



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

**Age Group: 4-10**

---

**Amy N. Spangler with Tatyana V. Tsyrlina-Spady**

© 2023 Spangler & Tsyrlina-Spady

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

Amy N. Spangler with Tatyana Tsyrlina-Spady

**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 33 Leading SEL Programs, A practical resource for schools and PST providers, Preschool & Elementary Focus* (Jones et al., 2021) which investigated SEL for preschool and elementary 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 young children, 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., 2021, p. 15-17) 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 21<sup>st</sup> 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. Young children 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 is less common 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).

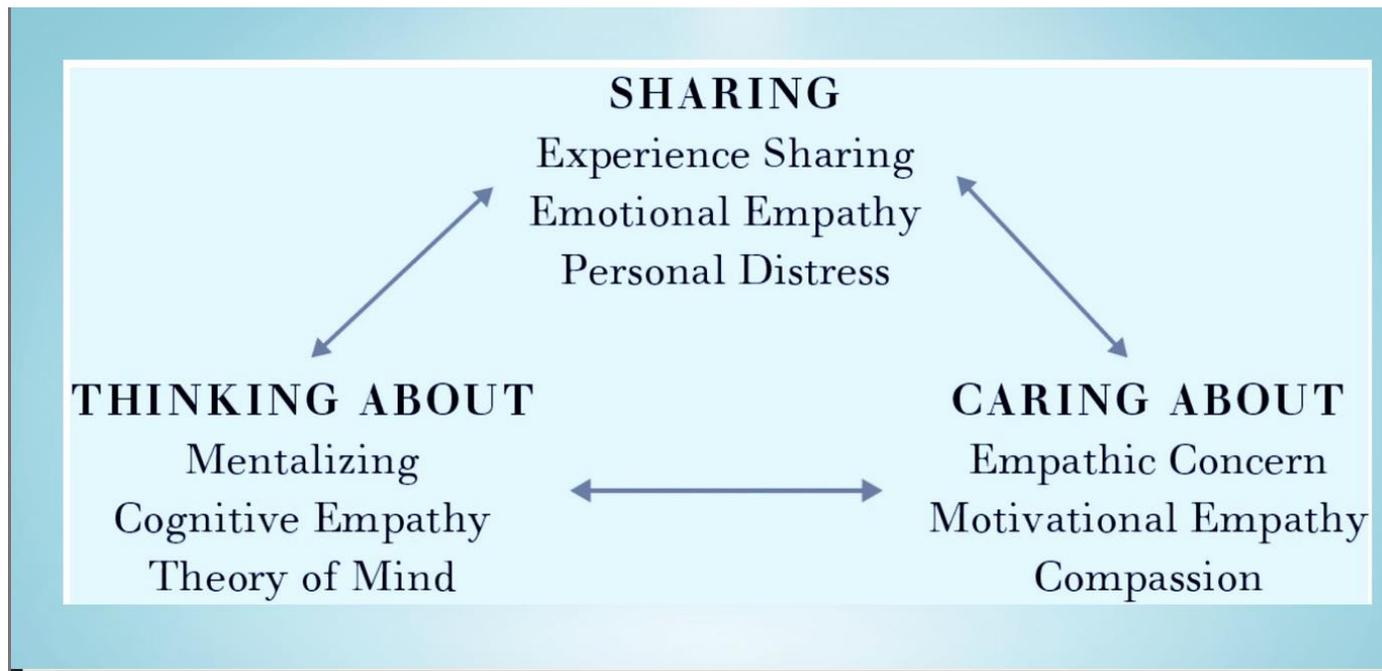
More importantly, as discussed by an international contingent of participants for the International Expressions of Kindness Showcase, kindness could be defined in at least three different ways – *comparison*, *action*, and *projection*. For example, as a *comparison* to something clear and dear to children, "Kindness is as good as gold," "Kindness is like a hot heart," "Kindness is like a teddy bear," "Kindness is friendship," "Kindness is like a great cloud that spreads happiness," "Kindness is like a wonderful dream," "Kindness is like a hot sun," 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 when you help the poor or someone in need," "Kindness promotes a better conversation and sustain a dialogue," "Kindness serves to maintain peace in the world," "It helps to cure anger and sadness," "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," "If you are kind, you won't feel lonely," "Kindness provides respect," "If all the people in the world were kind, there would be no wars."

**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 the 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](http://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/>

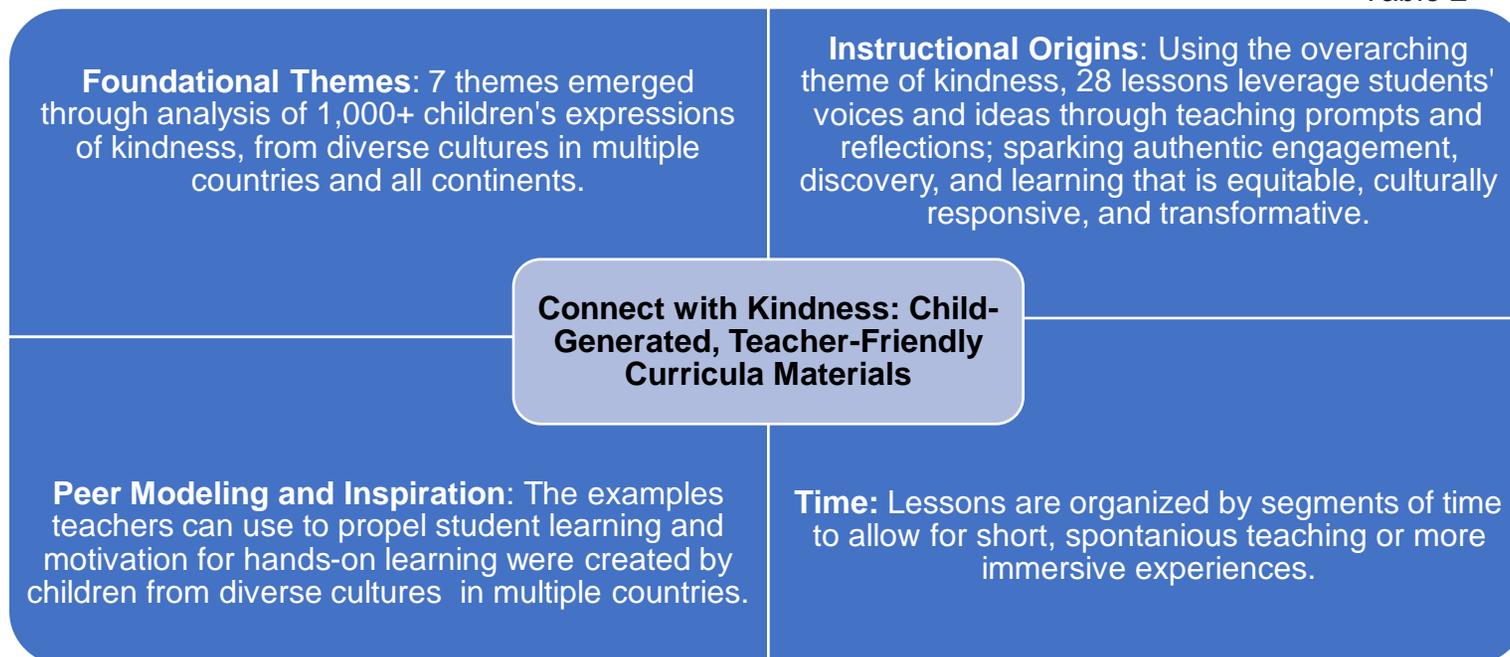
It may also be helpful for teachers to conduct a self-report measure of kindness/generosity: **Kindness/Generosity (VIA: Kin).**

