



KINDNESS CAPACITY CURRICULUM

GRADES

6th, 7th, and 8th

Table of Contents

You are the Difference Overview	4
A Note on the Student Module	4
Unit Presentation and Lesson Structure	5
Unit 1-Vulnerability	6
Lesson 1.....	7
Lesson 2.....	15
Lesson 3	21
Lesson 4.....	27
Lesson 5.....	33
Unit 2-Empathy	39
Lesson 1.....	40
Lesson 2.....	48
Lesson 3	54
Lesson 4.....	60
Lesson 5	66
Unit 3-Compassion	72
Lesson 1.....	73
Lesson 2.....	81
Lesson 3	87
Lesson 4.....	93
Lesson 5	99
Unit 4-Kindness	105
Lesson 1.....	106
Lesson 2.....	114
Lesson 3	120
Lesson 4.....	126
Lesson 5	132
Extensions	138
Additional Resources	139
Key Terms	143
Keep up with You are the Difference	144
FAQs	145
References	146

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Disclaimer

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

Non-Discrimination Statement

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

You are the Difference Impact Statement

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

You are the Difference Overview

Kindness is at the core of the You are the Difference programs, which seek to inspire and empower students and teachers, children and adults alike to recognize and encourage kindness. You are the Difference envisions school communities and neighborhoods which flourish in kindness through their programs and initiatives geared toward teaching the individual power each person possesses as a conduit of kindness. Further, You are the Difference programs believes in celebrating acts of kindness in both tangible and intangible ways. Therefore, You are the Difference Kindness' Tokens celebrate such acts and also serve as a reminder that each person carries the potential to make the world a better place.

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

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

A Note on the Student Module

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

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

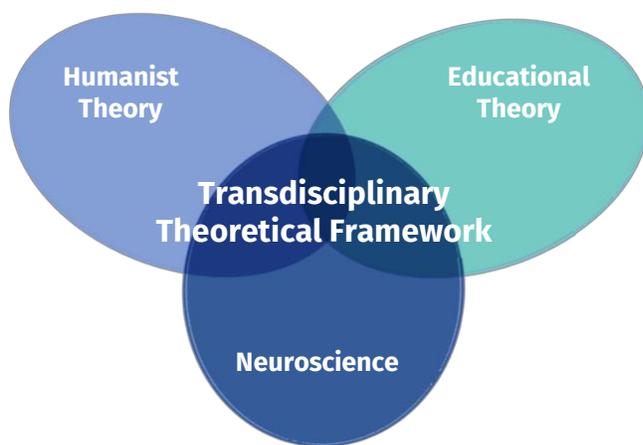


Table 1. Transdisciplinary Theoretical Framework

Unit Presentation

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

Unit 1: Vulnerability – 5 Lessons

Unit 2: Empathy – 5 Lessons

Unit 3: Compassion– 5 Lessons

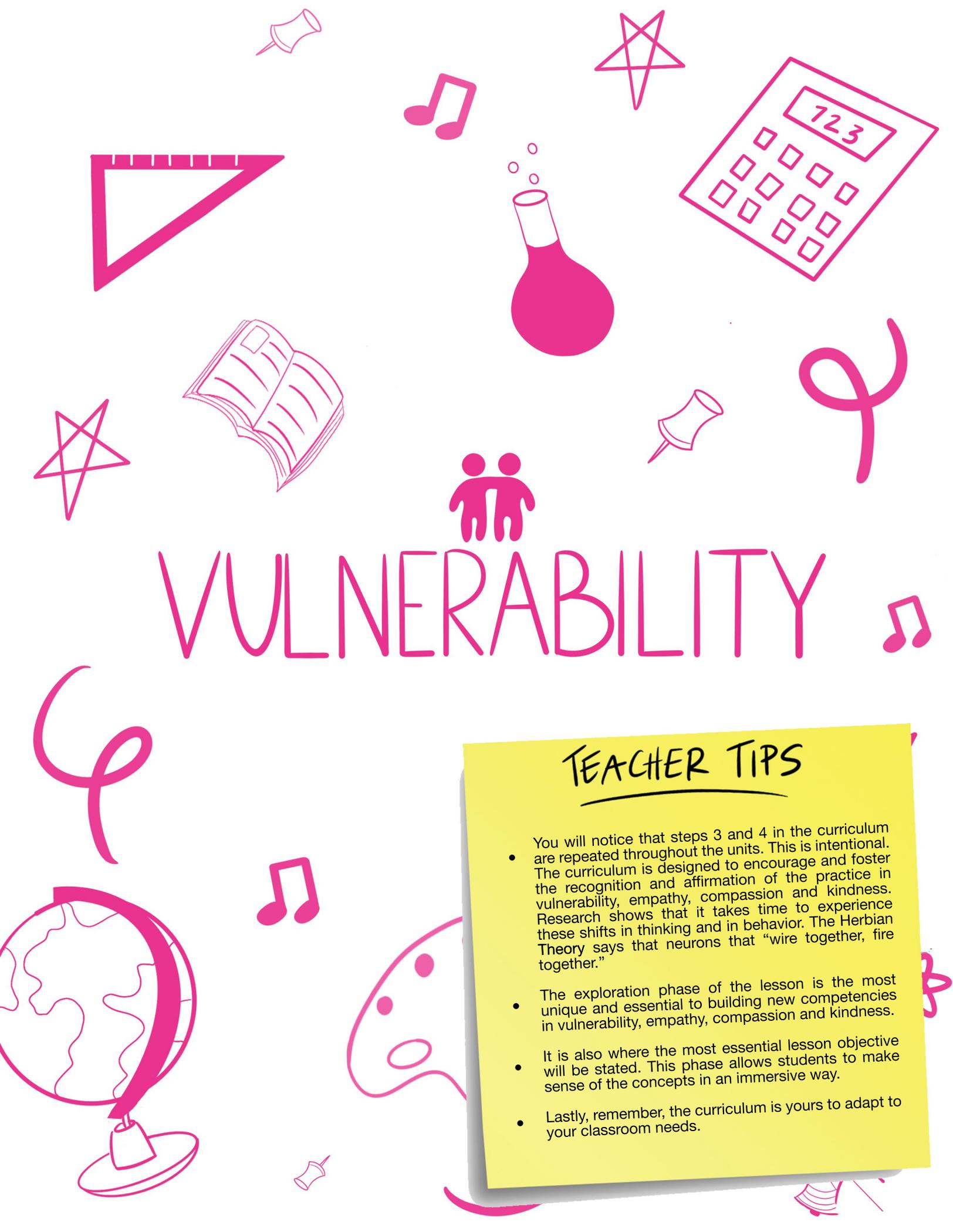
Unit 4: Kindness – 5 Lessons

Lesson Structure

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

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

Continue to: Unit 1, Lesson 1



VULNERABILITY

TEACHER TIPS

- 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 1, LESSON 1

GRADE	6 th , 7 th , and 8 th
LESSON FOCUS	Intro to Kindness and Vulnerability as a Pathway to Kindness
<u>INTENTION</u>	I can learn how to build many paths to 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. They begin by asking the students questions to see how they conceptualize kindness. The teacher also shares her 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 build many paths to kindness in my classroom community.

Students explore 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 empathy capacity. Students work within this group for a period of one week as they provide support for each other in building their empathy skills.

