



KINDNESS CAPACITY CURRICULUM

GRADES

4th and 5th

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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

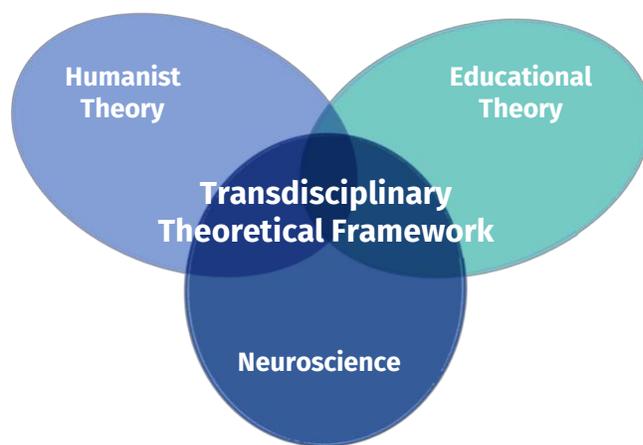


Table 1. Transdisciplinary Theoretical Framework

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

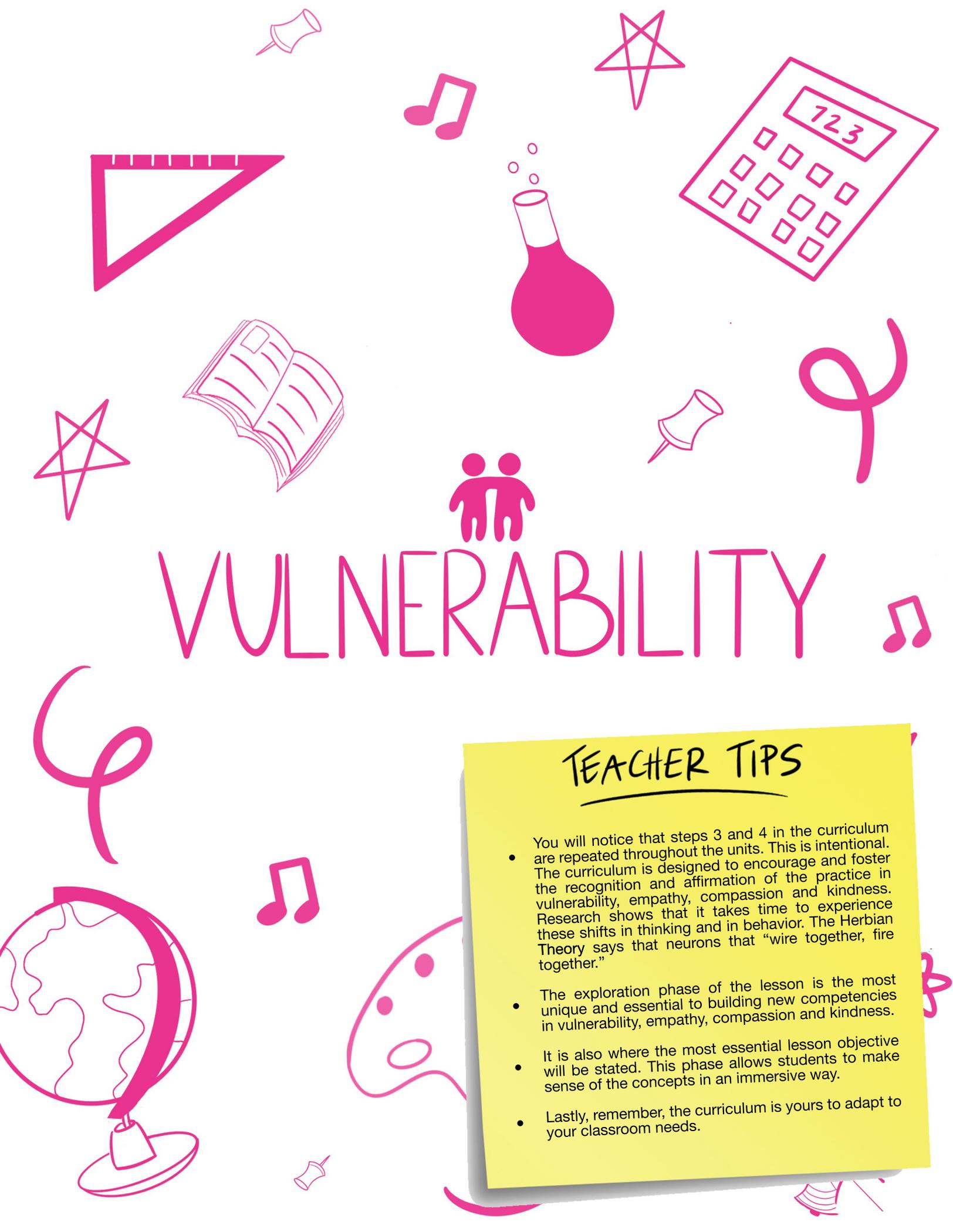
Unit 4: Kindness – 5 Lessons

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

- You will notice that steps 3 and 4 in the curriculum are repeated throughout the units. This is intentional. The curriculum is designed to encourage and foster the recognition and affirmation of the practice in vulnerability, empathy, compassion and kindness. Research shows that it takes time to experience these shifts in thinking and in behavior. The Herbian Theory says that neurons that “wire together, fire together.”
- The exploration phase of the lesson is the most unique and essential to building new competencies in vulnerability, empathy, compassion and kindness.
- It is also where the most essential lesson objective will be stated. This phase allows students to make sense of the concepts in an immersive way.
- Lastly, remember, the curriculum is yours to adapt to your classroom needs.


VULNERABILITY

UNIT 1, LESSON 1

GRADE	4 th & 5 th
LESSON FOCUS	Intro to Kindness and Vulnerability as a Pathway to Kindness
<u>INTENTION</u>	I can learn how to fuel kindness in my classroom community.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 1, Lesson 1

LESSON 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 (8 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 asks 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, and at home.
(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)

STEP 2: EXPLORATION INTO KCC (10 MINUTES)

INTENTION: I can learn how to fuel kindness in my classroom community.

Students explore vulnerability through the Kindness Capacity Curriculum™.

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 kindness capacity.

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: FUEL KINDNESS THROUGH VULNERABILITY

- A. Students are grouped together
- B. Students welcome each other and state their intention for the group
- C. Students rely on the conversation with the teacher which provides a definition of vulnerability
 - a. ***KCC defines Vulnerability as: the capacity for an autonomous self to connect with humanity or being emotionally connected to yourself and others.***
- D. Students are assigned roles in the group. There are roles for different types of fuel:
 - a. Coal
 - b. Gas
 - c. Oil
 - d. Turbines
 - e. Solar
- E. Students decide on roles
- F. Students each take turns discussing:
 - a. The ways their energy source is ignited
 - b. How the energy spreads once it is ignited
 - c. What causes the energy to eventually cease
- G. Students each take turns discussing:
 - a. Vulnerability with the assistance of the teacher

- b. The ways vulnerability can be similar to their energy source
- c. How vulnerability can cause other things to ignite
- d. What can be done to support the fueling of vulnerability in their classroom community

STEP 3: CONNECT (6 MINUTES)

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

Students and teachers make connections between the simulation lesson and their practice of vulnerability in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of 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.

1. 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.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. 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 to be placed in the class-created kindness jar.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and encourage the practice of vulnerability in my classroom community.

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 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.

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 fuels vulnerability in my classroom community.**”
3. Kindness notes are placed in their respective kindness jars.




VULNERABILITY

UNIT 1, LESSON 2

GRADE	4 th & 5 th
LESSON FOCUS	Vulnerability
<u>INTENTION</u>	I can practice expressing vulnerability in my classroom community.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 1, Lesson 2

LESSON 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 – Introduction

STEP 1: INTRODUCTION (8 MINUTES)

INTENTION: I can think about how to fuel vulnerability in my classroom community

Students go deeper into vulnerability.

TEACHER TASK

The teacher begins by introducing the topic of vulnerability to the students. They begin by asking the students questions to see how they conceptualize vulnerability.

1. The teacher also shares their concept of vulnerability and co-creates a definition of vulnerability with the students. They follow a similar pattern of asking and answering questions about what vulnerability could mean. Again, the teacher shares their views too.
2. Next, the teacher tells the students that today they are going to practice being vulnerable. **The teacher explains that vulnerability is knowing how to be carefree with others, and how to be emotionally connected to yourself and others.**
3. Then, the teacher lets the students know that they are going to do a vulnerability activity and that practicing being vulnerable will help to grow their kindness capacity.
 - a. First, the teacher invites them to join their group.
 - b. Second, the teacher lets them know they are going to share something with their group without expecting feedback, nor casting judgment, nor knowing the outcome of sharing a response.
 - c. The teacher provides the groups with sentence stems to guide their thinking (Resource 1)

INSTRUCTIONS: *Random Thoughts of Vulnerability.* Once students have had the opportunity to complete the sentence stems and complete their random thoughts of vulnerability activity, they are asked to reflect on a time when they witnessed someone being vulnerable.

STEP 2: EXPLORATION INTO VULNERABILITY KCC (10 MINUTES)

INTENTION: I can practice being vulnerable in my classroom community.

Students explore ways to practice vulnerability in their classrooms.

STUDENT TASK

Following the completion of the thoughts and discussion of vulnerability. Students begin the lesson by identifying the objective of today's lesson.

1. They begin by taking turns stating their intention for the work to be done within the group. Today's lesson is centered on building comfort in vulnerability. Therefore, a good goal for today is **"I can practice being vulnerable in my classroom community."**
2. They are welcomed by the group members then they proceed to the activities listed.

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

ACTIVITY: EMOTIONAL CHARACTERS AND VULNERABILITY

- A. Students return to groups from Lesson 1
- B. Students welcome each other and state their intention for the group
- C. Students are assigned roles in the group. There are roles for different types of emotional characters:
 - a. Sad
 - b. Happy
 - c. Tired
 - d. Confident
 - e. Unsure
- D. Students decide on roles
- E. Students each take turns discussing:
 - a. The ways their emotional character shows up
 - b. How the emotional character is vulnerable
 - c. What causes the emotional character not to be vulnerable
 - d. What can be done to support the expression of vulnerability in driving kindness in their classroom community
- F. The teacher guides the students to notice the **different aspects** of their culture and to respect others as individuals and accept them for their cultural membership. The teacher uses the list of terms provided to help guide the discussion.
 - a. First, they co-create a definition of culture
 - b. Second, they discuss the different aspects of their individual culture
 - c. Third they discuss similarities and the respect and acceptance of various cultural groups

STEP 3: CONNECT (6 MINUTES)

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

Students and teachers make connections between the simulation lesson and their practice of vulnerability in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

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

1. The teacher suggests that they each take turns reflecting on how members of the group were being brave and vulnerable today. The teacher invites students to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. 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.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and encourage the practice of vulnerability in my classroom community.

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 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.

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 expresses vulnerability in my classroom community.**”
3. Kindness notes are placed in their respective kindness jars.




VULNERABILITY

UNIT 1, LESSON 3

GRADE	4 th & 5 th
LESSON FOCUS	Vulnerability
<u>INTENTION</u>	I can reflect on my progress in practicing vulnerability in my classroom community.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 1, Lesson 3

LESSON 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 – Introduction & Placement

STEP 1: INTRODUCTION & PLACEMENT (8 MINUTES)

INTENTION: I can create a Kindness Capacity Compass

Start with the Kindness Capacity Compass.

