

# 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

<b>Grade</b>	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup>
<b>Lesson Focus</b>	Kindness as the Ultimate Generosity
<b><u>INTENTION</u></b>	I can learn how to produce kindness in our classroom community.
<b>Duration</b>	30 minutes
<b>KCC Lesson Guide</b>	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.

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## 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.

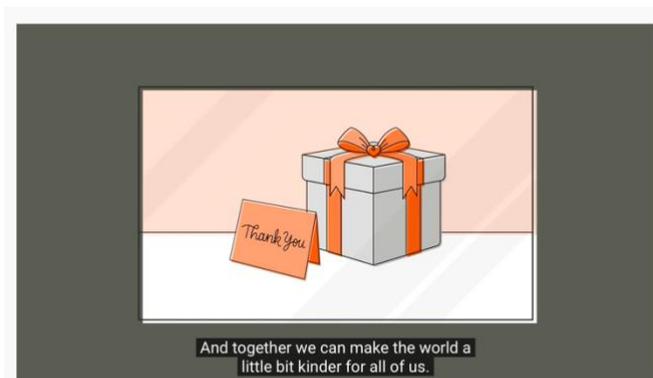
## ***Activity: Support the School Community with Kindness***

- 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](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

<b>Grade</b>	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup>
<b>Lesson Focus</b>	Kindness
<b><u>INTENTION</u></b>	I can practice how to produce kindness in our classroom community.
<b>Duration</b>	30 minutes
<b>KCC Lesson Guide</b>	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.

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## 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

<b>Grade</b>	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup>
<b>Lesson Focus</b>	Kindness
<b><u>INTENTION</u></b>	I can reflect on my progress in producing kindness in our classroom community.
<b>Duration</b>	30 minutes
<b>KCC Lesson Guide</b>	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.

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## 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

<b>Grade</b>	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup>
<b>Lesson Focus</b>	Kindness
<b><u>INTENTION</u></b>	I can learn how to practice kindness in and outside of my comfort zone.
<b>Duration</b>	30 minutes
<b>KCC Lesson Guide</b>	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.

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## 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.

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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

<b>Grade</b>	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup>
<b>Lesson Focus</b>	Kindness
<b><u>INTENTION</u></b>	I can practice traveling on all the pathways which lead to kindness in our classroom community and beyond.
<b>Duration</b>	30 minutes
<b>KCC Lesson Guide</b>	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.

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## 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*