**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 4-10 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. We realize that 4-10 years-of-age is a large developmental range, therefore we have made some instructional recommendations throughout the lessons for teachers of young or developmentally delayed children to use in order to scaffold the concepts as needed. 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

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/Smile/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 or sick	Empathy/Sharing/Giving/Community/Noticing Others/ Love/Miss
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 young children 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, some recommendations are made in the lessons as to how to ensure accessibility. However, we also 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 primary school teacher wants to engage her students as they walk from their classroom to the music room. Using Mini-Kindness Boost of Theme#3 she asks her students as they line-up: "What is something we can silently do to help other people know that we notice them as we walk through our school?" Then, she asks her students to quietly discuss and raise hands for ideas. As children share, the teacher keeps track and using a quick show of support from the group, she selects an idea. Let's say the children decide that they will give "silent, index finger waves while smiling" to every person that they see in the hallways. Let's say that the class does this to and from the music class. Once they arrive back to their classroom the teacher asks: How did our silent waves make you feel? How do you think everyone else felt about being noticed by our class? How do we know how they felt? How did noticing people help our school feel more kind? 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"> <li>• Participated in/completed no more than 50% of the activity.</li> <li>• Can retell what the class did using prompts.</li> <li>• Can share how they felt about the activity with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Participated in/completed about 70% of the activity.</li> <li>• Can retell what the class did using prompts.</li> <li>• Can share how they felt <b>and</b> how others were impacted or how others felt as a result of the activity.</li> <li>• Demonstrates a positive attitude about kindness actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Participated in/completed about 85% of the activity.</li> <li>• Can retell what the class did and why this action was impactful, in their own words with little or no prompting.</li> <li>• Can share how they and how others felt about the activity with someone else.</li> <li>• Can articulate the relationship between taking the actions and having an impact (cause and effect).</li> <li>• Can articulate how future, similar actions, could impact themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Participated in/completed about 100% of the activity.</li> <li>• Can retell what the class did in their own words with no prompting and explain why it was important.</li> <li>• Can articulate the relationship between taking the actions and having an impact.</li> <li>• Shows understanding for how individual actions can make small but important differences for others.</li> <li>• 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.</li> <li>• Articulates or demonstrates how different cultures show kindness.</li> <li>• 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.</li> </ul>

**Acknowledgements:** The quality of these lessons has dramatically improved because these educators took time to teach the lessons and to provide critical feedback so we could make improvements. We eternally are grateful for their hearts, time, advice, and enthusiasm!

**Acknowledgements:** The quality of these lessons has dramatically improved because these educators took time to teach the lessons and to provide critical feedback so we could make improvements. We eternally are grateful for their hearts, time, advice, and enthusiasm!

**Birutė Kairienė**, teacher, Alizavos secondary school, Kupiškis district, Lithuania

**Danutė Miknevičienė**, librarian and teacher, Alizavos secondary school, Kupiškis district, Lithuania

**Suzana Kućar**, teacher, III. Osnovna Škola, Varaždin, Croatia

**Marina Drvar-Trtinjak**, teacher, III. Osnovna Škola, Varaždin, Croatia

**Valentina Habunek Mrazović**, deputy principal, III. Osnovna Škola, Varaždin, Croatia

A group of **eight preschool and K-4 educators** under the supervision of **Professor Emanuela Guarcello**, Turin, Italy

**Elena Albera and Luisa Colapinto**, educators at Toy library and The Slowness Park, Savigliano, Cuneo, Italy

**Magaly Arias**, educator, El Colibrí Community Center, Venezuela

**Iris Guerrero**, educator, El Colibrí Community Center, Venezuela

**Kanga Kouassi Jean-Pierre Ahua**, primary school teacher, Cote d'Ivoire

**Rita Bonança**, kindergarten teacher, Dr. Francisco Machado Faria and Maia school in the Azores (Portugal)

**Gizem Tuna**, school library director, Koç School, Istanbul, Turkey

**Davash Pillay**, Kindergarten teacher, Koç School, Istanbul, Turkey

## 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

<b>Mini-Kindness Boost</b> <i>What does kindness look like? How does kindness feel?</i>	<b>Kindness Boost</b> <i>What skills can/should be developed to show kindness?</i>	<b>Super Kindness Boost</b> <i>What complex kindness skills can be developed?</i>	<b>Kindness Immersion</b> <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: Do this activity when you have at least 10 consecutive minutes and 5 minutes at another time of the day.</p> <p><b>Teacher-Generated Lesson Idea:</b> Leave the classroom 10 minutes early; before lunch, recess, or going to a specialist and, on the way there, have students do a silent, <b>cheer-up</b> parade through the office. This would entail students blowing kisses, showing hugs, by hugging themselves, and/or</p>	<p>Steps: Do this activity when you have a total of 20 consecutive minutes and another 10 minutes at another time of the day.</p> <p><b>Show students photos</b> 1.1, by 8-year-old Ayeeshe, from the Philippines, titled: “<u>Sharing and having fun with my friends</u>” and this quote from a participant: “Kindness is friendship.” Ask students: what did you notice about Ayeesha and her friends? Are they <b>friendly</b> toward each other?</p> <p><b>Teacher-Generated Lesson Idea:</b> Involve students in creating a <b>friendship</b> jar for the</p>	<p>Steps: Do this activity when you have at least 20 consecutive minutes and another 5-10 minutes the next day.</p> <p><b>Show students photo</b> 1.2, by 9-year-old Zani, from Switzerland, titled: “<u>Kindness Poem.</u>” Show students Switzerland on a map. Ask students: How did this poem make you feel? Did hearing the poem make you forget about other things on your mind; was it <b>entertaining</b>? What about the words that Zani used, did they seem similar to the words you use? Were there any words he used that were different than the words you use?</p>	<p>Steps: Do this activity when you know you have at least 15 minutes a day for a week, for up to 1-2 weeks or a large pocket of time like 45-90 minutes.</p> <p><b>Show students video</b> by 5-year-old student Xhaiden from Trinidad and Tobago, titled: “<u>Calypso music and dance.</u>” Ask students: What do you notice about the student and the surroundings in the home in Trinidad and Tobago? Ask, do you think this kid is similar to us? How might they be different? Are there any similarities or differences about what we could see or hear from the music about the school Xhaiden attends? Show students Trinidad and Tobago on a map. Ask students what they</p>