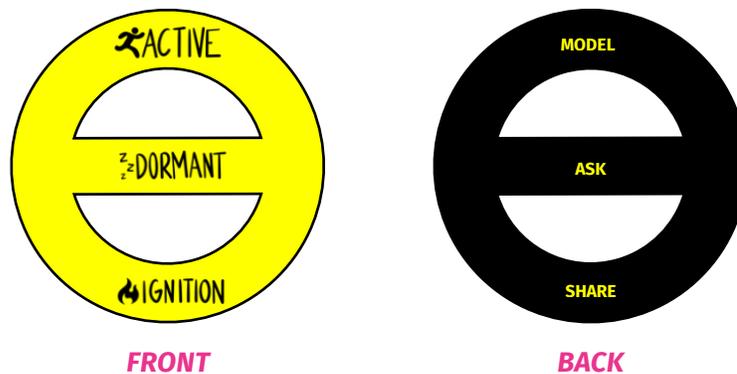
TEACHER TASK

The teacher begins by letting students know that today is going to be a check-in day to see how everyone is doing in building their kindness capacity. The teacher lets the students know they will be using a Kindness Capacity Compass to help them determine their own growth in the curriculum. The teacher lets them know that they will be creating their individual Kindness Capacity Compass.

The Kindness Curriculum relies on the symbolism of the Kindness Capacity Compass. The compass is a gauge used by students to measure their own self growth and provides solutions based on what is indicated on the meter.

The teacher passes out the materials needed (scissors, paper, pencils) so the students can make their Kindness Capacity Compass and guides the students on how it can be used. Then the teacher allows the students to find a comfortable place in the classroom where they can take the assessment and then evaluate themselves. The teacher uses the reflection questions so that students can evaluate where they believe themselves to be located on the compass (Resource 2).

Kindness Capacity Compass Introduction



We are all familiar with a compass, right? We need to use it to help us figure out the direction in which we are headed. Without this compass, we may not have a clear sense of direction. The Kindness Capacity Compass works in a similar way. It lets us know where we are and what we need to be doing in order to be traveling towards our north star of building and maximizing our kindness capacity. By answering the questions students are able to evaluate their current progress with the KCC.

STEP 2: EXPLORATION INTO KINDNESS CAPACITY COMPASS (10 MINUTES)

INTENTION: I can reflect on my practice of being vulnerable in my classroom community

Students explore through self-assessments.

STUDENT TASK

Following the completion of the assessment with the Kindness Capacity Compass. The students are invited to practice. Students take a moment to reflect using a new self-assessment and evaluate their level of KC. Once they have done that, they will need to be vulnerable to work with others from a different group as they provide mentoring to them.

Today is the only day students will work with these different group members and they will return to their original group to complete the work tomorrow. Intervention happens when the mentor and mentee are able to complete the following.

- a. Share the challenges they are facing
- b. Provide useful strategies that they have been using
- c. Discuss the rewards (intangible more than tangible) they have received from growing their kindness capacity through vulnerability.

ACTIVITY: MENTOR MEET YOUR MENTEE

- A. Students are paired with a mentor and mentee based on their self-assessments.
- B. Students welcome each other and state their intention for the pairing.
- C. Students discuss the following:
 - a. Challenges with vulnerability
 - b. Successes with vulnerability
 - i. Strategies they are using to be successful
 - c. Hope with vulnerability
 - i. Intangible and tangible rewards of being vulnerable
- D. Students end their session by taking turns thanking each other for the support they provided.

STEP 3: CONNECT (6 MINUTES)

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

Students and teachers make connections between the simulation lesson and their practice of vulnerability in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

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

1. 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.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. 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 class-made kindness jars throughout the week.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and encourage the practice of vulnerability in my classroom community.

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 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.

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 drives vulnerability in my classroom community.**”
3. Kindness notes are placed in their respective kindness jars.




VULNERABILITY

UNIT 1, LESSON 4

GRADE	4 th & 5 th
LESSON FOCUS	Vulnerability
<u>INTENTION</u>	I can learn how to be vulnerable in and outside my comfort zone
DURATION	30 minutes
KCC LESSON GUIDE	Unit 1, Lesson 4

LESSON 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 – Introduction & Assertion

STEP 1: INTRODUCTION & ASSERTION (8 MINUTES)

INTENTION: I can fuel vulnerability in and outside my comfort zone.

Students explore vulnerability in and outside their comfort zone.

TEACHER TASK

The teacher begins by introducing the focus for today's lesson. The primary goals include empowering the students to feel confident in the growth they have had this week, and in helping them determine their level of vulnerability. Therefore, the teacher:

1. Sets the tone for celebrating the work that the students have done
2. Shares observations the teacher and other students have made about vulnerability in the classroom

The teacher focuses intently on the following:

1. Review of the meaning of vulnerability
2. Review of the benefits of vulnerability and its connection to kindness
3. Let's the students know they will engage in an activity which may push them outside of their comfort zone

The teacher explains that vulnerability supports the growth of their kindness capacity.

The teacher invites students to return to their groups where they will engage in the activity which pushes them out of their comfort zone.

STEP 2: EXPLORATION INTO VULNERABILITY IN KGC (10 MINUTES)

INTENTION: I can learn how to be vulnerable in and outside my comfort zone.

Students explore how to be vulnerable through discomfort.

STUDENT TASK

Once the students have been placed in their small groups, they will be given the instructions for the activity. This fun activity has them decide whether they view something as stepping outside of their comfort zones.

1. The students arrange their space so that a circle can be created, either by drawing, with chairs, or however the space allows. All students begin in the circle.
2. They pass the descriptions around and read one description on the provided sheets. They decide whether the activity is in their comfort zone or not. If it's in their comfort zone, they remain in the circle. If it's not, they go out of the circle.

Teachers act as facilitators throughout this process by supporting the students as they get through all of the questions. (Resource 3)

ACTIVITY: IN AND OUTSIDE THE COMFORT ZONE

Once the students have completed their activity in their small groups, they are invited to also discuss how they feel about the challenge to keep moving outside of their comfort zone.

Using the Key Terms in Cross Cultural Discourse, the teacher specifically supports discussion which allows the students to think with vulnerability in how they:

- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

STEP 3: CONNECT (6 MINUTES)

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

Students and teachers make connections between the simulation lesson and their practice of vulnerability in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

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

1. 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.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. 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 class-created kindness jars throughout the week.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and encourage the practice of vulnerability in my classroom community.

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 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.

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 fuels vulnerability in my classroom community.**”
3. Kindness notes are placed in their respective kindness jars.




VULNERABILITY

UNIT 1, LESSON 5

GRADE	4 th & 5 th
LESSON FOCUS	Vulnerability
<u>INTENTION</u>	I can practice travelling the path of vulnerability in my classroom community and beyond.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 1, Lesson 5

LESSON 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 – Introduction

STEP 1: INTRODUCTION (8 MINUTES)

INTENTION: I can flourish on the path of vulnerability in my classroom community and beyond.

Start with the introduction to the final lesson in the unit.

TEACHER TASK

The teacher begins by introducing the final topic of the unit to the students. Since the students have all been doing this work in small groups, it is important that they all return to the big/whole group and share the lessons they have learned. In the very beginning of the unit, in lesson 1, students state their intention of the work. Today they close the unit by acknowledging the work they have completed.

The teacher reminds the students of the concept of vulnerability. The teacher also asks the students to remember that vulnerability is a path to kindness. Lastly, the teacher encourages the students to travel the path of vulnerability.

The teacher invites the students to engage in the final activity.

Activity: A Road to Kindness

Students are guided with the following questions that allow them to reflect on their work and which also supports their closing out of the unit. The teachers ask them to answer the following questions by reflecting in their journals:

1. Why are you thankful for practicing vulnerability?
2. How do you rate your growth of vulnerability?

The teacher acts as facilitator in helping the students see the various paths to kindness.

STEP 2: EXPLORATION AND REFLECTION INTO KCC (10 MINUTES)

INTENTION: I can practice traveling on the path of vulnerability in my classroom community and beyond.

Students reflect on their experiences of vulnerability.

STUDENT TASK

Students return to their group and support each other through the final activity focused on reflection and aligning to transition to their new value of kindness.

1. Students begin the lesson by recognizing someone who has allowed them to be vulnerable and thanks them.
2. Students also recognize someone who has been vulnerable with them and thanks them.
3. The students end by saying what they have accomplished and with a final sentence which reads something like **“I have fueled vulnerability in my classroom community by _____ and I recognize that I am the Difference.”**

INSTRUCTIONS:

On the Right Path. Having completed the small group closing. The teacher then takes on the role of leading the classroom in a whole group sharing circle. They revisit the idea that vulnerability is a path or a road to kindness.

Students share:

- How they can continue to encourage vulnerability in the classroom
- What it means to be “the difference”

STEP 3: CONNECT (6 MINUTES)

INTENTION: I can recognize the path of vulnerability in my classroom community and beyond.

Students and teachers make connections between the simulation lesson and their practice of vulnerability in the classroom community. The teacher then takes on the role of leading the classroom in a whole group sharing circle.

TEACHER TASK

In supporting the optimal student outcome, the Kindness Capacity Curriculum™, focuses on two essential elements: the relationship(s) between the facilitator-teacher and the student, and honoring the pace of each student. The facilitator-teacher is positioned at this point in the process to act as the facilitator of a whole group sharing circle which repeats what was done in the small groups.

1. The whole class is invited to recognize someone who has allowed them to be vulnerable and thank them.
2. The whole class is invited to also recognize someone who has been vulnerable with them and thank them.
3. The class is invited to end by saying what they have accomplished and with a final sentence which reads something like **“I have fueled vulnerability in my classroom community by _____ and I recognize that I am the Difference.”**



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and 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 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.

