



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

Age Group: 14-18

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People are more isolated than ever before. This lack of connectivity to humanity reduces our innate 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 'super glue' 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.

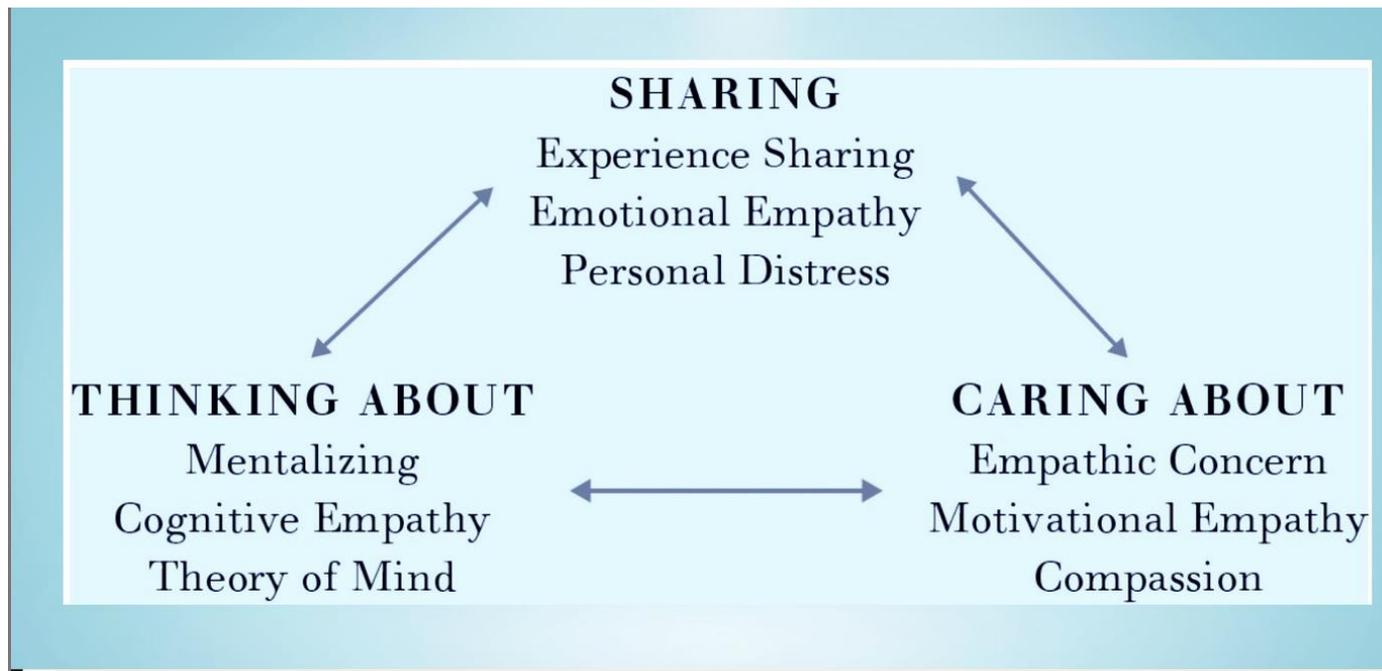
Kindness: "Kindness is a behavioral action that others can see (aka a social signal). It has the qualities of affection, warmth, and playfulness... Kindness models openness and humility. This allows us to question oneself and stay engaged with others to promote social connection. Kindness allows us to 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/>

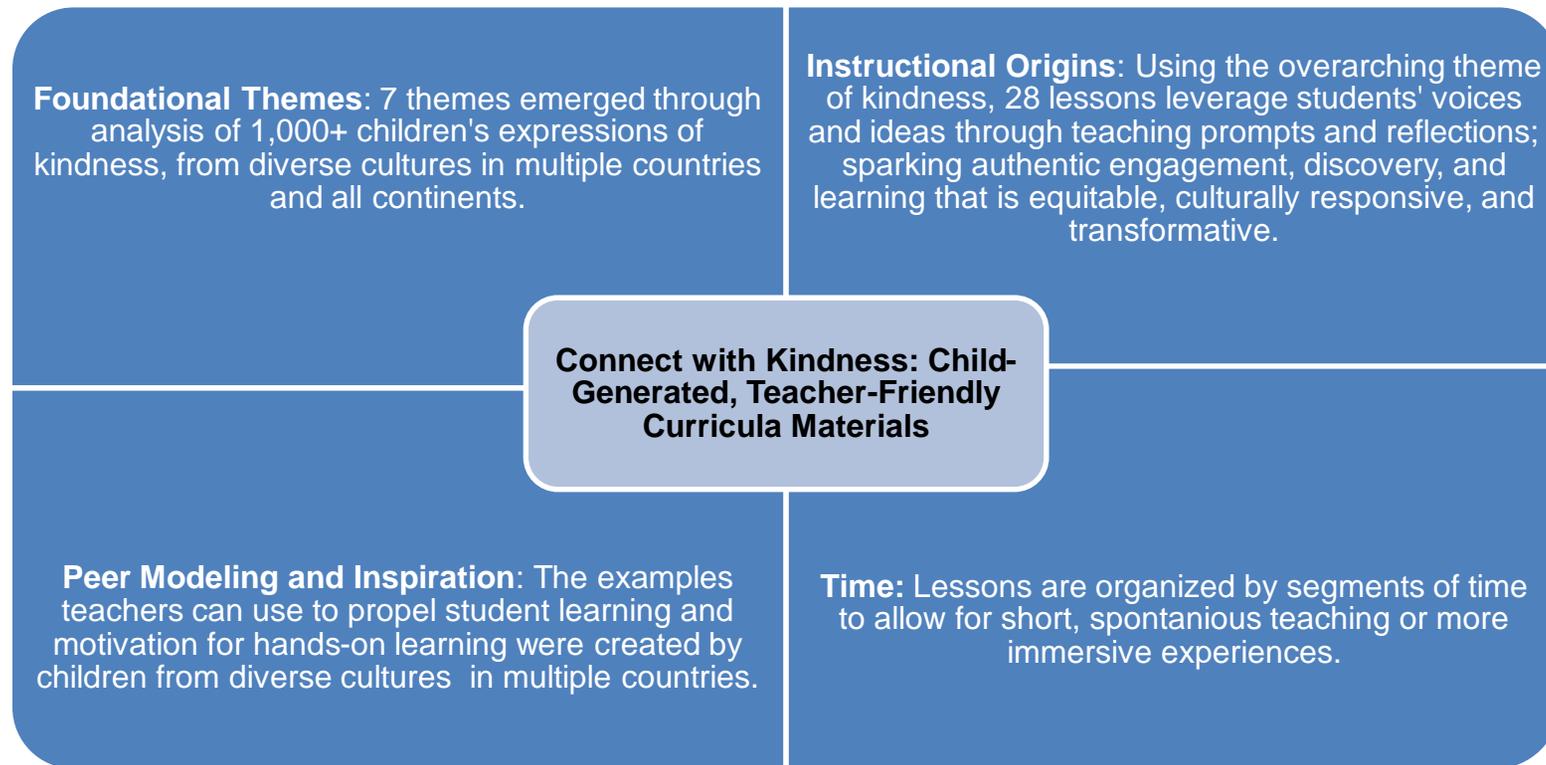
It may also be helpful for teachers to conduct a self-report measure of kindness/generosity: **Kindness/Generosity (VIA: Kin)**.

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, the students in each classroom 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 particular 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/demonstrates an attitude of kindness and kindness skills/abilities:	Articulates/demonstrates kindness attitude/knowledge/skills in new contexts:
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.

	about kindness actions.	impact themselves and others.	<ul style="list-style-type: none"> • 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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- **Stacey Zaback**, Science Teacher, Luckiamute Valley Charter School, Monmouth, OR, USA.