<p>simply waving with a smile.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: What is one simple thing we could do that would not be too disruptive or loud in order to bring <b>cheer</b> to the office staff (or anyone else in the school), today? 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><b><u>Note to the teacher:</u></b> It will be important for students to practice what they are going to do at least once so they can get the giggles out, before getting to the area where they will be bringing <b>cheer</b>.</p> <p>Implement the teacher-generated lesson idea <b>or</b> the student-generated lesson idea.</p>	<p>classroom. Ask each student to actively notice students they do not normally play with in their class and why they THINK they might make a good <b>friend</b>. Using small strips of paper, ask students to write one reason why at least four people (only one to two for younger children) who might be a good <b>friend</b>; do not allow students to use the names of their classmates, only descriptions of why they THINK they might be a good friend.</p> <p>When you have 10 minutes at the end of the day, during a class transition, or throughout the day, read the attributes aloud to the class. Discuss attributes/the characteristics of being a <b>friend</b> and what <b>friendliness</b> is, using the students' observations from the slips of paper, as a springboard to the discussion. If children try to guess who the students are talking about, keep the class focused on attributes that make a good friend, not specific people.</p> <p><b><u>Note to the teacher:</u></b> In our pilot some children perceived this activity to be a contest to see who is the "best person to</p>	<p><b><u>Teacher-Generated Lesson Idea:</u></b> Involve students in <b>entertaining</b> each other, another class, or a group of adults by having them reenact a favorite nursery rhyme or short picture book using their fingers (with faces drawn on them with markers) as puppets. Assign one developmentally appropriate nursery rhyme or picture book to small groups of 2-4 of students ensuring that each group has a different rhyme/story. Give all the groups at least 15 minutes to practice their nursery rhyme/story and, be sure to tell each group that each person in their group must have a part in their "puppet" show. If the students are very young or there are language barriers, the entire class could all rehearse the same nursery rhyme/story, and tell it to an audience using their hands along with a choral response method, in that all the students say the lines together, at the same time.</p> <p><b><u>Note to the teacher:</u></b> While most students love the idea of performing a puppet show it is not uncommon for children of this age-range to need help in</p>	<p>want to learn about the people who live in Trinidad and Tobago.</p> <p><b><u>Questions for the teacher to ponder in preparation for this immersion:</u></b> Is there anything about the people or the country of Trinidad and Tobago 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 themselves reflected within these cultures, and how does it help them to <b>empathize</b> with different people? As you frame questions and guide discussions, be thinking about these opportunities. Do your students see <b>kindness</b> as something that is universal? How might this expression of <b>kindness</b> be an <b>empathetic</b> nudge for others to also do something <b>kind</b>?</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> Involve students in creating and then performing a class dance for either younger or older students, parents/guardians/families, or elderly people in a nearby nursing home.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students to share an idea with a</p>
--	--	--	--

<p><b><u>Think, Share, and Connect:</u></b> After students complete the action ask them questions using the following prompts: How did our activity bring <b>cheer</b> to other people? What did you notice through your eyes and ears? How did other people respond to us? What would the world be like if everyone had a <b>cheer-up</b> parade today? Why is it good to take the time to bring <b>cheer</b> to others? Is it an act of <b>kindness</b> to want to bring <b>cheer</b> to other people? Why or why not? How might this expression of <b>kindness</b> be a nudge for other kids to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>befriend” in the class. The focus of this lesson idea is for students to look at peers in their classroom who they do not normally play with and to write down why they think that person might be a good friend, based ONLY on their interactions and observations of them in class. For younger students, who do not yet write, ask them to tell you and you can put the information on the slip of paper for them.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: What is something simple that the class can do to learn more about what it means to be a <b>friend</b> or to <b>act friendly</b> to others in our classroom? 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 <b>or</b> the student-generated lesson idea. <b><u>Think, Share, and Connect:</u></b> After students complete the</p>	<p>understanding WHY the puppet show is funny or <b>entertaining</b>. It is important for the teacher to pause after each puppet show to ask, “Now, why is that funny or <b>entertaining</b>?” These mini-discussions will help build context around the subtleties of the primary language used in your classroom, which, also supports students who are learning the primary language.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: What is something simple we could do to <b>entertain</b> each other or someone else, by making them laugh or smile? <b><u>Note to the teacher:</u></b> If students are not familiar with the term to “entertain” be sure to take a moment to provide them with a relevant example. 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 <b>or</b> the student-generated lesson idea.</p>	<p>partner that would be a project the class could do together that would be <b>entertaining</b> for another class of students, their parents/ guardians/families, or elderly people in a nearby nursing home, if applicable.</p> <p>Ask students to share ideas with the group. Perhaps they can also do a role-play with their partner for the class that demonstrates their idea.</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 <b>entertainment</b> and how that will impact others. Confirm that this idea works for the head-of- school/ principal. Implement the teacher-generated lesson idea <b>or</b> the student-generated lesson idea.</p> <p><b><u>Think, Share, Connect, and Draw:</u></b> After students complete the action, ask questions using the following</p>
---	--	---	--

	<p>action, ask them questions using the following prompts: What are things that good <b>friends</b> do? What does it mean to be <b>friendly</b> to others who are not yet your <b>friends</b>? How is being a <b>friend</b> or <b>friendly, kind</b>? How can you use what you learned in order to make new <b>friends</b>? How is being a <b>friend</b> and being <b>friendly</b> similar? What is the difference between being a <b>friend</b> verses being <b>friendly</b>?</p> <p><b>Note to the teacher:</b> Many children do not know the difference between being a <b>friend</b> and being <b>friendly</b>. There is an important distinction; just because a classmate is not someone they consistently play with or call “a friend” at this time, it does not mean that they cannot be <b>friendly</b> towards them.</p> <p>Share and discuss as time allows.</p>	<p><b>Think, Share, and Connect:</b>  Later that day or the next day: ask students questions using the following prompts: How did it feel to <b>entertain</b> ourselves or others? Did our actions help to <b>cheer</b> or <b>bring joy</b> to others or each other; how do you know? How might this expression of <b>kindness</b> be an <b>emphatic</b> nudge for other kids to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>prompts, being sure to emphasize how vital it is for everyone to be able to take a break from daily challenges and to escape to other thoughts by watching a performance, to laugh, or to be <b>entertained</b>: What happens to our brain when we can slow down and watch something <b>entertaining</b>? Why do you think it is good for everyone to be <b>entertained</b>? What are your favorite things to do for <b>entertainment</b>? Why? What feelings did you have while you were entertaining others?</p> <p>After the discussion ask students to draw a sketch of themselves <b>entertaining</b> someone else. Ask them to write a caption to describe what is happening and then have each student share their sketch with the class. (For younger students write the caption for them.)</p>
--	---	---	--

