



KINDNESS CAPACITY CURRICULUM

GRADES

1st, 2nd, and 3rd

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Disclaimer

The Kindness Capacity Curriculum™ (KCC) is not intended to act as a substitute for, nor should it be utilized in place of medical, mental, or other health advice. In compliance with the existing school, district, and state laws and policies, teachers should inform school leadership of any, and all events or disclosures made by students and other teachers which are of concern. You are the Difference recommends that school leadership take the responsibility of supporting staff and students whose mental health and well-being needs go beyond the scope of this curriculum.

Non-Discrimination Statement

You are the Difference does not discriminate on the basis of race, color, national origin, disability, age, sex, religion, political beliefs, and other social identity markers. This institution is an equal opportunity employer and provider.

You are the Difference Impact Statement

You are the Difference is committed to making a social impact and creating programming which serves the public good.

You are the Difference Overview

Kindness is at the core of the You are the Difference programs, which seek to inspire and empower students and teachers, children and adults alike to recognize and encourage kindness. You are the Difference envisions school communities and neighborhoods which flourish in kindness through their programs and initiatives geared toward teaching the individual power each person possesses as a conduit of kindness. Further, You are the Difference programs believes in celebrating acts of kindness

in both tangible and intangible ways. Therefore, You are the Difference Kindness' Tokens celebrate such acts and also serve as a reminder that each person carries the potential to make the world a better place.

You are the Difference relies on scholarly evidence-based research to design and implement its programs. It also relies on co-collaboration with humanist educator practitioners such as counselors and socio-emotional coordinators who work directly in the field of humanist education.

The programs created by You are the Difference are centered in cultural responsiveness pedagogy and are differentiated for the responsive needs of children from diverse socio-economic backgrounds. Thus, they are inclusive programs that respond to the needs of diverse adult and child learners.

A Note on the Student Module

The lessons presented in the Kindness Capacity Curriculum™ (KCC) cover the values that are foundational to development of kindness. The lens used in the curricula foster practices which are supported to the social and emotional development of students. Based on research You are the Difference adopted a transdisciplinary framework in developing the scope of the curriculum.

1. Student-centered and promotes student agency
2. Inclusive and relies on small Multiple Capacity Groupings
3. Differentiated with multiple reteach and intervention strategies
4. Scaffolded and promotes deep and thick thinking
5. Rich with a variety of resources which promote learning engagement

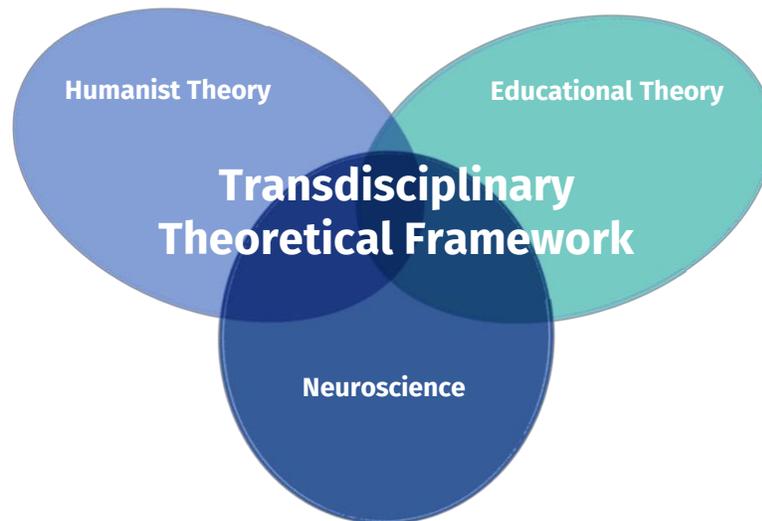


Table 1. Transdisciplinary Theoretical Framework

Unit Presentation

You are the Difference engages in lessons that rely on what it determines as the essential foundation of the KCC which are as follows:

