Connect with Kindness:
Child-Generated Teacher-Friendly Curricula Materials

Age Group: 11-13

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People are more isolated than ever before. This lack of connectivity to humanity reduces our enate ability to be empathetic. Children must be encouraged to consistently connect with others.
Jamil Zaki

Overview: Kindness is the overarching theme for these child-generated curricula materials. Numerous research data in psychology, neuroscience, and specifically, the science of kindness prove that "kindness is not a mere concept in our heads; it is also a biological reality in our bodies. There are multiple layers of complexity to the science of kindness that we have yet to explore. We can see that kindness supports happiness and flourishing even on social, national, and international levels" (Karlin & Ozawa de Silva). In other words, we are all born innately kind and compassionate. We see the exhaustive notion of kindness and acting kind towards others as a gateway to understanding and learning a wide array of social and emotional competencies. Therefore, the foundation for these curricula materials originates from the utterances, definitions of kindness, and actions of the submitters (with parent/guardian permission) to the International Expressions of Kindness Showcase in 2022 (http://express-kindness.org) and the participants of the pilot project in September-December 2022 (https://express-kindness.org/child-generated-kindness-curricula-materials/). Their entries and activities serve as examples of kindness that enable students to sharpen, practice, and cultivate their innate kindness abilities. Using the metaphor of a fruit tree, kindness grows from within and with proper climate/conditions such as watering, sunlight, and bees, we all grow, develop, bloom flowers, and ultimately bear fruit. The curricula encompass the ideas about how giving and receiving kind expressions and actions are essential to one's overall emotional, mental, and physical health as well as belonging in a community. And finally, these curricula reflect that kindness, like sneezes and smiles, could be contagious. As said by one of our participants: Kind=Peace + Unity + Love.

Kindness is a universal value accepted and promoted by most cultures and religions and used as a cornerstone for many world-famous pedagogies, especially those which originate from a humanistic perspective in education, starting from ancient to modern philosophers and educators – Democritus (Cartledge, 1997; Voros, 1975), Comenius (Čapková, 2006; Comenius, 1967), Pestalozzi (Barnard, 2012; Brühlmeier, 2010), Herbart (Miller, 2003; Williams, 2008), Diesterweg (Gunther, 1993) and then later, Korczak (Korczak 1992; Korczak, 2018; Tsyrlina-Spady & Renn, 2020), Sukhomlinsky (Cockerill, 2017; Sukhomlinsky, 2021), and Dalai Lama (Schonert-Reichl & Hymel, 2007; The Dalai Lama's Education of the Heart), to name just a few.

The above-mentioned great humanists revealed numerous concepts, methods, and interventions that helped us to clarify our own ideas and strategies. The overarching modus operandi for us remains firm and unwavering, it is a **holistic**

approach, the concept of educating a whole child, originally defined by Johann Heinrich Pestalozzi centuries ago. Poor practice of not using this approach is clearly demonstrated by the Italian educator Loris Malaguzzi, who wrote, “The school and the culture separate the head from the body. They tell the child: to think without hands; to do without head; to listen and not to speak; to understand without joy; to love and to marvel only at Easter and Christmas" (Edwards, Gandini, Forman, 2012, p.22). In our curricula materials we have made every effort to keep together “education of the heart” (promoting kindness and empathy) with strengthening students’ hands and developing their creativity.
We also draw our ideas from the **child-centered pedagogy** that claims every child being capable, creative, and open to new learning opportunities; that welcomes active children’s participation and demands respect and care for children. In other words, we follow the **child rights approach.** One of its major proponents, Janusz Korczak, wisely noted, “There is that false reproach... that kindness spoils the child and that the response to gentleness is impunity and disorder… But children deserve respect, trust, and kindness…” (Korczak, 1992, p.171). We have also strongly considered the activities of contemporary child rights advocates and the publications in the field of child rights pedagogy that allowed us to realize how to support children on the way from bystanders to upstanders.

Kindness is undoubtedly connected with particularly important “skills and dispositions–such as compassion, empathy and discernment” which “will enhance kindness.” “Since kindness is vital for us on both biological and social levels, we should invest in methods that help us cultivate kindness as well as the skills and dispositions that support it” (Karlin & Ozawa de Silva). In this regard we incorporate the ideas of modern US psychologists such as Darcia Narvaez and Dan Lapsley (2009) on the development of moral character, Nancy Eisenberg (2001) and Lawrence Blum (2011) on empathy and the role of moral emotions in moral behavior. We acknowledge Larry Nucci’s call for raising socially active and empathetic individuals (2008; 2021 – coauthored together with Robyn Ilten-Gee) and especially the most relevant and profound research by Jamil Zaki (2019) who discusses the “war for kindness” and defines empathy as the “psychological ‘superglue’ that undergirds cooperation and kindness” (*The Economist*, June 7, 2019).

Finally, we have reviewed a comprehensive report recently published by the Easel Project at Harvard University titled *Navigating SEL from the Inside Out. Looking inside and across leading SEL programs: A practical resource for schools and OST providers for Middle and High Schools (Jones et al., 2022)* which investigated SEL for middle and high school programs currently available in the United States. Many of these programs are oriented towards students learning prosocial behavior based on a specific framework of distinct skills taught in isolation. For high schoolers the SEL skills and competencies analyzed in the above report are presented in the following broad categories: cognitive; emotion; social values; perspectives; identity; and responsible decision making (Jones et al., 2022, p. 9) and, for each skill there are four to five subskills. Most of the SEL programs reviewed teach students to positively respond to and think about mock or simulated situations that are expected and unexpected surrounding distinct skills, very often through discussions, didactic instruction, and worksheets. In contrast to our approach, some of these SEL programs emphasize more of a *prevention*

model for unkind or antisocial behavior by teaching skills relating to how others or the students themselves might be feeling in certain circumstances and how the students should respond - all of which are vitally important skills. And, like most curricula there is big hope that students will then transfer these skills into their daily lives and in doing so, they will transform the culture of the school.

Our curricula materials successfully contribute to developing most important 21st century skills, often called 4 C's (critical thinking, creative thinking, communicating, and collaborating), using what might be characterized as the discovery method or inquiry-based instruction with the overarching theme of kindness, because kindness produces the effect of a learning hook that encompasses many skills traditionally taught in SEL programs. Students enact expressions of kindness in their daily interactions and situations at school, home, and within the community using hands-on learning and peer modeling, and this helps them grow their overall social and emotional competence. Once the action has occurred, the new skills learned are strengthened and further connected by engaging students in reflecting upon the impact that these actions had on themselves and others. The specific subskills from the broad categories listed above that align with our curricula are Cognitive: attention control, working memory, cognitive flexibility, planning skills, and critical thinking/problem solving; Emotion: emotional knowledge and expression and empathy/perspective taking; Social: conflict resolution; understanding social cues and prosocial/cooperative behavior; Values: ethical and civic values; Perspectives: optimism; gratitude and enthusiasm/zest; and Identity: self-knowledge, purpose, self-efficacy/growth mindset, and self-esteem, all of which are highlighted for each theme so educators are aware which skills these lessons specifically address. Our curricula materials are designed to enhance other social and emotional curricula that may already be present in the classroom or school, as well. If no other social and emotional curricula have been used, these materials may also serve as a primer to teach the skills listed above.

While implementing our curricula, teachers help their students to connect with kindness by openly expressing it and using the ideas that students generate themselves. Teenagers learn about how peers from other countries and cultures demonstrate kindness by seeing and hearing models from them. After the students conduct the act of kindness as agreed upon as a class, they then engage in strategic thinking, comprehension, and connecting through discussions facilitated by the teacher. Our curricula are specifically designed to be equitable, culturally responsive, trauma-sensitive, and socially just by leveraging the students' voices and ideas for what and how they will develop specific skills. We know from (Jagers et al., 2018; 2019) that SEL programs are transformative when students learn through projects and real-time practice, both of which encourages autonomy and leadership for social change. We also know that effective instruction sparks curiosity when students are motivated and interested in new knowledge, which increases their learning (Marzano, 2001). When students have control over the direction for how specific skills are going to be learned, they engage. Our curricula are highly motivating because they are based on taking into account students' opinions and respecting their interests

which are utilized in each lesson. All lessons are entirely “skill-practice” based, which was rare to find in the programs evaluated by the Easel Project.
First Steps to Implementation: To help an educator who is considering our curricula, we share basic definitions, including those provided by our International Expressions of Kindness Project participants and explanations of the main operational terms that we have used while composing these materials.

Kindness: “Kindness is a behavioral action that others can see (aka a social signal). It has the qualities of affection, warmth, and playfulness… Kindness models openness and humility. This allows us to question oneself and stay engaged with others to promote social connection. Kindness allows us to emphasize the wonderfulness of diversity while living within our own values. It also promotes us contributing to the well-being of others, without expecting anything in return” (Arnold, 2020).

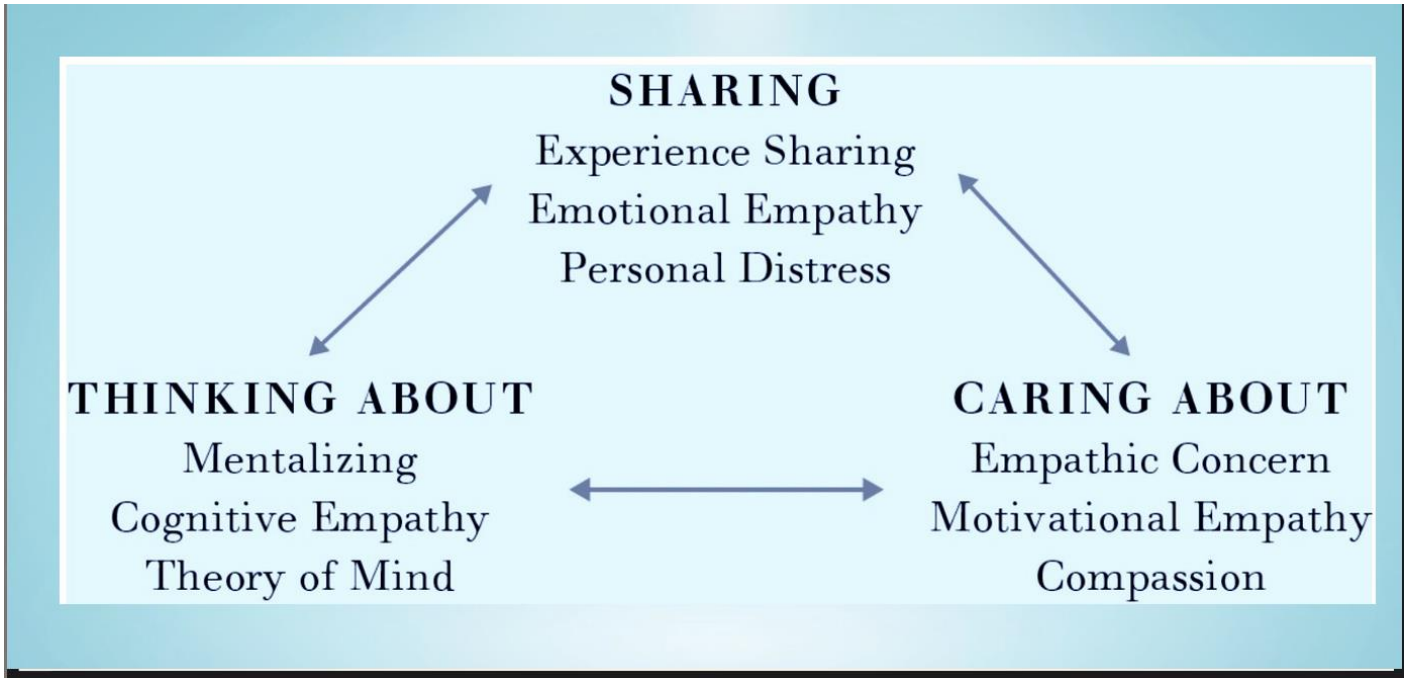
More importantly, as discussed by an international contingent of participants for the International Expressions of Kindness Showcase, kindness could be defined in at least three different ways – comparison, action, and projection. For example, as a *comparison* to something clear and dear to children, “Kindness is as good as gold’” “Kindness is friendship,” or “Kindness is holding hands in the dark.” It is also expressed in the form of a suggested *action*, “Kindness is doing good for others and not expecting anything in return,” “Kindness is spreading sunshine into people’s lives regardless of the weather,” or “Sharing kindness is bringing happiness.” Finally, as a *projection*, “If you help people, they will help you too – this is what I call kindness,” or “Let’s celebrate 2022 as the year of love and kindness.”