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 <i>What does kindness look like? How does kindness feel?</i>	Kindness Boost <i>What skills can/should be developed to show kindness?</i>	Super Kindness Boost <i>What complex kindness skills can be developed?</i>	Kindness Immersion <i>What does kindness look like and feel in different contexts? How does kindness generate kind actions and kind behavior?</i>
Time: 5-10 minutes	Time: 10-20 minutes	Time: 20-30 minutes	Time: 1-4 weeks
<p>Steps:</p> <p>Do this activity when you have at least 10 consecutive minutes and 5 minutes during the next class meeting.</p> <p>Teacher-Generated Lesson Idea: Using a piece of scrap paper, ask students to write down a phrase or drawing that represents how they are feeling at this very moment, anonymously. Then, ask students to crumple the paper and throw it into the middle of the room, watching where their paper goes. Ask each student to</p>	<p>Steps:</p> <p>Do this activity when you have 15 consecutive minutes and another 10 minutes during the next class meeting.</p> <p>Show photo example 1.1, from 15-year-old sisters Yedra and Viviana from the Dominican Republic or a very short video: “Kindness song” with 14-year-old students Navya M., Syona B., and Prachi G. in India singing to cheer-up someone.</p> <p>Ask students what they noticed about the sisters Yedra and Viviana or the three girls Navya, Syona, and Prachi from India. Discuss why it is important to cheer-up people or to be friendly</p>	<p>Steps:</p> <p>Do this activity when you know you have 20 consecutive minutes and 5-10 minutes during the next class meeting.</p> <p>Share this quote by Dalai Lama used by 18-year-old Tatiana from Russia: “<u>If you want others to be happy, practice compassion. If you want to be happy, practice compassion</u>” 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. Then, show the video example by 11-year-old Gabriel</p>	<p>Steps:</p> <p>Do this activity when you know you have at least 15 minutes a day for a week, for up to 2-4 weeks or a large pocket of time like 45-90 minutes.</p> <p>Show video example by 14-year-old, Sabina, from The Republic of Moldova, titled: “<u>How to be kind.</u>”</p> <p>Ask the following questions: 1. Do you think the people in the video are similar or different to us? 2. How?</p> <p>3. Based on the information from this video, how is living in The Republic of Moldova similar or different to living in our country? 4.</p>

<p>collect a paper (that is not their own) and read it. Then, write a phrase or create a drawing that is designed to cheer-up or entertain their unknown classmate. Have each student read aloud the anonymous feelings that were written down, and the cheer-up/entertaining responses from each student.</p> <p><u>Student-Generated Lesson Idea:</u> Ask students: What is one way we could all anonymously share how we are feeling at this very moment with each other and then cheer each other up or entertain one another? Please share an idea with a partner.</p> <p>Ask students to share ideas with the group and determine which idea works using typical classroom procedures.</p> <p>Implement the teacher-generated lesson idea or the student-generated lesson idea.</p> <p><u>Think, Share, and Connect:</u> During the next class meeting, ask students questions using the following prompts: How did our activity of sharing feelings</p>	<p>towards/entertain people we do not know.</p> <p><u>Teacher-Generated Lesson Idea:</u> Ask students to write down an action that they will do after class to bring cheer or to be friendly toward/entertain a classmate that they do not know well or at all, or a family member. Share the plan with a partner.</p> <p><u>Note to the teacher:</u> Trauma-sensitive and/or shy or anxious students may feel uncomfortable approaching someone they do not know well or at all; those students should choose someone they are comfortable approaching.</p> <p><u>Student-Generated Lesson Idea:</u> Ask students: What is something simple we can each independently do after class in order to cheer-up or be friendly toward/entertain another classmate that we do not know well or at all, or a family member?</p> <p>Ask students to share ideas with the group and determine which idea works using typical classroom procedures.</p> <p>Implement the teacher-generated lesson idea or the student-generated lesson idea.</p>	<p>from Romania, titled: "<u>What kindness means to me.</u>"</p> <p><u>Teacher-Generated Lesson Idea:</u> Place students into groups of four and ask them to discuss and analyze this quote and the message from the video. Ask each group to share personal stories of when they showed compassion or concern for another person and how that made them feel. Ask students to make a group plan for showing compassion or concern for another person, outside the classroom after class.</p> <p><u>Student-Generated Lesson Idea:</u> Using the quote and Gabriel's video, ask students: How can we utilize these examples to teach others through our actions about how showing compassion/concern towards others cheers-them-up and how this act actually cheers-us-up as well?</p> <p>Implement the teacher-generated lesson idea or the student-generated lesson idea.</p> <p><u>Think, Share, and Connect:</u> During the next class meeting ask students questions using the following prompts: How did it feel to show compassion or concern towards others as a small group? Did your compassionate actions help to bring cheer to others;</p>	<p>How do you know? Show students where The Republic of Moldova is on a map.</p> <p><u>Questions for the teacher to ponder in preparation for this immersion:</u> Is there anything about the people or The Republic of Moldova that serves as a mirror for your students? Does anything about this county or its people 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 students to empathize with different people or to see people who are different from them empathize? As you frame questions and guide discussions, be thinking about these opportunities. Do your students see kindness as something that is universal? How might your students' actions from this immersion be an empathetic nudge to others?</p> <p><u>Teacher-Generated Lesson Idea:</u> Involve small groups of students in developing an 'advertisement' for their peers that highlights what compassion/ concern is; how demonstrating compassion/concern helps others and themselves cheer-up; how demonstrating compassion/ concern forms human connections; and five ways that their peers can demonstrate compassion/concern towards others within the community by showing specific</p>
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<p>impact you? Why is it good to take the time to share your feelings with others? How did it feel to have someone attempt to cheer-you-up or entertain you? How is this compassionate? Why is it an act of kindness or compassion to want cheer-up or entertain a classmate or yourself? How might this expression of kindness be an emphatic nudge for others to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>Think, Share, and Connect: During the next class meeting ask students questions using the following prompts: What is it like to show friendliness toward/entertain someone you did not know well or at all, or a family member? What does it mean to be friendly to others who are not in your friend-group? How is being friendly or wanting to cheer-someone-up, 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 friend and being friendly similar? What is the difference between being a friend versus being friendly or noticing that someone needs to be cheered-up? How might this expression of kindness be an emphatic nudge for others to also do something kind? Share and discuss as time allows.</p>	<p>how do you know? Why does showing compassion or concern toward others make us happier? How might this expression of kindness be an emphatic nudge for others to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>examples. The group needs to also DO one of the examples that they highlight or list, either as a group or individually.</p> <p>The groups' work products can be verbally shared like for a radio station, shown through video like an advertisement, or given to someone through the written word, as in a pamphlet or flyer. Students need to formulate a plan for how they are going to distribute their groups' 'advertisement' to their peers. For example, a group does a verbal advertisement: perhaps they work with the principal or head-of-school to broadcast their advertisement in the cafeteria during lunchtime or over the loudspeaker throughout the school. Perhaps a group who makes a video asks three teachers to show their video before the start of class. Finally, perhaps a group who makes pamphlet /flyer asks permission to distribute the pamphlet/flyer to peers during passing time in the hallways.</p> <p>Student-Generated Lesson Idea: Ask students to share an idea with a partner that would be a project which small groups of students could do together to teach their peers with the following 3 requirements: 1. What compassion/concern is. 2. Why cheering-someone-up helps to form a human connection. 3. At least five things their peers can do to show compassion/concern for others in their</p>
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			<p>community, one of which each of them needs to DO.</p> <p>Ask students to share ideas with the group.</p> <p>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 through showing compassion/ concern and how that will impact others and themselves. Confirm that this idea works for the head-of -school/ principal, if applicable.</p> <p>Implement the teacher-generated lesson idea <u>or</u> the student-generated lesson idea.</p> <p><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. Emphasize how vital it is for us to reach out to others to form a human connection through demonstrating compassion/ concern. 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. Use the following discussion prompts: What</p>
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			<p>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? What were the reactions of the people to whom we showed compassion or concern? How might this expression of kindness be an emphatic nudge for others to also do something kind?</p> <p>After the discussion ask students to write a reflection about their groups' work, how they think others responded to their work, and the value that it added to both their lives and the lives of others.</p>
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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 #2: Creating objects, actions, or places of beauty through aesthetics and/or nature