**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/Smile/Relaxation/Reflection/Self-Care/Rejuvenation/Beauty
- **Key Domains and Skills:** Planning Skills; Cognitive Flexibility; Critical Thinking; Empathy/ Perspective Taking; Self-Esteem; Self Knowledge

<b>Mini-Kindness Boost</b> <i>What does kindness look like? How does kindness feel?</i>	<b>Kindness Boost</b> <i>What skills can/should be developed to show kindness?</i>	<b>Super Kindness Boost</b> <i>What complex kindness skills can be developed?</i>	<b>Kindness Immersion</b> <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: Do this activity when you have at least 10 consecutive minutes and 5 minutes at another time of the day.</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> Leave the classroom 10 minutes early before a natural transition, like lunch. Take the class outside to sit or lay on the grass, below a tree, or in a garden on school grounds for <i>silent</i> reflection and observation. Encourage students to listen to the</p>	<p>Steps: Do this activity when you have a total of consecutive 20 and another 5 minutes the next day.</p> <p><b>Show students photo example</b> 2.1, by 8-year-old Laurentiu, from The Republic of Moldova, titled: “Be kind with flowers.” Ask students whether they noticed any difference with the way Laurentiu drew flowers and the way they would do it. Show students the Republic of Moldova on a map.</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> Using flowers as an idea</p>	<p>Steps: Do this activity when you have at least 20 consecutive minutes and another 5-10 minutes the same or next day.</p> <p><b>Show students video <a href="#">example of 9-year-old, Tanishi, from India,</a></b> who is dancing and lip singing. Show students India on a map. Ask students: What is most <b>beautiful</b> about this dance or music? Are there any similarities or differences in how you and Tanishi dance?</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> Using a song that is</p>	<p>Steps: Do this activity when you have at least 15 minutes a day for a week, or for up to four weeks or a large pocket of time like 45-90 minutes.</p> <p><b>Show students photo example</b> 2.2, by 15-16-year-olds from The Republic of Moldova. Ask students: what did you notice about The Republic of Moldova? Ask, other than being older, do you think these kids are similar to us? How might they be different? Are there any similarities or differences about what we could see about the place where they go to school? Share this quote from the students</p>

<p>sounds of nature and to notice the temperature of the air on their faces. <b><u>Note to the teacher:</u></b> It is not recommended that food or electronic devices be part of this activity as this will cause distraction.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: What is one way that we can take a break and enjoy something <b>beautiful</b> or in <b>nature</b> 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><b><u>Note to the teacher:</u></b> 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 music the students could listen to with their heads down on</p>	<p>for sharing <b>beauty</b> as an expression of <b>kindness</b>, either draw, make, or pick flowers to give to someone else such as parents/guardians/family members or younger children in a class at your school.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: What is something simple that the class can create using flowers that we make (or find on the school grounds, if appropriate) that will make other people feel <b>peace</b> or allow them to <b>relax</b> or <b>rejuvenate</b> like what they saw in the drawing that Laurentiu made? Share 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 <b>or</b> student-generated lesson idea.</p> <p><b><u>Think, Share, and Connect:</u></b> After students complete the action, ask them questions using the following prompts: Think</p>	<p><b>peaceful</b> or <b>relaxing</b>, allow students to expressively move while they listen. The movements are not intended to be memorized or in unison with each other; simply allow the students to just “hear” the music through movement. The students’ movements should be spontaneous based on what the students feel while they listen to the music. (Students who may not want to move should be allowed to sit and watch others.)</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: How could we use a <b>peaceful/relaxing</b> song and movement to help us 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><b><u>Note to the teacher:</u></b> Depending on the age of the students, some might want to jump to entertaining with a memorized dance or movement; while this is <b>entertaining</b> and also an</p>	<p>in The Republic of Moldova: <i>“Kindness and the acts of kindness can change the world”</i>. Do you agree or disagree? Why? Show students The 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><b><u>Questions for the teacher to ponder in preparation for this immersion:</u></b> 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 empathize with different people? As you frame questions and guide discussions, be thinking about these opportunities. Do your students see <b>kindness</b> as something that is universal? How might this expression of <b>kindness</b> be a nudge for others to also do something <b>kind</b>?</p>
---	--	--	---

<p>their desks or the lights off while they imagine a <b>beautiful</b> place in nature.</p> <p>Implement the teacher-generated lesson idea <b>or</b> the student-generated lesson idea.</p> <p><b><u>Think, Share, and Connect:</u></b> After students complete the action, ask them questions using the following prompts: How did this activity help you feel more <b>relaxed</b> or more <b>peaceful</b>? What did you notice through your eyes and ears or other senses; and how did that make you feel? Did taking a break like this help you? Why or why not? What would the world be like if everyone had a break like this every day? Why is it good to take <b>care</b> of yourself by being <b>kind</b> to yourself with breaks where you see, hear, or experience something beautiful or that is in nature? How might this expression of</p>	<p>about how the activity helped others feel <b>peace, relaxation, or rejuvenation</b>. What other feelings do you think other people had as a result of seeing their objects of <b>beauty</b>? Why is it important for people to see objects, actions, or places of <b>beauty</b>? Why is it <b>kind</b> to share or give objects of <b>beauty</b>? What feelings did you have when we gave someone a flower? How might this expression of <b>kindness</b> be an <b>emphatic</b> nudge for other kids to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>expression of kindness, that idea is covered in Theme #3.</p> <p>Implement the teacher-generated lesson idea <b>or</b> the student-generated lesson idea.</p> <p><b><u>Think, Share, and Connect:</u></b> After the students complete the action, later that day or the next day ask them questions using the following prompts: How did combining movement with <b>relaxing</b> music make you feel? How did the music help you to express your feelings? Why is it considered <b>self-care</b> when you do things to <b>relax</b> or to feel <b>peaceful</b>? How might this expression of <b>kindness</b> be an <b>emphatic</b> nudge for other kids to also do something kind?</p> <p>Through the discussion, connect this type of activity with <b>kindness</b>; it is <b>kind</b> to either do something for yourself that is <b>relaxing</b>.</p> <p>Share and discuss as time allows.</p>	<p><b><u>Teacher-Generated Lesson Idea:</u></b> <b>Beautify</b> or cleanup an area within or outside the school, such as pulling weeds; planting seeds (or planting donated plants) and tending to them. Or, keeping an area inside the school tidy for a month like the lost and found area; or creating a small display of <b>beautiful</b> artwork someplace inside the school for others to see. <b><u>Note to the teacher:</u></b> It will be important to seek permission from the principal or head-of-school before diving into this project with students.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students to share an idea with a partner that would be a project they can do to <b>beautify</b> an area inside or outside the school like the teenagers did in The Republic of Moldova.</p> <p>Ask students to share ideas with the group. Perhaps they can also do a role-play with their partner for the class that demonstrates their idea.</p> <p>Determine which idea works the best for the school, using</p>
---	--	--	---