Compassion: “Compassion is an inner experience. It can be directed toward another person or group, or it can be directed inward (self-compassion). Compassion is characterized by the qualities of sympathy, empathy, and concern. It emphasizes nonjudgmental thinking toward self and others, validation, distress tolerance, and acceptance of what is occurring” (Arnold, 2020).

Empathy: In general, “emotion researchers … define empathy as the ability to sense other people’s emotions, coupled with the ability to imagine what someone else might be thinking or feeling (see more in What is empathy?). According to Zaki (2019), empathy is an umbrella term that demonstrates how we respond to each other. Empathy could be of three different types which are important to keep in mind while implementing our curricula. **Emotional empathy** “is responsible” for sharing emotions of others. **Cognitive empathy** helps identifying what others feel, and finally, **empathic concern** (compassion and kindness) is the level of empathy when a person is wishing to improve the experiences of

others. Reaching this type of empathy is one of the goals of our curricula. A more detailed explanation of the understanding of empathy that we share is shown by Zaki on the diagram (Zaki, 2019, p. 178). See Table 1.

Table 1



Dr. Emiliana Simon-Thomas (2019), the science director of the Greater Good Science Center, and a leading expert on the neuroscience and psychology of compassion, kindness, gratitude, and other prosocial skills that bolster human happiness gives an interesting explanation of how empathy works. In her presentation, “How to keep your empathy switched on” filmed in 2019, she describes types and benefits of empathy, among which are social competence, resilience to stress, and what is most important in relation to our curricula, showing or expressing empathy towards others serves as a force for moral good.

“People who avoid empathy often hurt themselves in the process. Decades of evidence demonstrate that individuals who empathize with others also help themselves: attracting friends more easily, experiencing greater happiness, and suffering less depression than their less empathic peers. When someone decides they don’t have the resources or energy for other people, they deprive themselves of those benefits” (Zaki, 2019, p. 40). What is even more important is the conclusion that “empathy is shaped by experience” (Zaki, ibid. p. 23).

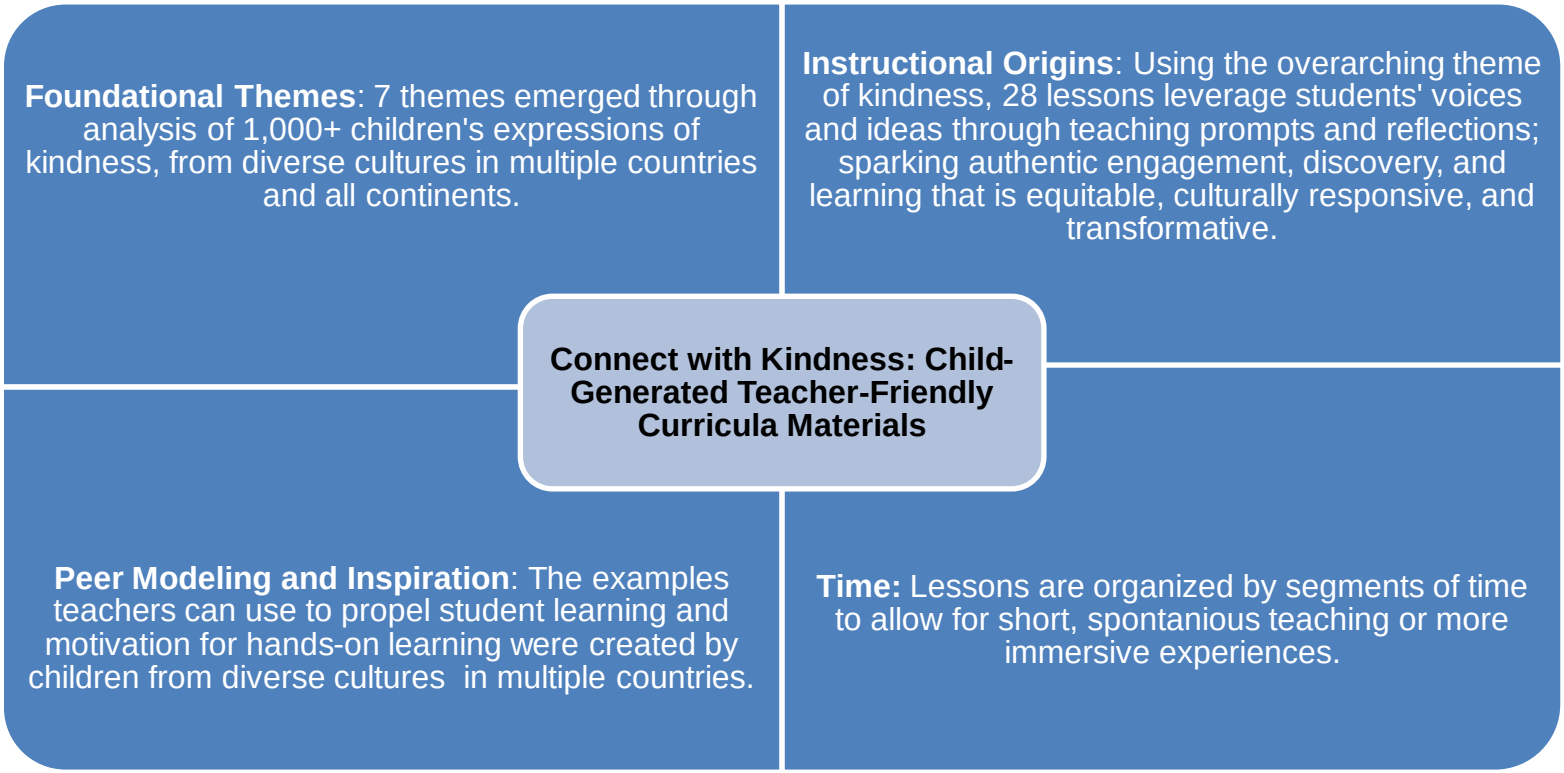
Teacher Preparation: While the curricula are very straightforward and easy to follow and implement, we recommend exploring our self-evaluation by answering the following simple questions before using these materials: Am I myself kind? Am I prepared to personally grow together with my students in kindness, learn from them, and acknowledge their acts of kindness? Am I ready to use the suggested materials? How well am I versed in the topic of kindness? Am I aware of the website www.express-kindness.org and its resources?

Please review the following online publications and/or watch YouTube videos on Kindness to prepare to use these materials:
https://inspirekindness.com/blog/kindness-101
https://kindness.org/
https://www.kindnessiseverything.com/faqs/what-is-kindness/
https://thetendernessway.com/why-tenderness/
It may also be helpful for teachers to conduct a self-report measure of kindness/generosity: **Kindness/Generosity (VIA: Kin).**

What follows are specific elements that are unique to these curricula as well as the lesson format:
Foundational Themes: These curricula materials were uniquely created through the eyes of children from all corners of the world who generated multinational, multicultural, and multilingual entries to the International Expressions of Kindness Showcase which is used as the foundation for these curricula. It is the children’s collective expressions of kindness which serve as the premise for each of the **seven themes** that are explored in the lessons, as well as the student examples herein. What children are thinking and feeling about kindness is extraordinarily relevant and something teachers will be able to leverage in order to deepen their students’ social, emotional, and academic competencies. This means that the concepts for each theme were not derived from studies or experiments; our seven themes originate from children, worldwide, but align with research. This is an important distinction because seeing research validated by the utterances of children is different than validating research with teaching explorations. We find that our themes are more age-appropriate, reflecting authentic definitions because they originated from what children are thinking and feeling, now. Besides, the pilot project (September – December 2022) that involved full or partial participation of over 800 students, ages 4-18, together with 30 teachers and other educators from pre- K-12 schools, community centers, and after school

programs in 11 nations and 5 continents has confirmed that both students and teachers positively reacted to all seven themes that we have originally chosen.

Table 2



Instructional Origins: Like the premise for the seven themes, the actual lessons/activities are particularly special because they originate from the ideas generated by the students in the classroom using simple prompts from the teacher. This is rare for an SEL program and, based on our pilot implementation, highly effective. Not only are we framing the learning with voices of children via the seven themes, but the students in each classroom also shape their learning experience by generating **their own ideas for how each lesson will unfold**. Leveraging ideas from students helps the learning experience to likely be more equitable, culturally responsive, trauma-sensitive, and socially just. It also proves our fundamental principle – respect to students and teachers and care about keeping an emotionally positive atmosphere in the classroom.

Peer Modeling and Inspiration: We understand, though, that there may not be enough basic knowledge or experience for the students to come up with effective ideas every time, which is why most of the lessons also include specific examples from other students in other countries with different cultures, that teachers can use to "prime" and inspire their students' thinking about the concept. Students may watch a short video, look at a photo or a piece of artwork, or read a statement written by a student from another country/culture and then, brainstorm ideas as a group for how they might show kindness, similarly. Each lesson also outlines a complete "teacher-generated lesson idea" that is designed to inspire the teacher with a picture of what the lesson *could* look like in case there is not enough time to brainstorm with students or if the teacher needs more support in guiding their students toward a lesson outcome. The teacher ideas were generated by teachers, often by the pilot project participants, adding yet another interpretation to the concept of peer modeling.

Time and Interdisciplinary Integration: The biggest hindrance to curriculum implementation and fidelity is time. To help mitigate time issues, the lessons are organized by segments of **time**, so any high school teacher can both spontaneously use the materials when they have a spare 5 minutes and also use the materials for extended and deepened learning experiences. The segments are as follows: **5-10-minute Kindness Mini-Boost; 10-20-minute Kindness Boost; 20-30-minute Kindness Super Boost; and 1–4-week Kindness Immersion**. Teachers can pop around between themes and boosts and there is no requirement or recommendation that all segments are completed, or that the theme is completed in a row or order such as from a Kindness Mini-Boost to a Kindness Immersion.

Realizing that there are arrays of specific daily schedules for students in this age-range, lessons are compatible for any scenario or subject thus being **interdisciplinary**. We know that some teachers, regardless of subject, will simply pause instruction to do a kindness boost, but other teachers may not feel comfortable doing so. An educator teaching one subject such as science could simply insert their concepts/skills into the Student-Generated Lesson Ideas, if needed. For example, in the Kindness Boost for Theme #1 the Student-Generated Lesson Idea suggests to ask students: What is something simple we can independently do to bring cheer or be friendly toward another classmate that we do not know well or at all, or a family member? A science teacher could simply change the language to include their subject matter, modifying the question as follows: *Using concepts from our unit on photosynthesis*, what is something simple we can independently do to bring **cheer** or to be **friendly** toward another classmate that we do not know well or at all, or a family member? {Perhaps students could bring a family member something that has turned green due to photosynthesis as a way to cheer them up.}

Think, Share, Reflect, and Connect: Each lesson is constructed similarly in that the teacher is presented with a lesson idea, and there is a prompt for the teacher to use in order to help the students to formulate their own lesson idea. Inspirational examples are provided for all lessons except the mini-boosts, again to get the 'creative juices' flowing. The

most important part of the learning, though, comes after the students complete the activity in the **Think, Share, Reflect, and Connect** section of the lesson. In this section there are carefully constructed higher order and critical thinking questions for students to reflect upon, and/or to write and speak about. This is where the real learning takes place because as students reflect, they connect and deepen their learning through consolidation (Brown et al., 2014). We know that through this sense-making students deepen their knowledge and synaptic connections. Our pilot teachers found that these questions were extremely beneficial in solidifying the learning which increased more ripple effects and very positive although unexpected outcomes.