- **Key Concepts/Words:** Peace/Serenity/Relaxation/Reflection/Self-Care/Rejuvenation/Beauty
- **Key Domains and Skills:** Attention Control; Planning Skills; Cognitive Flexibility; Critical Thinking; Emotional and Behavioral Regulation; Empathy/Perspective Taking; Self-Esteem; Self Knowledge

Mini-Kindness Boost	Kindness Boost	Super Kindness Boost	Kindness Immersion
<i>What does kindness look like? How does kindness feel?</i>	<i>What skills can/should be developed to show kindness?</i>	<i>What complex kindness skills can be developed?</i>	<i>What does kindness look like and feel in different contexts? How does kindness generate kind actions and kind behavior?</i>
Time: 5-10 minutes	Time: 10-20 minutes	Time: 20-30 minutes	Time: 1-4 weeks
<p>Steps:</p> <p>Do this activity when you have at least 10 consecutive minutes and another 5 minutes during the next class meeting.</p> <p><u>Teacher-Generated Lesson Idea:</u> Towards the end of this class meeting, take the class outside to sit or lay on the grass, below a tree, or in a garden on school grounds for 10 minutes of <i>silent reflection</i> and observation. <u>Note to the teacher:</u> It is not</p>	<p>Steps:</p> <p>Do this activity when you have a total of 20 consecutive minutes and another 5 minutes during the next class meeting.</p> <p>Show artwork example 2.1 by Khushhali, 15-year-old from Faridabad Haryana, India, titled: “Kindness is free, sprinkle the spark”.</p> <p><u>Teacher-Generated Lesson Idea:</u> Using the beautiful drawing and artwork title from Khushhali as a model, ask students to silently reflect upon the drawing while listening to</p>	<p>Steps:</p> <p>Do this activity when you know you have at least 25 consecutive minutes and another 5-10 minutes the next day.</p> <p>Show artwork examples 2.2 by Evita, 14-year-old from Lithuania titled: “Dream Earth” and 2.3 by Lucie, 17-year-old from Czech Republic, titled: “Happy Sunshine.” Ask students to carefully look at the artwork.</p> <p><u>Teacher-Generated Lesson Idea:</u> Using both works of art, <i>separately</i>, students will reflect and listen to different types of music. Play different music while</p>	<p>Steps:</p> <p>Do this activity when you know you have at least 15 minutes a day for a week for up to 2-4 weeks or a large pocket of time like 45-90 minutes.</p> <p>Show photo example 2.4; photos of 15-16-year-olds planting a rose alley around their school, from the Republic of Moldova.</p> <p>Ask students what they noticed about The Republic of Moldova. Ask: Do you think these kids are similar to us? How might they be different? Are there any similarities or differences in what we could see about the place where they go to school? Identify The</p>

<p>recommended that food or cell phones/other devices be part of this activity as it will be distracting.</p> <p><u>Student-Generated Lesson Idea:</u> Ask students: What is one way that we can take a break and enjoy something beautiful or in nature that is in or outside our school right now? Please share an idea with a partner.</p> <p>Ask students to share ideas with the group and determine which idea works using typical classroom procedures.</p> <p><u>Note to the teacher:</u> If the weather is poor there might be an indoor place where there is artwork that might work or, there might be a piece of classical/relaxing music the students could listen to with their eyes closed or even with their heads down on their desks/ tables.</p> <p>Implement the teacher-generated lesson idea or the student-generated lesson idea.</p> <p><u>Think, Share, and Connect:</u> During the next class</p>	<p>relaxing music for at least five minutes. Prompt the students to try to animate the drawing in their minds and to attempt to “go into” the drawing and to become part of it. After five minutes of silent reflection, ask students to reflect by writing what they experienced and/or imagined, how their state of mind changed or shifted, and/or how their bodies feel as a result.</p> <p><u>Student-Generated Lesson Idea:</u> Ask students: What is something simple that the class can create that will make other people feel peace, show visual elements of kindness or allow them to relax or rejuvenate like Khushhali made?</p> <p>Ask students to share ideas with the group and determine which idea works using typical classroom procedures.</p> <p>Implement the teacher-generated lesson idea or student-generated lesson idea.</p> <p><u>Think, Share, and Connect:</u> During the next class meeting, ask students questions using the following prompts: Reflect on how the activity we did help us/others feel peace, relaxation, or rejuvenation. What additional feelings do you think other</p>	<p>you have each example on display. Begin with Evita’s “Dream Earth” while playing a soothing piece of classical music, then, after 8 minutes of silent thinking and written reflection switch to Lucie’s “Happy Sunshine” while playing upbeat jazz or soft rock music for 8 minutes. During each 8-minute segment, ask students to begin writing responses to the below prompts after 4 minutes of silent study. Prompts: Write down the elements that make this artwork beautiful/peaceful/rejuvenating, such as color, objects, and subject. What emotions do you feel when you look at this piece of artwork? How did your emotional state change while looking at this piece of artwork? How did the music impact your thinking and feelings? What feelings do you think the artist had while creating the artwork? Describe other things the artwork made you think about. Ask students to share responses to prompts with a partner and/or class.</p> <p>Alternatively, divide the class in half asking one half to reflect on Lucie’s artwork while the other reflects on Evita’s, using the same method with timing and music, and then have students compare and contrast their experiences with a partner who studied the other piece. <u>Note to the teacher:</u> Students may need to shift their desks</p>	<p>Republic of Moldova on a map; ask students what they want to learn about the people who live in The Republic of Moldova.</p> <p><u>Questions for the teacher to ponder in preparation for this immersion:</u> Is there anything about the people or the country of The Republic of Moldova 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 emphasize 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?</p> <p><u>Teacher-Generated Lesson Idea:</u> Beautify or cleanup an area within or outside the school, such as pulling weeds; planting seeds (or donating plants) and tending to them; keeping an area inside the school tidy for a month like the lost and found area; or creating a small display of beautiful artwork someplace inside the school for others to see. <u>Note to the teacher:</u> It will be important to seek permission from the principal or head-of-school before diving into this project with students.</p> <p><u>Student-generated Lesson Idea:</u> Ask students: Share an idea with a partner that would be a project we can do to beautify an</p>
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<p>meeting, ask 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 break? If no, why not? If yes, how? 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 see, hear, or experience something beautiful or that is in nature? How might this expression of kindness be an emphatic nudge for others to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>people had as a result of seeing our objects of beauty? Why is it important for people to see objects, actions, or places of beauty? Why is it kind to share or give objects of beauty. How might this expression of kindness be an emphatic nudge for others to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>and huddle closer to the pieces so the different music does not disrupt each group.</p> <p>Student-Generated Lesson Idea: Ask students: Using these two works of art as inspiration, what could we do as a 20-minute activity that would help all of us rejuvenate, reflect, and/or relax? Please share an idea with a partner.</p> <p>Ask students to share ideas with the group and determine which idea works using typical classroom procedures.</p> <p>Implement the teacher-generated lesson idea or the student-generated lesson idea.</p> <p>Think, Share, and Connect: During the next class meeting, ask students questions using the following prompts: How did the activity help us to feel peace, to rejuvenate, or relax? Why is it considered self-care when you do things to relax or to feel peaceful? How does seeing something beautiful help us? How is it kind to either do something for yourself or someone else that rejuvenating? How might this expression of kindness be an emphatic nudge for others to also do something kind?</p>	<p>area inside or outside the school like the teenagers did in The Republic of Moldova. Share the quote from the students in The Republic of Moldova: <i>“Kindness and the acts of kindness can change the world.”</i> Do you agree or disagree? Why?</p> <p>Ask students to share ideas with the group.</p> <p>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.</p> <p>Implement the teacher-generated lesson idea or student-generated lesson idea.</p> <p>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.</p> <p>Think, Share, Connect, and Write: Over the next few weeks, ask students to write short journal reflections using the following prompts: How did participating in this activity make you feel? How did others feel as a result of our project? How do you know how other people</p>
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		Share and discuss as time allows.	<p>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?</p> <p>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. Ask students to share the results in their journals or artwork.</p>
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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 #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; Self-Esteem; Self Knowledge