<p><b>kindness</b> be an <b>emphatic</b> nudge for other kids to also do something kind?</p> <p>Share and discuss as time allows.</p>			<p>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 <b>beauty</b> 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 <b>or</b> student-generated lesson idea.</p> <p><b><u>Connect with others:</u></b> 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 <b>beautify</b> the school impacted the people. They could visit the class or write an email.</p> <p><b><u>Think, Share, Connect and Draw/Write:</u></b> Over the next few weeks, during journal writing or free time, ask students to write or draw short reflections using the following prompts: How did</p>
---	--	--	--

			<p>participating in this activity make you feel? How did others feel as a result of their project? How do you know how other people felt? How long do you think people will remember what we did? How is this project an expression of <b>kindness</b>? How might have we inspired others to create <b>beautiful</b> spaces?</p> <p>Encourage students to talk about this activity with their parents/guardians/family, which could inspire them to start <b>beautifying</b> their own backyard, or to create a greenhouse, or plant a flowerbed near the house or somewhere in the community, such as at a park.</p> <p>Send an email to the students' parents/guardians/family and invite them to partner with you and the students in the project of cleaning and <b>beautifying</b> the school. Ask students to share the results in their journals or artwork.</p>
--	--	--	---

**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; Critical Thinking; Empathy/Perspective Taking; Self-Esteem; Self Knowledge

<b>Mini-Kindness Boost</b> <i>What does kindness look like?            How does kindness feel?</i>	<b>Kindness Boost</b> <i>What skills can/should be developed            to show kindness?</i>	<b>Super Kindness Boost</b> <i>What complex kindness            skills can be developed?</i>	<b>Kindness Immersion</b> <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: Do this activity when you have at least 10 consecutive minutes and another 5 minutes at a different time of day or the next day.</p> <p><b>Teacher-Generated Lesson Idea:</b> As your class goes from one class to a specialist/lunch/recess ask them to walk through the hallways giving everyone they pass a silent index finger wave with a smile as a way to <b>notice</b> them and to show that they <b>care</b>. <b>Note to the teacher:</b> It will be important for the students to rehearse this as a group before they leave the classroom in order to set expectations.</p>	<p>Steps: Do this activity when you have a total of 5 to 10 consecutive minutes and another 5 minutes at a different time of day or the next day.</p> <p>Show students <a href="#">the following example</a>: 12-year-old students, from Portugal, titled: “Free Hugs.” Show students Portugal on a map.</p> <p><b>Teacher-Generated Lesson Idea:</b> Make a plan with your students as enter the cafeteria or another part of the school where it is appropriate, to give the cafeteria staff a “controlled” and silent round of applause. Alternatively, they could each tell the adults in this space something about their work that they are <b>grateful</b> for. For example: “You cook good food.”</p>	<p>Steps: Do this activity when you have at least 15 consecutive minutes and another 15 consecutive minutes later in the same day.</p> <p><b>Share this quote:</b> “<i>Spread kindness through awareness.</i>”</p> <p><b>Teacher-Generated Lesson Idea:</b> Have students create an appreciation card/drawing for the people who work in a specific space or position in the school, or for their parents/guardians. <b>Note to the teacher:</b> If your students did the teacher-generated idea for the previous kindness boost, it will be</p>	<p>Steps: 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 the following example <a href="#">ALOHA project</a>, by students from Hawaii, USA.</p> <p>Ask students what they noticed about Hawaii, USA highlighted in the example. Are there any similarities or differences to where they live? For example, is our school near a beach? Show students Hawaii on a map.</p> <p><b>Questions for the teacher to ponder in preparation for this immersion:</b> Is there anything about the people or</p>

<p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: What is one thing we can silently do that will make everyone that we see on our walk to the next activity/ area feel <b>noticed</b> and <b>cared</b> for 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 <b>or</b> the student-generated lesson idea.</p> <p><b><u>Think, Share, and Connect:</u></b> After students complete the action, ask them questions using the following prompts: How did this activity help others feel <b>noticed</b> and/or <b>cared</b> for by our class? How does showing others <b>care</b> and <b>noticing</b> them make our school feel? How does <b>noticing</b> others make you feel? What other things can we do to show others that we <b>notice</b> and <b>care</b> for them in a simple way? How might this expression of</p>	<p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: What is one <i>undisruptive</i> thing we can do that will help everyone who works in a particular space in the school feel <b>noticed</b> and <b>appreciated</b> by our class, like the free hugs? Discuss how being <b>aware</b> of the people in a particular part of the school might help us, as a class, to be more <b>kind</b> to them in the future. 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 <b>or</b> the student-generated lesson idea.</p> <p><b><u>Think, Share, and Connect:</u></b> After the students complete the action, ask them questions using the following prompts: How did the activity help others feel <b>noticed/ cared</b> for or <b>appreciated</b>? Does <b>noticing</b> others and sharing our <b>gratitude</b> for their work/support and <b>care</b> make our school more <b>kind</b>? What other things we can do to show <b>kindness</b> in a simple way?</p>	<p>important to select another part of the school or parents/guardians.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: What is one thing we can do that will help your parents/guardians to feel <b>noticed</b> and <b>appreciated</b> by you? 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 <b>or</b> the student-generated lesson idea.</p> <p><b><u>Think, Share, Connect, and Write/Draw:</u></b> To reinforce learning, create a T chart showing how others may have felt before the action on the left side of the chart, and how they feel now, after the activity/action, on the right side. (See below example.) Discuss what is brainstormed. Ask students</p>	<p>countries/state that serves as a mirror for your students? Does anything serve your students as a window into a new culture such as the US State of Hawaii? 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 <b>kindness</b> as something that is universal? As you frame questions and guide discussions, be thinking about these opportunities. How might this expression of <b>kindness</b> be an <b>empathetic</b> nudge for others to also do something kind?</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> Have students create welcome cards and friendship bracelets for new students and their families. They will give the bracelets to all new students and mail the cards to the parents/guardians/ family of each new student. <b><u>Note to the teacher:</u></b> Some schools get new students every week while other schools get new students only a few times a year, therefore, it is a good idea to coordinate this</p>
--	---	--	---

**kindness** be an **emphatic** nudge for other kids to also do something kind?

Share and discuss as time allows.

How might this expression of **kindness** be an **emphatic** nudge for other kids to also do something kind?

Share and discuss as time allows.

to write or draw a small thing they can individually do to

Feelings Before:	Feelings After:

recreate or continue to foster **kindness** by showing others **gratitude, care, and noticing** them in that part of the school, at home, or in the community in the future.

**T Chart Example:**

activity with the office team, so all new students and families are included. Perhaps your class can prepare a welcome packet for new students and families that the office team distributes for you.