Developmentally Appropriate and Culturally Responsive: These materials are written for the **developmental age-range from 14-18 years of age** as opposed to grade levels. The activities were created so all students can access them, but like all curricula, teachers may need to adjust the activity/content in order to accommodate for students with special learning or emotional needs. It is very important for the teacher to keep in mind that adults did not generate the themes for these curricula; therefore, skipping a theme because it could be a challenging or uninteresting topic to them may be a disservice to their students. That said, we strongly believe in a teacher's professional judgment regarding the themes they choose to cover. It is also essential for teachers to realize that the children who submitted entries to the International Expressions of Kindness Showcase represent a multitude of cultures, ethnicities, and nationalities. We have not modified or adjusted examples that we highlight in lessons in order to have them "fit" or align with a certain culture on purpose, because we believe that it is vital for children to learn about other cultures, ethnicities, and nationalities from their international peers. Specific cultural awareness and understanding prompts are built into each Kindness Immersion segment, as are voices from students' examples and their countries. This is intentionally included so students have both windows into other children's cultures or a mirror of their own culture within the extended activities.

Themes with Corresponding Key Concepts/Words

Table 3

Theme:	**Key Concepts/Words:**
1. Cheering-up, entertaining others, or showing compassion/ concern	Goodwill/Friendliness/Concern/Compassion/Sharing/Entertain/Cheer-up
2. Creating objects of beauty through aesthetics and nature	Peace/Serenity/Relaxation/Reflection/Self-Care/ Rejuvenate/Beauty
3. Creating an atmosphere or symbols of kindness	Awareness/Noticing Others/Caring/Gratitude/Appreciation/ Unity/Smiles

4. **Contributing to the family/community or taking care of the elderly and sick**	Empathy/Sharing/Giving/Community/Noticing Others/ Love
5. **Taking care of animals, nature, and/or the environment/Earth**	Empathy/Care/Love/Preparing/Future
6. **Honoring/showing respect for kindness exemplars or ancestors/heroes**	Gratitude/Appreciation/Sharing
7. **Taking a stand or helping people in crisis**	Advocate/Awareness/Empathy/Fairness/Support

Creating a Safe Atmosphere for Learning: It is vital for educators using these curricula to establish a learning environment where all students feel safe and comfortable to express their ideas and where all voices are acknowledged. We recommend that teachers set up "participating norms" with their class as a first step in creating a space where the environment is safe and predictable and where respect for each person is established. These norms will emphasize what everyone will (or will not) do during these lessons. In addition, we have specifically highlighted lessons that may trigger a student who has previously experienced trauma and ways to address this within the lesson. These curricula are designed for student voices and cultures to be heard and integrated into the learning, so the learning is more personally meaningful, diverse, and equitable. It is the role of the educator to seek opportunities for all student voices and cultures to emerge, to be included and also to provide a learning environment where each student has more agency and autonomy (Kenner & Raab, 2021; Domitrovich et al., 2017; Yeager, 2017). If your class only represents one culture, it is important for the teacher to specifically emphasize the new cultures being introduced through the student examples embedded into each theme. Exposing students to people who symbolize a new language, culture, ethnicity, and/or country helps teenagers to personally identify with them and brings the context of global humanity into the classroom. Finally, if you have students who do not speak the primary language being spoken in the classroom we strongly recommend that educators use the free resources found at https://wida.wisc.edu/ in order to find an array of effective instructional strategies for multilingual learners.

Transformative Ripple Effects: While on the surface these lessons may seem somewhat simple compared to a typical SEL lesson, don't be misled by this apparent simplicity. On the contrary, these curricula provide deep instruction that encompass a multitude of skills presented through one overarching concept of kindness as opposed to a few lessons that only scratch the surface on turning learning into positive action. There are twenty-eight lessons for each age-range, which literally gives students twenty-eight separate and interconnected opportunities to learn and integrate kindness into their thought processes and ultimately, their actions. The pilot project teachers who taught fourteen or more lessons for their

age-range reported that the culture of their classroom and in many cases, the school, had been **transformed** as a result. Teachers, school administrators, parents/guardians, and families, as well as people in the community observed various **ripple-effects** as an outcome of the students' actions taken in each lesson, in that other students not associated with the lesson, observed the positive actions and repeated them and/or the students who participated in the lesson repeated the actions, again, later, in a different situation. This is evidence that students' mirroring neurons are engaged, and that these curricula are character shaping by providing consistent learning-by-doing that is relevant and meaningful. These curricula also serve as the foundation on which educators can build multiple intelligences of kindness in the classroom. We strongly recommend that, regardless of how the lesson unfolds, an explanation of each activity be shared with parents/guardians and families and when appropriate the community in order to generate excitement for and support of these simple, yet impactful learning outcomes and to generate more transformative ripple effects as a result.

Basic Participation Rubrics. Evaluating student success in the realm of social and emotional learning can be challenging, but our teachers in the pilot found it easy and meaningful with our basic participation rubrics. These are provided so teachers can assess the overall impact of the activities. For example, a high school teacher wants to engage her students in becoming more aware of the people around them. With theme #3 of the Mini-Kindness Boost being "Creating an atmosphere of or symbols of kindness" she asks her students before they leave the classroom: "What is something we can do to help at least three people know that we notice them as we walk through the hallways to our next class?" She asks her students to discuss and share ideas. As students share, the teacher keeps track and using a quick show of support from the group and selects an idea. Let's say the students decide that they will give "smile and nod their head" to at least three people that they pass whom they do not know well or at all. The next time the class meets, the teacher asks: How did acknowledging people you did not know well or at all, feel? How do you think everyone else felt about being noticed by you? How did mindfully noticing people help our school feel more kind or like a community? The rubric outlines expected levels of participation; both in creating an atmosphere of kindness through the action, but also on how the students reflect on the activity, as in, are they making the connection? These data will help the teacher know whether or not the students comprehend the concepts each theme addresses.

Basic Participation Rubrics

Table 4

To best understand how these activities are impacting student thinking, engagement, comfort in participation, and future actions, measure the success of the activity by tracking the participation of students, and then, based on the received data, determine next steps. Adapt lessons as needed to align with student learning needs, being especially mindful of how a student's past experiences, trauma, and culture may impact their participation.

Starts to demonstrate understanding of basic kindness skills:	Understands concepts and demonstrates some kindness knowledge/skill:	Articulates/demon-strates an attitude of kindness and kindness skills/abilities:	Articulates/demonstrates kindness attitude/knowledge/skills in new contexts:
• Participated in/completed no more than 50% of the activity. • Can retell what the class did using prompts. • Can share how they felt about the activity with others.	• Participated in/completed about 70% of the activity. • Can retell what the class did using prompts. • Can share how they felt **and** how others were impacted or how others felt as a result of the activity. • Demonstrates a positive attitude about kindness actions.	• Participated in/completed about 85% of the activity. • Can retell what the class did and why this action was impactful, in their own words with little or no prompting. • Can share how they and how others felt about the activity with someone else. • Can articulate the relationship between taking the actions and having an impact (cause and effect). • Can articulate how future, similar actions, could impact themselves and others.	• Participated in/completed about 100% of the activity. • Can retell what the class did in their own words with no prompting and explain why it was important. • Can articulate the relationship between taking the actions and having an impact. • Shows understanding for how individual actions can make small but important differences for others. • Demonstrates similar actions on their own in a new way or with a new "take". For example, takes initiative to do something similar in a different environment such as a civic center, place of worship, or home. • Articulates or demonstrates how different cultures show kindness. • Articulates or demonstrates an understanding of how acts of kindness occur in a range from small simple actions to actions that are more complex and in-depth; knows that the in-depth actions have a longer lasting impact.

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Theme #1: Cheering-up, entertaining others, showing compassion/concern

- **Key Concepts/Words:** Goodwill/Friendliness/Concern/Compassion/Sharing/Entertain/Cheer-up

- **Key Domains and Skills:** Planning Skills; Cognitive Flexibility; Critical Thinking; Empathy/Perspective Taking; Self-Esteem; Self Knowledge

Mini-Kindness Boost *What does kindness look like? How does kindness feel?*	**Kindness Boost** *What skills can/should be developed to show kindness?*	**Super Kindness Boost** *What complex kindness skills can be developed?*	**Kindness Immersion** *What does kindness look like and feel in different contexts? How does kindness generate kind actions and kind behavior?*
Time: 5-10 minutes	Time: 10-20 minutes	Time: 20-30 minutes	Time: 1-4 weeks
Steps: Do this activity when you have 10 consecutive minutes and then another 5 minutes during the next class meeting. **Teacher-Generated Lesson Idea**: Facilitate a brainstorming session asking students how they can show **friendliness** towards other people that they don't know as they pass them in the hallway/ corridor. Select the best idea using a simple voting method and then ask each student to try the idea out on at least three different	Steps: Do this activity when you have 10 consecutive minutes and another 10 minutes during the next class meeting. **Show photo example** 1.1, a photo from 16-year-old Maryi from the Dominican Republic that displays a small boy receiving a stuffed animal. Ask students what they noticed about the expression on the face of the boy who is presented with the stuffed dog. Discuss why it is important to bring **cheer** and to be **friendly** with others and/or members of their family.	Steps: Do this activity when you have at least 20 consecutive minutes and another 5-10 minutes during the next class meeting. **Show poetry example** 1.2, by 9-year-old, Zani, from, Switzerland, titled: "Kindness Poem". Show students Switzerland on a map. Ask students: How did the poem from a younger child make you feel? Did hearing the poem make you forget about other things on your mind; was it **entertaining**? Did the words that Zani used seem similar to the words you might use? Were there any	Steps: Do this activity when you have at least 15 minutes a day for a week, or up to four weeks or a large pocket of time like 45-90 minutes. **Share this quote** by Dalai Lama used by 18-year-old Tatiana from Russia: "If you want others to be happy, practice **compassion**. If you want to be happy, practice **compassion**" with the students and use this as a way to introduce the idea that by demonstrating **compassion/concern** we also make other people and ourselves happier. Ask students: Do you think Tatiana is similar to us? How might they be

people at some point before the next class meeting. ***Note to the teacher:*** Trauma-sensitive students may feel vulnerable to acknowledge peers or adults they do not know. During our curricula materials pilot some students of this age-range reported feeling uncomfortable with the idea of acknowledging people they do not know even in a safe place like school. These are important feelings to be aware of and to surface through group discussion if this lesson is facilitated. For example, after discussing feelings the teacher may ask students to privately let them know if they still feel uncomfortable or if they would like to conduct the action with a peer or with the teacher by their side. **Student-Generated Lesson Idea:** Ask	**Teacher-Generated Lesson Idea**: Ask students to write down an action that they will do after class to bring **cheer** to or to be **friendly** toward one classmate that they do not know well or at all, or a family member. Share the plan with a partner. **Student-Generated Lesson Idea**: Ask students: What is something simple we can independently do to bring **cheer** to or be **friendly** toward another classmate or person at the school that we do not know well or at all, or a family member? Ask students to share ideas with the group and determine which idea works using typical classroom procedures. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Think, Share, and Connect**: During the next class meeting, ask students to share what they did, then ask questions using the following prompts: What it is like to show **concern** or **friendliness** toward someone you did not	words he used that were different that words you use? **Teacher-Generated Lesson Idea**: Involve students in **entertaining** each other by having them tell/perform jokes/riddles. Find books or download age-appropriate jokes for students to use. Divide them into groups of 2-4; assign each group to say one joke/riddle, everyone in the group must be part of telling the joke/riddle. Give all the groups at least 10 minutes to practice telling/memorizing their joke/riddle. Once everyone is ready, have each group perform for the class. ***Note to the teacher:*** While most students love the idea of jokes and riddles it is not uncommon for children of this age range to need help in "keeping it clean or appropriate for school". It will be important for you to review each group's joke *before* it is performed. ***Note to the teacher***: Trauma-sensitive, shy, or anxious students, or those who feel vulnerable may feel uncomfortable trying to **entertain**	different? How is living in Russia similar or different to living in our country? How do you know? Locate Russia on a map. ***Questions for the teacher to ponder in preparation for this immersion***: Is there anything about the people or the country of Russia that serves as a mirror for your students? Does anything serve your students as a window into a new culture? How do the differences in cultures provide an opportunity for your students to learn about a new culture or to see them reflected within these cultures, and how does it help them to **empathize** with different people? As you frame questions and guide discussions, be thinking about these opportunities. Do your students see **kindness** as something that is universal? How might this expression of **kindness** be an **empathetic** nudge for others to also do something **kind**? **Teacher-Generated Lesson Idea**: Involve small groups of students in creating a display for their peers that highlights what **compassion/ concern** is; how demonstrating **compassion/concern** helps