Mini-Kindness Boost	Kindness Boost	Super Kindness Boost	Kindness Immersion
<i>What does kindness look like? How does kindness feel?</i>	<i>What skills can/should be developed to show kindness?</i>	<i>What complex kindness skills can be developed?</i>	<i>What does kindness look like and feel in different contexts?</i>
Time: 5-10 minutes	Time: 10-20 minutes	Time: 20-30 minutes	Time: 1-4 weeks
<p>Steps:</p> <p>Do this activity when you have 5 consecutive minutes and another 5-10 minutes during the next class meeting.</p> <p><u>Teacher-Generated Lesson Idea:</u> Before your class is dismissed, ask your students to purposely notice at least 3 people they do not know or know well, as they pass them in the hallways on their way to their next destination. To signal that they notice them, ask them to smile along with a slight and silent head nod.</p>	<p>Steps:</p> <p>Do this activity when you have a total of 10-15 consecutive minutes and 5-10 minutes during the next class meeting.</p> <p>Show a very short video, by 14-year-old, Siddhika, from India, titled: "<u>A Thank you note to my teacher.</u>"</p> <p><u>Teacher-Generated Lesson Idea:</u> As students enter the classroom, hand them a blank sticky note/index card with the directions to write the first name of someone they are grateful for on the front of the note/card; then, ask them to flip the sticky note/index card over and briefly describe why they are thankful!</p>	<p>Steps:</p> <p>Do this activity when you know you have 20 consecutive minutes and then another 15 minutes during the next class meeting.</p> <p>Share this quote from one participant: "Spread kindness through awareness." And, watch the last 20 seconds of the video beginning at 6:42 by high school students, from Mozambique, titled: <u>The ABCs of Generosity.</u>" Ask students, how does choreographing and then dancing for someone/or an audience show gratitude? How are these teenagers similar to us? How are they different? Does their school look</p>	<p>Steps:</p> <p>Do this activity when you know you have at least 15 minutes per/class meeting for up to 2 weeks or a total of at least 2 hours.</p> <p>Show example 3.1 by 9-15-year-olds from Malaysia titled: Kindness Tree.</p> <p>Ask students about Malaysia and if there are any similarities or differences to where they live? Identify Malaysia on a map.</p> <p><u>Questions for the teacher to ponder in preparation for this immersion:</u> Is there anything about the people or country of Malaysia that</p>

<p>Note to the teacher: Trauma-sensitive, shy or anxious students may feel vulnerable to acknowledge peers they do not know. During our curricula pilot some students of a younger 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 as this lesson is facilitated. For example, after discussing feelings the teacher may ask students to privately let them know if they feel uncomfortable or if they would like to conduct the action with a peer or with the teacher by their side. Also, depending on your students' maturity, it may be important to demonstrate what is meant by a silent head nod.</p> <p>Student-Generated Lesson Idea: Ask students: What is one thing we can silently and non-disruptively do that will make at least 3 people, that you do not know well or at all, understand that you noticed them as you pass them in the hall? Please share an idea with a partner.</p> <p>Ask students to share ideas with the group and determine which idea works using typical classroom procedures.</p>	<p>grateful for that person. Once finished, ask students to place the sticky note/index card in a private place. Challenge the students to mindfully think and reflect on their gratitude for the person they wrote about at least <i>three times in the upcoming 24 hours</i>. Suggest that they set aside time in their planner/calendar or cell phone in order to help them remember to do so.</p> <p>Student-Generated Lesson Idea: Ask students: What is one undisruptive thing we can do that will help everyone who works in a particular space in the school (such as the office or cafeteria) feel noticed and appreciated by our class? Mention how that note that Siddhika made may have impacted her teacher. Please share an idea with a partner.</p> <p>Ask students to share ideas with the group and determine which idea works using typical classroom procedures.</p> <p>Implement the teacher-generated lesson idea <u>or</u> the student-generated lesson idea.</p> <p>Think, Share, and Connect: During the next class meeting, ask students questions using the following prompts for the student-generated lesson: How did the activity help others feel noticed/cared for or appreciated? Does noticing others, and sharing our</p>	<p>similar to ours? What else do you notice? Find Mozambique on a map.</p> <p>Teacher-Generated Lesson Idea: Ask students to think about and discuss people in the community who are working hard to serve the community through work like a mayor or village chief. Have individual students create an appreciation card/letter for this person. Collect the cards/letters and mail or hand-deliver them, if possible</p> <p>Student-Generated Lesson Idea: Ask students: What is one undisruptive thing we can do that will help someone who has a unique role in the town feel noticed and appreciated by our class? Please share an idea with a partner.</p> <p>Ask students to share ideas with the group and determine which idea works using typical classroom procedures.</p> <p>Implement the teacher-generated lesson idea <u>or</u> the student-generated lesson idea.</p> <p>Think, Share, Connect, and Write: During the next class meeting, ask students questions using the following prompts: How did the activity help others feel noticed/cared for, or appreciated? Does noticing others and sharing our gratitude and care for others in our community make our</p>	<p>serves as a mirror for your students? Does anything serve your students as a window into a new culture in Malaysia? 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?</p> <p>Teacher-Generated Lesson Idea: Engage students in creating a community gratitude tree someplace in the school where leaves of gratitude and appreciation can be added/posted by anyone who passes. The tree could be painted on the wall where leaves could be taped, or it could be temporary like a paper tree on a bulletin board with paper leaves to add. The project would identify a place for the tree, asking permission, painting or creating the tree, creating the actual blank leaves for people to use, along with a pen, tape, and directions/rules for how and what to add to the leaves on the gratitude and appreciation tree. Plan to advertise the tree and its purpose, as</p>
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<p>Implement the teacher-generated lesson idea or the student-generated lesson idea.</p> <p>Think, Share, and Connect: During the next class meeting ask students the following questions using prompts: How did this activity help others feel noticed and/or cared for by you? Does showing others care or noticing them make our school 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 might this expression of kindness be an emphatic nudge for others to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>gratitude and care make us kinder? What other things we can do to show gratitude or appreciation in a simple way? For the teacher-generated lesson, ask: How did it make you feel to reflect about your gratitude for one person three times in a day? Did reflecting on your gratitude towards them have an impact on your mindset? Did it stimulate thinking about gratitude in general? If so, how? How will you express gratitude to this person in the future? How might this expression of kindness be an emphatic nudge for others to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>school feel more kind? Why or why not? What other things we can do to show kindness to people whose job is to support us or our families, in a simple way? How might this expression of kindness be an emphatic nudge for others to also do something kind?</p> <p>Create a T chart to facilitate a discussion about how others may have felt as a result of receiving the cards/notes or the act of gratitude. On one side of the T chart, list how others may have felt before the cards/letters or the act of gratitude were given and on the other side of the T chart list how they feel now, after receiving the cards/letters or the act of gratitude. Discuss what is brainstormed. 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 them, in the future. Discuss strategies for becoming more aware of the people around them especially those who are not visible. How might this expression of kindness be an emphatic nudge for others to also do something kind?</p>	<p>well as how to post a leaf through announcements over the loudspeaker, or other ways students communicate within the school. Note to the teacher: If you go with this idea, it will be very important for you or a designated group of students monitor the Gratitude Tree's leaves on a daily basis to ensure that everything that is posted is actually kind and reflective of the purpose for having a gratitude tree.</p> <p>Student-Generated Lesson Idea: Ask students: Share an idea with a partner that would be a project the class can do to show others that they are noticed, cared for, or appreciated within the school community that makes the school feel more kind, like the Kindness Tree from Malaysia, within the time and physical constraints outlined by the teacher. Ask students to share ideas with the group.</p> <p>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</p>
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		<p><u>Example of a T Chart:</u></p> <table border="1" data-bbox="1171 212 1482 607"> <thead> <tr> <th data-bbox="1171 212 1335 337">Feelings Before:</th> <th data-bbox="1335 212 1482 337">Feelings After:</th> </tr> </thead> <tbody> <tr> <td data-bbox="1171 337 1335 427"></td> <td data-bbox="1335 337 1482 427"></td> </tr> <tr> <td data-bbox="1171 427 1335 516"></td> <td data-bbox="1335 427 1482 516"></td> </tr> <tr> <td data-bbox="1171 516 1335 607"></td> <td data-bbox="1335 516 1482 607"></td> </tr> </tbody> </table>	Feelings Before:	Feelings After:							<p>they can create an atmosphere of kindness.</p> <p>Implement the teacher-generated lesson idea or the student-generated lesson idea.</p> <p><u>Think, Share, Connect, and Write:</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' project to elevate others noticing each other, caring for, or showing appreciation/gratitude toward each other impacted the school. Discuss this quote: "Spread kindness through awareness." Ask how the project made more people aware? How does being more aware make us kinder?</p> <p>After students conduct the activity, ask them to write a short reflection about how participating in this activity impacted them.</p>
Feelings Before:	Feelings After:										

