

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.

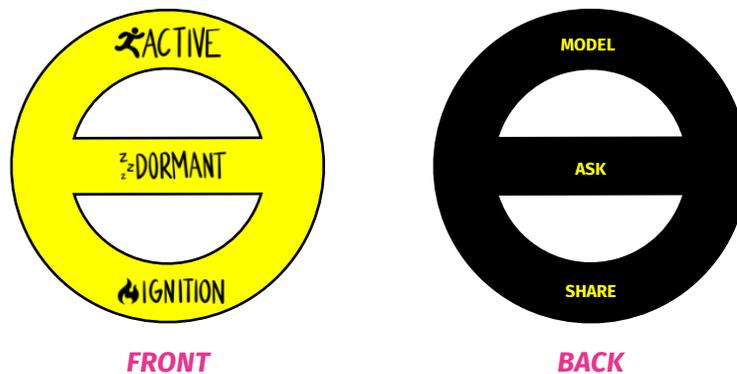
TEACHER TASK

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