students: What is one simple thing we could do to be **friendly** or show **concern** for at least three classmates you don't know (or do not know that well) as you pass them in the hallways/corridors before our class meets again? Please share an idea with a partner. Ask students to share ideas with the group and determine which idea works using typical classroom procedures. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Think, Share, and Connect**: During the next class meeting, ask students questions using the following prompts: How did our activity of being **friendly** toward other people you don't know or know well make you feel? How do you think the people felt when you were	know or know well or a family member? What does it mean to be **friendly**? How is being **friendly** or showing **concern, kind**? What feelings did you have during this activity? How can you use what you learned in order to make new **friends**? How is being a f**riend** and being **friendly** similar? What is the difference between being a **friend** versus being **friendly**? How might this expression of **kindness** be an **emphatic** nudge for others to also do something kind? Share and discuss as time allows.	their peers. It is important to set the stage by discussing feelings and how to appropriately respond to each other during this activity. **Student-Generated Lesson Idea**: Ask students: What is something simple we could do to **entertain** each other? Please share an idea with a partner. Ask students to share ideas with the group and determine which idea works using typical classroom procedures. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Think, Share, and Connect**: During the next class meeting ask students questions using the following prompts: How did it feel to **entertain** each other? Did our actions help to **cheer-up** each other; how do you know? How might this expression of **kindness** be an **emphatic** nudge for others to also do something kind? Share and discuss as time allows.	others and themselves **cheer-up**; and two ways that their peers can demonstrate **compassion/ concern** towards other people within the community with specific examples. And, the group needs to also DO one of the examples that they highlight in their display, either as a group or individually. Work with the students to formulate a plan for where they will put their displays. For example, perhaps they work with the principal or head-of-school to find a place in a common area of the school where they can post their display. **Student-Generated Lesson Idea**: Ask students to share an idea with a partner that would be a project that small groups of students could do together that would teach their peers what **compassion/concern** is, why it helps everyone, including ourselves, and at least two things their peers can do to show **compassion/concern** for others in their community. Ask students to share ideas with the group. Determine which idea works the best for the school, using consensus. (Teachers: See

friendly/showed **concern** towards them? Why is it good to take the time to be **friendly** or show **concern** when you don't have to be? How might this expression of **kindness** be an **emphatic** nudge for others to also do something kind? How might this expression of **kindness** be an **emphatic** nudge for others to also do something kind? Share and discuss as time allows.			PowerPoint presentation for professional development on how to reach true consensus with students.) As this is a longer-term project, it will be critical for the students to deeply consider how they can express **kindness** through showing **compassion/ concern** and how that will impact others and themselves. Confirm that this idea works for the head-of-school/principal, as appropriate. Implement the teacher-generated lesson idea **<u>or</u>** the student-generated lesson idea. **<u>Think, Share, Connect, and Write</u>**: After the students complete the actions, conduct an in-depth discussion with the students about why taking the time to demonstrate **compassion/concern** to others is an expression of **kindness.** Ask each student to verbally share what they did to demonstrate **compassion/ concern**, reflecting upon their emotional state both before and after they took the action, and any other observations that they would want to share. ***<u>Discussion prompts</u>***: What happens to our state of mind when we take the time to demonstrate

			compassion/concern for others? Why do you think it is good for everyone to demonstrate **compassion/concern**? How might this expression of **kindness** be an **emphatic** nudge for others to also do something kind? After the discussion ask students write a journal reflection about their group's project, how they think others responded to their work, and the value that it added to both their lives and the lives of others.

<u>Look for unexpected outcomes and ripple effects from the activities</u>:

Did the students repeat the actions on their own? If yes, ask them WHY as a discussion starter.

Did the audiences impacted by the actions of your students stimulate other classes or individual students to follow-suit?

Use these outcomes as conversation starters with students and/or parents/guardians/families via newsletters.

Theme #2: Creating objects, actions, places of beauty through aesthetics and/or nature

- **Key Concepts/Words:** Peace/Smile/Relaxation/Reflection/Self-Care/Rejuvenation/Beauty

- **Key Domains and Skills:** Planning Skills; Cognitive Flexibility; Critical Thinking; Problem Solving; Empathy/Perspective Taking; Self-Esteem; Growth Mindset; Self Knowledge

Mini-Kindness Boost *What does kindness look like? How does kindness feel?*	**Kindness Boost** *What skills can/should be developed to show kindness?*	**Super Kindness Boost** *What complex kindness skills can be developed?*	**Kindness Immersion** *What does kindness look like and feel in different contexts? How does kindness generate kind actions and kind behavior?*
Time: 5-10 minutes	Time: 10-20 minutes	Time: 20-40 minutes	Time: 1-4 weeks
Steps: Do this activity when you have at least 10 consecutive minutes and another 5 minutes during the next class meeting. **Teacher-Generated Lesson Idea**: Collect enough of the same object from nature such as leaves, pieces of grass, pinecones, or small pebbles so each student can have the same or similar object. Towards the end of the class session, when you have at least 10 minutes, place one of the items in front of each	Steps: Do this activity when you have a total of 20 consecutive minutes and another 10 minutes during the next class meeting. **Show poster example 2.1** of 15-year-olds from Lithuania **and** share this quote from them, "**Kindness is the strongest force, and a smile can move mountains".** Briefly discuss this quote asking students to reflect on what they think about it. **Teacher-Generated Lesson Idea**: Ask students to take paper and pen for a brief trip outside. Challenge them to individually and silently find as many natural	Steps: Do this activity when you have at least 30 consecutive minutes and another 5-10 minutes during the next class meeting. **Show photos example 2.2** of 6th grade students from Lithuania with a librarian **Danutė Miknevičienė,** creating a giant owl on school grounds using pinecones and flowers. **Ask**: What do you think about the idea of using **nature** to create an outdoor mural? What reaction would you have to walking along and seeing this on the ground? What feelings do you have when you see the owl? Identify Lithuania on a map.	Steps: Do this activity when you have at least 15 minutes a day for a week for 2 weeks or, a large pocket of time of up to 90 minutes. **Show poster example 2.3** from grade 5 Lithuania class of educator Gražina Kigaitė that outlines how students selected small niche' spaces around the school and **beautified** them with drawings that included objects from **nature**. Ask students what they noticed about Lithuania. Ask, do you think these kids are similar to us? How might they be different? Are there

student and ask them to reflect on it in silence while listening to calming sounds of nature such as water flowing or the wind blowing chimes via www.calmsound.com or another site. Encourage students to touch, smell, and observe the object from nature in silence. **Student-Generated Lesson Idea:** Ask students: What is one way that we can take a break and enjoy something **beautiful** or in **nature** that is inside our classroom/ school or outside our school right now? Please share an idea with a partner. Ask students to share ideas with the group and determine which idea works using typical classroom procedures. ***Note to the teacher***: If the weather is poor and there is no place to go outdoors, there might be an indoor place where there is	**smiles** as there are in **nature**. Perhaps the curve of a tree, how shrubs are planted, or rocks are formed. Ask students to draw as many **smiles** as they can see or imagine in 5 minutes. Then, with a partner allow them to "arrange" a **smile** using objects of **nature** (without destroying **nature**). **Student-Generated Lesson Idea**: Ask students: What is something simple and **beautiful** that the class can create using **nature** that will make other people **smile** when they see it? Implement the teacher-generated lesson idea **or** student-generated lesson idea. **Think, Share, Connect and Write**: During the next class meeting, ask students questions using the following prompts: Think about how the activity helped you/others feel; write down three things. What feelings do you think other people had as a result of seeing their objects of **beauty**? Why it is important for all people to see objects or places of beauty? Why it is **kind** to share or give objects of beauty	**Teacher-Generated Lesson Idea**: Divide the class into two large groups. Engage the groups in designing an outdoor mural of any size or shape, using the materials that are around them, even sand and dirt. Take students outside, giving them 5 minutes to make a plan and 20 minutes to make a mural using any objects that they can find. (If there are limited materials of nature that they can find, collect clean recyclables for a few weeks or so and ask students to use these to create murals, *indoors.*) It may be important to also discuss with students that their murals might be destroyed by wind, rain, or people mindlessly walking through them. **Student-Generated Lesson Idea**: Ask students: Using the photo of the owl mural from Lithuania as inspiration, what could we do as a 25-minute activity that would help all of us enjoy art in **nature**? Please share an idea with a partner. Ask students to share ideas with the group and determine which	any similarities or differences about what we could see about the place where they go to school? Identify Lithuania on a map; ask students what they want to learn about the people who live in Lithuania. ***Questions for the teacher to ponder in preparation for this immersion***: Is there anything about the people or the country of Lithuania that serves as a mirror for your students? Does anything serve your students as a window into a new culture? How do the differences in cultures provide an opportunity for your students to learn about a new culture or to see them reflected within these cultures, and how does it help them to empathize with different people? As you frame questions and guide discussions, be thinking about these opportunities. Do your students see **kindness** as something that is universal? How might this expression of **kindness** be a nudge for others to also do something **kind**? **Teacher-Generated Lesson Idea**: Divide students into pairs asking them to make a plan to **beautify** a

artwork or, there might be a piece of classical or relaxing **music** the students could listen to with their eyes closed while they imagine a beautiful place. Implement the teacher-generated lesson idea **<u>or</u>** the student-generated lesson idea. **<u>Think, Share, and Connect</u>**: During the next class meeting, ask students questions using the following prompts: How did this activity help you feel more **relaxed** or more **peaceful**? What did you notice through your eyes and ears? Did your emotional state change as a result of this activity? Did taking a break like this help you? Why or why not? What would the world be like if everyone had a break like this every day and why? Why is it good to take **care** of yourself by being **kind** to yourself with breaks where you slow	to yourself or others? How might this expression of **kindness** be an **emphatic** nudge for others to also do something kind? Share and discuss as time allows.	idea works using typical classroom procedures. Implement the teacher-generated lesson idea **<u>or</u>** the student-generated lesson idea. **<u>Think, Share, and Connect</u>**: During the next class meeting, ask students questions using the following prompts: How did the activity help us to feel connected to **nature,** to **rejuvenate,** or **relax**? Why is it considered **self-care** when you create things that are **beautiful** to see? How does seeing something **beautiful** help us? Is it **kind** to either do something for yourself or someone else that helps them to **relax,** see **beauty, or nature**? How might this expression of **kindness** be an **emphatic** nudge for others to also do something kind? Share and discuss as time allows.	niche or small place inside the class or school by creating a small display of **beautiful** artwork somewhere inside the school for others to see that includes some objects of nature such as the students did in Lithuania. **<u>Student-Generated Lesson Idea:</u>** Ask students to share an idea with a partner that would be a project they can do to **beautify** a place inside or outside the school such as the students did in Lithuania. Ask students to share ideas with the group. Determine which idea works the best for the school, using consensus. (Teachers: See PowerPoint presentation for professional development on how to reach true consensus with students.) As this is a longer-term project it will be critical for the students to deeply consider how they can create more **beauty** in their environment and how that will impact others. Confirm that this idea works for the head-of-school/principal, if applicable.

down, and/or you see/hear, or experience something **beautiful** or something that is in **nature**? How might this expression of **kindness** be an **emphatic** nudge for others to also do something kind? Share and discuss as time allows.			Implement the teacher-generated lesson idea **or** student-generated lesson idea. **Connect with Others**: Ask someone from the school or school system to share a first-hand account of how the class activity was received and how the students' taking the time to **beautify** the school impacted the people. They could visit the class or write an email. **Think, Share, Connect, and Write**: Over the next few weeks, during the subsequent class meetings, ask students to write short reflections using the following prompts: How did participating in this activity make you feel? How did others feel as a result of their project? How do you know how other people felt? How long do you think people will remember what we did? How is this project an expression of **kindness**? How might have we inspired others to create **beautiful** spaces? How might this expression of **kindness** be an **emphatic** nudge for others to also do something kind?