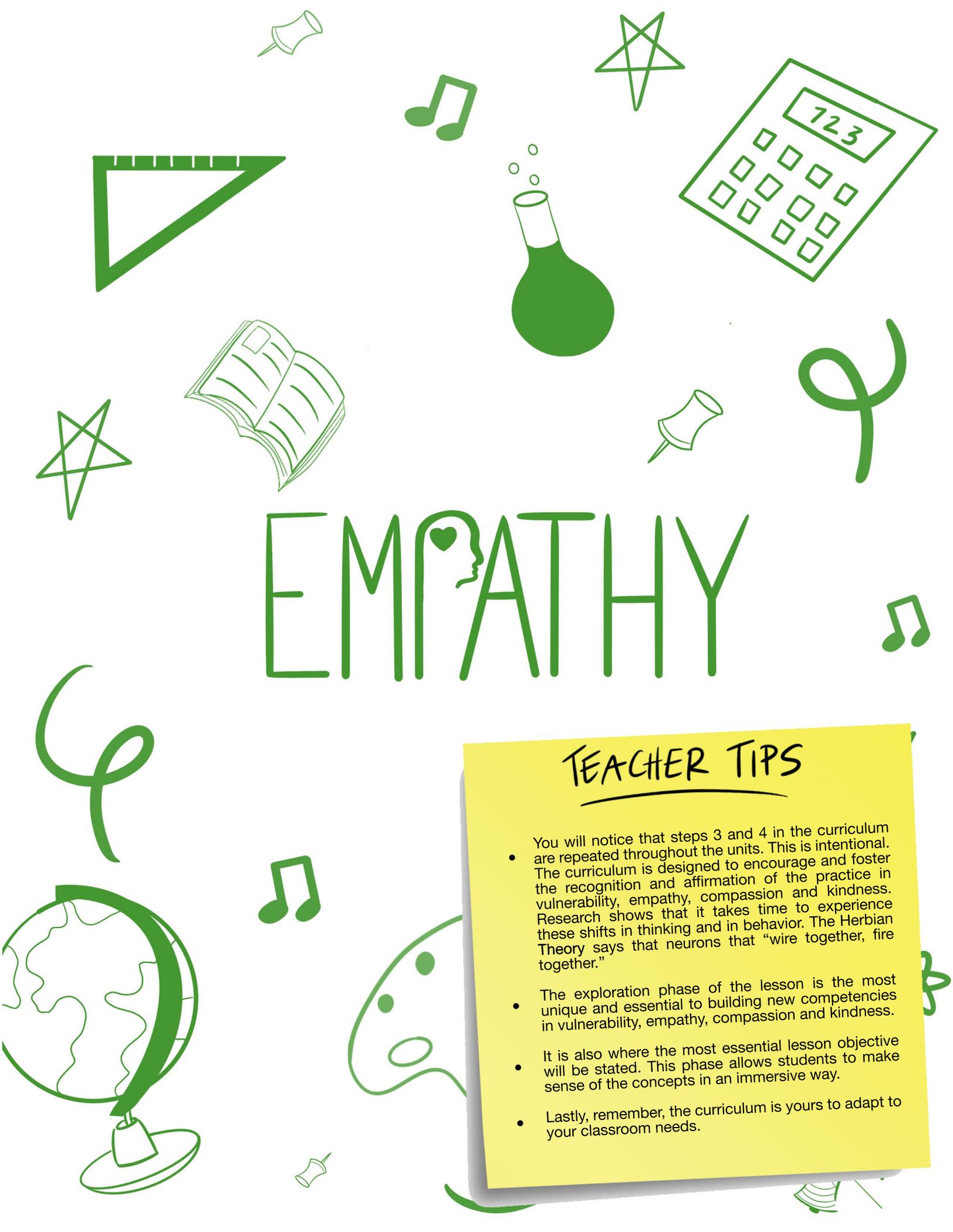
STUDENT TASK

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

1. They then are invited by their teachers to affirm their work for this unit. 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 fuels vulnerability in my classroom community.”**
3. They can read some of the kind words from the notes aloud before placing them in the class-created kindness jar.
4. Kindness notes are placed in their respective kindness jars.
5. They tally the unit’s tokens distributed and write the number on the jar.
6. The students also have the option of using their kindness journal to reflect on how they feel about vulnerability.



End of Unit 1, Lesson 5



EMPATHY

TEACHER TIPS

- You will notice that steps 3 and 4 in the curriculum are repeated throughout the units. This is intentional. The curriculum is designed to encourage and foster the recognition and affirmation of the practice in vulnerability, empathy, compassion and kindness. Research shows that it takes time to experience these shifts in thinking and in behavior. The Herbian Theory says that neurons that “wire together, fire together.”
- The exploration phase of the lesson is the most unique and essential to building new competencies in vulnerability, empathy, compassion and kindness.
- It is also where the most essential lesson objective will be stated. This phase allows students to make sense of the concepts in an immersive way.
- Lastly, remember, the curriculum is yours to adapt to your classroom needs.

EMPATHY

UNIT 2, LESSON 1

GRADE	4 th and 5 th
LESSON FOCUS	Empathy as a Pathway to Kindness
INTENTION	I can learn how to grow empathy in my classroom community.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 2, Lesson 1

 **LESSON 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 (8 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. Then begin by asking the students questions to see how they conceptualize empath. The teacher also shares their 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.**

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)

STEP 2: EXPLORATION INTO KCC (8 MINUTES)

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

Students explore empathy through the Kindness Capacity Curriculum.

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 kindness capacity. 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: EMPATHY AND FLOWERS

- A. Students are grouped together
- B. Students welcome each other and state their intention for the group
- C. Students rely on the conversation with the teacher which provides a definition of empathy
 - a. ***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.***
- D. Students are assigned roles in the group. There are roles for different types of flowers:
 - a. Rose
 - b. Orchid
 - c. Sunflower
 - d. Tulip
 - e. Magnolia
- E. Students decide on roles
- F. Students each take turns discussing:
 - a. What they notice as similar needs of their flowers
 - b. What they notice to be different needs of their flowers
 - c. What causes their differences
- G. Students each take turns discussing:

- a. Empathy with the assistance of the teacher
 - b. The ways empathy can be similar to their flower
 - c. How empathy can cause other things to bloom
 - d. What can be done to support the blooming of empathy in their classroom community
- H. The teacher guides the students to notice aspects of their culture
 - I. The teacher helps them distinguish their culture and its positive elements

STEP 3: CONNECT (6 MINUTES)

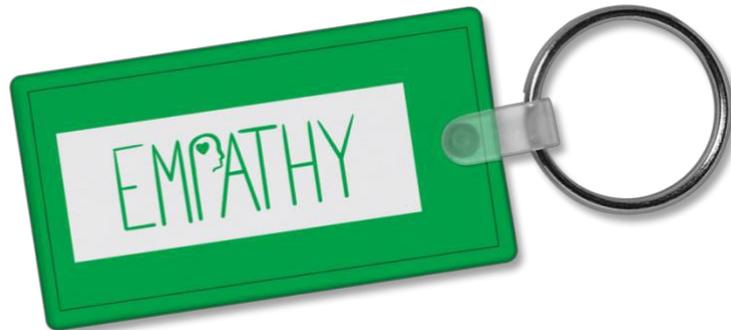
INTENTION: I can recognize my friends who are practicing empathy in my classroom community.

Students and teachers make connections between the simulation lesson and their practice of empathy in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

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

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and demonstrating empathy today. The teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. The teacher lets the students know that they can also write a note or draw picture when they pass along a token during the week. The note and the picture can be placed in their class-created kindness jars throughout the week.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and encourage the practice of empathy in my classroom community.

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 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.

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 grows empathy in my classroom community.**”
3. Kindness notes are placed in their respective kindness jars.



EMPATHY

UNIT 2, LESSON 2

GRADE	4 th & 5 th
LESSON FOCUS	Empathy
<u>INTENTION</u>	I can practice expressing empathy in my classroom community.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 2, Lesson 2

 **LESSON 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 – Introduction

STEP 1: INTRODUCTION (8 MINUTES)

INTENTION: I can think about how to grow empathy in my classroom community

Students go deeper into empathy.

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.

1. The teacher also shares their concept of empathy and co-creates a definition of empathy with the students. They follow a similar pattern of asking and answering questions about what empathy could mean. Again, the teacher shares their views too.
2. Next, the teacher tells the students that today they are going to practice being empathetic. **The teacher explains that empathy is *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.***
3. Then, the teacher lets the students know that they are going to do an empathy activity and that practicing thinking with empathy will help to grow their kindness capacity.
 - a. First, the teacher invites them to join their group.
 - b. Second, the teacher lets them know they are going to share something with their group without expecting feedback, nor casting judgment, nor knowing the outcome of sharing a response.
 - c. The teacher provides the groups with sentence stems to guide their thinking (Resource 1).

INSTRUCTIONS: *Random Thoughts of Empathy.* Once students have had the opportunity to complete the sentence stems and complete their random thoughts of empathy, they are asked to reflect on a time when they witnessed someone thinking with empathy.

STEP 2: EXPLORATION INTO EMPATHY KCC (10 MINUTES)

INTENTION: I can practice being empathetic in my classroom community.

Students explore ways to practice empathy in their classrooms.

STUDENT TASK

Following the completion of the thoughts and discussion of empathy, students begin the lesson by identifying the objective of the today's lesson.

1. They begin by taking turns stating their intention for the work to be done within the group. Today's lesson is centered on building comfort in thinking with empathy. Therefore, a good goal for today is "**I can practice being empathetic in my classroom community.**"
2. They are welcomed by the group members then they proceed to the activities listed.

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

ACTIVITY: EMOTIONAL CHARACTERS AND EMPATHY

- A. Students return to groups from Lesson 1
- B. Students welcome each other and state their intention for the group
- C. Students are assigned roles in the group. There are roles for different types of emotional characters:
 - a. Sad
 - b. Happy
 - c. Tired
 - d. Confident
 - e. Unsure
- D. Students decide on roles
- E. Students each take turns discussing:
 - a. The ways their emotional character shows up (What provokes them to show up?)
 - b. How the emotional character thinks with empathy
 - c. What causes the emotional character not to think with empathy
 - d. What can be done to support the growth of empathy in driving kindness in their classroom community.
- F. The teacher guides the students to notice the **different aspects** of their culture and to respect others as individuals and accept them for their cultural membership. The teacher uses the list of terms provided to help guide the discussion.
 - a. First, they co-create a definition of culture
 - b. Second, they discuss the different aspects of their individual culture
 - c. Third they discuss similarities and the respect and acceptance of various cultural groups

STEP 3: CONNECT (6 MINUTES)

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

Students and teachers make connections between the simulation lesson and their practice of empathy in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

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

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and acting with empathy today. The teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. 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 class-created kindness jars throughout the week.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and encourage the practice of empathy in my classroom community.

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 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.

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 grows empathy in my classroom community.**”
3. Kindness notes are placed in their respective kindness jars.



EMPATHY

UNIT 2, LESSON 3

GRADE	4 th and 5 th
LESSON FOCUS	Empathy
<u>INTENTION</u>	I can reflect on my progress in practicing empathy in my classroom community.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 2, Lesson 3

 **LESSON 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 – Introduction & Placement

STEP 1: INTRODUCTION & PLACEMENT (8 MINUTES)

INTENTION: I can monitor my progress on the practice of empathy in my classroom community.

Start with Kindness Capacity Compass.

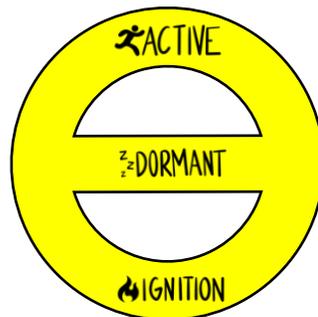
TEACHER TASK

The teacher begins by letting students know that today is going to be a check-in day to see how everyone is doing in building their kindness capacity. The teacher lets the students know they will be using a Kindness Capacity Compass to help them determine their own growth in the curriculum.

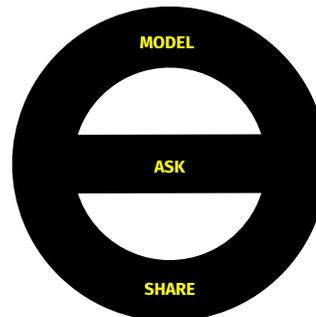
The Kindness Capacity Curriculum relies on the symbolism of the Kindness Capacity Compass. The compass is a gauge used by students to measure their own self growth and provides solutions based on what is indicated on the compass.

The teacher asks the students to retrieve their individually created Kindness Capacity Compass and guides the students on how it can be used. Then the teacher allows the students to find a comfortable place in the classroom where they can take the assessment and then evaluate themselves. (Resource 2)

Kindness Capacity Compass Introduction



FRONT



BACK

We are all familiar with thermometers, right? We use those so that we can measure the temperature of the soil and the water in gardening. Using a thermometer to test out things like heat and cold helps us to plan accordingly. This week we are using the Kindness Capacity Compass in a similar way. If we are to grow in thinking about empathy, we want to evaluate our growth. By answering the questions students are able to evaluate their current progress with the KCC.

STEP 2: EXPLORATION INTO KINDNESS CAPACITY COMPASS (10 MINUTES)

INTENTION: I can reflect on my practice of being empathetic in my classroom community

Students explore through self-assessments.

STUDENT TASK

Following the completion of the assessment with the Kindness Capacity Compass. The students are invited to practice. Students take a moment to reflect using a new self-assessment and evaluate their level of KC. Once they have done that, they will need to be vulnerable to work with others from a different group as they provide mentoring to them.

Today is the only day students will work with these different group members and they will return to their original group to complete the work for the next lesson. Intervention happens when the mentor and mentee are able to complete the following.