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

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

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

ACTIVITY: THE SCIENCE OF WORDS

- A. Students are grouped together.
- B. In their groups they look at a video which introduces the concept of the **power** of words.
<https://youtu.be/Yx6UgfQreYY>
- C. Students then discuss the video in their groups
 - a. They dive specifically into:
 - i. How effective do you think words are?
 - ii. How does the plant equate to the human spirit?
 - iii. How are these plants vulnerable?
 - iv. What is required for someone to provide positive feedback to others
 - v. What character traits encourage or provide the skills to provide positive feedback, comments, etc.
 - vi. What one does to build these traits and skills



- D. Once complete, students outline the work and standards in their group that are necessary to accomplish the goal of building their kindness capacity.
- E. Students each take turns contributing to the group norms/standards which can include:
 - a. Respecting others' viewpoints
 - b. Removing judgment about others' viewpoints
 - c. Supporting a safe environment so each group member feels comfortable to share their viewpoints

STEP 3: CONNECT (6 MINUTES)

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

Students engage in a reflection and closing activity. Students may gather in groups for this activity. 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. The teacher also shares that the Kindness Tokens help them in this important work which fosters the growth of 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 Kindness Token to the group member when they make those recognitions.
2. The teacher models the activity by complimenting a class member, passes on a Kindness Token and invites that member to do the same.
3. The teacher lets the students know that they also have the choice to write a note or draw a picture when they pass along a Kindness Token during the week.
4. The note and the picture can be placed in their class-created kindness jars throughout the week. A class-created Kindness Calendar Wall can help track the growth of kindness in the classroom community.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

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

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 recognize each other by expressing a compliment to each other and by ending with the group activity using a sentence stem.

STUDENT TASK

Students gather together in their groups.

1. They then are invited by their teachers to affirm their work this week.
2. In affirming their work, students each take turns completing the sentence stem, **“I see you when ____ and that builds vulnerability in my classroom community.”**
3. They may also pass along a Kindness Token and, or kind note with this activity.
4. Kindness Tokens are passed along amongst teacher and students and notes are placed in their respective kindness jars.




VULNERABILITY

UNIT 1, LESSON 2

GRADE	6 th , 7 th , and 8 th
LESSON FOCUS	Vulnerability
<u>INTENTION</u>	I can practice how to build 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 build vulnerability in my classroom community

Students go deeper into vulnerability.

TEACHER TASK

The teacher begins by reintroducing 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 how to build vulnerability in my classroom community

Students explore ways to build vulnerability in their classrooms.

STUDENT TASK

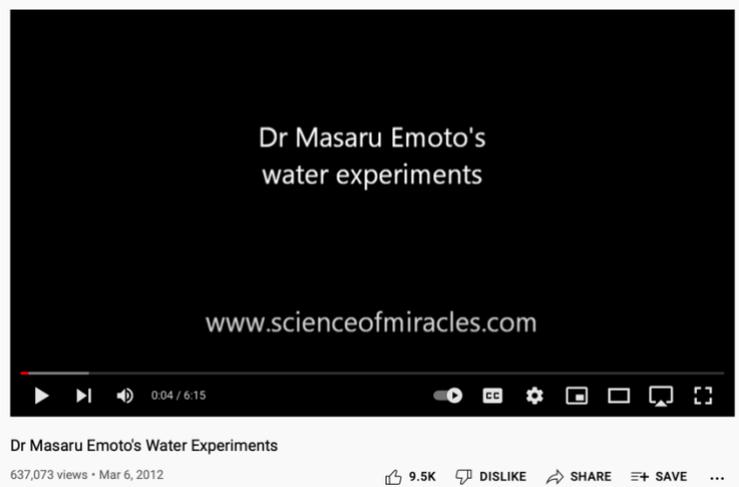
Following the completion of the discussion of vulnerability. Students begin the lesson by identifying the objective of the today's lesson.

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 vulnerability. Therefore, a good goal for today is **"I can practice how to build vulnerability 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: SCIENCE AND VULNERABILITY

- A. Students return to groups from Lesson 1
- B. Students welcome each other and state their intention for the group
- C. Students then look at this video on water experiments.
<https://youtu.be/Moz82i89JAw>
- D. Following the video, students discuss the following:
 - a. The role the expression of vulnerability plays in the classroom, school, community environments.
 - b. The role vulnerability plays in their lives.
- E. Students complete the activity by preparing to do their own science experiment. Students are encouraged to access a sharable typing document such as Google Doc and talk through and answer the following questions. They are to consider people who they know may be feeling isolated in some way. They are asked to consider the following questions:
 - a. What makes them isolated? Do they need help, if so, how can you tell?
 - b. Create an action that will decrease their isolation. This doesn't have to be anything big. Often it's the smallest actions, the everyday actions, that carry the most significance.



STEP 3: CONNECT (6 MINUTES)

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

Students engage in a reflection and closing activity. Students may gather in groups for this activity. 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 them recognize when others are being brave and vulnerable. The teacher also shares that the Kindness Tokens help them in this important work which fosters the growth of 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 Kindness Token to the group member when they make those recognitions.
2. The teacher models the activity by complimenting a class member, passes on a Kindness Token and invites that member to do the same.
3. The teacher lets the students know that they also have the choice to write a note or draw a picture when they pass along a Kindness Token during the week.
4. The note and the picture can be placed in their class-created kindness jars throughout the week. A class-created Kindness Calendar Wall can help track the growth of kindness in the classroom community.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

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

Students engage in a reflection and closing activity. Students may gather groups 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.

1. They then are invited by their teachers to affirm their work this week.
2. In affirming their work, students each take turns completing the sentence stem, **“I see you when _____ and that builds vulnerability in my classroom community.”**
3. They may also pass along a Kindness Token and, or kind note with this activity.
4. Kindness Tokens are passed along amongst teacher and students and notes are placed in their respective kindness jars.




VULNERABILITY

UNIT 1, LESSON 3

GRADE	6 th , 7 th , and 8 th
LESSON FOCUS	Vulnerability
INTENTION	I can reflect on my progress in building 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 monitor how I am building vulnerability in my classroom community.

Start with the Pit Stop activity.

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 completing a reflection activity to help them determine their own growth in the curriculum.

The Pit Stop relies on the students' ability to track their growth and to be willing to engage with others in expanding their growth.

The teachers passes out the Pit Stop reflection 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. They use a journal to reflect. The teacher helps support their journal reflection and subsequent pairing. (Resource 2)

ACTIVITY: WHAT ARE MY BLIND SPOTS?



1. How do I create blind spots (challenges) for myself?
2. How am I isolated from the experiences of others?
3. How am I broad-minded (open) in my experiences with others?

We all recognize that in living our lives, we do not know what others' experience and feel unless we are intentional about learning. This pit stop reflection allows the students to reflect on their own practice of vulnerability. They take a moment to reflect individually about their practice so that they can make the necessary adjustments.

STEP 2: EXPLORATION INTO PIT STOP REFLECTION (10 MINUTES)

INTENTION: I can reflect on my progress in building vulnerability in my classroom community.

Students explore through self-assessments.

STUDENT TASK

Following the completion of the Pit Stop Reflection. The students are invited to practice. They will need to be vulnerable in working 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:

1. Share the challenges they are facing
2. Provide useful strategies that they have been using
3. 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 Pit Stop Reflections.
- 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 them recognize when others are being brave and vulnerable. The teacher also shares that the Kindness Tokens help them in this important work which fosters the growth of 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 Kindness Token to the group member when they make those recognitions.
2. The teacher models the activity by complimenting a class member, passes on a Kindness Token and invites that member to do the same.
3. The teacher lets the students know that they also have the choice to write a note or draw a picture when they pass along a Kindness Token during the week.
4. The note and the picture can be placed in their class-created kindness jars throughout the week. A class-created Kindness Calendar Wall can help track the growth of kindness in the classroom community.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

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

Students engage in a reflection and closing activity. Students may gather in their groups. 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.

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



End of Unit 1, Lesson 3


VULNERABILITY

UNIT 1, LESSON 4

GRADE	6 th , 7 th , and 8 th
LESSON FOCUS	Vulnerability
<u>INTENTION</u>	I can learn how to practice vulnerability in and outside of 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

STEP 1: INTRODUCTION (8 MINUTES)

INTENTION: I can build vulnerability in and outside of my comfort zones.

Students explore vulnerability 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 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 practice vulnerability in and outside of my comfort zone.

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 zone.

1. The students arrange their space so that a circle can be created, either by drawing a circle, 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 then 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.

