

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.

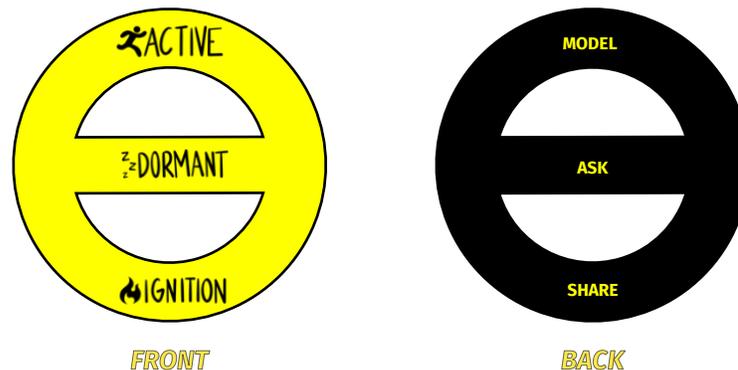
TEACHER TASK

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