

VULNERABILITY

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.



UNIT 1, LESSON 1

Grade	1st, 2nd, 3rd
Lesson Focus	Intro to Kindness and Vulnerability as a Pathway to Kindness
<u>INTENTION</u>	I can review the status of my kindness by completing the Kindness Capacity Assessment.
Duration	15 minutes
KCC Lesson Guide	Unit 1, 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 vulnerability skills and practices.

EXPECTED RESULTS: Students will engage with shifts and transitions.

OBJECTIVE: Each student will be supported to determine their kindness capacity and develop vulnerability skills to grow to active levels.

Content Area and Skill Levels

INTERPERSONAL EFFECTIVENESS

- Respect others
- Relate well with others
- Participate effectively in groups
- Develop healthy friendships

CROSS-CULTURAL EFFECTIVENESS

- Appreciate their own culture
- Respect others as individuals and accept them for their cultural membership
- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

Continue to: Step 1 – Intro Assessment & Placement

Step 1: Intro Assessment & Placement (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. They begin 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 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.
(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 1, Lesson 1



UNIT 1, LESSON 2

Grade	1st, 2nd, 3rd
Lesson Focus	Intro to Vulnerability
<u>INTENTION</u>	I can learn how to be vulnerable in my classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 1, Lesson 2

Step 2: Exploration into KCC (15 Minutes)

INTENTION: I can learn how to be vulnerable in my classroom community.

Students explore what they think it means to create kindness.

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

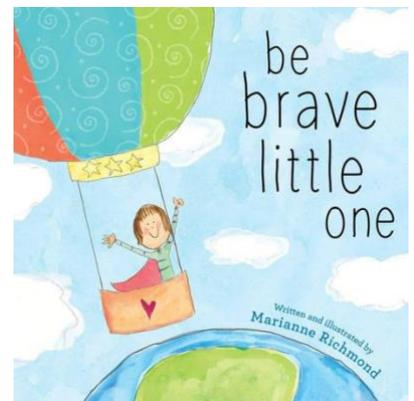
Students begin the lesson by identifying the objective of the week's lesson. They begin by taking turns stating their intention for the work to be done within the group. They are welcomed by the group members then they proceed to the activities listed.

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: Be Brave Little One

- A. Students are grouped together.
- B. Students welcome each other and state their intention for the group.
- C. Students read through the book.
[BE BRAVE LITTLE ONE BY MARIANNE RICHMOND. \(Books read aloud\) - YouTube](#)
- D. Students each take turns discussing:
 - a. The ways the characters were brave.
 - b. How their braveness is like being vulnerable?
 - c. What could have caused the braveness to eventually cease?



This discussion about bravery prepares students to delve deeper into the work of vulnerability. The teacher reminds students of this connection.



UNIT 1, LESSON 3

Grade	1st, 2nd, 3rd
Lesson Focus	Vulnerability
<u>INTENTION</u>	I can practice how to be vulnerable in my classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 1, Lesson 3

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

INTENTION: I can practice how to be vulnerable in my classroom community.

Students explore how to start practicing vulnerability.

STUDENT TASK

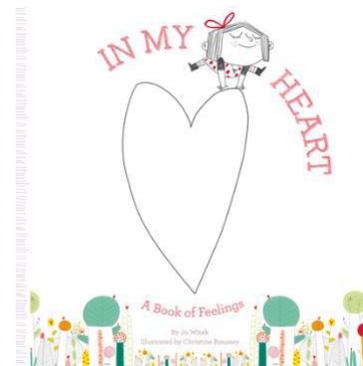
Students begin the lesson by re-stating the objective of the week's lesson. They begin by taking turns stating their intention for the work to be done within the group. They are welcomed by the group members then they proceed to the activities listed. Teachers act as facilitators throughout this process 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 vulnerability. (See Resources)

Activity: Defining Vulnerability

KCC defines Vulnerability as: the capacity for an autonomous self to connect with humanity or being emotionally connected to yourself and others.

- A. Students read a book about emotions. [In My Heart: A Book of Feelings | Read Aloud - YouTube](#). This book allows the teacher to segue to the topic of being vulnerable. With the assistance of the teacher, they then discuss the following:
 - a. How being brave is connected to being vulnerable?
 - b. How vulnerability can be a strength?
 - c. How can vulnerability help someone to practice kindness?
 - d. What can be done to help support someone being vulnerable in their classroom community?





UNIT 1, LESSON 4

Grade	1st, 2nd, 3rd
Lesson Focus	Vulnerability
<u>INTENTION</u>	I can recognize my friends who are brave in practicing vulnerability in my classroom community.
Duration	15 minutes
KCC Lesson Guide	Unit 1, Lesson 4

Step 4: Connect (15 Minutes)

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

Students and teachers make connections between the simulation lesson and their practice of vulnerability in 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. And that the tokens support them in this important work which leads to growing their kindness.

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 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 lets the students know that they can also write a note or draw a picture when they pass along a token during the week. The note and the picture can be placed in their kindness jars throughout the week.





UNIT 1, LESSON 5

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

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

Intention: I can encourage the practice of vulnerability in my classroom community and beyond.

Students engage in a “name it” closing activity.

Students may gather on the floor or sit facing each other in a circle for this activity.

The students demonstrate their knowledge and understanding of the activity by affirming their work with each other. They acknowledge 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 either on the floor or seated in their chairs.

1. They then are invited by their teachers to affirm their work this week. 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. Kindness notes are placed in their respective kindness jars.