The teacher uses the list of Key Terms in Cross-Cultural Discourse to support the discussion of the following topics:

- How to practice vulnerability in their thinking of their own culture?
- How to think with vulnerability so they can respect others as individuals and accept them for their cultural membership?
- How to think with vulnerability so they can relate effectively with others based on appreciation for differences/similarities?
- How to think with vulnerability so they can 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 them recognize when others are being brave and vulnerable. The teacher also shares that the Kindness Tokens help them in this important work which fosters the growth of 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 Kindness Token to the group member when they make those recognitions.
2. The teacher models the activity by complimenting a class member, passes on a Kindness Token and invites that member to do the same.
3. The teacher lets the students know that they also have the choice to write a note or draw a picture when they pass along a Kindness Token during the week.
4. The note and the picture can be placed in their class-created kindness jars throughout the week. A class-created Kindness Calendar Wall can help track the growth of kindness in the classroom community.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

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

Students engage in a reflection and closing activity. Students may gather in their groups. 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.

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




VULNERABILITY

UNIT 1, LESSON 5

GRADE	6 th , 7 th , and 8 th
LESSON FOCUS	Vulnerability
<u>INTENTION</u>	I can practice travelling on 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 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 asks 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 built 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 that I have built a path of vulnerability in my classroom and school community.

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

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 built 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.

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.

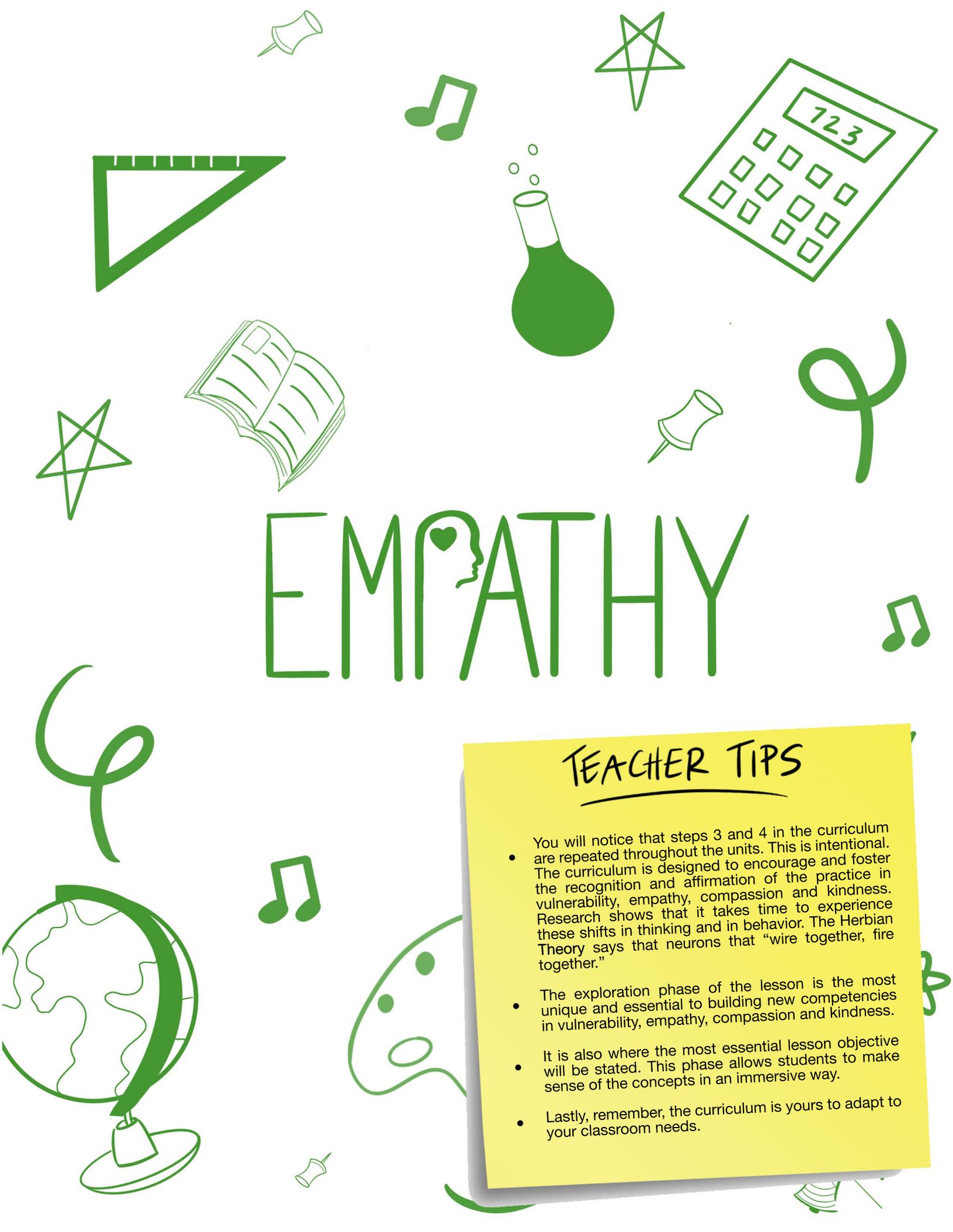
STUDENT TASK

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 encourages 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	6 th , 7 th , and 8 th
LESSON FOCUS	Empathy as a Pathway to Kindness
INTENTION	I can learn how to develop a path to 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. They begin by asking the students questions to see how they conceptualize empathy. The teacher also shares her concept of empathy and co-creates a definition of empathy with the students.

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

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 (10 MINUTES)

INTENTION: I can learn how to develop a path to 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 empathy capacity. Students work within this group for a period of one week as they provide support for each other in building their empathy skills.

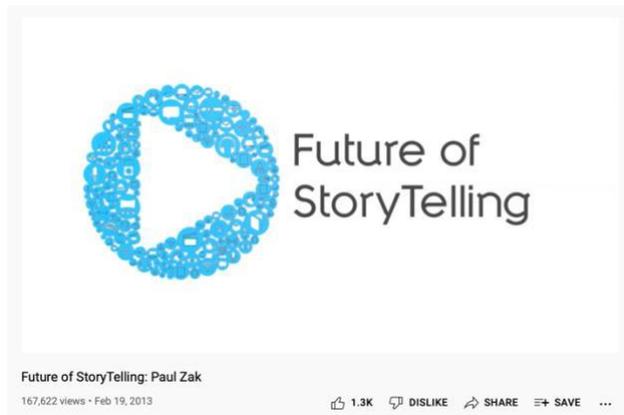
Students begin the lesson by identifying the objective of the week's lesson. They begin by taking turns stating their intention for the work to be done within the group. They are welcomed by the group members then they proceed to the activities listed.

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

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

ACTIVITY: THE SCIENCE OF EMPATHY

- A. Students are grouped together.
- B. In their groups they look at a video which introduces the concept of the brain's processing of empathy.
<https://youtu.be/DHeqQAKHh3M>
- C. Students then discuss the video in their groups
 - a. They dive specifically into:
 - i. What is required for someone to think with empathy regarding others
 - ii. What character traits encourage or provide the skills to think with empathy and express it to others
 - iii. What one does to build these skills
- D. Once complete, students outline the work and standards in their group that are necessary to accomplish the goal of developing their kindness capacity. They access a shareable document such as a Google doc to establish the group norms.



- E. Students each take turns contributing to the group norms/standards which can include:
 - a. Respecting others' viewpoints
 - b. Removing judgment about others' viewpoints
 - c. Supporting a safe environment so each group member feels comfortable to share their viewpoints

STEP 3: CONNECT (6 MINUTES)

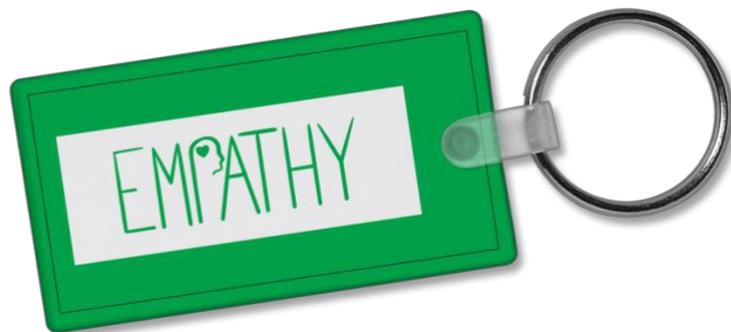
INTENTION: I can recognize my friends who are practicing empathy in my classroom community.