			<u>Alternatively</u>: Send an email to the students' parents/guardians/ families and invite them to partner with you and the students in the project of cleaning and **beautifying** the school and/or their own homes.

<u>Look for unexpected outcomes and ripple effects from the activities</u>:

Did the students repeat the actions on their own? If yes, ask them WHY as a discussion starter.

Did the audiences impacted by the actions of your students stimulate other classes or individual students to follow-suit?

Use these outcomes as conversation starters with students and/or parents/guardians/families via newsletters.

Theme #3: Creating an atmosphere or symbols of kindness

- **Key Concepts/Words:** Awareness/Noticing Others/Care/Gratitude/Appreciate/Unity

- **Key Domains and Skills:** Planning Skills; Cognitive Flexibility; Understanding Social Cues; Gratitude; Ethical Values; Civic Values; Empathy/Perspective Taking; Growth Mindset; Self-Esteem; Self Knowledge

Mini-Kindness Boost *What does kindness look like? How does kindness feel?*	**Kindness Boost** *What skills can/should be developed to show kindness?*	**Super Kindness Boost** *What complex kindness skills can be developed?*	**Kindness Immersion** *What does kindness look like and feel in different contexts?*
Time: 5-10 minutes	Time: 10-20 minutes	Time: 20-30 minutes	Time: 1-4 weeks
Steps: Do this activity when you have at least 5 minutes and another 5-10 minutes during the next class meeting **Teacher-Generated Lesson Idea**: Before your class is dismissed, ask your students to purposely notice people they do not know as they pass them on their way to their next destination. Ask students to make 'mental notes' about what they observed about these three people they "notice". Did they notice the student? Did they seem happy/sad/ indifferent? How could the students tell? What did the students learn about how many	Steps: Do this activity when you have a total of 10 consecutive minutes and 5 minutes during the next class meeting. **Show the video example** Free Hugs project: 12-year-old students, in Portugal, giving free hugs in front of their school. Discuss how this activity helped people feel **grateful** for the **generosity** of a simple hug. **Teacher-Generated Lesson Idea**: Engage students in creating a **gratitude** bulletin board/display/ or quick video that reflects **gratitude** and **thanks** for specific people who work in the school. Make a list of people in the school	Steps: Do this activity when you have at least 10 minutes and then another 15-20 minutes during the next class meeting. **Show photo example 3.1** and read explanation of a middle school student with educator Jasenka Tisucki from Croatia reading a note to the woman who cleans her school. Show students Croatia on a map. **Teacher-Generated Lesson Idea:** This idea is like a **kindness** shower for ONE person! Have students individually create an	Steps: Do this activity when you have at least 15 minutes per/class meeting for 2-4 weeks or a total of at least 2 hours. **Show painting example 3.2** of the Kindness School with four floors of kindness: The Kindness Floor; Floor of Hope; Friendship Floor; and The Floor of Happiness by a group of 15-year-old students: Dima B., Ilya B., Daria B., Sophia V., Anna V., Daria G., and Anna E., from Russia. Ask students: What do you think of this new idea for a school? Do you think a school like this is real? Why or why

people they usually notice as they walk through the hallways? Why is it important to **notice** other people? **Student-Generated Lesson Idea:** Ask students: What can we do as individuals to **mindfully notice** more people as we are walking around our school or community? Please share an idea with a partner. Ask students to share ideas with the group and determine which idea works using typical classroom procedures. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Think, Share, Connect**: During the next class meeting, ask students the following questions using prompts: Does showing others **care** by **noticing** them make our school or community feel more **kind**? What other things can we do to show others that we **notice** them in a simple way? What can you do to show others that you **notice** them and **care**? How do you	and give each student or pair of students the name and role of a specific person (or have students select from a list they brainstorm together). ***Note to the teacher***: If you create videos, make sure that recordings of this nature are okayed by the principal/head-of-school. **Student-Generated Lesson Idea**: Ask students: What is one undisruptive thing we can do that will help specific people in our school **feel noticed** and **appreciated** by our class? Please share an idea with a partner. Ask students to share ideas with the group and determine which idea works using typical classroom procedures. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Think, Share, Connect**: When students return to the next class meeting, ask questions using the following prompts: How did the activity help others feel **noticed/cared** for or **appreciated?** Does noticing	**appreciation** card/drawing/letter for *one person* in the school whose work typically goes unnoticed. Select someone with a role that is more "behind the scenes" to your students, like the night custodian/cleaner, a cook, the gardener, or a bus driver. Arrange a time with this person, for the entire class to go with you to see them, taking their notes/cards/drawings. Ask each student to read the note/card or show the drawing to this person before giving it to them. **Student-Generated Lesson Idea:** Ask students: What is one undisruptive thing we can do that will help *one person* who has a *"behind the scenes"* role in the school feel **noticed** and **appreciated** by our class? How can we shower one person with **kindness**? Please share an idea with a partner. ***Note to the teacher:*** It may be helpful to facilitate a short discussion about what it means to work "behind the scenes" in a school. Ask students to share ideas with the group and determine which	not? If you could interview these 15-year-olds from Russia, what would you ask them about this idea? Do you think their actual school has four floors of **kindness**? If yes, what does it look like on each floor? What might you ask these students about living in Russia? Identify Russia on a map. ***Questions for the teacher to ponder in preparation for this immersion***: Is there anything about the people or country that serves as a mirror for your students? Does anything serve your students as a window into a new culture in Russia? How do the differences in cultures provide an opportunity for your students to learn about a new culture or to see them reflected within these cultures? Do your students see **kindness** as something that is universal? As you frame questions and guide discussions, be thinking about these opportunities. How might this expression of **kindness** be an **empathetic** nudge for others to also do something kind?

feel when you are **noticed**? How about when you are not **noticed?** How might this expression of **kindness** be an **emphatic** nudge for others to also do something kind? Share and discuss as time allows.	others, and sharing our **gratitude** and **care** make us **kinder**? What other things we can do to show **gratitude** or **appreciation** in a simple way? How might this expression of **kindness** be an **emphatic** nudge for others to also do something kind? Share and discuss as time allows.	idea works using typical classroom procedures. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Think, Share, Connect, and Write**: During the next class meeting, ask students questions using the following prompts: How did the activity help this person **feel noticed/cared** for or **appreciated?** Does noticing other people and sharing our **gratitude** and **care** for others in our school make our school feel more **kind**? Why or why not? What other things we can do to show **kindness** to people whose job it is to help us succeed at school, in a simple way? Share and discuss as time allows. How might this expression of **kindness** be an **emphatic** nudge for others to also do something kind? After the cards/letters have been received or an action was taken, create a T chart and then facilitate a short discussion about how this person may have felt *before* the cards/letters were	**Teacher-Generated Lesson Idea**: Ask the students to think about the concept of a Kindness School. Divide students into groups of 3-4 and using the **above example** as inspiration, have them determine what elements their **kindness** school would have; each school must have at least three distinct elements of **kindness** outlined from each team. Ask each team to draw their concept. Then, students must make one *realistic plan of action* for how to achieve one of the elements of kindness they outline for their Kindness School at school. **For example**, they identify one element in their Kindness School to be The **Friendship** Playfield. What can this group of students do to make the playfield at their school a true, **Friendship** Playfield? They decide to make posters that they post on the fences at the field that have "**Friendship** Rules". **Student-Generated Lesson Idea**: Using the **above example from Russia**, ask

<table>
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<td>given or actions taken; write those responses on the left side of the T chart. On the other side of the T chart, discuss how the impacted person feels now, after receiving the cards/letters/ actions. Ask students to write down a small thing they can individually do to recreate or continue to foster kindness by showing others gratitude, care, and noticing this person in the school, in the future. Discuss strategies for becoming more aware of the people around them. Example of a T chart:

<table>
<tr><td>Feelings Before:</td><td>Feelings After:</td></tr>
<tr><td></td><td></td></tr>
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<td>students to share with a partner how the class can create a real Kindness School.

Ask students to share ideas with the group.

Determine which idea works the best for the school, using consensus. (Teachers: See PowerPoint presentation for professional development on how to reach true consensus with students.) As this is a longer-term project it will be critical for the students to deeply consider how they can create a real atmosphere of kindness within their school.

Implement the teacher-generated lesson idea <u>or</u> the student-generated lesson idea.

<u>Connect with others</u>: Ask the principal/head-of-school or counselor to share a first-hand account of how the class activity was received and how the students’ work to create an atmosphere of kindness was received.</td>
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			Think, Share, Connect, and Write: After students conduct the activity, ask them to write a reflection about how participating in this activity made them feel, how their classmates might have felt as a result of their project, how they know how others felt, how long people will remember, and how this project may have started to show **kindness-**changes in their school.

Look for unexpected outcomes and ripple effects from the activities:

Did the students repeat the actions on their own? If yes, ask them WHY as a discussion starter.

Did the audiences impacted by the actions of your students stimulate other classes or individual students to follow-suit?

Use these outcomes as conversation starters with students and/or parents/guardians/families via newsletters.

Theme #4: Contributing to the family/community; taking care of the elderly or sick

- **Key Concepts/Words:** Empathy/Sharing/Giving/Community/Noticing Others/Love/Miss

- **Key Domains and Skills:** Planning Skills; Cognitive Flexibility; Understanding Social Cues; Gratitude; Ethical Values; Civic Values; Empathy/Perspective Taking; Growth Mindset; Self-Esteem; Self Knowledge; Purpose; Self-Efficacy.

Mini-Kindness Boost *What does kindness look like? How does kindness feel?*	**Kindness Boost** *What skills can/should be developed to show kindness?*	**Super Kindness Boost** *What complex kindness skills can be developed?*	**Kindness Immersion** *What does kindness look like and feel in different contexts?*
Time: 5-10 minutes	Time: 10-20 minutes	Time: 20-30 minutes	Time: 1-4 weeks
Steps: Do this activity when you have at least 5 minutes. Activity can be extended with another 5 minutes at a different time of day or the following day. **Teacher-Generated Lesson Idea**: Place a short call, make a short video with students, or take a quick photo of the class holding a note or sign for an absent classmate or staff member, and send the message to them, letting them know that they are **cared** for and **missed**.	Steps: Do this activity when you have a total of 15 consecutive minutes and other 5 minutes during another class meeting. **Show photos example 4.1** from students ages 11-13 in Cote d' Ivoire cleaning their school grounds **and** read this quote from their teacher, Toti Jean Marc Yale, about this class project: "*When our students started to clean the school yard, other children who do not go to this school came out to help our students clean the school yard!"* **Teacher-Generated Lesson Idea**: Engage students in	Steps: Do this activity when you know you have at least 25 consecutive minutes and then another 15 consecutive minutes during another class meeting. **Show photos example 4.2** of elementary students from Venezuela with educators Magaly A. and Iris G. and tell this short summary: "*In the spirit of **kindness** and **care** of the **community**, the children created paper bracelets, then visited a nearby Barrio Bolívar Medical Care Center. There they talked with a few patients and wished them to recover soon. Then they presented them with paper*	Steps: Do this activity when you know you have at least 15-30 minutes per day for 2 weeks, or 1 large pocket of time for at least 90 minutes. **Show video** of high school students from Brea, California, USA with teacher Jeff Weber, beginning at 2:27. Students were asked to create a short video to someone in their family that they **miss**, **care** for, and **love**. ***Note to the teacher:*** The students featured in this video are learning disabled high schoolers, many of whom are in costumes because they were being filmed on Halloween. It will be important to

