

KINDNESS

TEACHER TIPS

- Use the Alternate Kindness Capacity Assessment™ to help students as they assess their kindness capacity.
- Use the vocabulary in the extensions to better support students' understanding of concepts.
- Example, rephrase vocabulary in the following lesson goal, "**INTENTION: I can learn how to be _____ in my classroom community.**"
- This goal can be abbreviated. Shorten the "intentions" when necessary so that students understand the goal of the lesson. For example, "**INTENTION: I can learn how to be _____.**"
- Lastly, please remember that the curriculum is yours to adapt to your classroom needs.

KINDNESS

UNIT 4, LESSON 1

Grade	1st, 2nd, 3rd
Lesson Focus	Kindness as the Ultimate Generosity
<u>INTENTION</u>	I can review the status of my kindness by completing the Kindness Capacity Assessment.
Duration	15 minutes
KCC Lesson Guide	Unit 4, Lesson 1

Unit 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 (15 Minutes)

INTENTION: I can review the status of my kindness by completing the Kindness Capacity Assessment.

Start with the KCC Assessment.

TEACHER TASK

The teacher begins by introducing the topic of kindness to the students. The teacher 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 before you. 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)

End of Unit 4, Lesson 1

KINDNESS

UNIT 4, LESSON 2

Grade	1st, 2nd, 3rd
Lesson Focus	Summary of Kindness
<u>INTENTION</u>	I can learn how to be kind in our classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 4, Lesson 2

Step 2: Exploration into KCC (15 Minutes)

INTENTION: I can learn how to be kind in our classroom community.

Students explore what they think it means to start thinking about others.

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

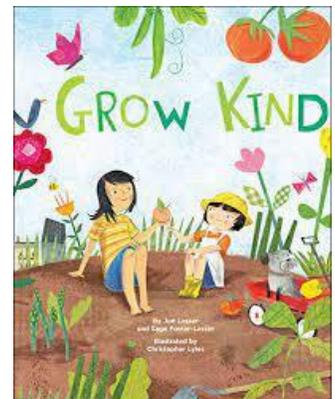
Students begin the lesson by identifying the objective of the week's lesson. They begin by taking turns stating their intention for the work to be done within the group. They are welcomed by the group members then they proceed to the activities listed.

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

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

Activity: Grow Kind

- A. Students are grouped together.
- B. Students welcome each other and state their intention for the group.
- C. Students read through the book.
[Magination Press Story Time: Grow Kind - YouTube](#)
- D. Students each take turns discussing:
 - a. The ways the characters thought about others.
 - b. How their thinking helps them to be kind?
 - c. What could have happened if the characters were not kind?



KINDNESS

UNIT 4, LESSON 3

Grade	1st, 2nd, 3rd
Lesson Focus	Summary of Kindness
<u>INTENTION</u>	I can practice how to be kind in our classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 4, Lesson 3

Step 3: Exploration into KCC (cont.) (15 Minutes)

INTENTION: I can practice how to be kind in our classroom community.

Students explore how to start practicing kindness.

STUDENT TASK

Students begin the lesson by re-stating 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.

Students can utilize the Kindness Capacity Thermometer to help them recognize how they are being brave in their practice of kindness. (See Resources)

Activity: Defining Kindness

KCC defines Kindness as: The capacity to be friendly, generous, and considerate. It encompasses being vulnerable, empathetic, and compassionate.

- A. Students read the book [BE KIND by Pat Zietlow Miller and Jen Hill - Children's Books Read Aloud by PV Storytime - YouTube](#).

With the assistance of the teacher, they then discuss the following:

- a. How kindness makes others feel?
- b. The ways kindness can be similar to empathy and compassion as they discussed in prior units.
- c. How kindness can cause other things to ignite?
- d. What can be done to support the fueling of kindness in their classroom community?



KINDNESS

UNIT 4, LESSON 4

Grade	1st, 2nd, 3rd
Lesson Focus	Summary of Kindness
<u>INTENTION</u>	I can recognize my friends who are thinking of others and showing kindness in our classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 4, Lesson 4

Step 4: Connect (15 Minutes)

INTENTION: I can recognize my friends who are thinking of others and showing kindness in our classroom community.

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

TEACHER TASK

The teacher re-introduces the Kindness Tokens and explains that the tokens can be used to help them recognize when others are thinking with kindness and support them in this important work which builds their capacity for kindness.

The teacher suggests that they each take turns reflecting on how members of the group were thinking with kindness today and the teacher invites them to pass on a token in the group when they make those recognitions.

The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.

The teacher reminds them that they can draw/write a picture/word when they compliment someone and place it in the kindness jar.



KINDNESS

UNIT 4, LESSON 5

Grade	1st, 2nd, 3rd
Lesson Focus	Summary of Kindness
<u>INTENTION</u>	I can encourage the practice of kindness in our classroom community and beyond.
Duration	15 minutes
KCC Lesson Guide	Unit 4, Lesson 5

Step 5: Closing and Reflection of the Unit (15 Minutes)

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

Students engage in reflection and closing 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. They also use this time to read the kindness notes in the jar. The teacher combines the vulnerability, empathy, and compassion jar with the kindness jar to display the growth of kindness in the classroom community. The teacher helps support and congratulate the students on growing their kindness capacity.

STUDENT TASK

Students each take turns completing the sentence stem, **“I see you when _____ and that encourages kindness in our classroom community. I recognize that You are the Difference.”**

They also tally the week’s tokens and notes in the kindness jar and 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 notes/art from Unit 1 which introduced vulnerability and this final unit which concludes with a summary of kindness.
2. The students commemorate the lesson by creating a poster which identifies all the ways that they **practiced** and now know **how to be** kind. The poster is titled **You are the Difference**. They use artifacts from the kindness jar to include with their other drawings and illustrations.



End of Unit 4, Lesson 5