- a. Share the challenges they are facing
- b. Provide useful strategies that they have been using
- c. Discuss the rewards (intangible more than tangible) they have received from growing their Kindness Capacity through empathy.

ACTIVITY: MENTOR MEET YOUR MENTEE

- A. Students are paired with a mentor and mentee based on their self-assessments.
- B. Students welcome each other and state their intention for the pairing.
- C. Students discuss the following:
 - a. Challenges with thinking with empathy
 - b. Successes with thinking with empathy
 - i. Strategies they are using to be successful
 - c. Hope with thinking with empathy
 - i. Intangible and tangible rewards of thinking with empathy
- D. Students end their session by taking turns thanking each other for the support they provided.

STEP 3: CONNECT (6 MINUTES)

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

Students and teachers make connections between the simulation lesson and their practice of empathy in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

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

1. The teacher suggests that they each take turns reflecting on how members of the group were being empathetic today. The teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. 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 class-made kindness jars throughout the week.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and encourage the practice of empathy in my classroom community.

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 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.

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 grows empathy in my classroom community.**”
3. Kindness notes are placed in their respective kindness jars.



EMPATHY

UNIT 2, LESSON 4

GRADE	4 th and 5 th
LESSON FOCUS	Empathy
<u>INTENTION</u>	I can learn how to be empathetic in and outside my comfort zone.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 2, Lesson 4

LESSON 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 – Introduction & Assertion

STEP 1: INTRODUCTION & ASSERTION (8 MINUTES)

INTENTION: I can grow to be empathetic in and outside of my comfort zone.

Students explore empathy in or outside their comfort zone.

TEACHER TASK

The teacher begins by introducing the focus for today's lesson. The primary goals include empowering the students to feel confident in the growth they have had this week, and in helping them determine their level of empathy. Therefore, the teacher:

1. Sets the tone for celebrating the work that the students have done
2. Shares observations the teacher and other students have made about empathy in the classroom.

The teacher focuses intently on the following:

1. Review of the meaning of empathy
2. Review of the benefits of empathy and its connection to kindness
3. Let's the students know they will engage in an activity which may push them outside of their comfort zone

The teacher explains that empathy supports the growth of their kindness capacity.

The teacher invites students to return to their groups where they will engage in the activity which pushes them out of their comfort zone.

STEP 2: EXPLORATION INTO EMPATHY IN KCC (10 MINUTES)

INTENTION: I can learn how to be empathetic in and outside my comfort zone.

Students explore how to be empathetic through discomfort.

STUDENT TASK

Once the students have been grouped, they will be given the instructions for the activity. This fun activity has them decide whether they view something as stepping outside of their comfort zones.

1. The students arrange their space so that a circle can be created, either by drawing, with chairs, or however the space allows. All students begin in the circle.
2. They read the descriptions on the provided sheets and decide whether the activity is in their comfort zone or not. If it's in their comfort zone, they remain in the circle. If it's not, they go out of the circle.

Teachers act as facilitators throughout this process by supporting the students as they get through all of the questions. (Resource 3)

ACTIVITY: IN AND OUTSIDE THE COMFORT ZONE

Once the students have completed their activity in their small groups, they are invited to also discuss how they feel about the challenge to keep moving outside of their comfort zone.

Using the Key Terms in Cross Cultural Discourse, the teacher specifically supports discussion which allows the students to think with empathy in how they:

- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

STEP 3: CONNECT (6 MINUTES)

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

Students and teachers make connections between the simulation lesson and their practice of empathy in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

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

1. The teacher suggests that they each take turns reflecting on how members of the group were being empathetic today. The teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. 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 class-created kindness jars throughout the week.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

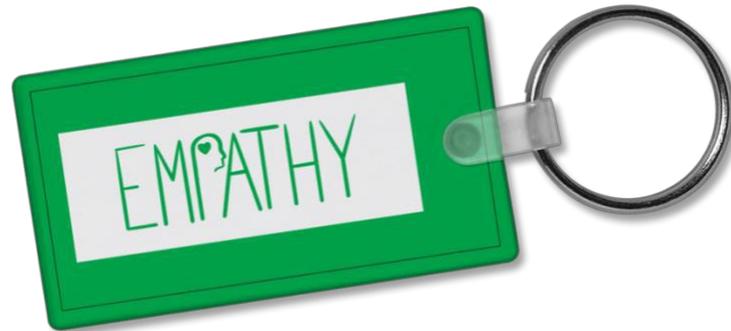
INTENTION: I can affirm and encourage the practice of empathy in my classroom community.

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 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.

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 grows empathy in my classroom community.**”
3. Kindness notes are placed in their respective kindness jars.



EMPATHY

UNIT 2, LESSON 5

GRADE	4 th and 5 th
LESSON FOCUS	Empathy
<u>INTENTION</u>	I can practice traveling the path of empathy in my classroom community and beyond.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 2, Lesson 5

 **LESSON 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 – Introduction

STEP 1: INTRODUCTION (8 MINUTES)

INTENTION: I can flourish on the path of empathy in my classroom community and beyond.

Start with an introduction to the final lesson in the unit.

TEACHER TASK

The teacher begins by introducing the final topic of the unit to the students. Since the students have all been doing this work in small groups, it is important that they all return to the big/whole group and share the lessons they have learned. In the very beginning of the unit, in lesson 1, students state their intention of the work. Today they close the unit by acknowledging the work they have completed.

The teacher reminds the students of the concept of empathy. The teacher also asks the students to remember that empathy is a path to kindness. Lastly, the teacher encourages the students to travel the path of empathy.

The teacher asks the students to engage in the final activity.

Activity: Another Road to Kindness

Students are guided with the following questions that allow them to reflect on their work and which also supports their closing out of the unit. The teachers ask them to answer the following questions by reflecting in their journals:

3. Why are you thankful for practicing empathy?
4. How do you rate your growth of empathy?

The teacher acts as facilitator in helping the students see the various paths to kindness.

STEP 2: EXPLORATION AND REFLECTION INTO KCC (10 MINUTES)

INTENTION: I can practice traveling on the path of empathy in my classroom community and beyond.

Students reflect on their experiences of empathy.

STUDENT TASK

Students return to their group and support each other through the final activity focused on reflection and aligning to transition to their new value of kindness.

1. Students begin the lesson by recognizing someone who has allowed them to think with empathy and thanks them.
2. Students also recognize someone who has been thinking with empathy towards them and thanks them.
3. The students end by saying what they have accomplished and with a final sentence which reads something like **“You have grown in thinking and acting with empathy in our classroom community by _____ and you recognize that You are the Difference.”**

INSTRUCTIONS:

On the Right Path. Having completed the small group closing. The teacher then takes on the role of leading the classroom in a whole group sharing circle. They revisit the idea that empathy is a path or a road to kindness.

Students share:

- How they can continue to encourage empathy in the classroom
- What it means to be “the difference”

STEP 3: CONNECT (6 MINUTES)

INTENTION: I can recognize the path of empathy in my classroom community and beyond.

Students and teachers make connections between the simulation lesson and their practice of empathy in the classroom community. The teacher then takes on the role of leading the classroom in a whole group sharing circle.

TEACHER TASK

In supporting the optimal student outcome, the Kindness Capacity Curriculum, focuses on two essential elements: the relationship(s) between the facilitator-teacher and the student, and the honoring the pace of each student. The facilitator-teacher is positioned at this point in the process to act as the facilitator of a whole group sharing circle which repeats what was done in the small groups.

1. The whole class is invited to recognize someone who has allowed them to be empathetic and thank them.
2. The whole class is invited to also recognize someone who has been empathetic with them and thank them.
3. The class is invited to end by saying what they have accomplished and with final sentence which reads something like **“You have grown in thinking and acting with empathy in our classroom community by_____and you recognize that You are the Difference.”**



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and encourage the practice of empathy in my classroom community.

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 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.

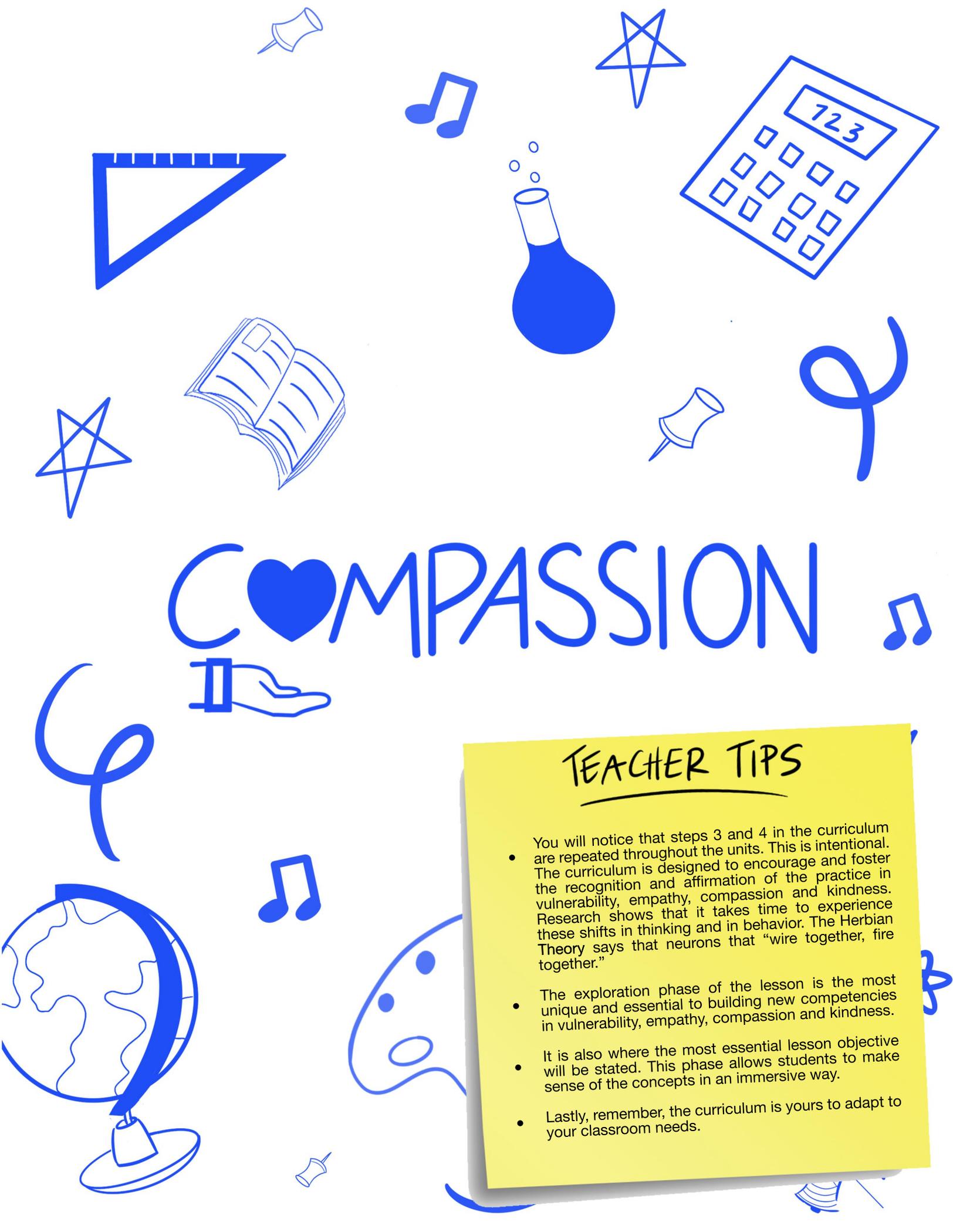
STUDENT TASK

Students gather on the floor or seated in their chairs.

