

## *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*

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### **(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...
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### **(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)
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**(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
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**(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

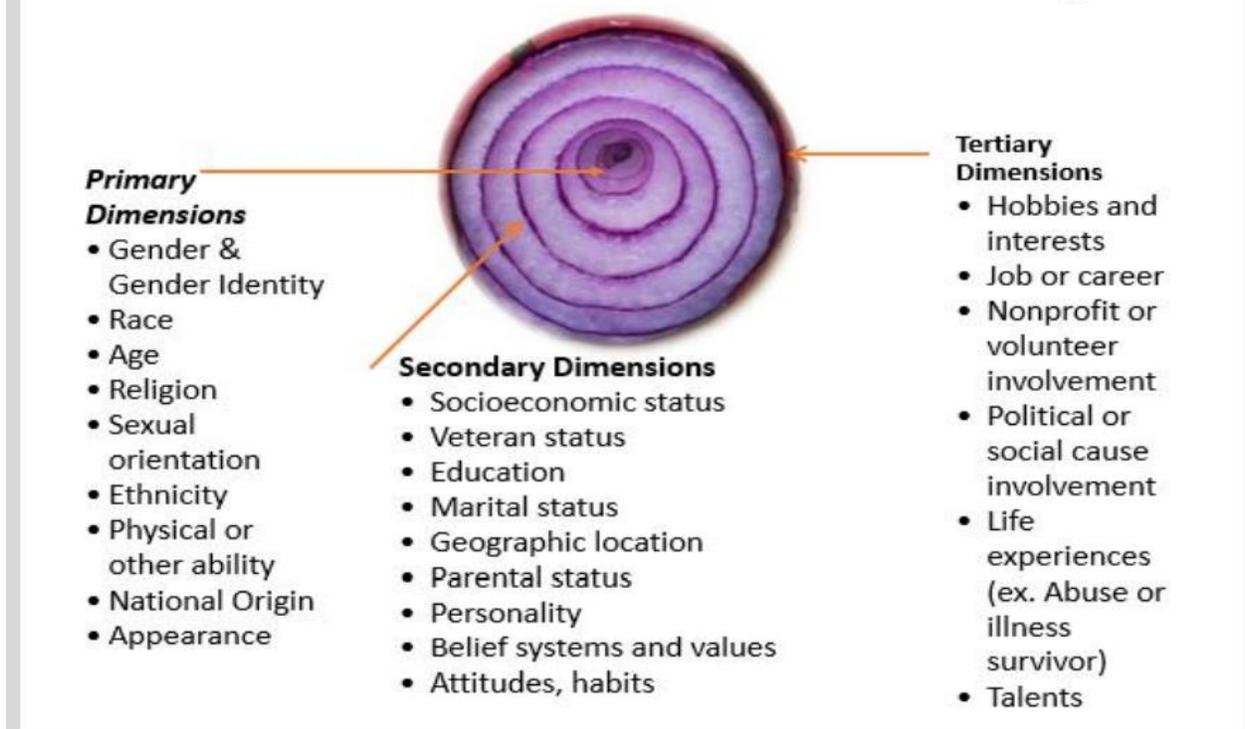


Table 4. Dimensions of Diversity, NCSEA

## 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)