Students engage in a reflection and closing activity. Students may gather in groups for this activity. 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. The teacher also share that the Kindness Tokens help them in this important work which fosters the growth of their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and demonstrating with empathy today. The teacher invites them to pass on a Kindness Token to the group members when they make those recognitions.
2. The teacher models the activity by complimenting a class member, passes on a Kindness Token and invites that member to do the same.
3. The teacher lets the students know that they have the choice to write a note or draw a picture when they pass along a Kindness Token during the week.
4. The note and the picture can be placed in their class-created kindness jars throughout the week. A class-created Kindness Calendar Wall can help track the growth of kindness in the classroom community.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

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

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 recognize each other by expressing a compliment to each other and by ending with the group activity using a sentence stem.

STUDENT TASK

Students gather together in their groups.

1. They then are invited by their teachers to affirm their work this week.
2. In affirming their work, students each take turns completing the sentence stem, **“I see you when _____ and that develops empathy in my classroom community.”**
3. They may also pass on a Kindness Token and, or kind note with this activity.
4. Kindness Tokens are passed along amongst teacher and students. Notes are placed in their respective kindness jars.



EMPATHY

UNIT 2, LESSON 2

GRADE	6 th , 7 th , and 8 th
LESSON FOCUS	Empathy
<u>INTENTION</u>	I can practice how to develop 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 develop empathy in my classroom community.

Students go deeper into empathy.

TEACHER TASK

The teacher begins by reintroducing 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. It is preceded by the vulnerability OR the capacity to think about what it feels like for the other person.**
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 how to develop empathy in my classroom community.

Students explore ways to build empathy in their classrooms.

STUDENT TASK

Following the completion of the 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 how to develop empathy 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: WHAT IS EMPATHY, REALLY?

- A. Students return to their groups from Lesson 1.
- B. Students welcome each other and state their intention for the group.
- C. Students then look at this video on the power of empathy.
<https://youtu.be/6HLPABYNcso>
Time Stamp End: 6:30
- D. Following the video, students discuss the following:
 - a. The role empathy plays in the classroom, school, community environments.
 - b. The role empathy plays in their lives.
- E. Students complete the activity by preparing to develop their own service project. They access their shareable documents such as a Google Doc. They then can consider the questions below in whatever service project is decided by the class.
 - a. Who will benefit from the service project?
 - b. Why is this service project important?
 - c. What lessons will be learned by doing this project?
 - d. What would the service project do to help them grow in their empathy?
 - e. Can the service project be accessed online or via an app?



STEP 3: CONNECT (6 MINUTES)

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

Students engage in a reflection and closing activity. Students may gather in groups for this activity. 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. The teacher also share that the Kindness Tokens help them in this important work which fosters the growth of their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and demonstrating with empathy today. The teacher invites them to pass on a Kindness Token to the group members when they make those recognitions.
2. The teacher models the activity by complimenting a class member, passes on a Kindness Token and invites that member to do the same.
3. The teacher lets the students know that they have the choice to write a note or draw a picture when they pass along a Kindness Token during the week.
4. The note and the picture can be placed in their class-created kindness jars throughout the week. A class-created Kindness Calendar Wall can help track the growth of kindness in the classroom community.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

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

Students engage in a reflection and closing activity. Students may gather groups 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.

1. They then are invited by their teachers to affirm their work this week.
2. In affirming their work, students each take turns completing the sentence stem, **“I see you when _____ and that develops empathy in my classroom community.”**
3. They may also pass on a Kindness Token and, or kind note with this activity.
4. Kindness Tokens are passed along amongst teacher and students. Notes are placed in their respective kindness jars.



EMPATHY

UNIT 2, LESSON 3

GRADE	6 th , 7 th , and 8 th
LESSON FOCUS	Empathy
<u>INTENTION</u>	I can reflect on my progress in developing 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 how I am developing empathy in my classroom community.

Start with the Pit Stop activity.

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 completing a reflection activity to help them determine their own growth in the curriculum.

The Pit Stop relies on the students' ability to track their growth and to be willing to engage with others in expanding their growth.

The teachers passes out the Pit Stop reflection 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. They use a journal to reflect. The teacher helps support their journal reflection and subsequent pairing. (Resource 2)

ACTIVITY: WHAT ARE MY BLIND SPOTS?



1. How do I create blind spots (challenges) for myself?
2. How am I isolated from the experiences of others?
3. How am I broad-minded (open) in my experiences with others?

We all recognize that in living our lives, we do not know what others' experience and feel unless we are intentional about learning. This pit stop reflection allows the students to reflect on their own practice of empathy. They take a moment to reflect individually about their practice so that they can make the necessary adjustments.

STEP 2: EXPLORATION INTO PIT STOP REFLECTION (10 MINUTES)

INTENTION: I can reflect on my progress in developing empathy in my classroom community.

Students explore through self-assessments.

STUDENT TASK

Following the completion of the Pit Stop Reflection. The students are invited to practice. They will need to be vulnerable in working 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:

1. Share the challenges they are facing
2. Provide useful strategies that they have been using
3. 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 Pit Stop Reflections.
- B. Students welcome each other and state their intention for the pairing.
- C. Students discuss the following:
 - a. Challenges with empathy
 - b. Successes with empathy
 - i. Strategies they are using to be successful
 - c. Hope with empathy
 - i. Intangible and tangible rewards of being empathetic
- 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 them recognize when others are being empathetic. The teacher also share that the Kindness Tokens help them in this important work which fosters the growth of their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and demonstrating with empathy today. The teacher invites them to pass on a Kindness Token to the group members when they make those recognitions.
2. The teacher models the activity by complimenting a class member, passes on a Kindness Token and invites that member to do the same.
3. The teacher lets the students know that they have the choice to write a note or draw a picture when they pass along a Kindness Token during the week.
4. The note and the picture can be placed in their class-created kindness jars throughout the week. A class-created Kindness Calendar Wall can help track the growth of kindness in the classroom community.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

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

Students engage in a reflection and closing activity. Students may gather in their groups. 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.

1. They then are invited by their teachers to affirm their work this week.
2. In affirming their work, students each take turns completing the sentence stem, **“I see you when _____ and that develops empathy in my classroom community.”**
3. They may also pass on a Kindness Token and, or kind note with this activity.
4. Kindness Tokens are passed along amongst teacher and students. Notes are placed in their respective kindness jars.



EMPATHY

UNIT 2, LESSON 4

GRADE	6 th , 7 th , and 8 th
LESSON FOCUS	Empathy
<u>INTENTION</u>	I can learn how to practice empathy in and outside of 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

STEP 1: INTRODUCTION (8 MINUTES)

INTENTION: I can develop empathy in and outside of my comfort zone.

Students explore empathy 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 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 practice empathy in and outside of my comfort zone.

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 zone.

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.

The teacher uses the list of Key Terms in Cross-Cultural Discourse to support the discussion of the following topics:

- How to practice empathy in their thinking of their own culture?
- How to think with empathy so they can respect others as individuals and accept them for their cultural membership?
- How to think with empathy so they can relate effectively with others based on appreciation for differences/similarities?
- How to think with empathy so they can 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 them recognize when others are being empathetic. The teacher also share that the Kindness Tokens help them in this important work which fosters the growth of their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and demonstrating with empathy today. The teacher invites them to pass on a Kindness Token to the group members when they make those recognitions.
2. The teacher models the activity by complimenting a class member, passes on a Kindness Token and invites that member to do the same.
3. The teacher lets the students know that they have the choice to write a note or draw a picture when they pass along a Kindness Token during the week.
4. The note and the picture can be placed in their class-created kindness jars throughout the week. A class-created Kindness Calendar Wall can help track the growth of kindness in the classroom community.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

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

Students engage in a reflection and closing activity. Students may gather in their groups. 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.