Unit 1: Vulnerability – 5 Lessons

Unit 2: Empathy – 5 Lessons

Unit 3: Compassion – 5 Lessons

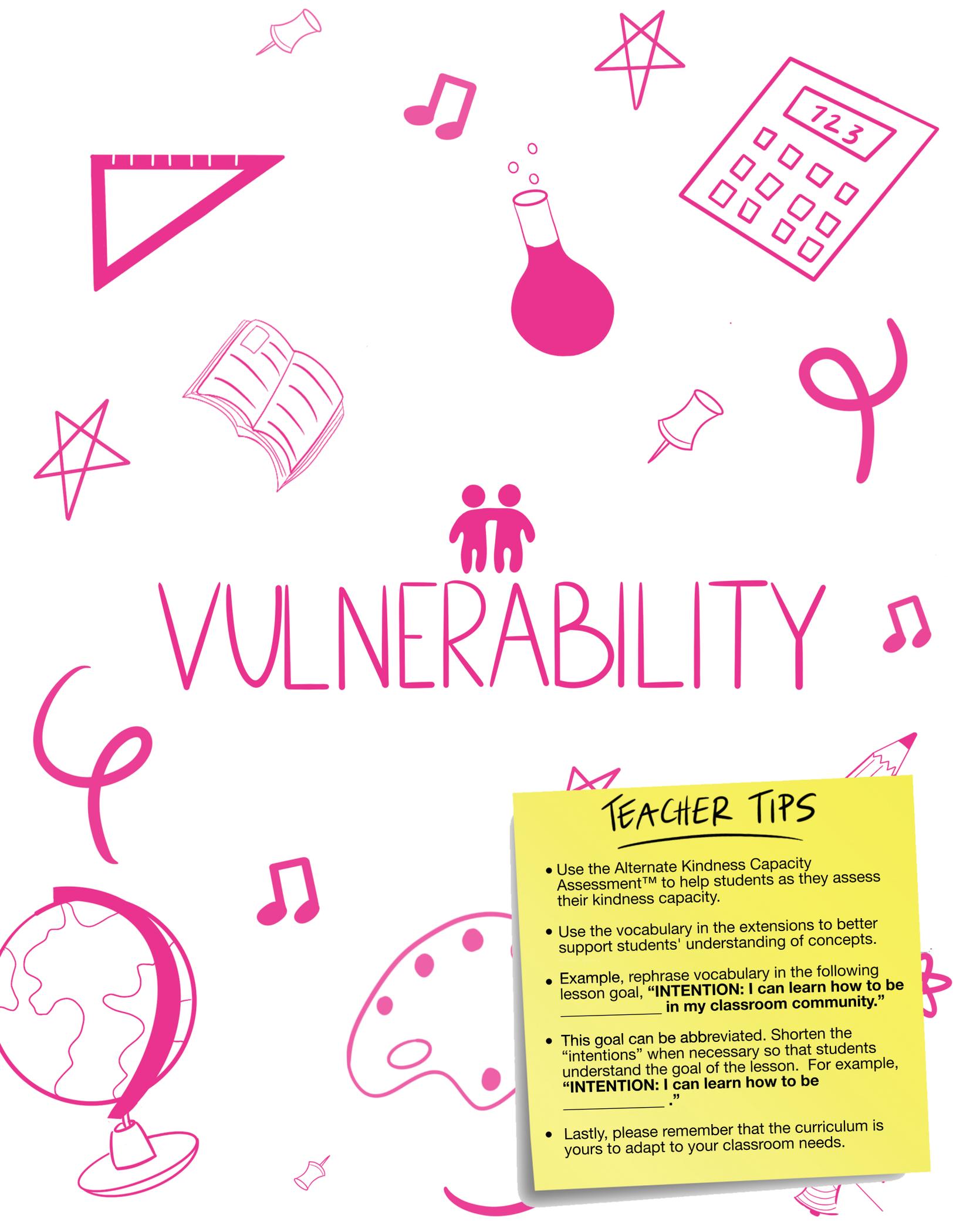
Unit 4: Kindness – 5 Lessons

Lesson Structure

The lesson structure for *You are the Difference* curriculum is designed to align with the following process:

1. **Introduction:** Teacher Led
2. **Exploration:** Student Led
3. **Connection:** Teacher & Student Co-Constructed
4. **Closing:** Student Led

Continue to: Unit 1, Lesson 1



VULNERABILITY

TEACHER TIPS

- Use the Alternate Kindness Capacity Assessment™ to help students as they assess their kindness capacity.
- Use the vocabulary in the extensions to better support students' understanding of concepts.
- Example, rephrase vocabulary in the following lesson goal, "**INTENTION: I can learn how to be _____ in my classroom community.**"
- This goal can be abbreviated. Shorten the "intentions" when necessary so that students understand the goal of the lesson. For example, "**INTENTION: I can learn how to be _____.**"
- Lastly, please remember that the curriculum is yours to adapt to your classroom needs.



UNIT 1, LESSON 1

Grade	1st, 2nd, 3rd
Lesson Focus	Intro to Kindness and Vulnerability as a Pathway to Kindness
<u>INTENTION</u>	I can review the status of my kindness by completing the Kindness Capacity Assessment.
Duration	15 minutes
KCC Lesson Guide	Unit 1, Lesson 1

Unit Overview

CONTENT AREA: Interpersonal Effectiveness & Cross-Cultural Effectiveness

GOAL: Students will determine and develop their kindness capacity.

COMPETENCY INDICATOR: Students will make meaningful reflections upon their vulnerability skills and practices.

EXPECTED RESULTS: Students will engage with shifts and transitions.

OBJECTIVE: Each student will be supported to determine their kindness capacity and develop vulnerability skills to grow to active levels.

Content Area and Skill Levels

INTERPERSONAL EFFECTIVENESS

- Respect others
- Relate well with others
- Participate effectively in groups
- Develop healthy friendships

CROSS-CULTURAL EFFECTIVENESS

- Appreciate their own culture
- Respect others as individuals and accept them for their cultural membership
- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

Continue to: Step 1 – Intro Assessment & Placement

Step 1: Intro Assessment & Placement (15 Minutes)

INTENTION: I can review the status of my kindness by completing the Kindness Capacity Assessment.

Start with the KCC Assessment.

TEACHER TASK

The teacher begins by introducing the topic of kindness to the students. They begin by asking the students questions to see how they conceptualize kindness. The teacher also shares their concept of kindness and co-creates a definition of kindness with the students.

Next, the teacher tells the students that today they are going to learn about their kindness capacity. They follow a similar pattern of asking and answering questions about what kindness capacity could mean. Again, the teacher shares their views too. **The teacher explains that kindness is something that grows, once we learn, develop the skills, and practice those skills. The teacher also lets them know that vulnerability, empathy, and compassion are pathways to kindness**

Then, the teacher lets the students know that they are going to do a *Kindness Capacity Assessment* to help them score their kindness capacity. The teacher allows the students to find a comfortable place in the classroom where they can take the assessment and then score themselves.

INSTRUCTIONS: Please read through the declarative sentences to help you assess the current level of your kindness capacity. Declarative sentences by nature, are affirmative and reveal our feelings about a particular topic. Thus, the sentences represent the standards of the Kindness Capacity model designed by *You are the Difference*. After reading the sentence, select yes (Y) or no (N) as indicated at the end of the sentence. Once all 10 sentences have been answered, tally your score, and rate your kindness capacity.

PLACEMENT: Teachers support students in being placed in the Kindness Capacity Curriculum™ multi-capacity groups based on their scores. Groups of students should have a range of different levels or states of kindness capacity.

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)

End of Unit 1, Lesson 1



UNIT 1, LESSON 2

Grade	1st, 2nd, 3rd
Lesson Focus	Intro to Vulnerability
<u>INTENTION</u>	I can learn how to be vulnerable in my classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 1, Lesson 2

Step 2: Exploration into KCC (15 Minutes)

INTENTION: I can learn how to be vulnerable in my classroom community.

Students explore what they think it means to create kindness.

STUDENT TASK

Following the completion of the assessment, and their scoring (by themselves) students are placed into the following group activity to help them build their understanding of vulnerability. Students work within this group for a period of one week as they provide support for each other in building their vulnerability skills.

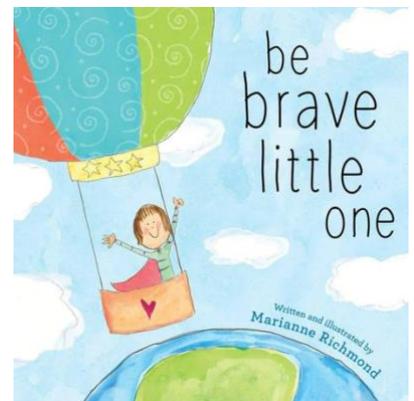
Students begin the lesson by identifying the objective of the week's lesson. They begin by taking turns stating their intention for the work to be done within the group. They are welcomed by the group members then they proceed to the activities listed.

Teachers act as facilitators throughout this process by asking guiding questions and helping accurately reflect individual and group ideas.

(Side Note) Groups work best when they are at least 3-5 students. If many students scored at the same capacity, create several small groups as opposed to one big group.

Activity: Be Brave Little One

- A. Students are grouped together.
- B. Students welcome each other and state their intention for the group.
- C. Students read through the book.
[BE BRAVE LITTLE ONE BY MARIANNE RICHMOND. \(Books read aloud\) - YouTube](#)
- D. Students each take turns discussing:
 - a. The ways the characters were brave.
 - b. How their braveness is like being vulnerable?
 - c. What could have caused the braveness to eventually cease?



This discussion about bravery prepares students to delve deeper into the work of vulnerability. The teacher reminds students of this connection.



