Kindness

Engage students in viewing and, or completing these compassion activities:

[The Science of Kindness - YouTube](#)

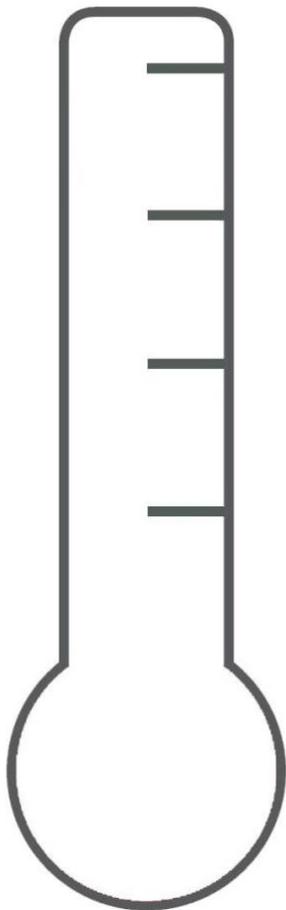
Kindness Capacity Thermometer Worksheet

Color up to the line for each Vulnerable/Empathetic/Compassionate/Kindness act you complete or witness.

Green for a kindness act you complete

Blue for a kindness act you witnessed

Yellow for a kindness act you encouraged



 ACTIVE

 IGNITION

 DORMANT

Kindness Capacity Assessment

How would you describe your kindness capacity? Circle your response.

1. I notice when others are kind to me.
(Y) (N)
2. I display acts of kindness to others, at school/work.
(Y) (N)
3. I support others when I know they receive unkind acts.
(Y) (N)
4. I create a positive environment so that others can be kind.
(Y) (N)
5. I contribute to a positive environment so that others can be kind.
(Y) (N)
6. I show compassion when others are hurting.
(Y) (N)
7. I show empathy when others are hurting.
(Y) (N)
8. I show others gratitude when I receive acts of kindness.
(Y) (N)
9. I hold others accountable to kindness standards.
(Y) (N)
10. I hold myself accountable to kindness standards.
(Y) (N)

The following score ranges describe the state of your kindness capacity:

- Dormant Kindness Capacity (score of 0-2 Ys)
- Ignition Kindness Capacity (score of 3-5 Ys)
- Active Kindness Capacity (score of 6-10 Ys)

Alternate Kindness Capacity Assessment

How would you describe your kindness capacity? Circle your response.

1. I see when others are kind to me.
(Y) (N)
2. I am kind to others at school/work.
(Y) (N)
3. I am a friend to others when they are sad.
(Y) (N)
4. I help others to be kind.
(Y) (N)
5. I show others how to be kind.
(Y) (N)
6. I show compassion when others are hurting.
(Y) (N)
7. I show empathy when others are hurting.
(Y) (N)
8. I show others gratitude when I receive acts of kindness.
(Y) (N)
9. I remind others of different ways to be kind.
(Y) (N)
10. I remind myself of different ways to be kind.
(Y) (N)

The following score ranges describe the state of your kindness capacity:

- Dormant Kindness Capacity (score of 0-2 Ys)
- Ignition Kindness Capacity (score of 3-5 Ys)
- Active Kindness Capacity (score of 6-10 Ys)

Additional Resources

Other Ways to Say

Teachers can use these descriptions in their discussions as is age-appropriate and age responsive to the 1st, 2nd, and 3rd grade students.

- A. Vulnerable: Open to *saying*
 - B. Empathy: Open to *feeling*
 - C. Compassion: Open to *understanding*
 - D. Kindness: Open to *saying, feeling, understanding, and showing friendliness*
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These are additional resources which help educators, parents and the caregivers of children and the youth understand Socio-Emotional Learning (SEL), as well as transdisciplinary approaches to humanist and neuroscience curriculum programs such as *You are the Difference*.

1. Collaborative for Academic, Social, Emotional Learning
[CASEL - CASEL](#)
2. The impact of SEL on student outcome <https://youtu.be/YMDp8FHvZt0>
3. UC Berkeley's the Greater Good Magazine
 - [Greater Good: The Science of a Meaningful Life \(berkeley.edu\)](#)
 - [Compassion | Greater Good \(berkeley.edu\)](#)
 - i. Check out the Compassionate Love Quiz
 - [Empathy | Greater Good \(berkeley.edu\)](#)
 - i. Check out the Empathy Quiz
 - [Social Connection | Greater Good \(berkeley.edu\)](#)
 - i. Check out the Social Capital Quiz. How does it relate to vulnerability?
 - [Diversity | Greater Good \(berkeley.edu\)](#)
 - i. Check out the Connection to Humanity Quiz
4. You are the Difference
 - [Kindness | The quality of being friendly, generous, and considerate. \(urthedifference.com\)](#)