1. They then are invited by their teachers to affirm their work this week.
2. In affirming their work, students each take turns completing the sentence stem, **“I see you when _____ and that develops empathy in my classroom community.”**
3. They may also pass on a Kindness Token and, or kind note with this activity.
4. Kindness Tokens are passed along amongst teacher and students. Notes are placed in their respective kindness jars.



EMPATHY

UNIT 2, LESSON 5

GRADE	6 th , 7 th , and 8 th
LESSON FOCUS	Empathy
<u>INTENTION</u>	I can practice traveling on 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 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:

1. Why are you thankful for practicing empathy?
2. 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 REFLECTIONS INTO KCC (10 MINUTES)

INTENTION: I can practice traveling 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 developed 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 that I have developed a path of empathy in my classroom and school community.

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

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 developed 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 and beyond.

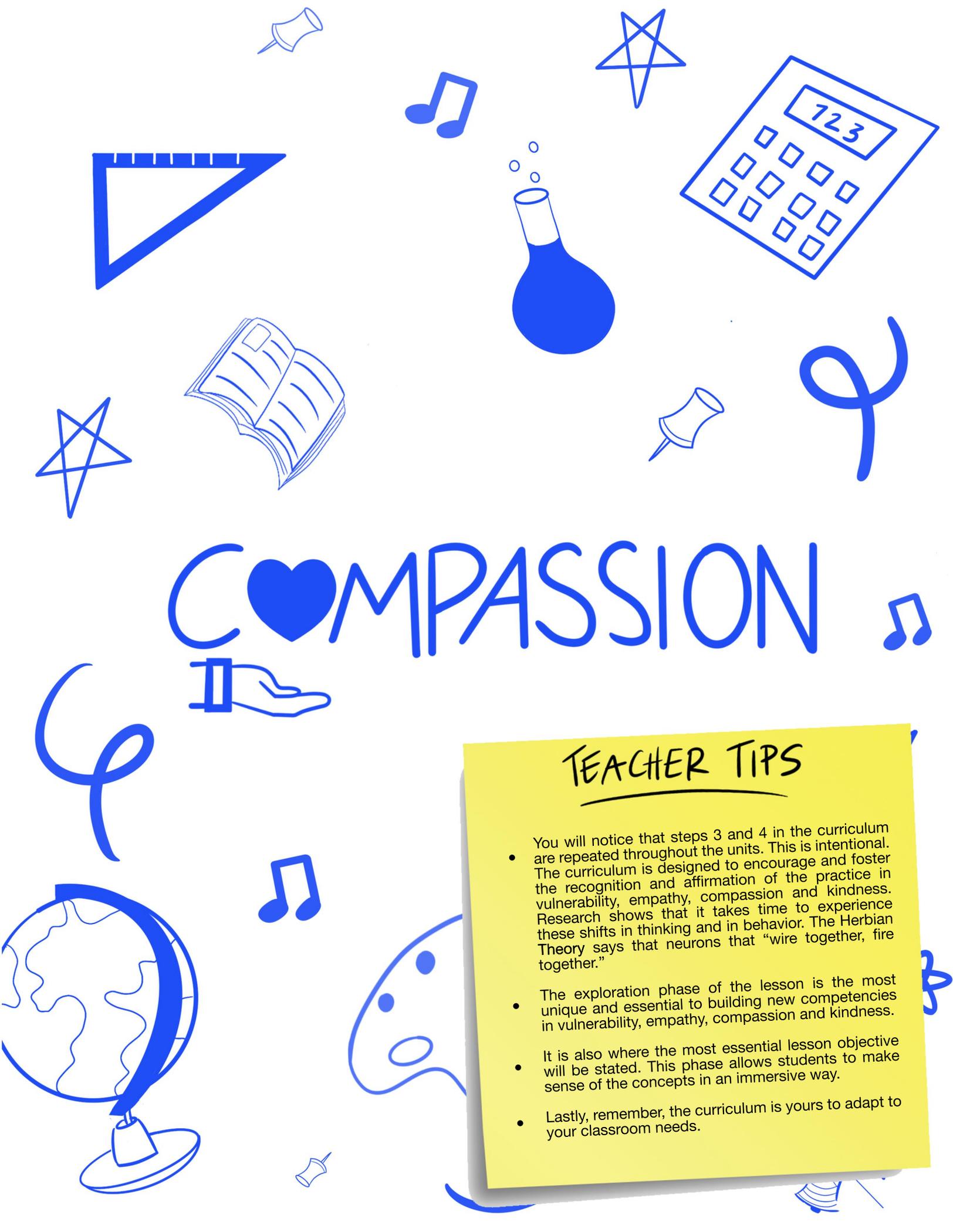
The students demonstrate their knowledge and understanding of the activity by practicing with each other as they practice the skills taught and the knowledge explored. They compliment each other by ending with the group activity using a sentence stem.

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 encourages 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 empathy.





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	6 th , 7 th , and 8 th
LESSON FOCUS	Compassion as a Pathway to Kindness
 INTENTION	I can learn how to create a path to 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 create a path to compassion in our classroom community.

Students explore 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 empathy capacity. Students work within this group for a period of one week as they provide support for each other in building their empathy skills.

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

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

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

ACTIVITY: THE SCIENCE OF TEENAGE BRAIN

- A. Students are grouped together.
- B. In their groups they look at a video which introduces the concept of the brain's processing of compassion, empathy and kindness.
<https://youtu.be/001u50Ec5eY>
- C. Students then discuss the video in their groups
 - a. They dive specifically into:
 - i. What is required for someone to think with compassion regarding others
 - ii. What character traits encourage or provide the skills to think with compassion and express it to others
 - iii. What one does to build these skills
- D. Once complete, students use their shareable document to outline the work and standards in their group that are necessary to accomplish the goal of building their kindness capacity.
- E. Students each take turns contributing to the group norms/standards which can include:



- a. Respecting others' viewpoints
- b. Removing judgment about others' viewpoints
- c. Supporting a safe environment so each group member feels comfortable to share their viewpoints

STEP 3: CONNECT (6 MINUTES)

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

Students engage in a reflection and closing activity. Students may gather in groups for this activity. 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 being compassionate. The teacher also shares that the Kindness Tokens help them in this important work which fosters the growth of their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were being compassionate today and the teacher invites them to pass on a Kindness Token to the group member when they make those recognitions.
2. The teacher models the activity by complimenting a class member, passes on a Kindness Token and invites that member to do the same.
3. The teacher lets the students know that they also have the choice to write a note or draw a picture when they pass along a Kindness Token during the week.
4. The note and the picture can be placed in their class-created kindness jars throughout the week. A class-created Kindness Calendar Wall can help track the growth of kindness in the classroom community.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

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

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 recognize each other by expressing a compliment to each other and by ending with the group activity using a sentence stem.

STUDENT TASK

Students gather together in their groups.

1. They then are invited by their teachers to affirm their work this week.
2. In affirming their work, students each take turns completing the sentence stem, **“I see you when_____and that creates compassion in our classroom community.”**
3. They may also pass on a Kindness Token and, or kind note with this activity.
4. Kindness Tokens are passed along amongst teacher and students. Notes are placed in their respective kindness jars.





UNIT 3, LESSON 2

GRADE	6 th , 7 th , and 8 th
LESSON FOCUS	Compassion
INTENTION	I can practice how to create 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 create compassion in our classroom community.

Students go deeper into compassion.

TEACHER TASK

The teacher begins by reintroducing the topic of compassion to the students. They 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 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. (Resources 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 how to create compassion in our classroom community.

Students explore ways to build compassion in their classrooms.

STUDENT TASK

Following the completion of the 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 how to create compassion 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: WHAT IS COMPASSION, REALLY?

- A. Students return to groups from Lesson 1
- B. Students welcome each other and state their intention for the group
- C. Students then look at this video on practicing compassion.
<https://youtu.be/rXWLDE9h9M4>
- D. Following the video, the students discuss the following:
 - a. How empathy and compassion work together and the role compassion plays in the classroom, school, and community environments
 - b. The role compassion plays in their lives
- E. Students complete the activity by expanding their ideas and documenting in their Google Doc about the service project which started in unit 2. They are to consider people who they know may benefit from their project.
 - a. Why is it important to understand compassion?
 - b. What would the service project do to help them grow their compassion?
 - c. How can you make the service project go viral?