1. They then are invited by their teachers to affirm their work for this unit. 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 grows empathy in my classroom community.**”
3. They can read some of the kind words from the notes aloud before placing them in the class-created kindness jar.
4. Kindness notes are placed in their respective kindness jars.
5. They tally the unit’s tokens distributed and write the number on the jar.
6. The students also have the option of using their kindness journal to reflect on how they feel about vulnerability.



End of Unit 2, Lesson 5



COMPASSION

TEACHER TIPS

- You will notice that steps 3 and 4 in the curriculum are repeated throughout the units. This is intentional. The curriculum is designed to encourage and foster the recognition and affirmation of the practice in vulnerability, empathy, compassion and kindness. Research shows that it takes time to experience these shifts in thinking and in behavior. The Herbian Theory says that neurons that “wire together, fire together.”
- The exploration phase of the lesson is the most unique and essential to building new competencies in vulnerability, empathy, compassion and kindness.
- It is also where the most essential lesson objective will be stated. This phase allows students to make sense of the concepts in an immersive way.
- Lastly, remember, the curriculum is yours to adapt to your classroom needs.



UNIT 3, LESSON 1

GRADE	4 th and 5 th
LESSON FOCUS	Compassion as a Pathway to Kindness
 INTENTION	I can learn how to light compassion in our classroom community.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 3, Lesson 1



LESSON 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 (8 MINUTES)

INTENTION: I can review my kindness status 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. Then begin by asking the students questions to see how they conceptualize compassion. The teacher also shares their 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.**

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, and at home.
(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)

STEP 2: EXPLORATION INTO KCC (10 MINUTES)

INTENTION: I can learn how to light compassion in our classroom community.

Students explore compassion through the Kindness Capacity Curriculum™.

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 kindness capacity.

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: COMPASSION & NATURAL LIGHT

- A. Students are grouped together
- B. Students welcome each other and state their intention for the group
- C. Students rely on the conversation with the teacher which provides a definition of compassion
 - a. ***KCC defines compassion as the capacity of the heart to connect with others. It is preceded by empathy.***
- D. Students are assigned roles in the group. There are roles for different types of light:
 - a. Sun
 - b. Moon
 - c. Star
 - d. Fire
 - e. Lightning
- E. Students decide on roles
- F. Students each take turns discussing:
 - a. What they notice as similar needs of their light source
 - b. What they notice to be different functions of their light source
 - c. What causes their differences
- G. Students each take turns discussing:
 - a. Compassion with the assistance of the teacher
 - b. The ways compassion can be similar to their light source

- c. How the compassion can cause other things to be lit
 - d. What can be done to support the lighting of thinking with compassion in their classroom community.
- H. The teacher guides the students to notice aspects of their culture
 - a. The teacher helps them distinguish their culture and its positive elements

STEP 3: CONNECT (6 MINUTES)

INTENTION: I can recognize my friends who are practicing compassion in our classroom community.

Students and teachers make connections between the simulation lesson and their practice of compassion in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

The teacher reintroduces the Kindness Tokens and explains that the tokens can be used to help the students to recognize when others are practicing compassion. And that the tokens support them in this important work which leads to growing their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and acting with compassion today. The teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. The teacher lets the students know that they can also write a note or draw picture when they pass along a token during the week. The note and the picture can be placed in their class-created kindness jars throughout the week.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and encourage the practice of compassion in our classroom community.

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 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.

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 lights compassion in our classroom community.”**
3. Kindness notes are placed in their respective kindness jars.





UNIT 3, LESSON 2

GRADE	4 th and 5 th
LESSON FOCUS	Compassion
 INTENTION	I can practice expressing compassion in our classroom community.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 3, Lesson 2



LESSON 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 – Introduction

STEP 1: INTRODUCTION (8 MINUTES)

INTENTION: I can think about how to light compassion in our classroom community.

Students go deeper into compassion.

TEACHER TASK

The teacher begins by introducing the topic of compassion to the students. Then begin by asking the students questions to see how they conceptualize compassion.

1. The teacher also shares their concept of compassion and co-creates a definition of compassion with the students. They follow a similar pattern of asking and answering questions about what compassion could mean. Again, the teacher shares their views too.
2. Next, the teacher tells the students that today they are going to practice being compassionate. **The teacher explains that compassion is knowing how to connect with others.**
3. Then, the teacher lets the students know that they are going to do a compassion activity and that practicing and thinking with compassion will help to grow their kindness capacity.
 - a. First, the teacher invites them to join their group.
 - b. Second, the teacher lets them know they are going to share something with their group without expecting feedback, nor casting judgment, nor knowing the outcome of sharing a response.
 - c. The teacher provides the groups with sentence stems to guide their thinking. (Resource 1)

INSTRUCTIONS: *Random Thoughts of Compassion.* Once students have had the opportunity to complete the sentence stems and complete their random thoughts of compassion, they are asked to reflect on a time when they witnessed someone thinking and acting with compassion.

STEP 2: EXPLORATION INTO COMPASSION KCC (10 MINUTES)

INTENTION: I can practice being compassionate in our classroom community.

Students explore ways to practice compassion in their classrooms.

STUDENT TASK

Following the completion of the acts and discussion of compassion. Students begin the lesson by identifying the objective of the today's lesson.

1. They begin by taking turns stating their intention for the work to be done within the group. Today's lesson is centered on building comfort in thinking with compassion. Therefore, a good goal for today is **"I can practice being compassionate in our classroom community."**
2. They are welcomed by the group members then they proceed to the activities listed.

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

ACTIVITY: EMOTIONAL CHARACTERS AND COMPASSION

- A. Students return to groups from Lesson 1
- B. Students welcome each other and state their intention for the group
- C. Students are assigned roles in the group. There are roles for different types of emotional characters:
 - a. Sad
 - b. Happy
 - c. Tired
 - d. Confident
 - e. Unsure
- D. Students decide on roles
- E. Students each take turns discussing:
 - a. The ways their emotional character shows up (What provokes them to show up?)
 - b. How the emotional character thinks with compassion
 - c. What causes the emotional character not to think with compassion
 - d. What can be done to support the lighting of compassion in driving kindness in their classroom community
- F. The teacher guides the students to notice the **different aspects** of their culture and to respect others as individuals and accept them for their cultural membership. The teacher uses the list of terms provided to help guide the discussion.
 - a. First, they co-create a definition of culture
 - b. Second, they discuss the different aspects of their individual culture
 - c. Third they discuss similarities and the respect and acceptance of various cultural groups

STEP 3: CONNECT (6 MINUTES)

INTENTION: I can recognize my friends who are practicing compassion in our classroom community.

Students and teachers make connections between the simulation lesson and their practice of compassion in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

The teacher reintroduces the Kindness Tokens and explains that the tokens can be used to help the students to recognize when others are practicing compassion. And that the tokens support them in this important work which leads to growing their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and acting with compassion today. The teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. 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 class-created kindness jars throughout the week.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and encourage the practice of compassion in our classroom community.

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 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.

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 lights compassion in my classroom community.**”
3. Kindness notes are placed in their respective kindness jars.





UNIT 3, LESSON 3

GRADE	4 th and 5 th
LESSON FOCUS	Compassion
	I can reflect on my progress in practicing compassion in our classroom community.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 3, Lesson 3



LESSON 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 – Introduction & Placement

STEP 1: INTRODUCTION AND PLACEMENT (8 MINUTES)

INTENTION: I can monitor my progress on the practice of compassion in our classroom community.

Start with the Kindness Capacity Compass.

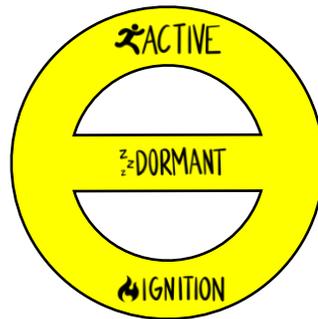
TEACHER TASK

The teacher begins by letting students know that today is going to be a check-in day to see how everyone is doing in building their kindness capacity. The teacher lets the students know they will be using a Kindness Capacity Compass to help them determine their own growth in the curriculum.

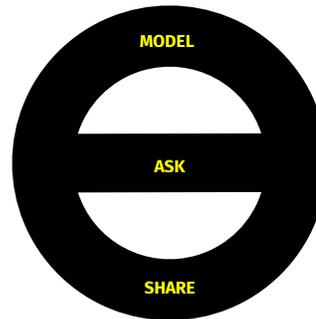
The Kindness Capacity Curriculum relies on the symbolism of the Kindness Capacity Compass. The compass is a gauge used by students to measure their own self growth and provides solutions based on what is indicated on the compass.

The teacher asks the students to retrieve their individually created Kindness Capacity Compass and guides the students on how it can be used. Then the teacher allows the students to find a comfortable place in the classroom where they can take the assessment and then evaluate themselves. (Resource 2)

Kindness Capacity Compass Introduction



FRONT



BACK

We are all familiar with instruments used to measure light, right? We use a Lux Meter to measure the amount of light that falls in a certain space. Using a Lux Meter to measure things like light can help us to determine the intensity of light which impacts what we may decide to place in that space. This week we are using the Kindness Capacity Compass in a similar way. If we are to light compassion, then we want to evaluate how bright we are currently shining. By answering the questions students are able to evaluate their current progress with the KCC.

STEP 2: EXPLORATION INTO KINDNESS CAPACITY COMPASS (10 MINUTES)

INTENTION: I can reflect on my practice of being compassionate in our classroom community

Students explore through self-assessments.

STUDENT TASK

Following the completion of the assessment with the Kindness Capacity Meter. The students are invited to practice. Students take a moment to reflect using a new self-assessment and evaluate their level of KC. Once they have done that, they will need to be vulnerable to work with others from a different group as they provide mentoring to them.

Today is the only day students will work with these different group members and they will return to their original group to complete the work tomorrow. Intervention happens when the mentor and mentee are able to complete the following.

- a. Share the challenges they are facing
- b. Provide useful strategies that they have been using
- c. Discuss the rewards (intangible more than tangible) they have received from growing their Kindness Capacity through compassion.

ACTIVITY: MENTOR MEET YOUR MENTEE

- A. Students are paired with a mentor and mentee based on their self-assessments.
- B. Students welcome each other and state their intention for the pairing.
- C. Students discuss the following:
 - a. Challenges with compassion
 - b. Successes with compassion
 - i. Strategies they are using to be successful
 - c. Hope with thinking about compassion
 - i. Intangible and tangible rewards of being compassionate
- D. Students end their session by taking turns thanking each other for the support they provided.

STEP 3: CONNECT (6 MINUTES)

INTENTION: I can recognize my friends who are practicing compassion in our classroom community.

Students and teachers make connections between the simulation lesson and their practice of compassion in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

The teacher reintroduces the Kindness Tokens and explains that the tokens can be used to help them recognize when others are thinking and acting with compassion. And that the tokens support them in this important work which leads to growing their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and acting with compassion today and the teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. 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 class-created kindness jars throughout the week.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and encourage the practice of compassion in our classroom community.

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 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.

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 lights compassion in my classroom community.”**
3. Kindness notes are placed in their respective kindness jars.





UNIT 3, LESSON 4

GRADE	4 th and 5 th
LESSON FOCUS	Compassion
 INTENTION	I can learn how to be compassionate in and outside my comfort zone.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 3, Lesson 4



LESSON 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 – Introduction & Assertion

STEP 1: INTRODUCTION & ASSERTION (8 MINUTES)

INTENTION: I can light compassion in and outside my comfort zone.

Students explore compassion in and outside of their comfort zone.