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.

<p>Mini-Kindness Boost</p> <p><i>What does kindness look like? How does kindness feel?</i></p>	<p>Kindness Boost</p> <p><i>What skills can/should be developed to show kindness?</i></p>	<p>Super Kindness Boost</p> <p><i>What complex kindness skills can be developed?</i></p>	<p>Kindness Immersion</p> <p><i>What does kindness look like and feel in different contexts?</i></p>
<p>Time: 5-10 minutes</p>	<p>Time: 10-20 minutes</p>	<p>Time: 20-30 minutes</p>	<p>Time: 1-4 weeks</p>
<p>Steps:</p> <p>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.</p> <p>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.</p>	<p>Steps:</p> <p>Do this activity when you have a total of 15 consecutive minutes.</p> <p>Show photo example 4.3 from 18-year-old Marta from Dominican Republic, titled: “Helping my grandmother”. Ask students to share how they have helped grandparents or the elderly in the community in the past.</p> <p>Teacher-Generated Lesson Idea: Ask students to draw a tree with at least five branches and on each branch ask them write down something small that they could do for an elderly person that would positively contribute to their lives,</p>	<p>Steps:</p> <p>Do this activity when you know you have at least 15 consecutive minutes and then another 10 consecutive minutes during another class meeting.</p> <p>Show photo example 4.2, by 15-year-old Brooke P. from California, USA, titled: “<u>Mentoring a neighbor</u>”. Ask, why is it important for older students to mentor younger students?</p> <p>Teacher-Generated Lesson Idea: Engage students in making a “kindness card or poem” for elementary-aged students as a way to give time, to notice and contribute to</p>	<p>Steps:</p> <p>Do this activity when you know you have at least 10-15 minutes day for up to 4 weeks, and 2 large pockets of time for at least 90 minutes, each.</p> <p>Show photo example 4.1 by Emanuella, a 16-year-old from Haiti titled: “Helping Others in the eye clinic.” And, share this quote “Kindness is a gift.”</p> <p>Ask students what they think about this quote, then facilitate a discussion about how kindness is a gift.</p> <p>Questions for the teacher to ponder in preparation for this immersion: Is there anything about the people or country of</p>

Important note to the teacher:

This lesson was a favorite among teachers in all 3 age-ranges from our pilot, however, please be mindful that in some countries there are laws that govern how and what information public officials 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 is only focused 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 determine which idea works using typical classroom procedures.

Important note to the teacher:

If permission IS granted by the parent/guardian of the absent

to be helpful to them. If they know the name of their person, ask them to write their name on the trunk of the tree. This person could be a relative, a neighbor, or someone they see in the community, like at a library or grocery store. Ask students to share their tree with the class. Challenge each student to do at least one thing that they wrote down on the tree for this person within the next week and share what happened with the class. Ask students why using the shape of the tree was important for this activity.

Note to the teacher: Students who have suffered the loss of a grandparent or elderly person in their life may still have lingering trauma as a result. It is important that this be taken into consideration before selecting the teacher-generated lesson.

Student-Generated Lesson Idea: Ask students: What is a simple thing we can independently or individually do to show our grandparents or the elderly people who are near our home or school, that we **care** about them like Marta 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.

the larger school **community**. If possible, try to get the first names of the younger students and maybe even an interest or two so the older students can make their notes a tad more personal. It would be wonderful if this connection ends up being a pen-pal project that lasts all school year. Once the cards are finished, arrange to have the cards/poems delivered to the younger students' classroom. If you are on the same campus, having students' hand-delivering the cards/poems would also be very special.

Student-Generated Lesson Idea: Ask Students: What is one simple thing we could do to give our time or to **notice** students or children who are younger than we are in order to build a wider sense of our school 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, and Draw:

During the next class meeting, ask students questions using the following prompts: How do you think our activity will help others feel **noticed/cared** for

Haiti that serves as a mirror for your students? Does anything serve your students as a window into a new culture in Haiti? 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?

Teacher-Generated Lesson Idea: Make a plan for students to do something to help the elderly by **giving** time to them, such as reading to them, talking to them, or doing something for them, such as **beautifying** a room with new paint or a garden/grounds at their nursing home/facility.

Student-Generated Lesson Idea: Ask students: Please share an idea with a partner that would be a project where we can give **time** to **elderly** people to let them know that they are **noticed, cared** for, and/or **loved**. 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

<p>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 be better.</p> <p>Implement the teacher-generated lesson idea <u>or</u> the student-generated lesson idea.</p> <p>Think, Share, and Connect: After students complete the action, ask them questions using the 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?</p>	<p>Note to the teacher: Students may come up with more grand or complex ideas during this brainstorm, please see the immersion lesson for this theme instead. Remember, the point of this particular boost is to do something simple or smaller in scale, as sort of a warm-up to doing more in the immersion.</p> <p>Implement the teacher-generated lesson idea <u>or</u> the student-generated lesson idea.</p> <p>Think, Share, and Connect: During the next class meeting or when the activity is supposed to be finished, ask students questions using the following prompts: How did our activity help others feel cared for or noticed? Why is it important to take the time to care for and notice grandparents or the elderly in our community? How does doing things for the elderly contribute to our community? Why does it matter? What other things can we do to show kindness in a simple way to the elderly?</p> <p>Share and discuss as time allows.</p>	<p>or loved? Does showing others care, and noticing others make their school feel like a community?</p> <p>Then, ask the students to draw a pencil sketch of the EXPRESSIONS they think the younger student who receives their card/poem or other acknowledgement will have on their face when the message is delivered. 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 the younger students to also do something kind?</p>	<p>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 school by giving their time and sharing their talents to elderly people in the community.</p> <p>Implement the teacher-generated lesson idea <u>or</u> the student-generated lesson idea.</p> <p>Connect with others: If a nursing home/facility is involved in the chosen project, ask someone from the nursing home/facility to share a firsthand account of how the class activity was received and how the students’ giving time, noticing, caring for, or showing empathy/ care for others impacted their residents/patients. This could be done over the phone, using a video, or via an email that is read aloud to the students.</p> <p>Think, Share, and Connect: Over the next few weeks, ask students to write short reflections using the following prompts: How did noticing others and showing them our love and care and/or giving our time make you feel? How did others feel as a result of our project? How do you know how others felt? How long do you think people will remember what we did? How did this project build-up our community? How might this expression</p>
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			of kindness be an emphatic nudge for others to also do something kind?
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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 #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 <i>What does kindness look like? How does kindness feel?</i>	Kindness Boost <i>What skills can/should be developed to show kindness?</i>	Super Kindness Boost <i>What complex kindness skills can be developed?</i>	Kindness Immersion <i>What does kindness look like and feel in different contexts?</i>
Time: 5-10 minutes	Time: 10-20 minutes	Time: 20-30 minutes	Time: 1-4 weeks
<p>Steps:</p> <p>Do this activity when you have at least 10 consecutive minutes and another 5 minutes during another class meeting.</p> <p><u>Teacher-Generated Lesson Idea:</u> Ask students to write down five things that they can do right now that would help conserve resources and/or reduce waste in their daily lives. <u>Note to the teacher:</u> it is important to discuss that what they choose to write down should be realistic things that they can actually do, and not ideas that are currently</p>	<p>Steps:</p> <p>Do this activity when you have a total of 15 consecutive minutes on one day and another 5-10 during the next class meeting.</p> <p>Show photo example 5.1; by 12-year-old, Sophia, from the USA, titled: "<u>I love horses.</u>" Ask students, what emotions do you see on Sophia's face when being around her horse? Why is do you think caring for her animal something she enjoys? What emotions does her animal have?</p> <p><u>Teacher-Generated Lesson Idea:</u> Engage students in thinking about the</p>	<p>Steps:</p> <p>Do this activity when you have at least 30 consecutive minutes on one day and 10 minutes during the next class meeting.</p> <p>Show short video by Ms. Stacey Zaback (USA) of middle school students planning to install a bench into their school garden.</p> <p><u>Teacher-Generated Lesson Idea:</u> Take students on a short walk around the school; ask them to take photographs of nature including animals and plants, as well as environmental situations that they observe. (If</p>	<p>Steps:</p> <p>Do this activity when you know you have at least 15 consecutive minutes a day for a week for up to five weeks.</p> <p>Show photo example 5.2 by Majulla, a 15-year-old from The Gambia: "Avoid littering to protect the environment." Ask students what they noticed about Gambia outlined in the example. Are there any similarities or differences to where they live? Identify the country of The Gambia where Majulla lives on the map and discuss.</p>