UNIT 1, LESSON 3

Grade	1st, 2nd, 3rd
Lesson Focus	Vulnerability
<u>INTENTION</u>	I can practice how to be vulnerable in my classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 1, Lesson 3

Step 3: Exploration into KCC (cont.) (15 Minutes)

INTENTION: I can practice how to be vulnerable in my classroom community.

Students explore how to start practicing vulnerability.

STUDENT TASK

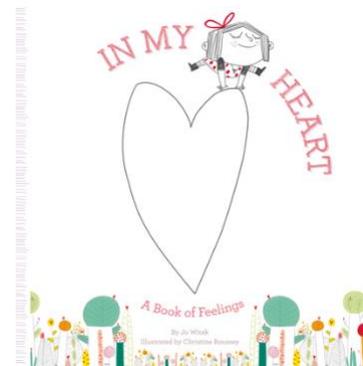
Students begin the lesson by re-stating the objective of the week's lesson. They begin by taking turns stating their intention for the work to be done within the group. They are welcomed by the group members then they proceed to the activities listed. Teachers act as facilitators throughout this process by asking guiding questions and helping accurately reflect individual and group ideas.

Students can utilize the Kindness Capacity Thermometer to help them recognize how they are being brave in their practice of vulnerability. (See Resources)

Activity: Defining Vulnerability

KCC defines Vulnerability as: the capacity for an autonomous self to connect with humanity or being emotionally connected to yourself and others.

- A. Students read a book about emotions. [In My Heart: A Book of Feelings | Read Aloud - YouTube](#). This book allows the teacher to segue to the topic of being vulnerable. With the assistance of the teacher, they then discuss the following:
 - a. How being brave is connected to being vulnerable?
 - b. How vulnerability can be a strength?
 - c. How can vulnerability help someone to practice kindness?
 - d. What can be done to help support someone being vulnerable in their classroom community?





UNIT 1, LESSON 4

Grade	1st, 2nd, 3rd
Lesson Focus	Vulnerability
<u>INTENTION</u>	I can recognize my friends who are brave in practicing vulnerability in my classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 1, Lesson 4

Step 4: Connect (15 Minutes)

INTENTION: I can recognize my friends who are brave in practicing vulnerability in my classroom community.

Students and teachers make connections between the simulation lesson and their practice of vulnerability in the classroom community.

TEACHER TASK

The teacher introduces the Kindness Tokens and explains that the tokens can be used to help them recognize when others are being brave and vulnerable. And that the tokens support them in this important work which leads to growing their kindness.

The teacher suggests that they each take turns reflecting on how members of the group were being brave and vulnerable today and the teacher invites them to pass on a token in the group when they make those recognitions.

The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.

The teacher lets the students know that they can also write a note or draw a picture when they pass along a token during the week. The note and the picture can be placed in their kindness jars throughout the week.





UNIT 1, LESSON 5

Grade	1st, 2nd, 3rd
Lesson Focus	Vulnerability
<u>INTENTION</u>	I can encourage the practice of vulnerability in my classroom community and beyond.
Duration	15 minutes
KCC Lesson Guide	Unit 1, Lesson 5

Step 5: Closing and Reflection of the Unit (15 Minutes)

Intention: I can encourage the practice of vulnerability in my classroom community and beyond.

Students engage in a “name it” closing activity.

Students may gather on the floor or sit facing each other in a circle for this activity.

The students demonstrate their knowledge and understanding of the activity by affirming their work with each other. They acknowledge the skills taught and the knowledge explored. They compliment each other by ending with the group activity using a sentence stem.

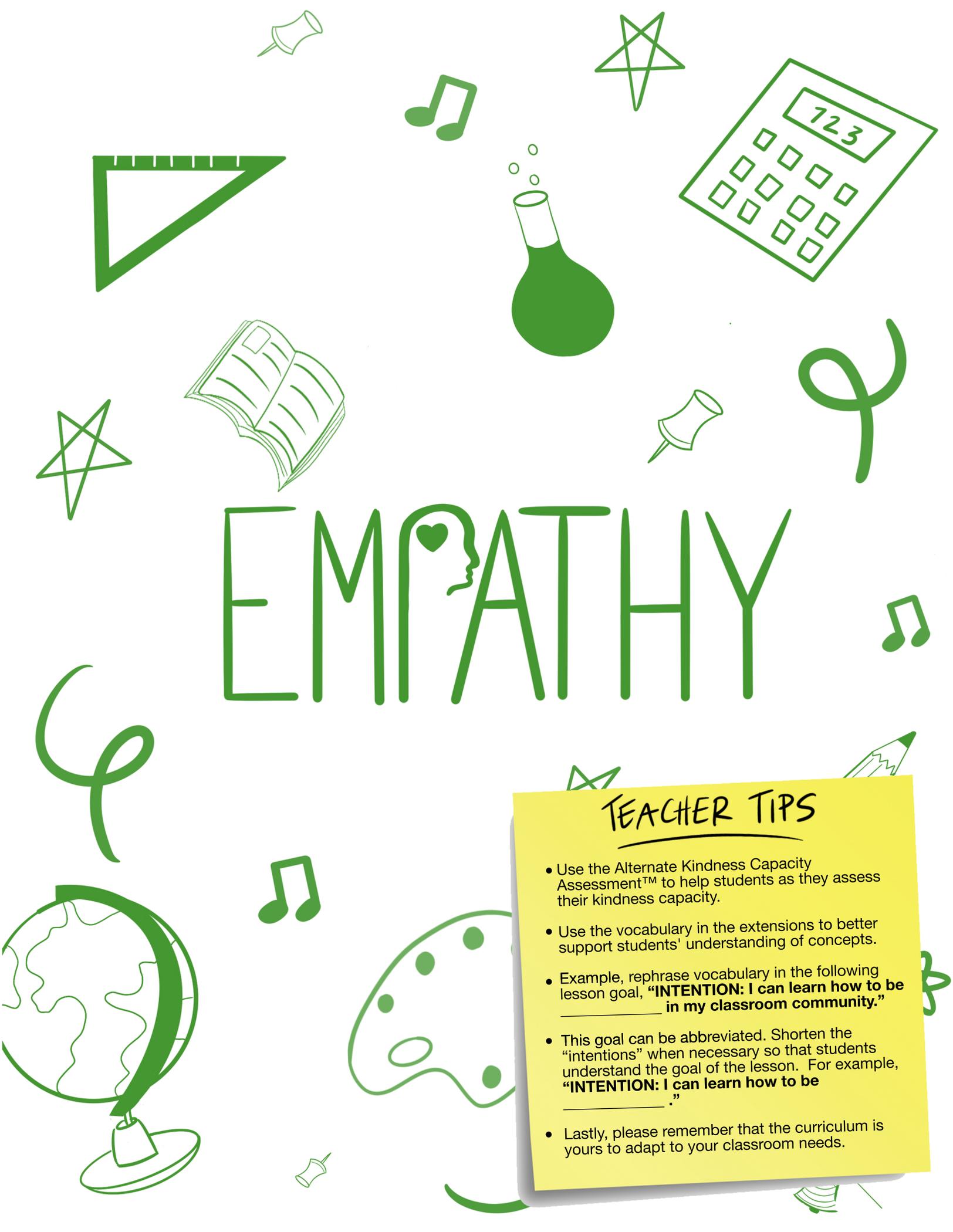
STUDENT TASK

Students gather together in their groups either on the floor or seated in their chairs.