Key Terms in Cross-Cultural Discourse

1. **Culture:** In its broadest sense is cultivated behavior; that is the totality of a person's learned, accumulated experience which is socially transmitted, or more briefly, behavior through social learning.
2. **Cross Cultural:** "Interaction between individuals from different cultures. The term cross-cultural is generally used to describe comparative studies of cultures. Intercultural is also used for the same meaning." (Senior Council, 2021)
3. **Cross Cultural Competence** - "is the final stage of cross-cultural learning and signals the individual's ability to work effectively across cultures. Cross cultural competency necessitates more than knowledge." (Senior Council, 2021)
4. **Cultural Competency** - "The ability to respond respectfully and effectively to people of all cultures, classes, ethnic backgrounds and religions in a manner that recognizes and values cultural differences and similarities." (Senior Council, 2021)
5. **Cross Cultural Knowledge** - "Refers to a surface level familiarization with cultural characteristics, values, beliefs and behaviors. It is vital to basic cross-cultural understanding and without it cross-cultural competence cannot develop." (Senior Council, 2021)
6. **Diversity:** "The concept of diversity means understanding that each individual is unique, and recognizing individual differences along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. Primary dimensions are those that cannot be changed e.g., age, ethnicity, gender, physical abilities/qualities, race and sexual orientation. Secondary dimensions of diversity are those that can be changed, e.g., educational background, geographic location, income, marital status, parental status, religious beliefs, and work role/experiences." (Senior Council, 2021)

The vastness of diversity is displayed in the Dimensions of Diversity listed in Table 4.

7. **Stereotype: Stereotypes** - "Stereotypes (or "*characterizations*") are generalizations or assumptions that people make about the characteristics of all members of a group, based on an inaccurate image about what people in that group are like. For example, Americans are generally friendly, generous, and tolerant, but also arrogant, impatient, and domineering. Asians are humble, shrewd and alert, but reserved. Stereotyping is common and causes most of the problems in cross-cultural conflicts." (Senior Council, 2021).
8. **Stigma:** "A term describing the condition of possessing an identity which has been branded 'spoiled' or discredited identity by others. Examples of negative social stigmas are physical or mental handicaps and disorders, as well as an affiliation with a specific nationality, religion or ethnicity." (Senior Council, 2021)

Dimensions of Diversity

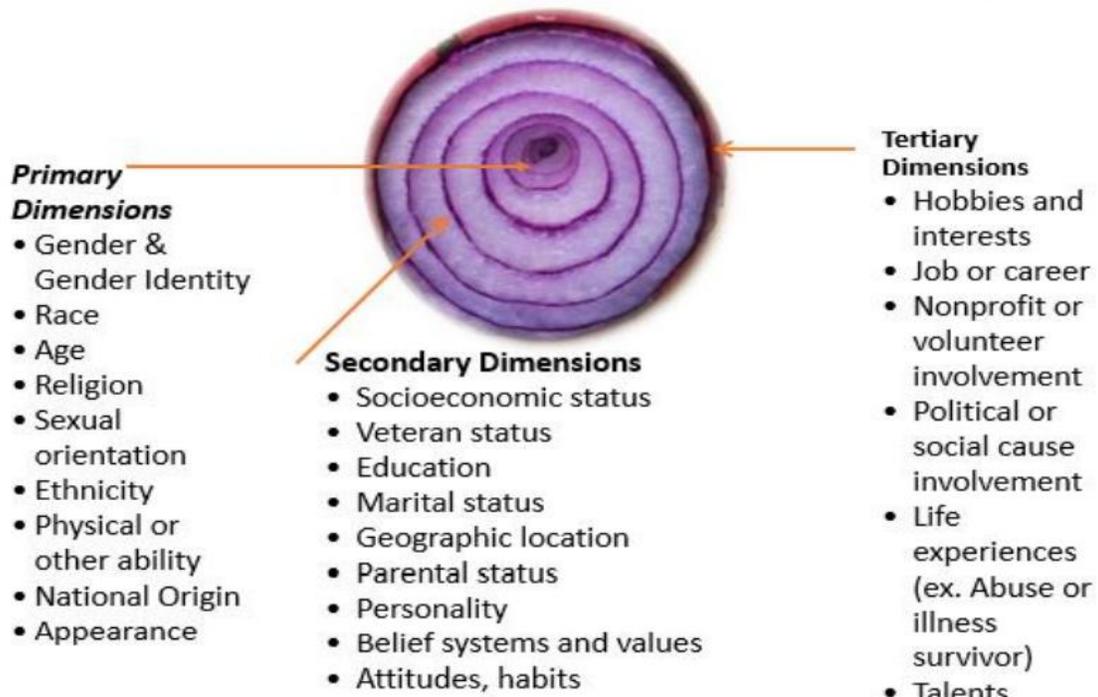


Table 4. Dimensions of Diversity, NCSEA

Keep up with the Work of *You are the Difference*

1. Follow us on social media! We are on Facebook, Twitter and Instagram.
2. Support our goal of making your school community a You are the Difference community by donating your time to an organization in need. What cause can you lend a hand to?
3. Join our community and spread the word. We sell products to encourage kindness including Kindness Tokens, T Shirts, and more.



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