Note to the teacher: This lesson was a favorite among our teachers in the pilot, however, please be mindful that in some countries there are laws that govern how and what information public officials (or teachers) are permitted to share about someone else's illness, such as HIPPA laws in the US. Telling a student or staff member that they are **missed** is *very different* than telling them to get-well due to an illness. We highly recommend the language that is used in this lesson only focuses on ***missing*** a classmate, or staff member, unless permissions are given. **Student-Generated Lesson Idea**: Ask students: What is one thing we can do right now to let our classmate who is absent know that we **miss** them? Please share an idea with a partner. Ask students to share ideas with the group and	cleaning-up a common area in the school that is used by everyone such as the school yard, a corridor, the lost and found area, or the cafeteria. ***Note to the teacher***: It is very important that if students are picking-up trash that they wear protective equipment in doing so. Also, some parents/guardians may not like the idea of their student engaging in the activity of cleaning at school without knowing or understanding the context. It is strongly recommended that teachers inform parents/guardians about this activity in advance. **Student-Generated Lesson Idea**: Ask students: What is one area of our school that needs some sprucing-up or **care** that wouldn't take more than 10 minutes to do? Please share an idea with a partner. Ask students to share ideas with the group and determine which idea works using typical classroom procedures. Implement the teacher-generated lesson idea **or** the student-generated lesson idea.	*bracelets, said **kind** words, and in some cases gave them a hug*." Show students where Venezuela is on a map. **Teacher-Generated Lesson Idea**: Engage students in making paper bracelets for elderly patients at a nearby hospital or nursing home. Discuss how lonely it must be in a facility and how small gestures of **kindness**, with pretty drawings and encouraging words on it like a bracelet, even from strangers, can brighten someone's day. Arrange with the director of the facility for you or a volunteer to drop the bracelets off. Also, to help students learn more about how hard it is to be isolated like many people in nursing homes, challenge students to only respond to texts or calls that are genuine emergencies for 24 hours so they can experience what it is like to be lonely or cut-off from friends and relationships. **Student-Generated Lesson Idea:** Ask students: What is one simple thing we could do to show	share this information with your students prior to them viewing the video so there is no misunderstanding or assumptions made about these students. Also, a student in your class may be experiencing trauma because they are not allowed or permitted to see a parent or grandparent due to divorce or other circumstances beyond their control. It will be important for you to learn about these circumstances for an individual student before launching either of these lessons; it would be devastating for a student to attempt to reach out only to be shut down or ignored. Ask students what they noticed about the different place outlined in the above example? Are there any similarities or differences to where they go to school? Is there anything you wish you could ask the students featured in the video? Identify California, USA on the map. ***Questions for the teacher to ponder in preparation for this immersion***: Is there anything about the people or place in the example that serves as a mirror for

determine which idea works using typical classroom procedures. ***Note to the teacher:*** If permission IS granted by the parent/guardian of the absent student or the staff member says it is okay to reference their illness in the messaging, it is also very important to keep in mind that the purpose of this lesson is to convey that they are **cared** for and **missed**; therefore, if a student/staff member is ill with a dire condition such as cancer, it is important NOT to tell them to "get well" as it may be considered insensitive to do so, especially if they cannot or will not get better. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Think, Share, and Connect**: After students complete the action, ask them questions using the	**Think, Share, and Connect**: During the next class meeting, ask students questions using the following prompts: How did our activity contribute to our **community** here at school? Why is it important to take the time in order to make small improvements in the **community** where we learn? How is this **kind**? How do you think others responded to our work? Do you think others might have been inspired to do something similar or to join our group like the other students were in **Cote d' Ivoire**? Why or how do you know? How might this expression of **kindness** be an **emphatic** nudge for others to also do something kind? Share and discuss as time allows.	the elderly people in our **community** who are isolated from other people feel **cared** for like the students in Venezuela did? Please share an idea with a partner. Ask students to share ideas with the group and determine which idea works using typical classroom procedures. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Think, Share, Connect, and Draw**: During the next class meeting, ask students questions using the following prompts: How do you think our activity helped others feel **noticed/cared** for or **loved**? Does showing others **care,** and **noticing** make our school feel like a community? Do you think the people who received our expressions of **kindness** felt less isolated as a result? Then, ask the students to draw a pencil sketch of the EXPRESSIONS they think the elderly person who received their	your students? Does anything serve your students as a window into a new culture? How do the differences in cultures or possibly learning abilities provide an opportunity for your students to learn about a new culture or challenges people face? Do your students see themselves or family members reflected? As you frame questions and guide discussions, be thinking about these opportunities. **Teacher-Generated Lesson Idea:** Engage students in writing a short script and then filming and sending a short video to a family member that they **miss**, **love,** and/or **care** about. (If recording devices are not available ask students to write a letter, instead.) Perhaps it is an aunt or uncle they haven't seen for a long time or a parent that they **miss** because they aren't together every day. It is important to discuss that by reaching out to extended family and/or telling family that they are **loved** and **missed** these actions connect people and ultimately build a stronger sense of family.

following prompts: How did our activity help others feel **noticed, missed,** or **loved?** Did showing others **care/love** and **noticing** their absence make our classroom feel like a community where everyone belongs? How? What other things can we do to express **kindness** in a simple way to a classmate/staff member who is absent? How might this expression of **kindness** be an **emphatic** nudge for others to also do something kind? Share and discuss as time allows.		expression of **kindness** had on their face when they received what the students made. Share and discuss the sketches as time allows. Discuss how we can learn more about how someone is feeling by carefully looking at their expressions. Discuss how figuring out how someone feels is an important building block to becoming/acting **empathetic** or showing **empathy**. Discuss **empathy**. How might this expression of **kindness** be an **emphatic** nudge for others to also do something kind? If you did the teacher-generated lesson idea, ask students to share their experiences with their 24-hour cell-phone break. Discuss loneliness.	**Student-Generated Lesson Idea:** Ask students: Share an idea with a partner that would be a project where we can show l**ove** to people in our family who we **miss** and **care** about. Ask students to share ideas with the group. Determine which idea works the best for the school, using consensus. (Teachers: See PowerPoint presentation for professional development on how to reach true consensus with students.) As this is a longer-term project it will be critical for the students to deeply consider how they can create an atmosphere of **kindness** within their families by reaching out/showing love and care to those that they **miss**. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Connect with others**: Ask parents/guardians or families to share any first-hand accounts of how the class activity was received and how the students' **caring** for, or showing **love** impacted their families. This could be done over the phone, using a video, or via an

			email that is read aloud to the students. **<u>Think, Share, Connect, and Write</u>**: Over the next few weeks, ask students to write short reflections using the following prompts: How did showing other people in our families **love** and **care** make you feel? How did others feel as a result of our project? How do you know how others felt? How do you think the families of the students in Brea, California, USA felt about the videos? How long do you think people will remember what we did? How did this project build-up their family's **community**? How might this expression of **kindness** be an **empathetic** nudge for others, perhaps in the same family, to also do something **kind**?

<u>Look for unexpected outcomes and ripple effects from the activities</u>:
Did the students repeat the actions on their own? If yes, ask them WHY as a discussion starter.
Did the audiences impacted by the actions of your students stimulate other classes or individual students to follow-suit?
Use these outcomes as conversation starters with students and/or parents/guardians/families via newsletters.

Theme #5: Taking care of animals, nature, and/or the environment/Earth

- **Key Concepts/Words:** Empathy/Care/Conservation/Love/Preparing/Future

- **Key Domains and Skills:** Planning Skills; Cognitive Flexibility; Understanding Social Cues; Gratitude; Ethical Values; Civic Values; Empathy/Perspective Taking; Growth Mindset; Self-Esteem; Self Knowledge; Purpose; Self-Efficacy.

Mini-Kindness Boost *What does kindness look like? How does kindness feel?*	**Kindness Boost** *What skills can/should be developed to show kindness?*	**Super Kindness Boost** *What complex kindness skills can be developed?*	**Kindness Immersion** *What does kindness look like and feel in different contexts?*
Time: 5-10 minutes	Time: 10-20 minutes	Time: 20-30 minutes	Time: 1-4 weeks
Steps: Do this activity when you have at least 10 minutes and another 10 minutes on a different day. **Teacher-Generated Lesson Idea:** Involve students in the conservation of energy and the reduction of *class* waste by creating a rotating job for individuals or a process for the class, such as: table one monitors recycling on Mondays, etc. Have students monitor use of	Steps: Do this activity when you have a total of 15 consecutive minutes. **Show photo example 5.1** from 13-year-old E. Lisunov with his cat, Leo. What emotions do you think E. Lisunov is feeling right now as he holds his cat? How does Leo feel? Why is **caring** for his animal something he enjoys? **Teacher-Generated Lesson Idea**: Create a list of animals that students have in their families on a poster in the classroom. List one animal per/student, its name, and the student who has the	Steps: Do this activity when you know you have at least 20 consecutive minutes on one day and 10 minutes on 2 other days. **Show** photo example 5.2 from 12-year-old Fatou from The Gambia, titled: Be Kind to Plants. Ask, what do you notice in this photo? Why do you think Fatou is concerned about people being kind to plants? Show The Gambia on a map. **Teacher-Generated Lesson Idea**: Take students on a short nature walk around the school;	Steps: Do this activity when you know you have at least 15 minutes a day for a week for up to four weeks or a large pocket of time like 45-90 minutes. **Show photo example 5.3** by 13-year-old, Rugilė, from Lithuania, titled: “Taking care of the environment, planting flowers.” Ask students what they noticed about the different places outlined in the examples. Are there any similarities or differences to where they live? Identify Lithuania where Rugilė lives on a map.

electricity, water, trash, and proper recycling. By having a job or class-wide process, this will keep these **conservation** efforts central to the overall operations of the classroom. **Student-Generated Lesson Idea**: Ask students: What is one thing we can do right now to start showing the Earth that we **care** and want to **conserve** energy or to reduce our waste? Please share an idea with a partner. Ask students to share ideas with the group and determine which idea works using typical classroom procedures. ***Note to the teacher***: If you already have conservation of energy and reduction of waste as a theme in the classroom, take it to another level by measuring the waste and setting goals for reducing future waste. If you do not have a way to	animal in their family or extended family. Use this list as a conversation starter for students to talk about how their animals are doing. Example questions: How is your animal feeling right now? Are they lonely, sick, or anxious? How do we show our animals that we **love** and **care** for them? How do we show that we **empathiz**e with them? Maybe someone has a problem with their animal, have the class brainstorm how to help them. ***Note to the teacher***: If a student does not have a pet in their family or extended family, ask them to share about their "dream pet animal" or even a pet of a friend or neighbor. **Student-Generated Lesson Idea**: Ask students: What is a simple thing we can do to learn more about all the animals we have in our families or want to have in our families so we can have conversations about how we show our **empathy, care,** and **love** for them? Please share an idea with a partner. Ask students to share ideas with the group and determine which	ask them to identify plants around the school that may need to be **protected**, such as a tree whose bark has been picked at or flowers/shrubs that are dying because of lack of water or protection from PE/playground equipment, or mindless students who trample them. If there is a public space nearby that may need some attention, focus on this area, instead. Or perhaps all the plants are in good order; this activity still works if that is the case. Once the plants are identified, make a plan for how the class will **protect** and/or help others to learn how to **protect** the nature that surrounds the school, such as placing a sign near the plant. Or, instead of placing signs near the plants, students could make public service-type posters that can be hung in the hallways or restrooms asking classmates to also help to **protect** the plants around the school and why doing so is **kind** to the **Earth,** and **conserves nature.** **Student-Generated Lesson Idea**: Ask students: What is one simple thing we could do to	***Questions for the teacher to ponder in preparation for this immersion***: Is there anything about the people or places in the examples that serves as a mirror for your students? Does anything serve your students as a window into a new culture? How do the differences in cultures provide an opportunity for your students to learn about a new culture or to see them reflected within these cultures? As you frame questions and guide discussions, be thinking about these opportunities. How might this expression of **kindness** be an **empathetic** nudge for others to also do something kind? **Teacher-Generated Lesson Idea**: Ask students to make a plan to do something to significantly reduce non-native/invasive plants on school grounds or in the community. As the emphasis of this project is also one of sustainability and the **future** it is important not to view this as a "one and done" type of project, meaning, the students need to devise a plan that promotes the actions taken as a change in how things are done. ***Note to the teacher***: Students may need some