1. They then are invited by their teachers to affirm their work this week. They may also pass on a token and kind note with this activity.
2. In affirming their work, students each take turns completing the sentence stem, “I see you when_____and that encourages vulnerability in my classroom community.”
3. Kindness notes are placed in their respective kindness jars.



End of Unit 1, Lesson 5



EMPATHY

TEACHER TIPS

- Use the Alternate Kindness Capacity Assessment™ to help students as they assess their kindness capacity.
- Use the vocabulary in the extensions to better support students' understanding of concepts.
- Example, rephrase vocabulary in the following lesson goal, "**INTENTION: I can learn how to be _____ in my classroom community.**"
- This goal can be abbreviated. Shorten the "intentions" when necessary so that students understand the goal of the lesson. For example, "**INTENTION: I can learn how to be _____.**"
- Lastly, please remember that the curriculum is yours to adapt to your classroom needs.

EMPATHY

UNIT 2, LESSON 1

Grade	1st, 2nd, 3rd
Lesson Focus	Empathy as a Pathway to Kindness
 INTENTION	I can review the status of my kindness by completing the Kindness Capacity Assessment.
Duration	15 minutes
KCC Lesson Guide	Unit 2, Lesson 1

Unit Overview

CONTENT AREA: Interpersonal Effectiveness & Cross-Cultural Effectiveness

GOAL: Students will determine and develop their kindness capacity.

COMPETENCY INDICATOR: Students will make meaningful reflections upon their empathy skills and practices.

EXPECTED RESULTS: Students will engage with shifts and transitions.

OBJECTIVE: Each student will be supported to determine their kindness capacity and develop empathy skills to grow to active levels.

Content Area and Skill Levels

INTERPERSONAL EFFECTIVENESS

- Respect others
- Relate well with others
- Participate effectively in groups
- Develop healthy friendships

CROSS-CULTURAL EFFECTIVENESS

- Appreciate their own culture
- Respect others as individuals and accept them for their cultural membership
- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

Continue to: Step 1 – Intro Assessment & Placement

Step 1: Intro Assessment & Placement (15 Minutes)

INTENTION: I can review the status of my kindness by completing the Kindness Capacity Assessment.

Start with the KCC Assessment.

TEACHER TASK

The teacher begins by introducing the topic of empathy to the students. They begin by asking the students questions to see how they conceptualize empathy. The teacher also shares her concept of empathy and co-creates a definition of empathy with the students.

Next, the teacher tells the students that today they are going to **reassess** their kindness capacity. They follow a similar pattern of asking and answering questions about what empathy capacity could mean. Again, the teacher shares their views too. **The teacher explains that empathy is something that grows, once we learn, develop the skills, and practice those skills. The teacher also reminds them that empathy is a pathway to kindness.**

Then, the teacher lets the students know that they are going to do a *Kindness Capacity Assessment* to help them score their empathy capacity. The teacher allows the students to find a comfortable place in the classroom where they can take the assessment and then score themselves.

INSTRUCTIONS: Please read through the declarative sentences before you. Declarative sentences by nature, are affirmative and reveal our feelings about a particular topic. Thus, the sentences represent the standards of the Kindness Capacity model designed by You are the Difference. After reading the sentence, select yes (Y) or no (N) as indicated at the end of the sentence. Once all 10 sentences have been answered, tally your score, and rate your kindness capacity.

PLACEMENT: Teachers support students in being placed in the Kindness Capacity Curriculum™ multi-capacity groups based on their scores. Groups of students should have a range of different levels or states of kindness capacity.

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)

End of Unit 2, Lesson 1

EMPATHY

UNIT 2, LESSON 2

Grade	1st, 2nd, 3rd
Lesson Focus	Intro to Empathy
 INTENTION	I can learn how to think with empathy in my classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 2, Lesson 2

Step 2: Exploration into KCC (15 Minutes)

INTENTION: I can learn how to think with empathy in my classroom community.

Students explore what they think it means to start thinking about others.

STUDENT TASK

Following the completion of the assessment, and their scoring (by themselves) students are placed into the following group activity to help them build their understanding of empathy. Students work within this group for a period of one week as they provide support for each other in building their empathy skills.

Students begin the lesson by identifying the objective of the week's lesson. They begin by taking turns stating their intention for the work to be done within the group. They are welcomed by the group members then they proceed to the activities listed.

Teachers act as facilitators throughout this process by asking guiding questions and helping accurately reflect individual and group ideas.

(Side Note) Groups work best when they are at least 3-5 students. If many students scored at the same capacity, create several small groups as opposed to one big group.

Activity: Zen Shorts

- A. Students are grouped together.
- B. Students welcome each other and state their intention for the group.
- C. Students read through the book.
[Zen Shorts | Can Cubs Storytime - YouTube](#)
- D. Students each take turns discussing:
 - a. The ways the characters thought about others.
 - b. Why it's important to think about others?
 - c. How their thinking helps them to be empathetic?
 - d. What could have happened if the characters were not empathetic?



EMPATHY

UNIT 2, LESSON 3

Grade	1st, 2nd, 3rd
Lesson Focus	Empathy
 INTENTION	I can practice how to be empathetic in my classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 2, Lesson 3

Step 3: Exploration into KCC (cont.) (15 Minutes)

INTENTION: I can practice how to be empathetic in my classroom community.

Students explore how to start practicing empathy.

STUDENT TASK

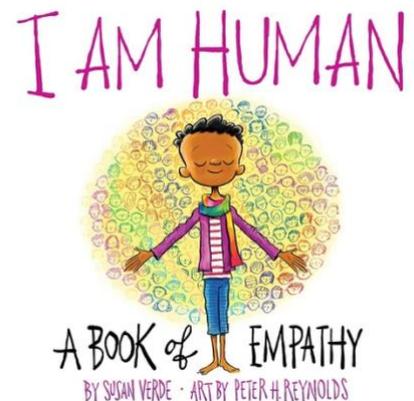
Students begin the lesson by re-stating the objective of the week's lesson. They begin by taking turns stating their intention for the work to be done within the group. They are welcomed by the group members then they proceed to the activities listed. Teachers act as facilitators throughout this process by asking guiding questions and helping accurately reflect individual and group ideas.