beyond their reach or too aspirational for one individual. Ask students to share their list with a partner **and select ONE thing that they will do for the next week.** For example, they might decide to not run their sink when they are rinsing dishes or brushing their teeth. And, since this is a new behavior, encourage students to set reminders on their devices to remind themselves to follow-through.

Student-Generated Lesson

Idea: Ask students: What is one thing they can each personally do, right now, to start taking steps to **conserve** resources or to reduce waste for a week? 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. Since students will be doing this activity on their own for a week, it will be important for you to remind them in subsequent class

emotions of animals. These animals could be their pets, animals in the zoo or other captivities like the circus, or animals in the wild. Ask each student to select one particular animal, such as the deer that lives near their house, and to think deeply about how it is feeling right now. Are they scared, needing food, thirsty, lonely, sad? Doing this will take vivid visualization, so it might be helpful to play calming music during this part of the lesson. After students are finished, ask them to share about their animal with their partner. Then as a class discuss the emotions students felt as they **emphasized** with the conditions or situations these animals are in.

Student-Generated Lesson Idea: Ask students: What is a simple thing we can do to learn more about how animals in our lives, such as our pets, animals in the zoo or other captivities, or animals in the wild feel? 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.

recording devices are not available, ask the students to sketch what they see on paper, instead.) When you return to the class, divide students into groups of 3-4 with the assignment to identify one thing about the surrounding **nature** that needs to be improved. Perhaps a birdhouse or bird feeders are needed for the birds? Perhaps there needs to be a trash can placed so there is less trash on the grounds? Or, perhaps a bench needs to be installed for people to sit on in order to enjoy the peace of the **natural** surroundings? Once a solution is discovered ask the group to write a proposal to the principal or head-of-school with their suggestion for preserving or maintaining the **natural environment** surrounding the school. Arrange to deliver these proposals, and for the principal or head-of-school to respond to the proposals with the students either in person or via email.

Student-Generated Lesson Idea: Ask students: What is one simple thing we could do to better **protect** or **preserve** the natural environment that surrounds our school or in nearby public spaces? Please share an idea with a partner.

Questions for the teacher to ponder in preparation for this immersion: Is there anything about Majilla or The Gambia 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? 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 a process to reduce waste at the school, which will create a better **future** for the **environment/Earth**. Begin with weighing and tracking the class waste each day for a week. This works best by asking the custodian to leave your trash bag sealed but in your classroom at the end of each day. Once your students weigh it using a bathroom scale, they can take it to the dumpster. Once there is a baseline established, students can then set a goal for reducing their overall classroom waste. Realizing that there are other students who also use this classroom, it will be important for this class to figure out how to communicate with their peers about their goal or to compel them to help reach the goal. After

<p>meetings, and/or via text, or email.</p> <p>Think, Share, and Connect: During a class session a week after the actions began, ask students questions using the following prompts: How did our activity help to conserve Earth's resources and why it is important? How does preserving resources make you feel? What would it look like if every person did what you did for an entire year? How does conserving resources help our future? What other things can our class or individuals do to conserve resources every day? How might this expression of kindness be an emphatic nudge for others to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>Think, Share, and Connect: During the next class session, ask students questions using the following prompts: How did the activity help them feel about the importance of showing animals empathy by thinking about their feelings? What did they learn about how other people feel about animals? Why is it important to discuss empathetic, loving, and caring thoughts and actions toward animals? How is it an expression of kindness to empathize with an animal? How might this expression of kindness be an emphatic nudge for others to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>Ask students to share ideas with the group and determine which idea works using typical classroom procedures.</p> <p>Implement the teacher-generated lesson idea or the student-generated lesson idea.</p> <p>Think, Share, and Connect: During the next class session or after students complete the action, ask them questions using the following prompts: How did our activity help to preserve the nature that surrounds the school and why that is important to do? Why is it kind to protect nature? What does showing love nature look like? Why should we care about nature and show love to the natural environment? How might this expression of kindness be an emphatic nudge for others to also do something kind?</p>	<p>students set the goal, they continue to monitor and encourage their peers. Weigh the trash and set goals each week for four weeks. Make a graph showing the results and share those with the principal or head-of-school. Note to the teacher: In a smaller school this could also work as a school-wide project where a team of students weighs the total trash of the school each day for a week and reports back to the student body, setting goals to reduce waste in order to positively impact the environment for the next month.</p> <p>Student-Generated Lesson Idea: Ask students: Please 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 waste in our classroom or the school.</p> <p>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 to the environment/Earth by creating a future that has less waste.</p>
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			<p>Implement the teacher-generated lesson idea or the student-generated lesson idea.</p> <p>Think, Share, and Connect: After endeavoring to reduce waste for a month, ask students to reflect both verbally as a group and through writing using the following prompts: How did participating in this activity make you feel? How do you think others might have felt as a result of this project? How did our work have an impact on our future? How did our work impact the environment? What were the biggest challenges? Why? How can we replicate what we did in other places? Who else could learn from our project? 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?</p> <p>Connect with others: Ask students to write letters to city officials or the school board to tell them how much they reduced the waste at their school during the past month and how this helped preserve the environment.</p>
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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 <i>What does kindness look like? How does kindness feel?</i>	Kindness Boost <i>What skills can/should be developed to show kindness?</i>	Super Kindness Boost <i>What complex kindness skills can be developed?</i>	Kindness Immersion <i>What does kindness look like and feel in different contexts?</i>
Time: 5-10 minutes	Time: 10-20 minutes	Time: 20-30 minutes	Time: 1-4 weeks
<p>Steps:</p> <p>Do this activity when you have 5 consecutive minutes at the beginning of class, another 5 minutes at the end of class, and another 5 minutes during the next class meeting.</p> <p>Teacher-Generated Lesson Idea: Ask students to make a list of at least three living people that they admire and to also write a brief explanation about why they admire each person. Ask each student to share their list with a partner. Challenge students to write and send a</p>	<p>Steps:</p> <p>Do this activity when you have 20 consecutive minutes on one day, and 10 minutes during the next class meeting.</p> <p>Read students the essay 6.1 by 17-year-old Alina Suslova from Russia, titled: “Our World is Full of Kind People”. Ask students: Why was it important for Alina’s friend to acknowledge the person who gave her blood?</p> <p>Teacher-Generated Lesson Idea: Engage students in learning more about and celebrating ONE random veteran</p>	<p>Steps:</p> <p>Do this activity when you have at least 30 consecutive minutes and another 10 minutes during the next class meeting.</p> <p>Show students photos 6.2 by Andrei, 13-year-old from Moldova titled: “Christopher Reeve” and 6.3 by 13-year-old Patricia from Moldova, titled: “Mother Teresa.”</p> <p>Teacher-Generated Lesson Idea: Engage students in learning about how there are people who are admired or who are considered to be heroes from history like Christopher Reeve, Mother Teresa, or service men/women. Engage</p>	<p>Steps:</p> <p>Do this activity when you know you have at least 15 minutes a day for a week for up to four weeks.</p> <p>Show students photos 6.4 by 12-year-old, Karel, from Czech Republic titled: “Loving and remembering our ancestors”. And, read to the students the following from Karel: “<i>These photos were taken when I visited with my grandmother and old aunts the cemetery where our ancestors are buried. I would like to show you how we worship our ancestors. We have cemeteries where we go several times a year. We bring flowers and light candles. Every grave is tidy and clean,</i></p>