DIY - The Compassion Game | Brain Games

45,168 views · Jul 2, 2014

👍 377

👎 DISLIKE

➦ SHARE

🔖 SAVE

⋮

STEP 3: CONNECT (6 MINUTES)

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

Students engage in a reflection and closing activity. Students may gather in groups for this activity. 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 being compassionate. The teacher also shares that the Kindness Tokens help them in this important work which fosters the growth of their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were being compassionate today and the teacher invites them to pass on a Kindness Token to the group member when they make those recognitions.
2. The teacher models the activity by complimenting a class member, passes on a Kindness Token and invites that member to do the same.
3. The teacher lets the students know that they also have the choice to write a note or draw a picture when they pass along a Kindness Token during the week.

The note and the picture can be placed in their class-created kindness jars throughout the week. A class-created Kindness Calendar Wall can help track the growth of kindness in the classroom community.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

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

Students engage in a reflection and closing activity. Students may gather groups 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.

1. They then are invited by their teachers to affirm their work this week.
2. In affirming their work, students each take turns completing the sentence stem, **“I see you when ____ and that creates compassion in our classroom community.”**
3. They may also pass on a Kindness Token and, or kind note with this activity.
4. Kindness Tokens are passed along amongst teacher and students. Notes are placed in their respective kindness jars.





UNIT 3, LESSON 3

GRADE	6 th , 7 th , and 8 th
LESSON FOCUS	Compassion
	I can reflect on my progress in creating 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 & PLACEMENT (8 MINUTES)

INTENTION: I can monitor how I am creating compassion in our classroom community.

Start with the Pit Stop activity.

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 completing a reflection activity to help them determine their own growth in the curriculum.

The Pit Stop relies on the students' ability to track their growth and to be willing to engage with others in expanding their growth.

The teachers passes out the Pit Stop reflection 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. They use a journal to reflect. The teacher helps support their journal reflection and subsequent pairing. (Resource 2)

ACTIVITY: WHAT ARE MY BLIND SPOTS?



1. How do I create blind spots (challenges) for myself?
2. How am I isolated from the experiences of others?
3. How am I broad-minded (open) in my experiences with others?

We all recognize that in living our lives, we do not know what others' experience and feel unless we are intentional about learning. This pit stop reflection allows the students to reflect on their own practice of compassion. They take a moment to reflect individually about their practice so that they can make the necessary adjustments.

STEP 2: EXPLORATION INTO PIT STOP REFLECTION (10 MINUTES)

INTENTION: I can reflect on my progress in creating compassion in our classroom community.

Students explore through self-assessments.

STUDENT TASK

Following the completion of the Pit Stop Reflection. The students are invited to practice. They will need to be vulnerable in working 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:

1. Share the challenges they are facing
2. Provide useful strategies that they have been using
3. 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 Pit Stop Reflections.
- 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 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 being compassionate. The teacher also shares that the Kindness Tokens help them in this important work which fosters the growth of their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were being compassionate today and the teacher invites them to pass on a Kindness Token to the group member when they make those recognitions.
2. The teacher models the activity by complimenting a class member, passes on a Kindness Token and invites that member to do the same.
3. The teacher lets the students know that they also have the choice to write a note or draw a picture when they pass along a Kindness Token during the week.
4. The note and the picture can be placed in their class-created kindness jars throughout the week. A class-created Kindness Calendar Wall can help track the growth of kindness in the classroom community.



STEP 4: CLOSING & REFLECTION (6 MINUTES)

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

Students engage in a reflection and closing activity. Students may gather in their groups. 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.

1. They then are invited by their teachers to affirm their work this week.
2. In affirming their work, students each take turns completing the sentence stem, **“I see you when ____ and that creates compassion in our classroom community.”**
3. They may also pass on a Kindness Token and, or kind note with this activity.
4. Kindness Tokens are passed along amongst teacher and students. Notes are placed in their respective kindness jars.



End of Unit 3, Lesson 3



UNIT 3, LESSON 4

GRADE	6 th , 7 th and 8 th
LESSON FOCUS	Compassion
 INTENTION	I can learn how to practice compassion in and outside of 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

STEP 1: INTRODUCTION (8 MINUTES)

INTENTION: I can create compassion in and outside of 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 which pushes them out of their comfort zone.

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

INTENTION: I can learn how to practice compassion in and outside of my comfort zone.

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 zone.

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.
3. 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.

The teacher uses the list of Key Terms in Cross-Cultural Discourse to support the discussion of the following topics:

- How to practice compassion in their thinking of their own culture?
- How to think with compassion so they can respect others as individuals and accept them for their cultural membership?
- How to think with compassion so they can relate effectively with others based on appreciation for differences/similarities?
- How to think with compassion so they can 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 being compassionate. The teacher also shares that the Kindness Tokens help them in this important work which fosters the growth of their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were being compassionate today and the teacher invites them to pass on a Kindness Token to the group member when they make those recognitions.
2. The teacher models the activity by complimenting a class member, passes on a Kindness Token and invites that member to do the same.
3. The teacher lets the students know that they also have the choice to write a note or draw a picture when they pass along a Kindness Token during the week.

The note and the picture can be placed in their class-created kindness jars throughout the week. A class-created Kindness Calendar Wall can help track the growth of kindness in the classroom community



STEP 4: CLOSING & REFLECTION (6 MINUTES)

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

Students engage in a reflection and closing activity. Students may gather in their groups. 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.

1. They then are invited by their teachers to affirm their work this week.
2. In affirming their work, students each take turns completing the sentence stem, **“I see you when_____and that creates compassion in our classroom community.”**
3. They may also pass on a Kindness Token and, or kind note with this activity.
4. Kindness Tokens are passed along amongst teacher and students. Notes are placed in their respective kindness jars.





UNIT 3, LESSON 5

GRADE	6 th , 7 th , and 8 th
LESSON FOCUS	Compassion
 INTENTION	I can practice traveling on 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 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 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:

1. Why are you thankful for practicing compassion?
2. 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 created 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 that I have created a path of compassion in our classroom and school community.

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

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 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 created 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.