Students can utilize the Kindness Capacity Thermometer to help them recognize how they are being brave in their practice of empathy. (See Resources)

Activity: Defining Empathy

KCC defines Empathy as: the mind's capacity to connect to others OR the capacity to think about what it feels like for the other person. It is preceded by vulnerability.

- A. Students read the book [I AM HUMAN Read Aloud Book for Kids - YouTube](#). With the assistance of the teacher, they then discuss the following:
 - a. How thinking about others helps build empathy?
 - b. The ways empathy can be similar to being brave as they discussed in Unit 1.
 - c. How can empathy cause or help them in being kind?
 - d. What can be done to support the practice of empathy in their classroom community?



EMPATHY

UNIT 2, LESSON 4

Grade	1st, 2nd, 3rd
Lesson Focus	Empathy
<u>INTENTION</u>	I can recognize my friends who are thinking of others and showing empathy in my classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 2, Lesson 4

Step 4: Connect (15 Minutes)

INTENTION: I can recognize my friends who are thinking of others and showing empathy in my classroom community.

Students and teachers make connections between the simulation lesson and their practice of empathy in the classroom community

TEACHER TASK

The teacher re-introduces the Kindness Tokens and explains that the tokens can be used to help them recognize when others are thinking with empathy and support them in this important work which builds their capacity for kindness.

The teacher suggests that they each take turns reflecting on how members of the group were thinking with empathy today and the teacher invites them to pass on a token in the group when they make those recognitions.

The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.

The teacher reminds them that they can draw/write a picture/word when they compliment someone and place it in the kindness jar.



EMPATHY

UNIT 2, LESSON 5

Grade	1st, 2nd, 3rd
Lesson Focus	Empathy
 INTENTION	I can encourage the practice of empathy in my classroom community and beyond.
Duration	15 minutes
KCC Lesson Guide	Unit 2, Lesson 5

Step 5: Closing and Reflection of the Unit (15 Minutes)

Intention: I can encourage the practice of empathy in my classroom community and beyond.

Students engage in a “name it” closing activity.

Students may gather on the floor or sit facing each other in a circle for this activity.

The students demonstrate their knowledge and understanding of the activity by affirming their work with each other. They acknowledge the skills taught and the knowledge explored. They compliment each other by ending with the group activity using a sentence stem.

STUDENT TASK

Students gather together in their groups either on the floor or seated in their chairs.

1. They then are invited by their teachers to affirm their work this week. They may also pass on a token and kind note with this activity.
2. In affirming their work, students each take turns completing the sentence stem, “I see you when _____ and that encourages empathy in my classroom community.”
3. Kindness notes are placed in their respective kindness jars.





COMPASSION

TEACHER TIPS

- Use the Alternate Kindness Capacity Assessment™ to help students as they assess their kindness capacity.
- Use the vocabulary in the extensions to better support students' understanding of concepts.
- Example, rephrase vocabulary in the following lesson goal, "**INTENTION: I can learn how to be _____ in my classroom community.**"
- This goal can be abbreviated. Shorten the "intentions" when necessary so that students understand the goal of the lesson. For example, "**INTENTION: I can learn how to be _____.**"
- Lastly, please remember that the curriculum is yours to adapt to your classroom needs.



UNIT 3, LESSON 1

Grade	1st, 2nd, 3rd
Lesson Focus	Compassion as a Pathway to Kindness
	I can review the status of my kindness by completing the Kindness Capacity Assessment.
Duration	15 minutes
KCC Lesson Guide	Unit 3, Lesson 1

Unit Overview

CONTENT AREA: Interpersonal Effectiveness & Cross-Cultural Effectiveness

GOAL: Students will determine and develop their kindness capacity.

COMPETENCY INDICATOR: Students will make meaningful reflections upon their compassion skills and practices.

EXPECTED RESULTS: Students will engage with shifts and transitions.

OBJECTIVE: Each student will be supported to determine their kindness capacity and develop compassion skills to grow to active levels.

Content Area and Skill Levels

INTERPERSONAL EFFECTIVENESS

- Respect others
- Relate well with others
- Participate effectively in groups
- Develop healthy friendships

CROSS-CULTURAL EFFECTIVENESS

- Appreciate their own culture
- Respect others as individuals and accept them for their cultural membership
- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

Continue to: Step 1 – Intro Assessment & Placement

Step 1: Intro Assessment & Placement (15 Minutes)

INTENTION: I can review the status of my kindness by completing the Kindness Capacity Assessment.

Start with the KCC Assessment.

TEACHER TASK

The teacher begins by introducing the topic of compassion to the students. They begin by asking the students questions to see how they conceptualize compassion. The teacher also shares her concept of compassion and co-creates a definition of compassion with the students.

Next, the teacher tells the students that today they are going to **reassess** their kindness capacity. They follow a similar pattern of asking and answering questions about what compassion capacity could mean. Again, the teacher shares their views too. **The teacher explains that compassion is something that grows, once we learn, develop the skills, and practice those skills. The teacher also reminds them that compassion is a pathway to kindness.**

Then, the teacher lets the students know that they are going to do a *Kindness Capacity Assessment* to help them score their compassion capacity. The teacher allows the students to find a comfortable place in the classroom where they can take the assessment and then score themselves.

INSTRUCTIONS: Please read through the declarative sentences before you. Declarative sentences by nature, are affirmative and reveal our feelings about a particular topic. Thus, the sentences represent the standards of the Kindness Capacity model designed by You are the Difference. After reading the sentence, select yes (Y) or no (N) as indicated at the end of the sentence. Once all 10 sentences have been answered, tally your score, and rate your kindness capacity.

PLACEMENT: Teachers support students in being placed in the Kindness Capacity Curriculum™ multi-capacity groups based on their scores. Groups of students should have a range of different levels or states of kindness capacity.

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)

End of Unit 3, Lesson 1



UNIT 3, LESSON 2

Grade	1st, 2nd, 3rd
Lesson Focus	Intro to Compassion
	I can learn how to think with compassion in our diverse classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 3, Lesson 2

Step 2: Exploration into KCC (15 Minutes)

INTENTION: I can learn how to think with compassion in our diverse classroom community.

Students explore what they think it means to start embracing others with compassion.

STUDENT TASK

Following the completion of the assessment, and their scoring (by themselves) students are placed into the following group activity to help them build their understanding of compassion. Students work within this group for a period of one week as they provide support for each other in building their compassion skills.

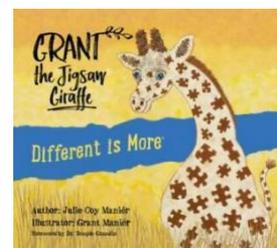
Students begin the lesson by identifying the objective of the week's lesson. They begin by taking turns stating their intention for the work to be done within the group. They are welcomed by the group members then they proceed to the activities listed.

Teachers act as facilitators throughout this process by asking guiding questions and helping accurately reflect individual and group ideas.