**Student-Generated Lesson**

**Idea:** Ask students: What project can the class do to show students and families that are new to our school that they are **noticed, cared for or welcomed/appreciated?**

Ask students to share ideas with the group. Perhaps they could share as a role-play with their partner, demonstrating their idea. Determine which idea works the best for the school, using consensus. (Teachers: See PowerPoint presentation for professional development on how to reach true consensus with students.) As this is a longer-term project it will be critical for the students to deeply consider how they can create an atmosphere of kindness within their school by showing that they

			<p><b>notice, care for, and appreciate</b> new students and families.</p> <p>Implement the teacher-generated lesson idea <b>or</b> the student-generated lesson idea.</p> <p><b><u>Connect with others:</u></b> 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' <b>noticing others, caring for, or showing appreciation/ gratitude</b> for new students and families impacted the school.</p> <p><b><u>Think, Share, Connect, and Write/Draw:</u></b> Discuss this quote: "Spread kindness through <b>awareness.</b>" Ask how can we become more <b>aware</b> of the people around us, especially people who are new to our school? How does being more <b>aware</b> make us <b>kinder</b>?</p> <p>Ask students to write/draw a short reflection about how participating in this activity made them feel, how others might have felt as a result of their project and</p>
--	--	--	--

			<p>how they know how others felt, how long people will remember what they did, and/or how this project may have started to show <b>kindness</b>-changes in their school. If the students are learning the primary language, ask them to verbally respond to the questions as a group or privately.</p>
--	--	--	--

**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; Critical Thinking; Empathy/Perspective Taking; Emotional Knowledge/Expression; Self-Esteem; Self Knowledge; Purpose; Ethical Values; Gratitude; Civic Values

<b>Mini-Kindness Boost</b> <i>What does kindness look like? How does kindness feel?</i>	<b>Kindness Boost</b> <i>What skills can/should be developed to show kindness?</i>	<b>Super Kindness Boost</b> <i>What complex kindness skills can be developed?</i>	<b>Kindness Immersion</b> <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: Do this activity when you have at least 5 minutes. Activity can be extended with another 5 minutes at a different time of day.</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> 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 <b>cared</b> for and <b>missed</b>.</p>	<p>Steps: Do this activity when you have a total of 15 consecutive minutes.</p> <p><b>Show students photo</b> example 4.1 by a young child, Ridvi, from India, titled "<a href="#">Grandparents need grand love</a>" or share this quote "Kindness is a gift."</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> Have students make a "kindness card" with words and/or artwork for elderly people in a nearby nursing home or for elderly people in the hospital. Arrange for a parent volunteer to</p>	<p>Steps: Do this activity when you have at least 20 consecutive minutes and then another 10 consecutive minutes later in the day or the next day.</p> <p><b>Show students photo</b> example 4.2 by 18-year-old Sulema A. from the Dominican Republic <b>and read her caption:</b> "<i>Sharing food with others is part of being a true Dominican.</i>" Ask students what they notice about the photo. Show students the Dominican Republic on a map.</p>	<p>Steps: Do this activity when you have at least 15 consecutive minutes a day for 2 weeks or a large pocket of time like 45-90 minutes.</p> <p><b>Show students photos</b> example 4.3 from educator Birutė Kairienė of her first-grade students' artwork from Lithuania <b>and, read students</b> this short excerpt from the teacher: "<i>While addressing their grandparents, the students used phrases like this, "You took care of us for many years, we remember the warmth of your hands; you taught us the truths of life, while spreading your tenderness,</i></p>

<p><b><u>Note to the teacher:</u></b> This lesson was a favorite among our teachers in the pilot project, however, please be mindful that in some countries there are laws that govern how and what information public officials (or teachers) are permitted to share about someone else’s illness, such as HIPPA laws in the US. Telling a student or staff member that they are <b>missed</b> is <i>very different</i> than telling them to get-well due to an illness. We highly recommend the language that is used in this lesson only focuses on <b>missing</b> a classmate, or staff member, unless permissions are given.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: What is one thing we can do right now to let our classmate who is absent know that we <b>miss</b> them? Please share an idea with a partner.</p>	<p>drop the cards off for your students.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: What is a simple thing we can do to help the elderly people who are near our school know that we <b>care</b> for them like Ridvi did? 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 <b>or</b> the student-generated lesson idea.</p> <p><b><u>Think, Share, and Connect:</u></b> After students complete the action, ask them questions using the following prompts: How did our activity help others feel <b>loved</b> and <b>cared</b> for? Did <b>giving</b> elderly people a token of <b>kindness</b> help our school feel like a bigger <b>community</b>? What did you learn about caring for elderly people? What other things can we do to show <b>kindness</b> in a simple way</p>	<p><b><u>Teacher-Generated Lesson Idea:</u></b> Have students sponsor a food collection at the school for a local food bank or other organization in need of food. Students could make signs and ask for help from the school leaders to get the word out to other classes about the food drive via the school newsletter and/or morning announcements. Ask a volunteer to take the collected food to the foodbank.</p> <p><b><u>Note to the teacher:</u></b> It will be important for you to identify a place that needs food and to find out what types of food they will or will not take as donations.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: What is one simple thing we could do to help people in our community who need food to get more food? Please share an idea with a partner.</p> <p><b><u>Note to the teacher:</u></b> There are likely students in your classroom who have or are experiencing food insecurity. This is important to know so as discussions unfold or as the activity takes place,</p>	<p><i>kindness, care, and love around the house. The students drew pictures and created portraits of their grandparents.”</i></p> <p>Ask students what they noticed about the people and the artwork from students in Lithuania. Did the teacher’s description of what the students said sound like something they might say about their grandparents or elderly loved ones? Are there any similarities or differences to where they live? Identify the country Croatia on a map.</p> <p><b><u>Note to the teacher:</u></b> Not all students have a grandparent or may have recently lost a grandparent. It is very important to find out such information before doing this immersion, as doing so may cause trauma to a student.</p> <p><b><u>Questions for the teacher to ponder in preparation for this immersion:</u></b> Is there anything about the people or Lithuania in the example that serves as a mirror for your students? Does anything serve your students as a window into a new culture? How</p>
--	--	---	--

<p>Ask students to share ideas with the group and determine which idea works using typical classroom procedures.</p> <p><b><u>Note to the teacher:</u></b> If permission IS granted by the parent/guardian of the absent student or the staff member says it is okay to reference their illness in the messaging, it is also very important to keep in mind that the purpose of this lesson is to convey that they are <b>cared</b> for and <b>missed</b>; therefore, if a student/staff member is ill with a dire condition such as cancer, it is important NOT to tell them to “get well” as it may be considered insensitive to do so, especially if they cannot or will not get better.</p> <p>Implement the teacher-generated lesson idea <b>or</b> the student-generated lesson idea.</p>	<p>for the elderly or someone who is in the hospital? How might this expression of <b>kindness</b> be an <b>emphatic</b> nudge for other kids to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>please take this is into consideration. For example, it is always tempting to have a contest for a food drive, but this puts pressure on students who are not food secure.</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 <b>or</b> the student-generated lesson idea.</p> <p><b><u>Think, Share, and Connect:</u></b> After the students complete the action, ask them questions using the following prompts: How do you think our activity helped the people who received the food, feel? Why does helping people who need food matter? What else can we do to help people who need food? How does helping people who need food <b>contribute</b> to our <b>community</b>?</p> <p>Share and discuss as time allows.</p>	<p>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.</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> Have students create a portrait of a grandparent/beloved elderly person along with five fun facts about them. Younger students can cut out paper such as the example while older students may wish to draw or paint. It might be helpful for students to bring in a photo of the person to school as this will help guide them, artistically. Once the portraits and fun facts are completed have students present them to their classmates and then, give or mail them to their grandparent/beloved elderly person.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: to share an idea with a partner that would be an art project each student can do to show <b>love</b> to and to learn about a grandparent/elderly loved one.</p>
---	---	---	---