letter to one of the people on their list. (If they do not know their address to hand-deliver, if possible.) Their notes must outline why they **admire** this person.

Student-Generated Lesson

Idea: Ask students: Who is one person or group of people that you **admire** who may also be classified as an **unsung hero** in our community (such as a veteran or a volunteer at a homeless shelter) and, what is a simple thing could we do as a class to show our **appreciation** for them? Please share an idea with a partner. **Note to the teacher:** It is very important to “dig deep” with your students about who these often overlooked/ invisible **heroes** are who make/made life better for others in the community and why they are typically known as “unsung”.

Ask students to share ideas with the group and determine which idea works using typical classroom procedures.

who served their country. **Note to the teacher:** If you live in a community with a military cemetery but there is no access to a list of gravesites, via the Internet, visit the cemetery yourself and select one person the students can learn more about, perhaps where they served, how long, etc. Then, as a class write a letter to the newspaper or local veteran’s organization about this fallen **hero** or invite a representative to come into the classroom to hear students discuss this **hero**. Alternatively, students could create a paper bracelet to wear, with the veteran’s name on it, and be given the challenge to share this hero’s name and who they were with everyone they see for an entire day.

Student-Generated Lesson Idea: Ask students: What is a simple thing we can do to show **appreciation** for or to celebrate ONE person who served this country’s military who is no longer living? Please share an idea with a partner. **Note to the teacher:** Students may need prompting for HOW to show appreciation for someone who may not have family in the same community or who is essentially unknown. See suggestions above.

in discussion about why it is important to show **respect** for the **heroic** acts of historical figures. Ask students, in pairs, to briefly research one of the people brainstormed/discussed or to come-up with someone else on their own. Once they have learned more about a historical person’s **heroism**, ask the pair of students to write a short newspaper article highlighting this person and expressing **thanks/gratitude** to the family of one of the **heroes** discussed. Collect all the articles and publish the paper for all the students to read. Distribute papers among other classes of students.

Student-Generated Lesson Idea: Ask students: What is one simple thing we could do to show **respect** or **gratitude** towards a **heroic** person from history? 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 Reflect: During the next class meeting, ask students questions using the following prompts: How did our activity help to **express gratitude** or **respect** toward a **heroic** person from history? Why is it **kind** to show **respect**, to be **grateful**, or to

and people remember their loved ones. My grandmother often tells me about her childhood and her grandmother. And my oldest aunt is 94 years old.”

Ask students what they noticed about the different places outlined by the example. Are there any similarities or differences to where they live? Identify the country Czech Republic on a map and discuss.

Questions for the teacher to ponder in preparation for this immersion: Is there anything about the people or places in the above examples that serve 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: Engage students in an oral family history project. Ask students to identify their oldest living relative/family member and ask them to write down some highlights about what they already know about them. As a class, identify 20 questions that each student will ask their oldest living relative in order to learn more

<p>Implement the teacher-generated lesson idea or the student-generated lesson idea.</p> <p>Think, Share, and Reflect: During the next class meeting, ask students questions using the following prompts: Why is it important for you think about and show appreciation for people who are making (or made) a difference for others? How did your actions impact the person or people you chose? What were you thinking about as you showed appreciation for the person/people you admire? What is an unsung hero? Do you think the person you admire is an unsung hero? Why or why not? Do you think people who do heroic acts expect to be acknowledged? Why or why not? How might this expression of kindness be an emphatic nudge for others to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>Ask students to share ideas with the group and determine which idea works using typical classroom procedures.</p> <p>Implement the teacher-generated lesson idea or the student-generated lesson idea.</p> <p>Think, Share, and Reflect: During the next class meeting, ask students questions using the following prompts: How did the activity help them feel about the importance of celebrating/acknowledging people who valiantly served our country? Why is it important to show appreciation/gratitude for people who we admire or who are heroes? How is it an expression of kindness to show appreciation or gratitude?</p> <p>Share and discuss as time allows. How might this expression of kindness be an emphatic nudge for others to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>express appreciation for a heroic person who is no longer alive? 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?</p> <p>Share and discuss as time allows.</p>	<p>information. Have each student interview the above-identified relative. These conversations need to be recorded. If students do not have a recording device find a cassette tape recorder, ask them to write the responses down, or let them borrow an iPad in order to conduct this interview. Encourage the students to take a photo of themselves with their oldest living relative, if possible. If the relative does not live nearby, encourage the students to conduct the interviews by telephone or a video call. Once the interviews have all taken place ask each student to share it with their classmates.</p> <p>Note to the teacher: If a student is adopted, they may be confused by the term “relative”. It will be important for them to know that in this case, the person does not need to be a blood relation.</p> <p>Student-Generated Lesson Idea: Ask students: Share an idea with a partner that would be a project individual students can do to learn, to honor and share about their oldest family member.</p> <p>Ask students to share ideas with the group.</p> <p>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</p>
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			<p>critical for the students to deeply consider how they can express gratitude for or honor someone in their family who is their eldest relative.</p> <p>Implement the teacher-generated lesson idea <u>or</u> the student-generated lesson idea.</p> <p>Once these projects are finished ask students to present them to each other.</p> <p><u>Think, Share, Reflect and Write:</u> After all the projects have been completed, conduct an in-depth discussion using the following prompts: How did participating in this activity make you feel? How do you think others might have felt as a result of your project? How do you know how others felt? How will you share your project with other family members? What reaction do you think other family members might have? How does your project bring honor to your family? How might this expression of kindness be an emphatic nudge for others to also do something kind?</p> <p>Ask students to write down THEIR answers to the SAME questions that they asked their oldest living relative, as if their future grandchild, niece, or younger family member was asking them, 50 years from now. Realizing that some of these questions may not be “knowable” right now, encourage students to be creative</p>
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			and hopeful with their answers. Ask students share these responses with each other as a way to stimulate conversation about how others might respect or honor them in the future.
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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 #7: Taking a stand or helping people in crisis