(Side Note) Groups work best when they are at least 3-5 students. If many students scored at the same capacity, create several small groups as opposed to one big group.

Activity: Different is More

- A. Students are grouped together.
- B. Students welcome each other and state their intention for the group.
- C. Students read through the book.
[Grant Maniér reads "Grant the Jigsaw Giraffe ~ Different is More." - YouTube](#)
- D. Students each take turns discussing:
 - a. The ways the characters practices compassion towards others.
 - b. How compassion impacts how we support everyone in our classroom?





UNIT 3, LESSON 3

Grade	1st, 2nd, 3rd
Lesson Focus	Compassion
 INTENTION	I can practice how to be compassionate in our diverse classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 3, Lesson 3

Step 3: Exploration into KCC (cont.) (15 Minutes)

INTENTION: I can practice how to be compassionate in our diverse classroom community.

Students explore how to start practicing compassion.

STUDENT TASK

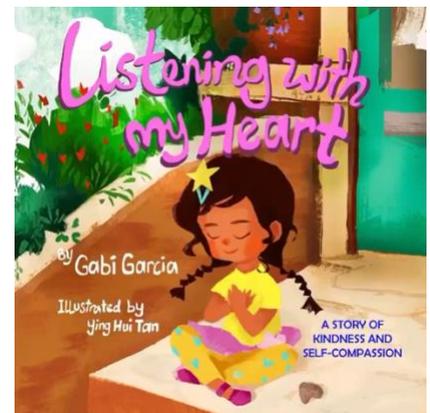
Students begin the lesson by re-stating the objective of the week's lesson. They begin by taking turns stating their intention for the work to be done within the group. They are welcomed by the group members then they proceed to the activities listed. Teachers act as facilitators throughout this process by asking guiding questions and helping accurately reflect individual and group ideas.

Students can utilize the Kindness Capacity Thermometer to help them recognize how they are being brave in their practice of compassion. (See Resources)

Activity: Defining Compassion

KCC defines Compassion as: the heart's capacity to connect with self and others OR compassion is sharing in others' feelings. It is accompanied by empathy.

- A. Students read the book [Read Aloud: Listening with my Heart | A story of kindness and self-compassion \(by Gabi Garcia\) - YouTube](#). With the assistance of the teacher, they then discuss the following:
 - a. The ways compassion can be similar to empathy as they discussed in Unit 2.
 - b. How can compassion cause kindness to grow?
 - c. What can be done to support the practice of compassion in their classroom community?





UNIT 3, LESSON 4

Grade	1st, 2nd, 3rd
Lesson Focus	Compassion
	I can recognize my friends who are thinking of others and showing compassion in our diverse classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 3, Lesson 4

Step 4: Connect (15 Minutes)

INTENTION: I can recognize my friends who are thinking of others and showing compassion in our diverse classroom community.

Students and teachers make connections between the simulation lesson and their practice of compassion in the classroom community

TEACHER TASK

The teacher re-introduces the Kindness Tokens and explains that the tokens can be used to help them recognize when others are thinking with compassion and support them in this important work which builds their capacity for kindness.

The teacher suggests that they each take turns reflecting on how members of the group were thinking with compassion today and the teacher invites them to pass on a token in the group when they make those recognitions.

The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.

The teacher reminds them that they can draw/write a picture/word when they compliment someone and place it in the kindness jar.





UNIT 3, LESSON 5

Grade	1st, 2nd, 3rd
Lesson Focus	Compassion
	I can encourage the practice of compassion in our diverse classroom community and beyond.
Duration	15 minutes
KCC Lesson Guide	Unit 3, Lesson 5

Step 5: Closing and Reflection of the Unit (15 Minutes)

Intention: I can encourage the practice of compassion in our diverse classroom community and beyond.

Students engage in a “name it” closing activity.

Students may gather on the floor or sit facing each other in a circle for this activity.

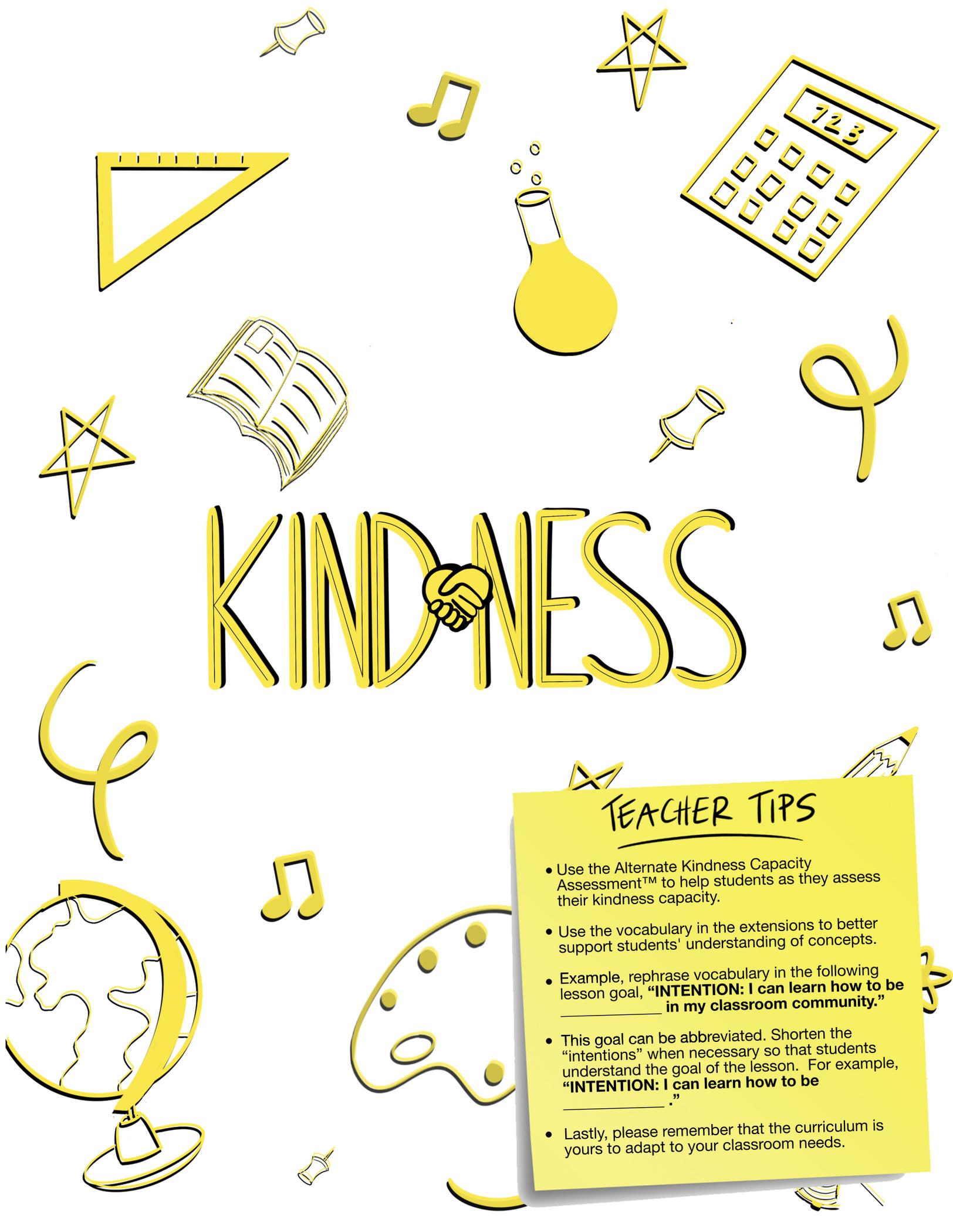
The students demonstrate their knowledge and understanding of the activity by affirming their work with each other. They acknowledge the skills taught and the knowledge explored. They compliment each other by ending with the group activity using a sentence stem.

