

# 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

|                         |  |
|-------------------------|--|
| <b>GRADE</b>            | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup>                    |
| <b>LESSON FOCUS</b>     | Intro to Kindness and Vulnerability as a Pathway to Kindness               |
| <b><u>INTENTION</u></b> | I can learn how to build many paths to kindness in my classroom community. |
| <b>DURATION</b>         | 30 minutes   |
| <b>KCC LESSON GUIDE</b> | 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.

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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 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

|                         |  |
|-------------------------|--|
| <b>GRADE</b>            | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup>              |
| <b>LESSON FOCUS</b>     | Vulnerability  |
| <b><u>INTENTION</u></b> | I can practice how to build vulnerability in my classroom community. |
| <b>DURATION</b>         | 30 minutes   |
| <b>KCC LESSON GUIDE</b> | 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.

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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 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

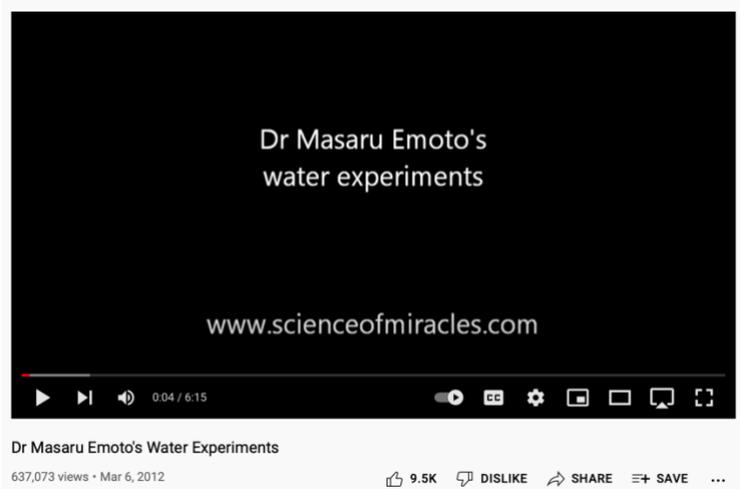
Following the completion of the discussion of vulnerability. Students begin the lesson by identifying the objective of the today's lesson.

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

|                         |   |
|-------------------------|---|
| <b>GRADE</b>            | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup>                           |
| <b>LESSON FOCUS</b>     | Vulnerability   |
| <b>INTENTION</b>        | I can reflect on my progress in building vulnerability in my classroom community. |
| <b>DURATION</b>         | 30 minutes  |
| <b>KCC LESSON GUIDE</b> | 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.

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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 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

|                         |  |
|-------------------------|--|
| <b>GRADE</b>            | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup>                      |
| <b>LESSON FOCUS</b>     | Vulnerability  |
| <b><u>INTENTION</u></b> | I can learn how to practice vulnerability in and outside of my comfort zone. |
| <b>DURATION</b>         | 30 minutes   |
| <b>KCC LESSON GUIDE</b> | 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.

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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 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

|                         |  |
|-------------------------|--|
| <b>GRADE</b>            | 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup>                                      |
| <b>LESSON FOCUS</b>     | Vulnerability  |
| <b><u>INTENTION</u></b> | I can practice travelling on the path of vulnerability in my classroom community and beyond. |
| <b>DURATION</b>         | 30 minutes   |
| <b>KCC LESSON GUIDE</b> | 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.

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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 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*