<p>After students complete the action, ask them questions using the following prompts: How did our activity help others feel <b>noticed</b> and/or <b>cared/loved/missed</b>? Did showing others <b>care/love</b> and <b>noticing them</b> make our classroom feel like a community where everyone belongs? What other things can we do to express <b>kindness</b> in a simple way to a classmate/ staff member who is absent? How might this expression of <b>kindness</b> be an <b>emphatic</b> nudge for other kids to also do something kind?</p> <p>Share and discuss as time allows.</p>		<p><b><u>Think, Share, Connect, and Draw:</u></b> Later, after the people receive the food: Ask the students to draw a pencil sketch of the EXPRESSIONS they think the people had (or will have) on their faces when they receive the food. Share and discuss the sketches as time allows. How might this expression of <b>kindness</b> be an <b>emphatic</b> nudge for other kids to also do something kind? Discuss how we can learn more about the feelings of others by carefully looking at their expressions. For younger children, demonstrate some expressions and have them guess what you could be feeling. Identifying feelings of others is an important building block to becoming/acting <b>empathetic</b> or showing <b>empathy</b>.</p>	<p>Ask students to share ideas with the group. Perhaps they can also do a role-play with their partner for the class that demonstrates their idea.</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 <b>love</b> for and learn more about their grandparents/ elderly loved ones.</p> <p>Implement the teacher-generated lesson idea <b>or</b> the student-generated lesson idea.</p> <p><b><u>Connect with others:</u></b> Ask a few grandparents who live locally to come into the classroom so they can share more about themselves with the class and more importantly, how the portrait and the five fun facts made them feel. People who live outside of town</p>
--	--	---	---

			<p>could be invited to call or to send a short video to the class, instead.</p> <p><b><u>Think, Share, Connect, and Draw/Write:</u></b> Over the next few weeks, during journal writing or free time, ask students to write a short reflection and/or draw a picture using the following prompts: How did showing grandparents/elderly loved ones our <b>love</b> and <b>care</b> make you feel? How did they 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 families?</p>
--	--	--	---

**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; Critical Thinking; Empathy/Perspective Taking; Emotional Knowledge/Expression; Self-Esteem; Self Knowledge; Purpose; Ethical Values; Gratitude; Civic Values

<b>Mini-Kindness Boost</b> <i>What does kindness look like? How does kindness feel?</i>	<b>Kindness Boost</b> <i>What skills can/should be developed to show kindness?</i>	<b>Super Kindness Boost</b> <i>What complex kindness skills can be developed?</i>	<b>Kindness Immersion</b> <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: Do this activity when you have at least 10 minutes. Activity can be extended with another 5 minutes at a different time of day or the next day.</p> <p><b>Teacher-Generated Lesson Idea:</b> Involve students in the <b>conservation</b> of energy and the reduction of waste in the classroom by creating a job in the classroom for students to do, such as: a light monitor, who turns the lights off when the class</p>	<p>Steps: Do this activity when you have a total of 15 consecutive minutes.</p> <p><b>Show students photo example</b> 5.1, by 11-year old Kotryna and 4-year old Fausta, from Lithuania, titled: “A holiday tree for animals.” Read this explanation: “<i>I thought what if animals in the forest would have a holiday tree. My sister wanted to help, so did my dad. We all hung up food for the animals and there we go! On each twig, like a toy, we hung a piece of bread and a couple of apples. Under the tree we added carrots, potatoes, and a couple more</i></p>	<p>Steps: Do this activity when you know you have at least 30 consecutive minutes.</p> <p><b>Show students photo example</b> 5.2, by 13-year-old Kean, from Mozambique, titled: “Kindness to animals via our traditional art techniques.” Ask students: What is Kean making? What is the traditional art technique, what is he doing? For younger students, ask, how is he making the rhino? Show students Mozambique on a map.</p> <p><b>Note to the teacher:</b> Kean is gluing pieces of fabric to an</p>	<p>Steps: 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><b>Show students photo example</b> 5.3, by 15-year-old Majulla, from The Gambia, titled: “Avoid littering to protect the environment.” Ask students what they noticed about The Gambia outlined in the example. Are there any similarities or differences to where they live? Show students The Gambia where Majulla lives on a map.</p>

<p>leaves (and on when they return); a trash/recycling monitor who ensures that all recyclables are placed in the proper receptacle; or a water faucet monitor who ensures that water is not wasted. Set goals for reducing waste in the classroom with these monitors</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: What is one thing we can individually or as a class do right now to start showing the <b>Earth</b> that we <b>care</b> about the <b>environment</b> and want to <b>conserve</b> energy or to reduce our waste in our classroom? 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. <b><u>Note to the teacher:</u></b> If you already have <b>conservation</b> of energy</p>	<p><i>fruits. As we left, we breathed fresh forest air. By doing good deeds, we become better ourselves.”</i> Ask students: What do you think of this idea? How was this an expression of kindness towards animals?</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> Engage students in caring for animals that might be near the school or on the school grounds, such as birds, by installing and/or monitoring a container for water or food.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: What is a simple thing we can do to help animals in the wild that are near our school or that come onto school grounds to show our <b>empathy, care, and love</b> for them? 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>outline of a rhino, his body position has nothing to do with the artistic technique, it is how he uses his hands; Kean uses a wheelchair for mobility.</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> Engage students in identifying protected animals and, using the traditional art techniques from Mozambique, have students, in small groups of 2-4, create a poster highlighting specific information about the protected animal to hang in the corridors/hallways of the school so other students can learn about these protected animals. For younger students, the teacher should identify the animal and make one larger poster, using the traditional art technique. <b><u>Note to the teacher:</u></b> Any scraps of fabric will work, like cutting up a rag or old tee-shirt, but, if none is available, using scraps of paper also works.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: What is one simple thing we could do to educate kids in other classes about what animals are</p>	<p><b><u>Questions for the teacher to ponder in preparation for this immersion:</u></b> Is there anything about the people or place in the example that serves as a mirror for your students? Does anything serve your students as a window into a new culture? How do the differences in cultures provide an opportunity for your students to learn about a new culture or to see them reflected within these cultures? As you frame questions and guide discussions, be thinking about these opportunities. How might this expression of <b>kindness</b> be an <b>empathetic</b> nudge for others to also do something kind?</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> Engage students in creating an anti-littering campaign with posters, videos, and/or announcements to the school that encourages other students to dispose of litter properly on school grounds as well as in the community. Students could also work with the school leaders or town leaders to place more trash receptacles on the school grounds or in the community, if needed,</p>
---	---	---	---