recycle items from your classroom, a parent volunteer to remove the recycling once a week or seek input from administration about how to proceed. While recycling at schools is a doable option, many schools opt out due to costs. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Think, Share, and Connect**: During a class session a few weeks after the process begins or after the action, ask students questions using the following prompts: How did our activity help to conserve Earth's resources and why it is important? How does showing the Earth **care** and **preserving** resources make you feel? How does conserving resources help our **future**? What other things can our class or individuals do to	idea works using typical classroom procedures. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Think, Share, and Connect**: During the next class meeting, ask students questions using the following prompts: How did the activity help them feel about the importance of showing animals **empathy**, **love,** and/or **care**? Why is it important to think about how your animal is feeling. How is it **empathy** to think about how an animal is feeling? Why is it important to discuss **empathetic, loving,** and **caring actions**? How is it an expression of **kindness** to ask a classmate how their pet is doing? How might this be an **empathetic nudge** for someone else to do something **kind** for an animal? Share and discuss as time allows. The list that is created in the Teacher-Generated Idea can be used throughout the year as a social and emotional learning	better **protect** or **preserve** the beautiful plants that surround our school or in nearby public spaces, like Fatou is from The Gambia? Please share an idea with a partner. ***Note to the teacher***: If there are no natural plants around the school or a nearby public space, students could alternatively discuss ideas for protecting animals, such as birds, that might be coming on to school grounds. Ask students to share ideas with the group and determine which idea works using typical classroom procedures. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Think, Share, and Connect**: During the next class session or after students complete the action, ask questions using the following prompts: How did our activity help to **preserve** or **protect** the **nature** that surrounds the school and why that is important to do? Why is it **kind** to **protect** nature? What does showing **love** to a plant or	explanation with examples for what an invasive or non-native plant is at their school or in their community. In many places it is ivy or other such varietals that grow on the ground, in trees, and/or shrubs. **Student-Generated Lesson Idea:** Ask students: Share an idea with a partner that would be a project we can do to create a **future** that is better for the **environment/Earth** by reducing the amount of non-native/invasive plants on school grounds and/or the communities near the school that is sustainable. This means that the project is not a "one and done". Ask students to share ideas with the group. Determine which idea works the best for the school, using consensus. (Teachers: See PowerPoint presentation for professional development on how to reach true consensus with students.) As this is a longer-term project it will be critical for the students to deeply consider how they can express **kindness** for the **environment/Earth** and creating a

conserve resources every day? Share and discuss as time allows.	boost. It could be used to warm-students-up for any pair-share or small group activity by asking students to ask questions about each other's animals, before starting on the lesson.	nature look like? Why should we **care** about **nature** and show **love** to things like plants (or animals)? Share and discuss as time allows. **Think, Share, Connect, and Extend**: During another class meeting later in the week or the following week: Ask the students to help you write an email to the principal or head-of-school (or town leader if the focus was on a public space outside of school), telling them about this project to see what ideas they have about how to **protect, care** for, and **show love** to the plants or animals around the school/community. Use the response as a springboard of ideas for more work in this area.	f**uture** that is more environmentally stable by removing litter and/or non-native/invasive plants. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Think, Share, and Connect**: Over the next few weeks, take before, during, and after photos of the area and ask students to reflect either verbally or through writing using the following prompts: How did participating in this activity make you feel? How did our work impact the **environment**? How can we replicate what we did in other places? How long people will remember what we did? How do you think this project may have provided an **empathetic** nudge causing others to do something the similar? Who else would be interested in our results?

Look for unexpected outcomes and ripple effects from the activities:

Did the students repeat the actions on their own? If yes, ask them WHY as a discussion starter.

Did the audiences impacted by the actions of your students stimulate other classes or individual students to follow-suit?

Use these outcomes as conversation starters with students and/or parents/guardians/families via newsletters.

Theme #6: Honoring/showing respect for kindness exemplars or ancestors/heroes

- **Key Concepts/Words:** Admire/Gratitude/Heroic/Appreciation/Sharing

- **Key Domains and Skills:** Planning Skills; Cognitive Flexibility; Understanding Social Cues; Gratitude; Ethical Values; Civic Values; Empathy/Perspective Taking; Self-Esteem; Self Knowledge; Purpose; Self-Efficacy.

Mini-Kindness Boost *What does kindness look like? How does kindness feel?*	**Kindness Boost** *What skills can/should be developed to show kindness?*	**Super Kindness Boost** *What complex kindness skills can be developed?*	**Kindness Immersion** *What does kindness look like and feel in different contexts?*
Time: 5-10 minutes	Time: 10-20 minutes	Time: 20-30 minutes	Time: 1-4 weeks
Steps: Do this activity when you have at least 5 minutes at the beginning of class; another 5 minutes before class ends that day or during the next class meeting; and another 10 minutes during a class meeting after the students complete the activity. **Teacher-Generated Lesson Idea**: Build comprehension for the definition of a **hero** by sharing about someone	Steps: Do this activity when you have a total of 25 consecutive minutes on one day, 2 minutes a day until all students have shared, and then 5 minutes on a day following all the speeches. **Show students example 6.1** by 11-year-old Rasminta titled: "Lighting a candle for my grandpa." **Teacher-Generated Lesson Idea:** Engage students in brainstorming **heroes** or exemplars of **kindness** who are	Steps: Do this activity when you know you have at least 5 consecutive minutes, then 5 consecutive minutes during subsequent class meetings so all students can share, and 10 consecutive minutes during their next class meeting. **Show students photo example 6.2** from the teacher Daiva Yukonė of her 10th grade classroom from Lithuania and **read the following description**: "*We decided to find photos of our grandparents, bring them to*	Steps: Do this activity when you know you have at least 15 minutes a day for a week for up to four weeks. **Show students photos example 6.3** from fifth grade students from educator Gražina Kigaitė of her class at the fire station in Lithuania. Ask students what they noticed about Lithuania outlined in the example. Are there any similarities or differences to where they live or their fire stations? Identify Lithuania on a map.

who is a living **hero/ kindness exemplar** to you (the teacher). Your example should mirror the narrowed view of the world your students have, or intentionally expose your students to a culture they don't know about. Be sure to include attributes of your **hero/kindness exemplar** and why you are **grateful** for or **appreciate** them. Then, at the end of class, bring up your story again, and ask students to share with a partner and then again with the class, a living person who is a **hero** to THEM and why they are **grateful** for or **appreciate** them. Ask students to then show their **appreciation** for that person within the next two weeks and to plan to report back to class. **Student-Generated Lesson Idea**: Ask students: Who is one living person that you **admire** or think is **kind** or is a **hero** at school, in your family, or in the community (like a first	*no longer living*. These could be people from their personal lives, like a grandparent, or people with more notoriety like an astronaut, a scientist, a first responder/ veteran who lost their life in service, or Mother Teresa. Create a T Chart listing on the left side, the people and on the right side their attributes and why the students admire or think these people are **exemplars** of **kindness**. Ask students to select one person from the list, then, ask them write a one-minute speech about that person highlighting specific reasons why they have **gratitude** or **appreciation** for them. Students may need an extra class meeting to research, in order to get more ideas or to learn more about someone specific. Once all students have written their one-minute speech have students give their speeches, one at a time, at the end of each class period, until all students have given their speech. Keep the T chart visible until all students have had their turn. **Student-Generated Lesson Idea**: Ask students: What is a	*school and share memories about them*." Show students Lithuania on a map. **Teacher-Generated Lesson Idea:** Ask students to bring a photo of a grandparent or other elder relative to the next class meeting and to come prepared to share fond memories of this person with the class. Each student will be given up to two minutes to share at the beginning or ending of each class session until all students have had a turn. ***Note to the teacher***: If your students do the Teacher-Generated Lesson Idea, it will be important that you model this by bringing in a photo of a grandparent and to share some of your memories with your class. ***Also*****,** it will be important to be mindful of any child who may have recently lost a grandparent or who may not have or know a grandparent. **Student-Generated Lesson Idea**: Ask students: What is one simple thing we could do in order to learn more about and to **honor** our grandparents or other elder relative (living or not living)? Ask	***Questions for the teacher to ponder in preparation for this immersion***: Is there anything about Lithuania that serves as a mirror for your students? Does anything serve your students as a window into a new culture? How do the differences in cultures provide an opportunity for your students to learn about a new culture or to see them reflected within their culture? Do your students consider **kindness** to the **environment** a universal concept? Why or why not? How might this expression of **kindness** be an **empathetic** nudge for others to also do something kind? **Teacher-Generated Lesson Idea**: Engage students in learning more about first responders by walking to a fire or police station and asking the people specific questions that the class prepares. Alternatively, invite a first responder to come to the classroom so students can interview them in the classroom. Interview questions should be about the history of the station, the leaders, challenges, and successes. After the students learn about these first responders, first-

responder, clergy, coach, or medical provider) and what simple thing you could do to show your **appreciation** for them? Please share an idea with a partner. Ask students to share ideas with the group and determine which idea works using typical classroom procedures. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Think, Share, and Connect**: During the next appropriate class meeting, ask students questions using the following prompts: How did this activity help you to understand more about people who you **admire** or people who are your **heroes**? How does thinking about you **hero** make you feel? Describe the feelings you had when you showed **appreciation**	simple thing we can do to show **appreciation** for or to celebrate a person in our school, home, or local/world community who is no longer living that we **admire** or is an **exemplar** of **kindness?** Please share an idea with a partner. Ask students to share ideas with the group and determine which idea works using typical classroom procedures. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Think, Share, and Connect**: After all the speeches are finished or after the action is completed, depending on which lesson idea you choose, ask students questions using the following prompts: How did the activity help you feel about the importance of celebrating/ **acknowledging** people you **admire** or those you think are **exemplars** of **kindness, respect,** and **appreciation**? Why it is important to show **appreciation/gratitude** for people who we admire or are our	students to share ideas with the group and determine which idea works using typical classroom procedures. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Think, Share, Reflect**: During the last class meeting, ask students questions using the following prompts: Why is it important to honor our grandparents and/or elders? Why is it **kind** to show **respect,** to be **grateful,** or to **express appreciation** for a grandparent or elder relative? Why is it important to learn about other people's grandparents or elder relatives? Why should we take the time to show our **respect**? How does expressing **respect** or **appreciation** for someone else make you feel? Why? How is this an expression of **kindness**? How might this expression of **kindness** be an **emphatic** nudge for others to also do something **kind**? Share and discuss as time allows.	hand, ask them to write letters of **gratitude** to the station, etc. Alternatively, students could arrange to host a tea at the school for first responders. **Student-Generated Lesson Idea**: Ask students: Share an idea with a partner that would be a class project where we can all learn more about the people who are first responders in the community and also **honor** them at the same time. Ask students to share ideas with the group. Determine which idea works the best for the school, using consensus. (Teachers: See PowerPoint presentation for professional development on how to reach true consensus with students.) As this is a longer-term project it will be critical for the students to deeply consider how they can **express gratitude** for or **honor** someone who is a first responder in their community. Implement the teacher-generated lesson idea **or** the student-generated lesson idea.

to your **hero**; how did they feel? What did you learn about the people whom your classmates admire? What attributes does your **hero** have in common with your classmates' **heroes**? How might this expression of **kindness** be an **emphatic** nudge for others to also do something **kind**? Share and discuss as time allows.	**heroes** even though they are no longer living? How is it an expression of **kindness** to show **appreciation** or **gratitude**? How might this expression of **kindness** be an **emphatic** nudge for others to also do something **kind**? Share and discuss as time allows. If you followed the Teacher-Generated Lesson Idea, the T chart can be used throughout the year as a social and emotional learning boost. It could be a nice way to warm students up for any pair-share or small group activity; simply ask students to discuss various **exemplars** and why their attributes are important, or as things happen in the world or community the class could add people and their attributes to the list.		Once these projects are finished ask students to present them. **<u>Think, Share, Reflect, and Write</u>**: After it is completed ask students questions using the following prompts: What is your biggest take-away from this experience? Why do you think some people can just run into a burning building to save a life while others aren't wired that way? Why is it important for members of the community to **honor** and show **appreciation** for people who would risk their lives in order to save ours? How might our expression of **kindness** be an **emphatic** nudge for others to also do something **kind**? Ask students to write a short essay about what it takes to serve as a first responder and then share their essays with each other in order to generate more discussion.