TEACHER TASK

The teacher begins by introducing the focus for today's lesson. The primary goals include empowering the students to feel confident in the growth they have had this week, and in helping them determine their level of compassion. Therefore, the teacher:

1. Sets the tone for celebrating the work that the students have done
2. Shares observations the teacher and other students have made about compassion in the classroom

The teacher focuses intently on the following:

1. Review of the meaning of compassion
2. Review of the benefits of compassion and its connection to kindness
3. Let's the students know they will engage in an activity which may push them outside of their comfort zone

The teacher explains that compassion supports the growth of their kindness capacity.

The teacher invites students to return to their groups where they will engage in the activity.

STEP 2: EXPLORATION INTO COMPASSION IN KCC (10 MINUTES)

INTENTION: I can learn how to be compassionate in and outside my comfort zone.

Students explore how to be compassionate through discomfort.

STUDENT TASK

Once the students have been grouped, they will be given the instructions for the activity. This fun activity has them decide whether they view something as stepping outside of their comfort zones.

1. The students arrange their space so that a circle can be created, either by drawing, with chairs, or however the space allows. All students begin in the circle.
2. They read the descriptions on the provided sheets and decide whether the activity is in their comfort zone or not. If it's in their comfort zone, they remain in the circle. If it's not, they go out of the circle.

Teachers act as facilitators throughout this process by supporting the students as they get through all of the questions (Resource 3).

ACTIVITY: IN AND OUTSIDE THE COMFORT ZONE

Once the students have completed their activity in their small groups, they are invited to also discuss how they feel about the challenge to keep moving outside of their comfort zone.

Using the Key Terms in Cross Cultural Discourse, the teacher specifically supports discussion which allows the students to think with compassion in how they:

- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

STEP 3: CONNECT (6 MINUTES)

INTENTION: I can recognize my friends who are practicing compassion in our classroom community.

Students and teachers make connections between the simulation lesson and their practice of compassion in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

The teacher reintroduces the Kindness Tokens and explains that the tokens can be used to help them recognize when others are thinking and acting with compassion. And that the tokens support them in this important work which leads to growing their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and acting with compassion today. The teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. 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 class-created kindness jars throughout the week.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and encourage the practice of compassion in our classroom community.

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 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.

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 lights compassion in our classroom community.**”
3. Kindness notes are placed in their respective kindness jars.





UNIT 3, LESSON 5

GRADE	4 th and 5 th
LESSON FOCUS	Compassion
 INTENTION	I can practice traveling the path of compassion in our classroom community and beyond.
DURATION	30 minutes
KCC LESSON GUIDE	Unit 3, Lesson 5



LESSON 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 – Introduction

STEP 1: INTRODUCTION (8 MINUTES)

INTENTION: I can flourish on the path of compassion in our classroom community and beyond.

Start with the introduction to the final lesson in the unit.

TEACHER TASK

The teacher begins by introducing the final topic of the unit to the students. Since the students have all been doing this work in small groups, it is important that they all return to the big/whole group and share the lessons they have learned. In the very beginning of the unit, in lesson 1, students state their intention of the work. Today they close the unit by acknowledging the work they have completed.

The teacher reminds the students of the concept of compassion. The teacher also asks the students to remember that compassion is a path to kindness. Lastly, the teacher encourages the students to travel the path of compassion.

The teacher asks the students to engage in the final activity.

Activity: Another Road to Kindness

Students are guided with the following questions that allow them to reflect on their work and which also supports their closing out of the unit. The teachers ask them to answer the following questions by reflecting in their journals:

5. Why are you thankful for practicing compassion?
6. How do you rate your growth of compassion?

The teacher acts as facilitator in helping the students see the various paths to kindness.

STEP 2: EXPLORATION AND REFLECTION INTO KCC (10 MINUTES)

INTENTION: I can practice traveling on the path of compassion in our classroom community and beyond.

Students reflect on their experiences of compassion.

STUDENT TASK

Students return to their group and support each other through the final activity focused on reflection and aligning to transition to their new value of kindness.

1. Students begin the lesson by recognizing someone who has allowed them to think, and or act with compassion and thanks them.
2. Students also recognize someone who has been thinking and acting with compassion towards them and thanks them.
3. The students end by saying what they have accomplished and with a final sentence which reads something like **“We have grown in thinking and acting with compassion in our classroom community by _____ and we recognize that We are the Difference.”**

INSTRUCTIONS:

On the Right Path. Having completed the small group closing. The teacher then takes on the role of leading the classroom in a whole group sharing circle. They revisit the idea that compassion is a path or a road to kindness.

Students share:

- How they can continue to encourage compassion in the classroom
- What it means to be “the difference”

STEP 3: CONNECT (6 MINUTES)

INTENTION: I can recognize the path of compassion in our classroom community and beyond.

Students and teachers make connections between the simulation lesson and their practice of compassion in the classroom community. The teacher then takes on the role of leading the classroom in a whole group sharing circle.

TEACHER TASK

In supporting the optimal student outcome, the Kindness Capacity Curriculum, focuses on two essential elements: the relationship(s) between the facilitator-teacher and the student, and honoring the pace of each student. The facilitator-teacher is positioned at this point in the process to act as the facilitator of a whole group sharing circle which repeats what was done in the small groups.

1. The whole class is invited to recognize someone who has allowed them to be compassionate and thank them.
2. The whole class is invited to also recognize someone who has been compassionate with them and also thank them.
3. The class is invited to end by saying what they have accomplished and with final sentence which reads something like **“We have lit a light of compassion in our classroom community by_____and we recognize that We are the Difference.”**



STEP 4: CLOSING & REFLECTION (6 MINUTES)

INTENTION: I can affirm and encourage the practice of compassion in our classroom community and beyond.

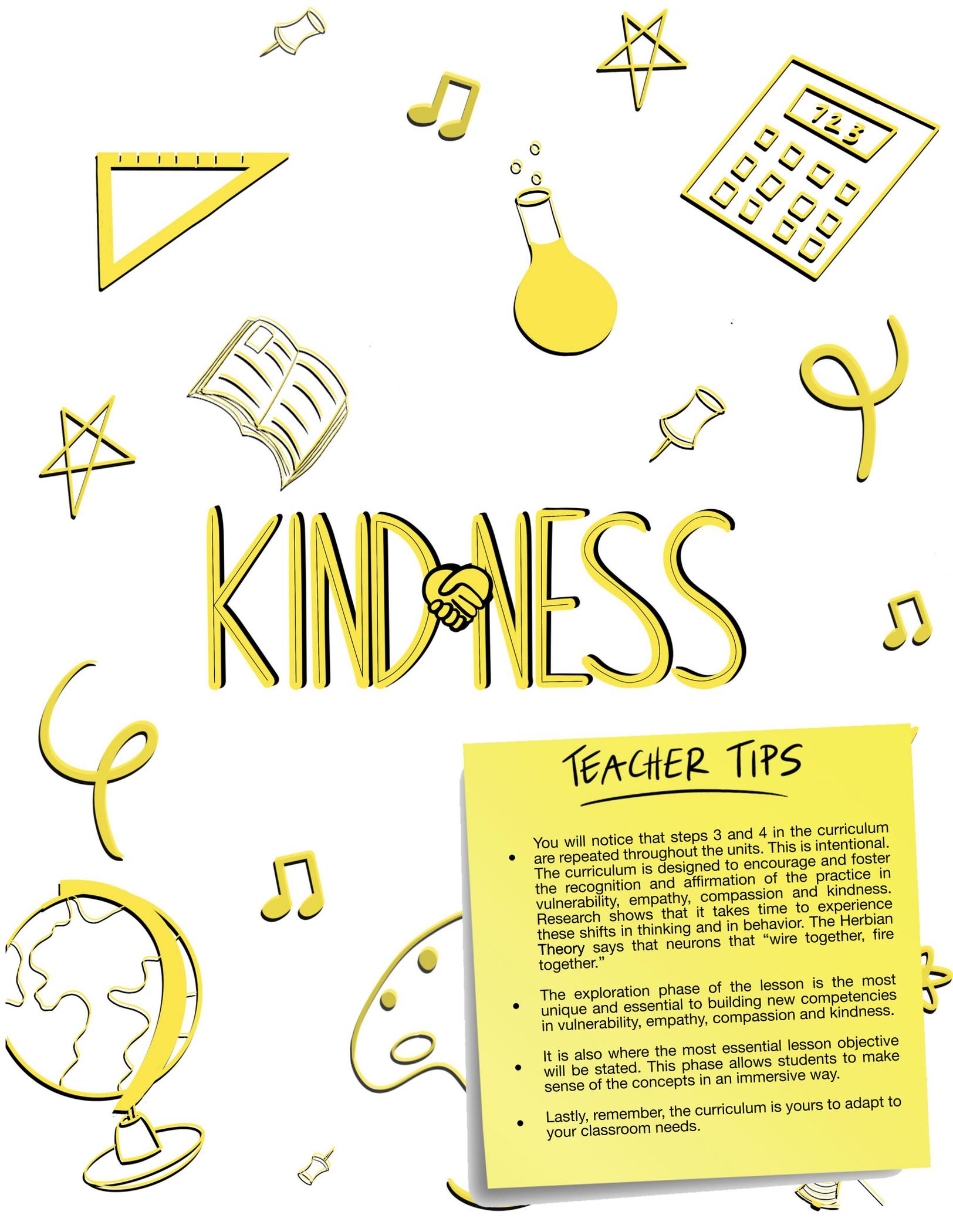
Students engage in a “name it” closing activity. Students may gather on the floor or sit facing each other in a circle for this activity. The students demonstrate their knowledge and understanding of the activity by practicing with each other as they practice the skills taught and the knowledge explored. They compliment each other by ending with the group activity using a sentence stem.

STUDENT TASK

Students gather on the floor or seated in their chairs.

1. They then are invited by their teachers to affirm their work for this unit. 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 lights compassion in our classroom community.**”
3. They can read some of the kind words from the notes aloud before placing them in the class-created kindness jar.
4. Kindness notes are placed in their respective kindness jars.
5. They tally the unit’s tokens distributed and write the number on the jar.
6. The students also have the option of using their kindness journal to reflect on how they feel about vulnerability.





KINDNESS

TEACHER TIPS

- You will notice that steps 3 and 4 in the curriculum are repeated throughout the units. This is intentional. The curriculum is designed to encourage and foster the recognition and affirmation of the practice in vulnerability, empathy, compassion and kindness. Research shows that it takes time to experience these shifts in thinking and in behavior. The Herbian Theory says that neurons that “wire together, fire together.”
- The exploration phase of the lesson is the most unique and essential to building new competencies in vulnerability, empathy, compassion and kindness.
- It is also where the most essential lesson objective will be stated. This phase allows students to make sense of the concepts in an immersive way.
- Lastly, remember, the curriculum is yours to adapt to your classroom needs.

KINDNESS

UNIT 4, LESSON 1

Grade	4 th and 5 th
Lesson Focus	Kindness as the Ultimate Generosity
<u>INTENTION</u>	I can learn how to invite kindness in our classroom community.
Duration	30 minutes
KCC Lesson Guide	Unit 4, Lesson 1

Lesson 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 (8 Minutes)

INTENTION: I can review my kindness status 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)

Step 2: Exploration into KCC (10 Minutes)

INTENTION: I can learn how to invite kindness in our classroom community.

Students explore kindness through the Kindness Capacity Curriculum.

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 kindness capacity.