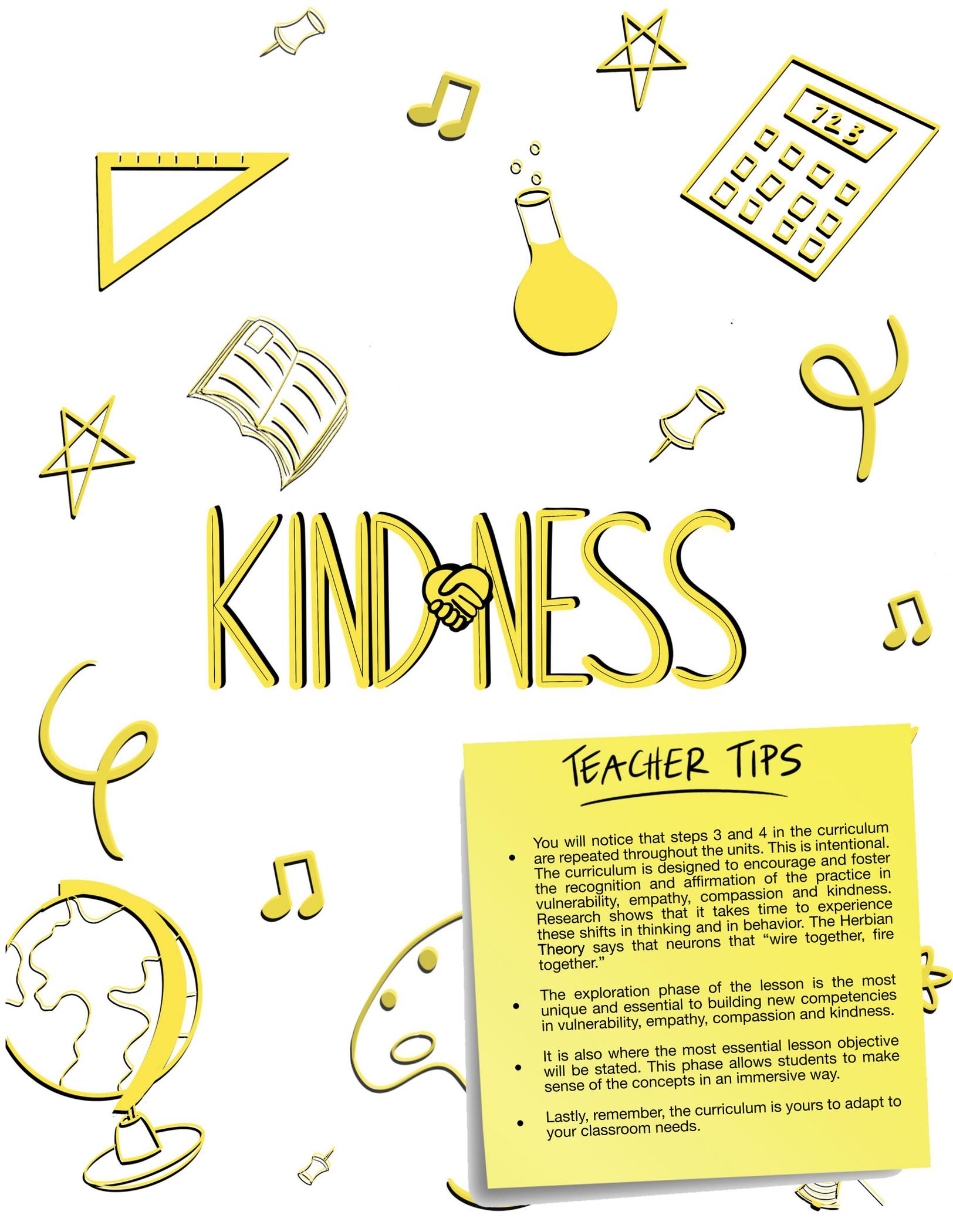
The students demonstrate their knowledge and understanding of the activity by practicing with each other as they practice the skills taught and the knowledge explored. They compliment each other by ending with the group activity using a sentence stem.

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 encourages 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 compassion.





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	6 th , 7 th , and 8 th
Lesson Focus	Kindness as the Ultimate Generosity
<u>INTENTION</u>	I can learn how to produce 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 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 (10 Minutes)

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

Students explore 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 compassion capacity. Students work within this group for a period of one week as they provide support for each other in building their compassion skills.

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

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

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

Activity: Support the School Community with Kindness

- A. Students are grouped together.
- B. In their groups they look at a video which introduces the concept of the power they have to utilize all the pathways of vulnerability, compassion, empathy and kindness to make an impact in their communities, and the wider world.

https://youtu.be/gOy_FRMprfo

- C. Students then discuss the video in their groups:

- a. They dive specifically into:
 - i. What is required for someone to show kindness through the various pathways as discussed in the other units
 - ii. How we can embrace these pathways to kindness



The Science of Kindness

807,828 views · Nov 13, 2017

👍 5.9K

👎 DISLIKE

➦ SHARE

🔖 SAVE

⋮

- iii. What one they would like to do to build kindness beyond their classroom and into the school community
- D. Once complete, students outline in their shareable document the work and standards in their group that are necessary to accomplish the goal of building their kindness capacity.
- E. Students each take turns contributing to the group norms/standards which can include:
 - a. Respecting others' viewpoints
 - b. Removing judgment about others' viewpoints
 - c. Supporting a safe environment so each group member feels comfortable to share their viewpoints

Step 3: Connect (6 Minutes)

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

Students engage in a reflection and closing activity. Students may gather in groups for this activity. 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 kindness. The teacher also shares that the Kindness Tokens help them in this important work which fosters the growth of 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 Kindness Token to the group member when they make those recognitions.
2. The teacher models the activity by complimenting a class member, passes on a Kindness Token and invites that member to do the same.
3. The teacher lets the students know that they also have the choice to write a note or draw a picture when they pass along a Kindness Token during the week.
4. The note and the picture can be placed in their class-created kindness jars throughout the week. A class-created Kindness Calendar Wall can help track the growth of kindness in the classroom community.



Step 4: Closing and Reflection (6 Minutes)

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

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 recognize each other by expressing a compliment to each other and by ending with the group activity using a sentence stem.

STUDENT TASK

Students gather together in their groups.

1. They then are invited by their teachers to affirm their work this week.
2. In affirming their work, students each take turns completing the sentence stem, “I see you when _____ and that produces kindness in our classroom community.”
3. They may also pass along a Kindness Token and, or kind note with this activity.
4. Kindness Tokens are passed along amongst teacher and students. Notes are placed in their respective kindness jars.



KINDNESS

UNIT 4, LESSON 2

Grade	6 th , 7 th , and 8 th
Lesson Focus	Kindness
<u>INTENTION</u>	I can practice how to produce 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 produce kindness in our classroom community.

Students go deeper into kindness.

TEACHER TASK

The teacher begins by reintroducing 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 thinking and acting with kindness.

Step 2: Exploration into Kindness KCC (10 Minutes)

INTENTION: I can practice how to produce kindness in our classroom community.

Students explore ways to produce kindness in their classrooms.

STUDENT TASK

Following the completion of the 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 how to produce kindness 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: What is a Kindness Project?

- A. Students return to groups from Lesson 1
- B. Students welcome each other and state their intention for the group
- C. Students then look at this video on the science of kindness
<https://youtu.be/O9UByLyOjBM>
- D. Following the video, students discuss the following:
 - a. The steps they are prepared to take to produce kindness in their classroom, school, and community environment.
 - b. The role kindness plays in their lives
- E. Students complete the activity by expanding their ideas about the service project and using the same shareable document which started with empathy from unit 2. They are to consider the values which unify their school communities.
 - a. How can they document random acts of kindness to share with others?
 - b. How can they promote stories of kindness to share with others?
 - c. How can they produce an online presence that builds their kindness capacity for their school community?



Step 3: Connect (6 Minutes)

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

Students engage in a reflection and closing activity. Students may gather groups for this activity. 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. The teacher also shares that the Kindness Tokens help them in this important work which fosters the growth of 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 Kindness Token to the group member when they make those recognitions.
2. The teacher models the activity by complimenting a class member, passes on a Kindness Token and invites that member to do the same.
3. The teacher lets the students know that they also have the choice to write a note or draw a picture when they pass along a Kindness Token during the week.
4. The note and the picture can be placed in their class-created kindness jars throughout the week. A class-created Kindness Calendar Wall can help track the growth of kindness in the classroom community.



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 reflection and closing activity. Students may gather groups 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.

1. They then are invited by their teachers to affirm their work this week.
2. In affirming their work, students each take turns completing the sentence stem, "I see you when _____ and that produces kindness in our classroom community."
3. They may also pass along a Kindness Token and, or kind note with this activity.
4. Kindness Tokens are passed along amongst teacher and students. Notes are placed in their respective kindness jars.



KINDNESS

UNIT 4, LESSON 3

Grade	6 th , 7 th , and 8 th
Lesson Focus	Kindness
<u>INTENTION</u>	I can reflect on my progress in producing 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 how I am producing kindness in our classroom community.

Start with the Pit Stop activity.

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 completing a reflection activity to help them determine their own growth in the curriculum.

The Pit Stop relies on the students' ability to track their growth and to be willing to engage with others in expanding their growth.

The teachers passes out the Pit Stop reflection 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. They use a journal to reflect. The teacher helps support their journal reflection and subsequent pairing. (Resource 2)

Activity: What Are My Blind Spots?

4. How do I create blind spots (challenges) for myself?
5. How am I isolated from the experiences of others?
6. How am I broad-minded (open) in my experiences with others?

We all recognize that in living our lives, we do not know what others' experience and feel unless we are intentional about learning. This pit stop reflection allows the students to reflect on their own practice of kindness. They take a moment to reflect individually about their practice so that they can make the necessary adjustments.