STUDENT TASK

Students gather together in their groups either on the floor or seated in their chairs.

1. They then are invited by their teachers to affirm their work this week. They may also pass on a token and kind note with this activity.
2. In affirming their work, students each take turns completing the sentence stem, “I see you when _____ and that encourages compassion in our classroom community. You are the Difference.”
3. Kindness notes are placed in their respective kindness jars.





KINDNESS

TEACHER TIPS

- Use the Alternate Kindness Capacity Assessment™ to help students as they assess their kindness capacity.
- Use the vocabulary in the extensions to better support students' understanding of concepts.
- Example, rephrase vocabulary in the following lesson goal, "**INTENTION: I can learn how to be _____ in my classroom community.**"
- This goal can be abbreviated. Shorten the "intentions" when necessary so that students understand the goal of the lesson. For example, "**INTENTION: I can learn how to be _____.**"
- Lastly, please remember that the curriculum is yours to adapt to your classroom needs.

KINDNESS

UNIT 4, LESSON 1

Grade	1st, 2nd, 3rd
Lesson Focus	Kindness as the Ultimate Generosity
<u>INTENTION</u>	I can review the status of my kindness by completing the Kindness Capacity Assessment.
Duration	15 minutes
KCC Lesson Guide	Unit 4, Lesson 1

Unit Overview

CONTENT AREA: Interpersonal Effectiveness & Cross-Cultural Effectiveness

GOAL: Students will determine and develop their kindness capacity.

COMPETENCY INDICATOR: Students will make meaningful reflections upon their kindness skills and practices.

EXPECTED RESULTS: Students will engage with shifts and transitions.

OBJECTIVE: Each student will be supported to determine their kindness capacity and develop kindness skills to grow to active levels.

Content Area and Skill Levels

INTERPERSONAL EFFECTIVENESS

- Respect others
- Relate well with others
- Participate effectively in groups
- Develop healthy friendships

CROSS-CULTURAL EFFECTIVENESS

- Appreciate their own culture
- Respect others as individuals and accept them for their cultural membership
- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

Continue to: Step 1 – Intro Assessment & Placement

Step 1: Intro Assessment & Placement (15 Minutes)

INTENTION: I can review the status of my kindness by completing the Kindness Capacity Assessment.

Start with the KCC Assessment.

TEACHER TASK

The teacher begins by introducing the topic of kindness to the students. The teacher begins by asking the students questions to see how they conceptualize kindness. The teacher also shares their concept of kindness and co-creates a definition of kindness with the students.

Next, the teacher tells the students that today they are going to **reassess** their kindness capacity. They follow a similar pattern of asking and answering questions about what kindness capacity could mean. Again, the teacher shares their views too. **The teacher explains that kindness is something that grows, once we learn, develop the skills, and practice those skills.**

Then, the teacher lets the students know that they are going to do a *Kindness Capacity Assessment* to help them score their kindness capacity. The teacher allows the students to find a comfortable place in the classroom where they can take the assessment and then score themselves.

INSTRUCTIONS: Please read through the declarative sentences before you. Declarative sentences by nature, are affirmative and reveal our feelings about a particular topic. Thus, the sentences represent the standards of the Kindness Capacity model designed by You are the Difference. After reading the sentence, select yes (Y) or no (N) as indicated at the end of the sentence. Once all 10 sentences have been answered, tally your score, and rate your kindness capacity.

PLACEMENT: Teachers support students in being placed in the Kindness Capacity Curriculum™ multi-capacity groups based on their scores. Groups of students should have a range of different levels or states of kindness capacity.

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)

End of Unit 4, Lesson 1



UNIT 4, LESSON 2

Grade	1st, 2nd, 3rd
Lesson Focus	Summary of Kindness
<u>INTENTION</u>	I can learn how to be kind in our classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 4, Lesson 2

Step 2: Exploration into KCC (15 Minutes)

INTENTION: I can learn how to be kind in our classroom community.

Students explore what they think it means to start thinking about others.

STUDENT TASK

Following the completion of the assessment, and their scoring (by themselves) students are placed into the following group activity to help them build their understanding of kindness. Students work within this group for a period of one week as they provide support for each other in building their kindness skills.

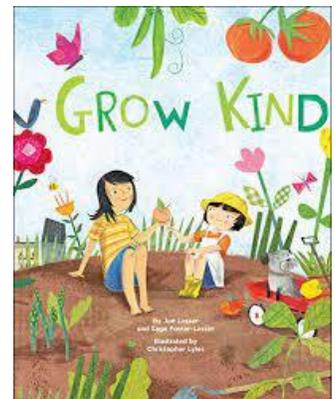
Students begin the lesson by identifying the objective of the week's lesson. They begin by taking turns stating their intention for the work to be done within the group. They are welcomed by the group members then they proceed to the activities listed.

Teachers act as facilitators throughout this process by asking guiding questions and helping accurately reflect individual and group ideas.

(Side Note) Groups work best when they are at least 3-5 students. If many students scored at the same capacity, create several small groups as opposed to one big group.

Activity: Grow Kind

- A. Students are grouped together.
- B. Students welcome each other and state their intention for the group.
- C. Students read through the book.
[Magination Press Story Time: Grow Kind - YouTube](#)
- D. Students each take turns discussing:
 - a. The ways the characters thought about others.
 - b. How their thinking helps them to be kind?
 - c. What could have happened if the characters were not kind?



KINDNESS

UNIT 4, LESSON 3

Grade	1st, 2nd, 3rd
Lesson Focus	Summary of Kindness
<u>INTENTION</u>	I can practice how to be kind in our classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 4, Lesson 3

Step 3: Exploration into KCC (cont.) (15 Minutes)

INTENTION: I can practice how to be kind in our classroom community.

Students explore how to start practicing kindness.