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: A Kindness Journal

- A. Students are grouped together.
- B. Students welcome each other and state their intention for the group.
- C. Students rely on the conversation with the teacher which provides a definition of kindness
 - a. ***KCC defines kindness as the quality to be friendly, generous, and considerate. It is preceded by vulnerability, empathy, and compassion.***
- D. Students are assigned roles in the group. There are roles for different paths to building kindness:
 - a. vulnerability
 - b. compassion
 - c. empathy
 - d. kindness
- E. Students decide on roles.
- F. Students each take turns reviewing:
 - a. Definition of each path to kindness
 - b. What path they have engaged with easily
 - c. What path they have had challenges engaging with
- G. Students each take turns writing in their kindness journals: They answer the following questions:

- a. How can you fuel vulnerability in your classroom?
 - b. How can you grow empathy in your classroom?
 - c. How can you light compassion in your classroom?
 - d. How can you be kind in your classroom?
- H. The teacher guides the students to also reflect on one aspect of their culture which they appreciate. The teacher uses the list of terms to help guide the discussion.
- a. The teacher also helps them reflect on an aspect of another culture and its positive elements that they appreciate.

Step 3: Connect (6 Minutes)

INTENTION: I can recognize my friends who are practicing kindness in our classroom community.

Students and teachers make connections between the simulation lesson and their practice of kindness in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

The teacher reintroduces the Kindness Tokens and explains that the tokens can be used to help them recognize when others are thinking and acting with kindness. And that the tokens support them in this important work which leads to growing their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and acting with kindness today. The teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. The teacher lets the students know that they can also write a note or draw picture when they pass along a token during the week. The note and the picture can be placed in their class-created kindness jars throughout the week.



Step 4: Closing and Reflection (6 Minutes)

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

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 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.

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 invites kindness in our classroom community.”
3. Kindness notes are placed in their respective kindness jars.



KINDNESS

UNIT 4, LESSON 2

Grade	4 th and 5 th
Lesson Focus	Kindness
<u>INTENTION</u>	I can practice expressing kindness in our classroom community.
Duration	30 minutes
KCC Lesson Guide	Unit 4, Lesson 2

Lesson 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 – Introduction

Step 1: Introduction (8 Minutes)

INTENTION: I can think about how to invite kindness in our classroom community.

Students go deeper into kindness.

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.

1. The teacher also shares their concept of kindness and co-creates a definition of kindness with the students. They follow a similar pattern of asking and answering questions about what kindness could mean. Again, the teacher shares their views too.
2. Next, the teacher tells the students that today they are going to practice being kind. The teacher explains **kindness is the knowledge and understanding needed to maximize the kindness potential of any individual. It is also the capacity to be friendly, generous and considerate.**
3. Then, the teacher lets the students know that they are going to do a kindness activity and that practicing kindness will help to grow their capacity for even more kindness.
 - a. First, the teacher invites them to join their group.
 - b. Second, the teacher lets them know they are going to share something with their group without expecting feedback, nor casting judgment, nor knowing the outcome of sharing a response.
 - c. The teacher provides the groups with sentence stems to guide their thinking (Resource 1).

INSTRUCTIONS: *Random Thoughts of Kindness.* Once students have had the opportunity to complete the sentence stems and complete their random thoughts of kindness, they are asked to reflect on a time when they witnessed someone being kind.

Step 2: Exploration into Kindness KCC (10 Minutes)

INTENTION: I can practice being kind in our classroom community.

Students explore ways to practice kindness in their classrooms.

STUDENT TASK

Following the completion of the acts and discussion of kindness. Students begin the lesson by identifying the objective of the today's lesson.

1. They begin by taking turns stating their intention for the work to be done within the group. Today's lesson is centered on building comfort in being kind. Therefore, a good goal for today is **"I can practice being kind in our classroom community."**
2. They are welcomed by the group members then they proceed to the activities listed.

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

Activity: Emotional Characters and Kindness

- A. Students return to their groups from Lesson 1
- B. Students welcome each other and state their intention for the group
- C. Students are assigned roles in the group. There are roles for different types of emotional characters:
 - a. Sad
 - b. Happy
 - c. Tired
 - d. Confident
 - e. Unsure
- D. Students decide on roles.
- E. Students each take turns discussing:
 - a. The ways their emotional character shows up (What provokes them to show up?)
 - b. How the emotional character thinks with kindness
 - c. What causes the emotional character not to think with kindness
 - d. What can be done to support being kind in their classroom community
- F. The teacher guides the students to notice the **different aspects** of their culture and to respect others as individuals and accept them for their cultural membership. The teacher uses the list of terms provided to help guide the discussion.
 - a. First, they co-create a definition of culture
 - b. Second, they discuss the different aspects of their individual culture
 - c. Third they discuss similarities and the respect and acceptance of various cultural groups

Step 3: Connect (6 Minutes)

INTENTION: I can recognize my friends who are practicing kindness in our classroom community.

Students and teachers make connections between the simulation lesson and their practice of kindness in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

The teacher reintroduces the Kindness Tokens and explains that the tokens can be used to help them recognize when others are thinking and acting with kindness. And that the tokens support them in this important work which leads to growing their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and acting with kindness today and the teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. 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 class-created kindness jars throughout the week.



Step 4: Closing and Reflection (6 Minutes)

INTENTION: I can affirm and encourage the practice of kindness in our classroom community.

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 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.

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 invites kindness in our classroom community.”
3. Kindness notes are placed in their respective kindness jars.



End of Unit 4, Lesson

KINDNESS

UNIT 4, LESSON 3

Grade	4 th and 5 th
Lesson Focus	Kindness
<u>INTENTION</u>	I can reflect on my progress in practicing kindness in our classroom community.
Duration	30 minutes
KCC Lesson Guide	Unit 4, Lesson 3

Lesson 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 – Introduction & Placement

Step 1: Introduction & Placement (8 Minutes)

INTENTION: I can monitor my progress on the practice of kindness in our classroom community.

Start with the Kindness Capacity Compass.

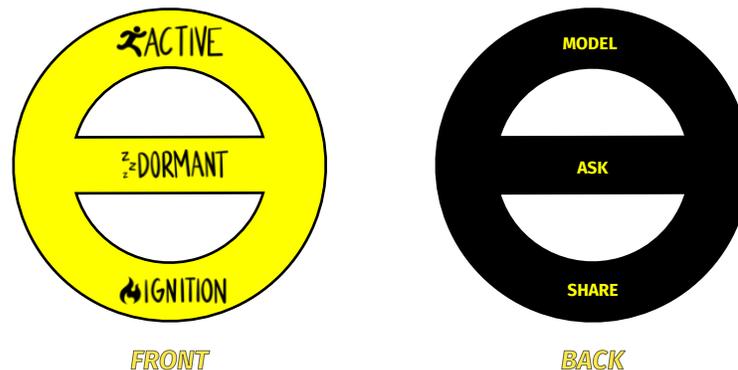
TEACHER TASK

The teacher begins by letting students know that today is going to be a check-in day to see how everyone is doing in building their kindness capacity. The teacher lets the students know they will be using a Kindness Capacity Compass to help them determine their own growth in the curriculum.

The Kindness Capacity Curriculum relies on the symbolism of the Kindness Capacity Compass. The compass is a gauge used by students to measure their own self growth and provides solutions based on what is indicated on the compass.

The teacher asks the students to retrieve their individually created Kindness Capacity Compass and guides the students on how it can be used. Then the teacher allows the students to find a comfortable place in the classroom where they can take the assessment and then evaluate themselves. (Resource 2)

Kindness Capacity Compass Introduction



We are all familiar with instruments used to measure pulse, right? We use different kinds of monitors like a heart rate monitor. Using those types of monitors can help us to determine the intensity of our heart rate which impacts the activities that we do. This week we are using the Kindness Capacity Compass in a similar way. If we are to be kind, then we want to evaluate the intensity level of our kindness. By answering the questions students are able to evaluate their current progress with the KCC.

Step 2: Exploration into Kindness Capacity Compass (10 Minutes)

INTENTION: I can reflect on my practice of being kind in our classroom community.

Students explore through self-assessments.

STUDENT TASK

Following the completion of the assessment with the Kindness Capacity Compass. The students are invited to practice. Students take a moment to reflect using a new self-assessment and evaluate their level of KC. Once they have done that, they will need to be vulnerable to work with others from a different group as they provide mentoring to them.

Today is the only day students will work with these different group members and they will return to their original group to complete the work tomorrow. Intervention happens when the mentor and mentee are able to complete the following.

- d. Share the challenges they are facing
- e. Provide useful strategies that they have been using
- a. Discuss the rewards (intangible more than tangible) they have received from growing their Kindness Capacity.

Activity: Mentor Meet Your Mentee

- A. Students are paired with a mentor and mentee based on their self-assessments.
- B. Students welcome each other and state their intention for the pairing.
- C. Students discuss the following:
 - a. Challenges with being kind
 - b. Successes with being kind
 - i. Strategies they are using to be successful
 - c. Hope with thinking with kindness
 - i. Intangible and tangible rewards of thinking with kindness
- D. Students end their session by taking turns thanking each other for the support they provided.

Step 3: Connect (6 Minutes)

INTENTION: I can recognize my friends who are practicing kindness in our classroom community.

Students and teachers make connections between the simulation lesson and their practice of kindness in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

The teacher reintroduces the Kindness Tokens and explains that the tokens can be used to help them recognize when others are thinking and acting with kindness. And that the tokens support them in this important work which leads to growing their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and acting with kindness today and the teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. 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 class-created kindness jars throughout the week.



Step 4: Closing and Reflection (6 Minutes)

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

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 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.

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 invites kindness in our classroom community.”
3. Kindness notes are placed in their respective kindness jars.



KINDNESS

UNIT 4, LESSON 4

Grade	4 th and 5 th
Lesson Focus	Kindness
<u>INTENTION</u>	I can learn how to be kind in and outside my comfort zone.
Duration	30 minutes
KCC Lesson Guide	Unit 4, Lesson 4

Lesson 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 – Introduction & Assertion

Step 1: Introduction & Assertion (8 Minutes)

INTENTION: I can invite kindness in and outside my comfort zone.

Students explore kindness in and outside of their comfort zone.

TEACHER TASK

The teacher begins by introducing the focus for today's lesson. The primary goals include empowering the students to feel confident in the growth they have had this week, and in helping them determine their level of kindness. Therefore, the teacher:

3. Sets the tone for celebrating the work that the students have done
1. Shares observations the teacher and other students have made about kindness in the classroom.

The teacher focuses intently on the following:

4. Review of the meaning of vulnerability, empathy, compassion, and kindness.
5. Review of the connection of vulnerability, empathy, compassion, and kindness.
6. Let's the students know they will engage in an activity which may push them outside of their comfort zone

The teacher explains that kindness is the ultimate gift to give and receive. It's the ultimate generosity.

The teacher invites students to return to their groups where they will engage in the activity which pushes them out of their comfort zone.

Step 2: Exploration into Kindness in KCC (10 Minutes)

INTENTION: I can learn how to be kind in and outside my comfort zone.

Students explore how to be kind through discomfort.

STUDENT TASK

Once the students have been grouped, they will be given the instructions for the activity. This fun activity has them decide whether they view something as stepping outside of their comfort zones.

1. The students arrange their space so that a circle can be created, either by drawing, with chairs, or however the space allows. All students begin in the circle.
2. They read the descriptions on the provided sheets and decide whether the activity is in their comfort zone or not. If it's in their comfort zone, they remain in the circle. If it's not, they go out of the circle.

Teachers act as facilitators throughout this process by supporting the students as they get through all of the questions. (Resource 3)

Activity: In and Outside the Comfort Zone

Once the students have completed their activity in their small groups, they are invited to also discuss how they feel about the challenge to keep moving outside of their comfort zone.

Using the Key Terms in Cross Cultural Discourse, the teacher specifically supports discussion which allows the students to think with kindness in how they:

- A. Relate effectively with others based on appreciation for differences/similarities
- B. Evaluate how stereotyping affects them and their relationships with others

Step 3: Connect (6 Minutes)

INTENTION: I can recognize my friends who are practicing kindness in our classroom community.