- **Key Concepts/Words: Advocate/Awareness/Empathy/Fairness/Support**
- **Key Domains and Skills: 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	Kindness Boost	Super Kindness Boost	Kindness Immersion
<i>What does kindness look like? How does kindness feel?</i>	<i>What skills can/should be developed to show kindness?</i>	<i>What complex kindness skills can be developed?</i>	<i>What does kindness look like and feel in different contexts? How does kindness generate kind actions and kind behavior?</i>
Time: 5-10 minutes	Time: 10-20 minutes	Time: 20-30 minutes	Time: 1-4 weeks
<p>Steps:</p> <p>Do this activity when you have 15 consecutive minutes and another 5 minutes during the next class meeting.</p> <p><u>Teacher-Generated Lesson Idea:</u> Ask students: How would you feel if 50% of the students in your graduating class did not need to complete as many courses as all of you in order to graduate? And, then, what could you do about this to advocate for yourselves? Have students write a “mock” group email to the</p>	<p>Steps:</p> <p>Do this activity when you have 20 consecutive minutes and another 5 minutes the following class session.</p> <p>Share this quote from a student in India: “A friend in need is a friend indeed.” Briefly discuss this quote asking students what it means to them.</p> <p>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</p>	<p>Steps:</p> <p>Do this activity when you know you have at least 30 consecutive minutes and another 5-10 during the next class meeting.</p> <p>Show students photo example 7.1 of a letter to Ukrainian soldiers by 12-year-old Vera B. from Ukraine titled: “We believe in you!” Ask students what they notice about the letter. Vera lives in Ukraine; do you think she was also in crisis when she wrote this letter? What message is she trying to convey? Show Ukraine on a map.</p>	<p>Steps:</p> <p>Do this activity when you have at least 20 minutes a day for a week, for up to two weeks and a large pocket of time, 30-45 minutes.</p> <p>Show students video of <u>Kindness Week</u> with a Message by a group of students and their teacher Victoria Issac from The Republic of Moldova. Discuss what was observed about the video. Identify Moldova on a map.</p> <p><u>Questions for the teacher to ponder in preparation for this immersion:</u> Is there anything about the people in the example</p>

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 a question like this, depending on maturity and awareness. If you want a topic that is not a hypothetical question, students might need a week or more to mindfully make observations and record them or more direct facilitation with prompting on your part.

something like losing a dog. **Note to the teacher:** It is not recommended to select articles of crisis that include gun violence or other forms of violence not appropriate for this age-range.

Teacher-Generated Lesson Idea: Brainstorm ideas about how the class could support the situation you read about from the article. Discuss each idea deeply and how it would feel to be able to **support** and show **empathy** for those in need or experiencing a **crisis**. Select an idea that is reasonable and feasible for this level of kindness boost, such as writing notes of **support**, creating a short video of support and sending it, bringing in/donating small items from home, or 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 suffered a loss due to a natural disaster, fire, or crisis that you keep this in mind so as not to cause them additional trauma.

Teacher-Generated Lesson Idea: Ask students: How is it a show of **support** when someone writes you a letter like Vera did to the soldiers? Is **supporting** Ukrainian soldiers something that was **kind** to do? Do other people in Ukraine need **support** or **advocacy**? Let's figure out who we would like to support in Ukraine such as soldiers, refugees, students like Vera, or others. Let's write letters that we can mail to Ukraine that would convey our **empathy** and **support** to people from this country. 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** of or **support** for people in Ukraine? 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.

Note to the teacher: Depending on maturity and exposure to news, students may or may not completely understand the concept of war, or being a refugee due to war or a crisis and/or you may actually have a student or other family members of a student who has experienced life as a refugee. It is

video 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 emphasize with different people? As you frame questions and guide discussions, be thinking about these opportunities. Do your students see **kindness, support, and advocacy** 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: Implement a plan to sponsor a school-wide "**Support or Advocate** for Others through Kindness Week" with something different every day as the students in The Republic of Moldova did, at your school or in your class. Students could be asked to do simple things each day in order to help raise **awareness** for, **support** of, or to **take a stand** for others.

Student-Generated Lesson Idea: Ask students: Please share an idea with a partner that would be a project we can do to **raise awareness** for, **support**, and/or **stand** with others who need **advocacy** or **support** at their school or in their classroom like the teenagers in The Republic of Moldova did. Or, is there

<p>Implement the teacher-generated lesson idea or the student-generated lesson idea.</p> <p>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 an emphatic nudge for others to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>Implement the teacher-generated lesson idea or the student-generated lesson idea.</p> <p>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 someone is having a crisis? Does the crisis have to be major in order to get support from others?</p> <p>Share and discuss as time allows.</p>	<p>important to bear this in mind, as you do not want this lesson to be a source of trauma for a child. If discussing war is not appropriate or relevant for your students, consider looking at major international organizations aimed at providing aide to people in crisis such as <u>International Red Cross and Red Crescent Movement</u>; <u>UNICEF</u>; <u>Save the Children</u>; or <u>World Food Program</u> as a foundation for this lesson. Divide students into groups and ask them to research a program and then ask each group to share what they learned about each program. As a group, decide on ONE of the organizations to support, with letters, emails, or videos of encouragement and support.</p> <p>Implement the teacher-generated lesson idea or the student-generated lesson idea.</p> <p>Think, Share, and Reflect: During the next class meeting, ask students questions using the following prompts: Why is supporting or raising awareness for people experiencing a crisis kind, empathetic, compassionate, and supportive? How did our actions impact others? What other actions could you do to show support, take a stand, and/or to raise awareness for or advocate for people experiencing a crisis? How might this expression of kindness be an</p>	<p>anything else we can do to raise awareness for something that is happening in the world right now that needs our advocacy or support?</p> <p>Ask students to share ideas with the group.</p> <p>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 and advocate for others in need of kindness. Confirm that this idea works for the head-of- school/ principal.</p> <p>Implement the teacher-generated lesson idea or the student-generated lesson idea.</p> <p>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 raise awareness/advocate for and to support others impacted the school community. They could visit the class or write an email.</p> <p>Think, Share, Reflect, and Write: Over the next few weeks, ask students to write</p>
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		<p>emphatic nudge for others to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>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 others felt? Why is it important to raise awareness and to support other people who are experiencing a crisis or who are in need of advocacy? How long do you think other people will remember what we did? How did we inspire others to do kind things for others? How was this project an expression of kindness? How might this expression of kindness be an emphatic nudge for others to also do something kind?</p> <p>Other ideas: Send an email to the students' parents/guardians/ families and invite them to partner with you and the students in the project of support the people of Ukraine. Encourage parents/guardians/families to share with the class what they might do at home to support the people of Ukraine. Consider checking with the students' parents/guardians/ families about their possible Ukrainian/Eastern European roots. Invite people to the class, let them share their feelings and views, and/or let the students interview them. Encourage students to research nonprofits that support Ukrainian refugees/people and brainstorm together what makes people donate their money and time to help refugees/people who</p>
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			they never met, whose language they have never spoken.
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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.

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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 14-18, check the following page on the project website:
<https://express-kindness.org/age-group-14-18-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://cincinnati.library.bibliocommons.com/list/share/1630950929/1906622529>. This website provides a list of books on social emotional learning for high schoolers.

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

Kindness Song by Navya M., Syona B., and Prachi G., 14 years old, India <https://www.youtube.com/watch?v=avbjp3NsTQ>

Free Hugs by four students, 12, and Dr. 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 Kamakaha Middle school, Lihue, HI, USA
<https://www.youtube.com/watch?v=v2qhYg9u2k0&t=39s>

Teaching each other by a group of children, 11-12 years old, Port au Prince, Haiti <https://www.youtube.com/watch?v=UQkA4t4pKCQ&t=6s>

What kindness means to me by Gabriel Cimpoes, 11 years old, Romania <https://www.youtube.com/watch?v=u4TYQ5Vknfg>

How to be kind? By Sabina Dragomir, 14 years old, Vadul lui Voda, The Republic of Moldova <https://www.youtube.com/watch?v=flWCUce4JF4>

Kindness week by a group of students, 7-15 years old, The Republic of Moldova <https://www.youtube.com/watch?v=mb0b1ZS-av8&t=47s>

The ABC of generosity, Mozambique <https://www.youtube.com/watch?v=BIEP0xX11vQ&t=2s>

A thank you note to my teacher by Siddhika A., 14 years old, India <https://www.youtube.com/watch?v=fzKVP7JE50>

Kindness Immersion by middle school students and Stacey Zaback, USA <https://www.youtube.com/watch?v=8JqzP3J38q8>