STUDENT TASK

Students begin the lesson by re-stating the objective of the week's lesson. They begin by taking turns stating their intention for the work to be done within the group. They are welcomed by the group members then they proceed to the activities listed. Teachers act as facilitators throughout this process by asking guiding questions and helping accurately reflect individual and group ideas.

Students can utilize the Kindness Capacity Thermometer to help them recognize how they are being brave in their practice of kindness. (See Resources)

Activity: Defining Kindness

KCC defines Kindness as: The capacity to be friendly, generous, and considerate. It encompasses being vulnerable, empathetic, and compassionate.

- A. Students read the book [BE KIND by Pat Zietlow Miller and Jen Hill - Children's Books Read Aloud by PV Storytime - YouTube](#).

With the assistance of the teacher, they then discuss the following:

- How kindness makes others feel?
- The ways kindness can be similar to empathy and compassion as they discussed in prior units.
- How kindness can cause other things to ignite?
- What can be done to support the fueling of kindness in their classroom community?



KINDNESS

UNIT 4, LESSON 4

Grade	1st, 2nd, 3rd
Lesson Focus	Summary of Kindness
<u>INTENTION</u>	I can recognize my friends who are thinking of others and showing kindness in our classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 4, Lesson 4

Step 4: Connect (15 Minutes)

INTENTION: I can recognize my friends who are thinking of others and showing kindness in our classroom community.

Students and teachers make connections between the simulation lesson and their practice of kindness in the classroom community.

TEACHER TASK

The teacher re-introduces the Kindness Tokens and explains that the tokens can be used to help them recognize when others are thinking with kindness and support them in this important work which builds their capacity for kindness.

The teacher suggests that they each take turns reflecting on how members of the group were thinking with kindness today and the teacher invites them to pass on a token in the group when they make those recognitions.

The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.

The teacher reminds them that they can draw/write a picture/word when they compliment someone and place it in the kindness jar.



KINDNESS

UNIT 4, LESSON 5

Grade	1st, 2nd, 3rd
Lesson Focus	Summary of Kindness
<u>INTENTION</u>	I can encourage the practice of kindness in our classroom community and beyond.
Duration	15 minutes
KCC Lesson Guide	Unit 4, Lesson 5

Step 5: Closing and Reflection of the Unit (15 Minutes)

Intention: I can encourage the practice of kindness in our classroom community and beyond.

Students engage in reflection and closing activity.

The students demonstrate their knowledge and understanding of the activity by practicing with each other as they practice the skills taught and the knowledge explored. They compliment each other by ending with the group activity using a sentence stem. They also use this time to read the kindness notes in the jar. The teacher combines the vulnerability, empathy, and compassion jar with the kindness jar to display the growth of kindness in the classroom community. The teacher helps support and congratulate the students on growing their kindness capacity.

STUDENT TASK

Students each take turns completing the sentence stem, **“I see you when _____ and that encourages kindness in our classroom community. I recognize that You are the Difference.”**

They also tally the week’s tokens and notes in the kindness jar and write the number on the jar.

1. Having reached the final lesson, the students compare the 4 kindness jars and look at the difference in notes/art from Unit 1 which introduced vulnerability and this final unit which concludes with a summary of kindness.
2. The students commemorate the lesson by creating a poster which identifies all the ways that they **practiced** and now know **how to be** kind. The poster is titled **You are the Difference**. They use artifacts from the kindness jar to include with their other drawings and illustrations.



End of Unit 4, Lesson 5

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](#)

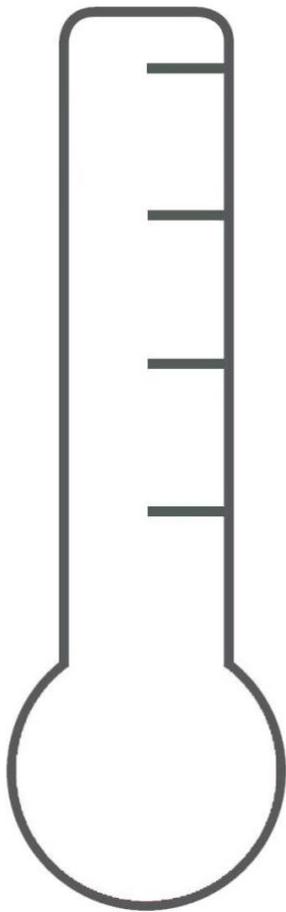
Kindness Capacity Thermometer Worksheet

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*
-

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

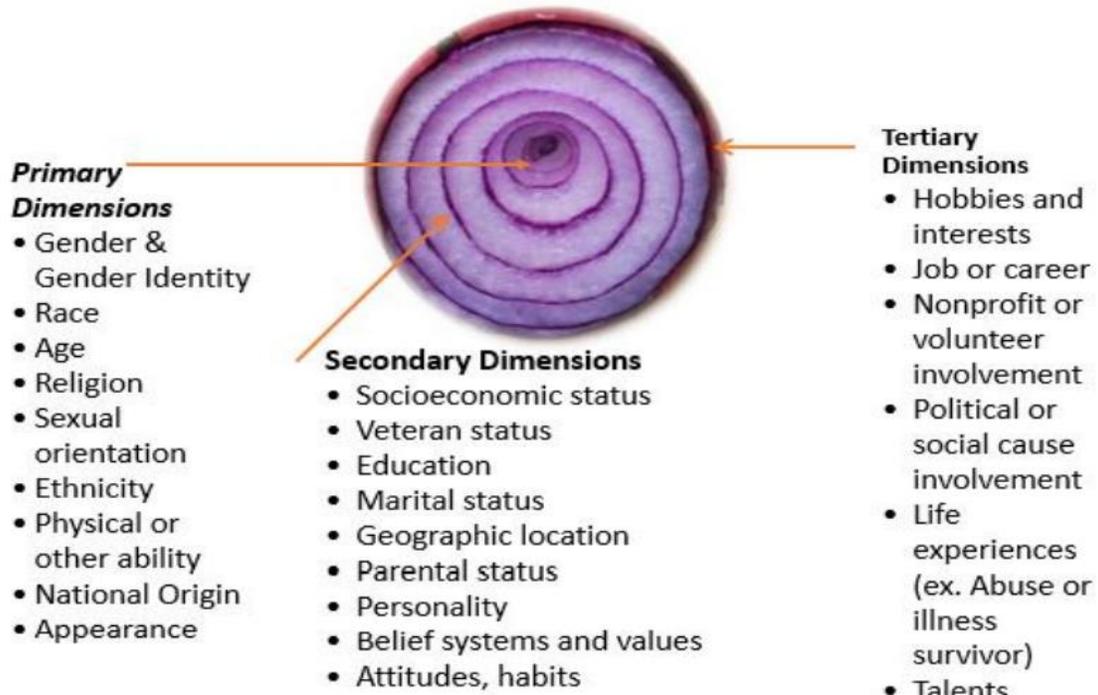


Table 4. Dimensions of Diversity, NCSEA

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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