Students and teachers make connections between the simulation lesson and their practice of kindness in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

TEACHER TASK

The teacher reintroduces the Kindness Tokens and explains that the tokens can be used to help them recognize when others are thinking and acting with kindness. And that the tokens support them in this important work which leads to growing their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and acting with kindness today and the teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. 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 class-created kindness jars throughout the week.



Step 4: Closing and Reflection (6 Minutes)

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

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 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.

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 invites kindness in our classroom community.”
3. Kindness tokens and notes are placed in their respective kindness jars.



KINDNESS

UNIT 4, LESSON 5

Grade	4 th and 5 th
Lesson Focus	Kindness
<u>INTENTION</u>	I can practice kindness by inviting all the pathways in our classroom community and beyond.
Duration	30 minutes
KCC Lesson Guide	Unit 4, Lesson 5

Lesson 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 – Introduction

Step 1: Introduction (8 Minutes)

INTENTION: I can flourish by using the pathways which lead to kindness in our classroom community and beyond.

Start with an introduction to the final lesson in the unit.

TEACHER TASK

The teacher begins by introducing the final topic of the unit to the students. Since the students have all been doing this work in small groups, it is important that they all return to the big/whole group and share the lessons they have learned. In the very beginning of the unit, in lesson 1, students state their intention of the work. Today they close the unit by acknowledging the work they have completed.

The teacher reminds the students of the concept of kindness. The teacher also asks the students to remember that kindness is the ultimate generosity. Lastly, the teacher encourages the students to travel the path of kindness.

The teacher asks the students to engage in the final activity.

Activity: The Highway of Kindness

Students are guided with the following questions that allow them to reflect on their work and which also supports their closing out of the unit. The teachers ask them to answer the following questions by reflecting in their journals:

1. Why are you thankful for practicing kindness?
2. How do you rate your growth of kindness?

The teacher acts as facilitator in helping the students see the various paths to kindness.

Step 2: Exploration and Reflection into KCC (10 Minutes)

INTENTION: I can practice kindness by inviting all the pathways into our classroom community and beyond.

Students reflect on their experiences of kindness.

STUDENT TASK

Students return to their group and support each other through the final activity focused on reflection and aligning to transition to their new value of kindness. **The teacher tells them that they now have the knowledge and understanding needed to maximize their kindness capacity.**

1. Students begin the lesson by recognizing someone who has allowed them to think, and or act with kindness and thank them.
2. Students also recognize someone who has been thinking and acting with kindness towards them and thank them.
3. The students end the lesson by saying what they have accomplished and with a final sentence which reads something like *"We have invited kindness into our classroom community by _____ and I recognize that I am the Difference, You are the Difference, We are the Difference."*

INSTRUCTIONS:

On the Right Path. Having completed the small group closing. The teacher then takes on the role of leading the classroom in a whole group sharing circle. They revisit the idea that kindness is the ultimate generosity.

Students share:

- How they can continue to encourage kindness in the classroom
- What it means to be "the difference"

Step 3: Connect (6 Minutes)

INTENTION: I can recognize the many roads which lead to kindness in our classroom community and beyond.

Activity: Growing in Kindness Capacity

STUDENT TASK

Students engage in constructing a kindness tree. Having now completed the lessons on vulnerability, empathy and compassion, the students use the materials provided to build a kindness tree. They are to create the following structures in the tree. 1. Roots 2. Trunk 3. Branches & 4. Leaves

The teacher supports the students in identifying and assembling what they see as important in each aspect of the tree by writing out different ideas to build the kindness tree. They are also to identify which aspect of the tree would represent, Dormant, Ignition and Active Kindness Capacity (*Resource 4- List of Construction Materials Needed). Each group gets an opportunity to share their tree at the end of the activity.

Step 4: Closing and Reflection (6 Minutes)

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

The students demonstrate their knowledge and understanding of the activity by reading through notes that were written when a token was given throughout the unit. Then they facilitate the counting of the tokens.

STUDENT TASK

Students tally the tokens to see how their work compares to other units. They 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 tokens and notes from Unit 1 which introduced vulnerability and this final unit which concludes with a summary of kindness.
2. The teacher invites a student to combine all the notes from the vulnerability, empathy, and compassion jars and highlight the invitations made for kindness in the classroom.
3. They can read some of the kind words from the notes aloud before placing them in the class-created kindness jar.

The students commemorate the lesson by creating a poster which identifies all the ways that **fueled, grew, lit, and invited kindness into our classroom community**. The poster is titled **You are the Difference**. They use notes and other artefacts 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:

[How to Turn Vulnerability into a Superpower - YouTube](#)

Empathy

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

[Building Empathy for Kids - YouTube](#)

Compassion

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

[Character education: Compassion - YouTube](#)

[Weekly Wonders - Understanding Self-Compassion \(Cultivate Compassion\) - Google Slides](#)

Kindness

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

[The Science of Kindness - YouTube](#)

Additional Resources

(Resource 1)

Random thoughts of vulnerability/empathy/compassion/kindness Sentence stems

1. The courage to be vulnerable makes me feel...
 2. Being vulnerable is...
 3. Vulnerability is not winning or losing it is...
 4. We cultivate vulnerability when we...
 5. Authenticity and vulnerability are...
 6. Out of vulnerability will come...
 7. Vulnerability is the only bridge to build...
 8. I embrace my vulnerability when I...
 9. I embrace others' vulnerability when I...
 10. I know that what makes me vulnerable also makes me...
-

(Resource 2)

Instrument Reflections- (Kindness Capacity Compass)

1. I am more aware of how I interact with others.
(Y) (N)
2. My awareness of others is the same.
(Y) (N)
3. I am intentional about creating vulnerability/ empathy/ compassion/kindness in my community.
(Y) (N)
4. I am sometimes intentional about creating vulnerability/empathy/compassion/kindness in my community.
(Y) (N)
5. I embrace others when they are showing vulnerability/empathy/compassion/kindness in my community.
(Y) (N)

Dormant Capacity	(0-1 Y)
Ignition Capacity	(2-3 Ys)
Active Capacity	(4-5 Ys)

(Resource 3)
In and Outside the Comfort Zones Activity Prompts

1. Helping a stranger
 2. Telling others the truth when they ask for your opinion
 3. Having a one on one conversation with someone in your class community about their culture
 4. Making friends with someone from a different culture
 5. Showing emotional intelligence with others
 6. Leading others to embrace different views
 7. Leading others to embrace different identities
 8. Practicing vulnerability/empathy/compassion/kindness in my classroom community
-

(Resource 4)
Tree construction -in discussing the structure of the KCC

Items Needed Include:

1. Colorful construction paper (to draw parts of the tree)
 2. Poster board or butcher paper (to create diagram of KCC and how it functions)
 3. Pencils (to draw the Roots, Trunk, Branches & Leaves)
 4. Crayons (to color the parts of your tree listed above)
 5. Sharpies (to label the parts of the tree that represent the KCC curriculum and its different stages)
 6. Scissors (as needed for attaching cut out labels or parts of the tree to the butcher paper/poster board)
 7. Glue (as needed for adhering the labels or part of the tree to the butcher paper/poster board)
-

(Resource 5)

“Recall It” to Practice Vocabulary Terms

The capacity for the autonomous self to connect with humanity.

EMPATHY

The capacity of the mind to connect to others. It is often preceded by the vulnerability

COMPASSION

The capacity of the heart to connect with others. It is often accompanied by empathy.

VULNERABILITY

KINDNESS CAPACITY

**DORMANT
KINDNESS CAPACITY**

The knowledge and understanding needed to maximize the kindness potential of any individual.

**IGNITION
KINDNESS CAPACITY**

The inactive or sleeping state of kindness.

**ACTIVE
KINDNESS CAPACITY**

The beginning phases of one state of kindness.

The mobility of being engaged with kindness.

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

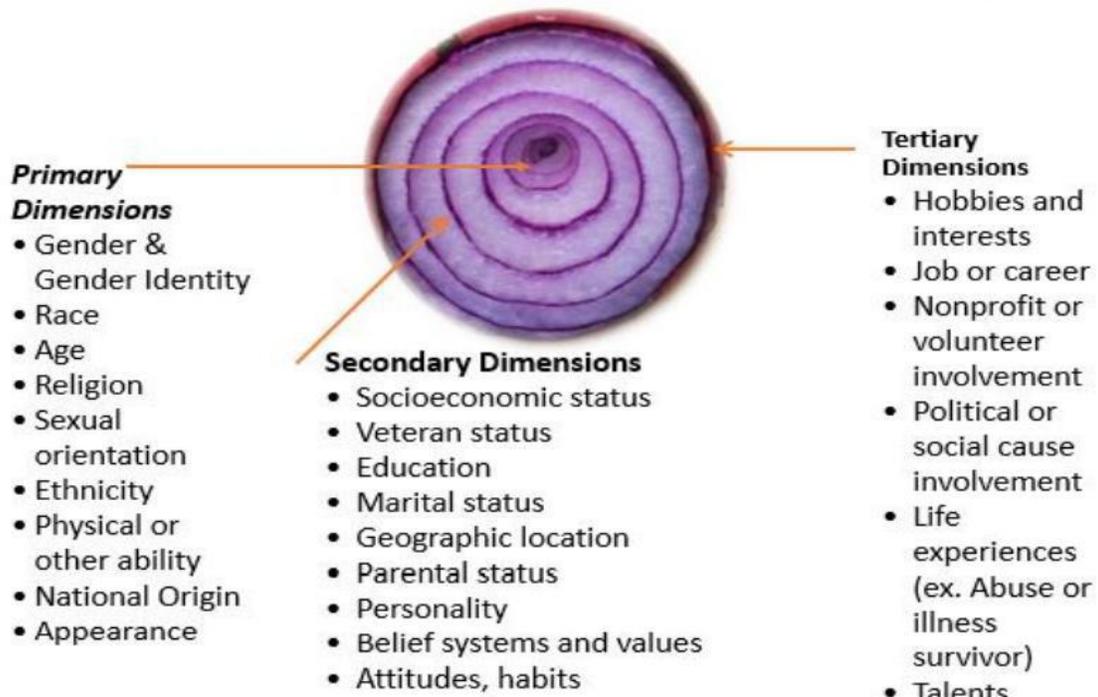


Table 4. Dimensions of Diversity, NCSEA

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.



FAQs

1. Should the Kindness Capacity Curriculum ever be graded?
 - a. No. The KCC is intended to voluntarily engage students in building the capacity for kindness.
2. Should the *You are the Difference* Kindness Tokens be used as a behavioral incentive?
 - a. No. The Kindness Tokens serve to recognize the acts of kindness through the various pathways of vulnerability, empathy, and compassion.
3. Should *You are the Difference* be taught consecutively?
 - a. Yes, it's best to explore the entire curriculum in steady succession so that it reinforces students' mastery in building their kindness capacity. Although the units can also work individually, they work best when the entire curriculum is steadily facilitated.
4. What should I do if my students share information that is deemed inappropriate?
 - a. Please seek out your school's counselor, SEL coordinator, and other administrators in ensuring students receive the additional support they may need.

References

Senior Council (2021). Glossary of cross-cultural terms. Retrieved from [Glossary of Cross Cultural Terms \(seniorcouncil.net\)](https://seniorcouncil.net/glossary-of-cross-cultural-terms)

You are the Difference (2021). Retrieved from [Kindness | The quality of being friendly, generous, and considerate. \(urthedifference.com\)](https://urthedifference.com/kindness-the-quality-of-being-friendly-generous-and-considerate)