<u>Look for unexpected outcomes and ripple effects from the activities</u>:

Did the students repeat the actions on their own? If yes, ask them WHY as a discussion starter.

Did the audiences impacted by the actions of your students stimulate other classes or individual students to follow-suit?

Use these outcomes as conversation starters with students and/or parents/guardians/families via newsletters.

Theme #7: Taking a stand or helping people in crisis

- **<u>Key Concepts/Words</u>: Advocate/Awareness/Empathy/Fairness/Support**

- **<u>Key Domains and Skills</u>:** Planning Skills; Cognitive Flexibility; Understanding Social Cues; Conflict Resolution; Social Problem Solving; Ethical Values; Civic Values; Empathy/Perspective Taking; Optimism; Purpose; Self-Efficacy.

Mini-Kindness Boost *What does kindness look like? How does kindness feel?*	**Kindness Boost** *What skills can/should be developed to show kindness?*	**Super Kindness Boost** *What complex kindness skills can be developed?*	**Kindness Immersion** *What does kindness look like and feel in different contexts? How does kindness generate kind actions and kind behavior?*
Time: 5-10 minutes	Time: 10-20 minutes	Time: 20-30 minutes	Time: 1-4 weeks
Steps: Do this activity when you have at least 10 consecutive minutes and another 5 minutes during the next class meeting. **<u>Teacher-generated Lesson Idea</u>**: Ask students: How would you feel if another class in our grade got *15 more* minutes of break time than our class, every single day for an entire school year? And then, what could we do	Steps: Do this activity when you have a total of 25 consecutive minutes and another 5 minutes during the next class meeting. **Show students photo of artwork example 7.1. and read the artist's quote**: "*Kindness does not need to always be seen but always felt"* by 12-year-old Andreea from The Republic of Moldova. Discuss the photo and the quote and how **support** or **advocacy** for others might not	Steps: Do this activity when you have at least 30 consecutive minutes and another 5-10 during the next class meeting. **Show students photo example** 7.2 by 1st graders, from Washington, USA titled: "Ribbons for Ukraine" **<u>and</u> example 7.3** by 9-year-olds, from Poland, titled: "We are with Ukraine". Show students Washington State, USA and Poland on a map. Discuss the concept of being a refugee: someone who is forced to leave	Steps: Do this activity when you have at least 20 minutes a day for a week, for up to 1 week or a large pocket of time, 45-60 minutes. **Show students photo example 7.4** by middle school students, from Massachusetts, USA, making friendship bracelets to give to Ukrainian refugees/people. Ask students what they noticed about the students in Massachusetts. Ask, do you think these kids are similar to us? How might they be different? Identify Massachusetts,

about this to **advocate** for ourselves? Have students write a “mock” group email to the principal or head-of-school to ask them to address this issue. **Student-Generated Lesson Idea**: Ask students: What is something happening in our school or community that we view as a situation that needs our **support** or **advocacy** and then, what is one simple thing we can do to raise **awareness** about the issue or situation? Please share an idea with a partner. Ask students to share ideas with the group and determine which idea works using typical classroom procedures. ***Note to the teacher***: Students often come up with very elaborate ideas or none at all; this is fairly typical for this type of question, depending on maturity. If you want a topic	always be actions that are seen, but, that they are always felt. **Select and read** an article to students from the newspaper or other social media platform about something that caused a person, family, or business to be in **crisis,** such as a fire; loss due to a natural disaster; accident; or even something like losing a dog. It is not recommended to select articles of **crisis** that include gun violence or other forms of violence not appropriate to discuss with students of this age-range. **Teacher-Generated Lesson Idea**: Brainstorm ideas about how the class could **support** the situation you read about from the article or social media platform. Discuss each idea deeply and how it would feel to be able to **support/advocate** for and/or show **empathy** for those in need during a **crisis**. Select an idea that is reasonable and feasible for this level of kindness boost, such as writing notes of support, bringing in small items from home that can be donated, or	their home because it is no longer safe to live there. **Teacher-Generated Lesson Idea**: Ask students: Why is tying ribbons to a tree in the Ukrainian colors and making a bulletin board about **supporting** Ukrainian people something that raises **awareness**? Engage students in making cards/writing poems that can be mailed to refugees/Ukrainian people that would convey **empathy** and **support** for the refugees/people from Ukraine. What words might we use to convey to them that we **care** for and **support** them? **Student-Generated Lesson Idea:** Ask students: What is something simple that we could do to raise **awareness** about or to show **support** for people in the Ukraine, that might not be seen but felt? Please share an idea with a partner. Ask students to share their ideas with the group and determine which idea works using typical classroom procedures.	USA on a map; ask students what they want to learn about the people who live in Massachusetts, USA. ***Questions for the teacher to ponder in preparation for this immersion:*** Is there anything about the people or the country of the USA that serves as a mirror for your students? Does anything serve your students as a window into a new culture? How do the differences in cultures provide an opportunity for your students to learn about a new culture or to see them reflected within these cultures, and how does it help them to empathize with different people? As you frame questions and guide discussions, be thinking about these opportunities. Do your students see **support, advocacy**, and **kindness** as something that is universal? How might this expression of **kindness** be an **empathetic** nudge for others to also do something kind? Talk with students about how a **crisis** does not need to be a major ordeal like the war in the Ukraine and that there are countless personal **crises** that students at

that is not addressing a hypothetical question, students might need a week or more to mindfully make observations or more direct facilitation with prompting on your part, before they can discuss ideas. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Think, Share, and Reflect**: During the next class meeting, ask students questions using the following prompts: How did the activity help you learn about what you can do when things don't seem **fair** for others or when others need **advocacy** or **support**. How is it kind to **advocate** for yourself or others? How is **taking** a **stand** in order to inspire others to also take actions or to change when there is **unfairness,** also part of being **kind.** How might this expression of **kindness** be	making a small monetary donation. **Student-Generated Lesson Idea**: Ask students: What is something that is happening right now that is a **crisis** for someone else? Share ideas with a partner. ***Note to the teacher***: It is important that if a student in your class has ever lost their home due to fire or has suffered a recent loss due to a natural disaster or accident, or is experiencing a crisis, that you keep this in mind so as not to cause trauma to them. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Think, Share, and Reflect**: During the next class meeting, ask students questions using the following prompts: What did you learn about how responding in a **crisis** shows **support** and **empathy** for others? How was showing **support** and **empathy** an expression of **kindness?** How important is it for us to show **support** and **empathy** when	***Note to the teacher***: Depending on maturity and exposure to news, students may or may not completely understand the concept of being a refugee due to war or a **crisis** of this magnitude, and/or you may actually have a student or other family members of a student who has experienced life as a refugee. It is important to bear this in mind, as you do not want this lesson to be a source of trauma for a child. Therefore, the teacher may need to guide more of the idea discussion when using a student-generated idea. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Think, Share, and Reflect**: During the next class meeting, ask students questions using the following prompts: Why is **suppor**ting or **raising awareness** for people experiencing a **crisis kind, empathetic, compassionate,** and **supportive**? How are these actions sometimes not seen, but always felt? How did our actions impact others? What other	their school suffer each day. Discuss what might be constituted as a personal **crisis**, for example: lost lunch money, being late to class, losing homework, breaking an arm, having issues with close friends, food insecurity, shelter insecurity, etc. **Teacher-Generated Lesson Idea:** Implement a plan for your students to create notes or videos of **support**, encouragement, and **empathy** or artwork, and/or bracelets that can be given (or shown) to students experiencing a personal **crisis.** These anonymous (and generic) expressions of **support** can be distributed to students in need or having a bad day by the school counselor or other support personnel at the school who work with a student experiencing a personal **crisis**. (Thank you to Stacey Zaback's students in Oregon for coming-up with the idea to make bracelets for peers having a bad day.) **Student-Generated Lesson Idea:** Ask students: Share an idea with a partner that would be a project the class can do to support classmates who are having a personal **crisis**.

an **emphatic** nudge for others to also do something **kind**? Share and discuss as time allows.	someone is having a **crisis** or when someone needs **advocacy**? How might this expression of **kindness** be an **emphatic** nudge for others to also do Share and discuss as time allows.	actions could you do to show **support** or to **raise awareness** for or **advocate** for people experiencing a crisis? How might this expression of **kindness** be an **emphatic** nudge for others to also do Share and discuss as time allows.	Ask students to share ideas with the group. Determine which idea works the best for the school, using consensus. (Teachers: See PowerPoint presentation for professional development on how to reach true consensus with students.) As this is a longer-term project it will be critical for the students to deeply consider how they can show **support** of and encouragement for classmates who are suffering a personal **crisis.** Confirm that this idea works for the head-of- school/principal or counselor. Implement the teacher-generated lesson idea **or** the student-generated lesson idea. **Connect with others**: Ask someone from the school to share a first-hand account of how the class activity was received and how the students' taking the time to raise **awareness/advocate** for and to **support** classmates having a bad day or a personal **crisis** impacted the school community. They could visit the class or write an email.

			<u>Think, Share, Reflect, and Write</u>: Over the next few weeks, ask students to write short reflections using the following prompts: How did participating in this activity make you feel? How do you think others felt as a result of their project? Why is it important to raise **awareness** and to **support** other people who are experiencing a personal **crisis**? How long do you think others will remember what we did? How did we inspire others to do kind things for people who might be suffering from a **crisis**? Think about a personal crisis of your own and list ideas that classmates could have done to support you; share as a class. How was this project an expression of **kindness**?

<u>Look for unexpected outcomes and ripple effects from the activities</u>:

Did the students repeat the actions on their own? If yes, ask them WHY as a discussion starter.

Did the audiences impacted by the actions of your students stimulate other classes or individual students to follow-suit?

Use these outcomes as conversation starters with students and/or parents/guardians/families via newsletters.

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Appendix 1

Please visit https://express-kindness.org/resources/ for more books to use with students and other resources.

For more ideas and activities to use with the age group 11-13, check the following page on the project website: https://express-kindness.org/age-group-11-13-years-old/

If you are looking for the quality children's literature on topics related to our Kindness Curricula Materials, check the following website: http://www.dawcl.com/.

https://blogs.shipleyschool.org/75-books-for-social-emotional-learning#Fourth-Fifth This website provides a list of books on social emotional learning for the age group 10-11.

https://www.differentiatedteaching.com/social-emotional-learning-books/ This website provides a list of 25 books for teaching social emotional learning.

If you are looking for ways to support students who are learning the primary language spoken in the classroom, check the following website: https://wida.wisc.edu/.

Appendix 2. Videos used in the curricula materials

Free Hugs by Adriana Parente, Anita Batista, Lara Ribeiro, Tiago Borgesa, 12, & Professor Lidia Branco, Portugal. https://www.youtube.com/watch?v=gEtTjNMFwyA&t=19s

A L O H A project by a group of students & their teacher, Ms. Kristi Gibbs, Chiefess Kamakahelei Middle school, Lihue, HI, USA. https://www.youtube.com/watch?v=v2qhYg9u2k0&t=39s

Kindness Boost. Theme 4. A message of love and care by High school students and their teacher Jeff Weber, Brea Olinda High School, Brea, CA, USA. https://www.youtube.com/watch?v=Guwoetj8rQk&t=106s