Step 2: Exploration into Pit Stop Reflection (10 Minutes)

INTENTION: I can reflect on my progress in producing kindness in our classroom community.

Students explore through self-assessments.

STUDENT TASK

Following the completion of the Pit Stop Reflection. The students are invited to practice. They will need to be vulnerable in working 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:

4. Share the challenges they are facing
5. Provide useful strategies that they have been using
6. 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 Pit Stop Reflections.
- B. Students welcome each other and state their intention for the peering.
- C. Students discuss the following:
 - a. Challenges with kindness
 - b. Successes with kindness
 - i. Strategies they are using to be successful
 - c. Hope with kindness
 - i. Intangible and tangible rewards of being kind
- 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. The teacher also shares that the Kindness Tokens help them in this important work which fosters the growth of 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 Kindness Token to the group member when they make those recognitions.
2. The teacher models the activity by complimenting a class member, passes on a Kindness Token and invites that member to do the same.
3. The teacher lets the students know that they also have the choice to write a note or draw a picture when they pass along a Kindness Token during the week.
4. The note and the picture can be placed in their class-created kindness jars throughout the week. A class-created Kindness Calendar Wall can help track the growth of kindness in the classroom community.



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 reflection and closing activity. Students may gather in their groups. 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.

1. They then are invited by their teachers to affirm their work this week.
2. In affirming their work, students each take turns completing the sentence stem, “I see you when _____ and that produces kindness in our classroom community.”
3. They may also pass along a Kindness Token and, or kind note with this activity.
4. Kindness Tokens are passed along amongst teacher and students. Notes are placed in their respective kindness jars.



KINDNESS

UNIT 4, LESSON 4

Grade	6 th , 7 th , and 8 th
Lesson Focus	Kindness
<u>INTENTION</u>	I can learn how to practice kindness in and outside of 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

Step 1: Introduction (8 Minutes)

INTENTION: I can produce kindness in and outside of 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
4. 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 practice kindness in and outside of my comfort zone.

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 zone.

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.

The teacher uses the list of Key Terms in Cross-Cultural Discourse to support the discussion of the following topics:

- How to practice kindness in their thinking of their own culture?
- How to think with kindness so they can respect others as individuals and accept them for their cultural membership?
- How to think with kindness so they can relate effectively with others based on appreciation for differences/similarities?
- How to think with kindness so they can 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. The teacher also shares that the Kindness Tokens help them in this important work which fosters the growth of 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 Kindness Token to the group member when they make those recognitions.
2. The teacher models the activity by complimenting a class member, passes on a Kindness Token and invites that member to do the same.
3. The teacher lets the students know that they also have the choice to write a note or draw a picture when they pass along a Kindness Token during the week.
4. The note and the picture can be placed in their class-created kindness jars throughout the week. A class-created Kindness Calendar Wall can help track the growth of kindness in the classroom community.



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 reflection and closing activity. Students may gather in their groups. 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.

1. They then are invited by their teachers to affirm their work this week.
2. In affirming their work, students each take turns completing the sentence stem, “I see you when _____ and that produces kindness in our classroom community.”
3. They may also pass along a Kindness Token and, or kind note with this activity.
4. Kindness Tokens are passed along amongst teacher and students. Notes are placed in their respective kindness jars.



KINDNESS

UNIT 4, LESSON 5

Grade	6 th , 7 th , and 8 th
Lesson Focus	Kindness
<u>INTENTION</u>	I can practice traveling on all the pathways which lead to kindness 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 on all 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 traveling on all pathways which lead to kindness in 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 that I have produced pathways to kindness in our classroom and school community.

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

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 think and act with kindness and thank them.
2. The whole class is invited to also recognize someone who has been thinking and acting with kindness 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, *"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."*



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 **built, developed, created, and encouraged 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 and **Empathy**

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

[We're experiencing an empathy shortage, but we can fix it together | Jamil Zaki | TEDxMarin - YouTube](#)

Compassion, Empathy, and **Kindness**

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

[Offer Empathy](#)

Kindness

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

[What is Kindness? Teens Respond - YouTube](#)

[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)

Pit Stop Reflections (Blind Spot Monitor)

Consider your answers to these questions and discuss further in your mentor and mentee groupings. Select a number that accurately reflects your growth. 1 indicates the beginning stages of growth and development. 5 indicates a mature stage of growth and development.

1. I am more aware of how I interact with others.
(1) (2) (3) (4) (5)
 2. I am more aware of how others interact with me.
(1) (2) (3) (4) (5)
 3. I am more intentional about creating vulnerability/ empathy/ compassion/kindness in my community.
(1) (2) (3) (4) (5)
 4. I am more intentional about receiving others' vulnerability/empathy/compassion/kindness in my community.
(1) (2) (3) (4) (5)
 5. I am more supportive of others when they are showing vulnerability/empathy/compassion/kindness in my community.
(1) (2) (3) (4) (5)
-

(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)

“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

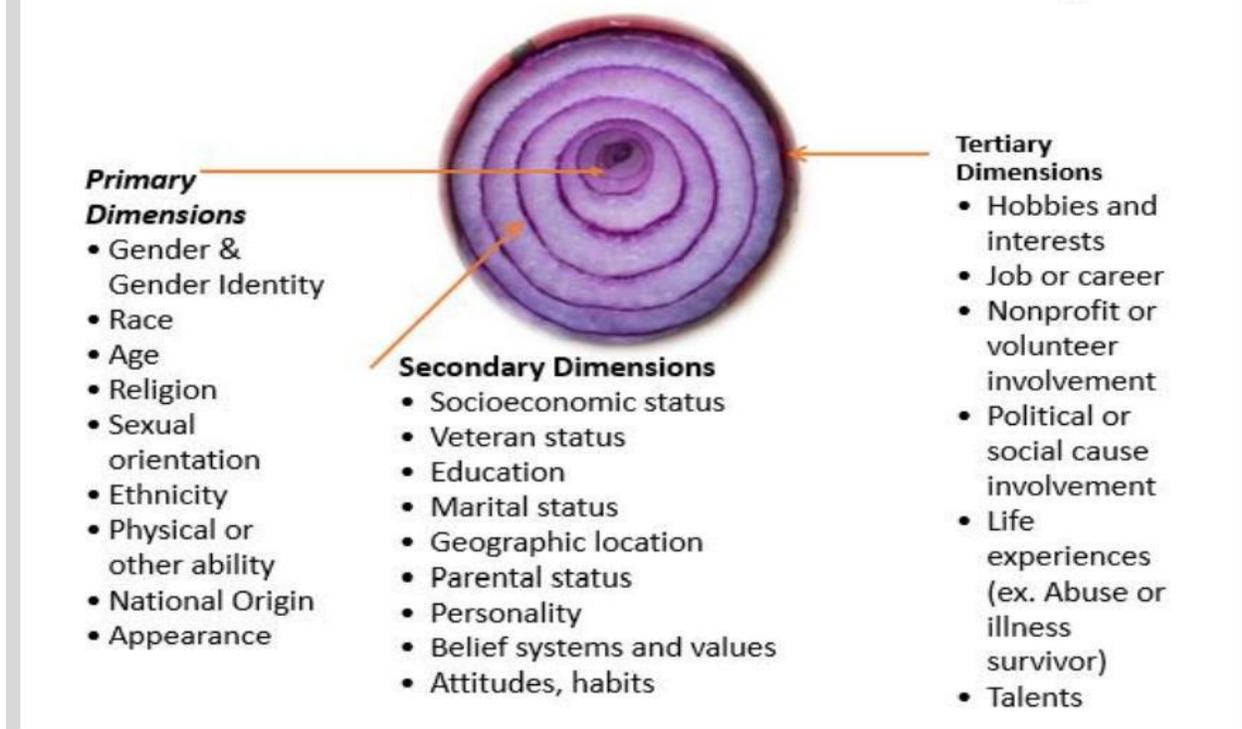


Table 4. Dimensions of Diversity, NCSEA

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)

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