<p>and/or reduction of waste as a theme in the classroom, take it to another level by measuring the waste and setting goals for future waste. If you do NOT have a recycling program at your school, then either continue the recycling through a parent volunteer to remove the recycling once a week to a repository or seek input from administration about how to proceed. While recycling at schools is a doable option, many schools opt out due to costs.</p> <p>Implement the teacher-generated lesson idea <b>or</b> the student-generated lesson idea.</p> <p><b><u>Think, Share, and Connect:</u></b> After students have completed the action or are on course with an ongoing action, ask them questions using the following prompts: How did/does our activity help to</p>	<p>Implement the teacher-generated lesson idea <b>or</b> the student-generated lesson idea.</p> <p><b><u>Think, Share, and Connect:</u></b> After students complete the action, ask them questions using the following prompts: How did the activity help you feel about the importance of showing animals <b>empathy, love, and/or care</b>? Why it is important to do <b>empathetic, loving, and caring</b> actions towards animals? How is it an expression of <b>kindness</b> to take care of animals?</p> <p>Share and discuss as time allows.</p>	<p>endangered? 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 <b>or</b> the student-generated lesson idea.</p> <p><b><u>Think, Share, and Connect:</u></b> After the students complete the action, ask them questions using the following prompts: How did our activity help to <b>protect animals in nature</b> and why is that important to do? Why is it <b>kind to protect animals</b> who might go extinct? Why should we <b>care</b> about animals we might never see in the wild where we live? What was it like to use a new artistic technique?</p> <p>Share and discuss as time allows.</p> <p><b><u>Connect with others:</u></b> Later in the day or the next day: Ask the students to help you write an email to a local zoo or animal</p>	<p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: Please share an idea with a partner that would be a project we can do to create a <b>future</b> that is better for the <b>environment/Earth</b> by reducing the amount of litter on school grounds and/or the communities near the school? <b><u>Note to the teacher:</u></b> If students decide to remove the litter from your school grounds it is important to identify if it is safe to do so, first. It is strongly recommended that if students endeavor handle any trash that they wear protective equipment and that you seek parent/guardian permission to do so, first, as some families may not want their child to handle trash. Some litter such as glass or needles would be inappropriate for young students to handle regardless of safety equipment or permissions.</p> <p>Ask students to share ideas with the group. Perhaps they can also do a role-play with their partner for the class that demonstrates their idea.</p> <p>Determine which idea works the best for the school, using</p>
--	---	--	--

<p><b>conserve Earth's</b> resources and why it is important? How does showing the <b>Earth care</b> and <b>preserving</b> resources make you feel? How does <b>conserving</b> resources help our <b>future</b>? What other things can our class or individuals do to <b>conserve</b> resources every day? How might this expression of <b>kindness</b> be an <b>emphatic</b> nudge for other kids to also do something kind?</p> <p>Share and discuss as time allows.</p>		<p>conservatory, telling them about this project, and to see what ideas they have about how students can continue to learn about protected animals and what they can do to continue to share knowledge with other kids. When there is a response to the letter/email, share it with students and continue the discussions.</p>	<p>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 <b>express kindness</b> for the <b>environment/Earth</b> and in creating a <b>future</b> that is more beautiful addressing the litter issue.</p> <p>Implement the teacher-generated lesson idea <b>or</b> the student-generated lesson idea.</p> <p><b><u>Think, Share, and Connect:</u></b> Ask students: How did participating in this activity make you feel? How do you think others might have felt as a result of this project, did anyone take note? How do you think this project may have provided an <b>empathetic</b> nudge causing others to do something the similar?</p>
--	--	--	---

**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; Critical Thinking; Empathy/Perspective Taking; Emotional Knowledge/Expression; Self-Esteem; Self Knowledge; Purpose; Ethical Values; Gratitude; Civic Values

<b>Mini-Kindness Boost</b> <i>What does kindness look like? How does kindness feel?</i>	<b>Kindness Boost</b> <i>What skills can/should be developed to show kindness?</i>	<b>Super Kindness Boost</b> <i>What complex kindness skills can be developed?</i>	<b>Kindness Immersion</b> <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: Do this activity when you have at least 5 minutes at the end of a lesson and another 5 minutes at a different time the same or next day.</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> Have students make a list or tell you the names of five people that they know (one or two people for younger students) that they are <b>grateful</b> for. These could be family members, care providers, friends, or</p>	<p>Steps: Do this activity when you have a total of 15 consecutive minutes and another 5 minutes a different time of day.</p> <p><b>Show students the photo example 6.1</b> of the poem by 12-year-old John H. from Switzerland and read it aloud. Ask students, how did this poem make you feel? Show students Switzerland on a map.</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> Have students think about someone that they know who is an everyday <b>hero</b>. Ask students</p>	<p>Steps: Do this activity when you have at least 30 minutes on one day and another 10 minutes after the action is complete.</p> <p><b>Show students the photo example 6.2</b> of Zander and Jade from Washington state, USA. They love to make rocks for people. Ask students: Have you ever painted or decorated a rock for someone? Show students Washington State, USA on a map.</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> Have students make a</p>	<p>Steps: 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><b>Show students the photo example 6.3</b> of elementary school students in Venezuela with educators Magaly A. and Iris G. Read this description: <i>Children dressed as local heroes</i>. Ask students if there is anything about the people of Venezuela, they are curious about.</p>

<p>people in the community, like first responders. Once students make their lists, have them share it with the class and then select one of the people on the list. Have students write their selected person a note or draw a picture of something this person <i>specifically does for them</i> that causes the student to be <b>grateful</b>. Have students give the note/drawing to the person, as soon as possible.</p> <p><b><u>Note to the teacher:</u></b> Depending on the age, maturity, and language skills of the student it will be important for them to have some think and discussion time about <b>gratitude</b> prior to being asked to make a list. Perhaps you could make a list first, sharing five people you are <b>grateful</b> for and exactly why you are <b>grateful</b> for them, then you could also model a card/letter/or drawing as</p>	<p>to write a short poem about their <b>gratitude</b> for this person using the format of the five senses that John used for his poem about kindness. Have students share their poems with each other and then give their poem to the person the poem is about.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students, using our five senses like John H. did from Switzerland, how can we tell an everyday <b>hero</b> <i>that we know</i> how we feel about them? Please share an idea with a partner.</p> <p><b><u>Note to the teacher:</u></b> Depending on age and maturity, students may or may not have a grasp for what a <b>hero</b> is beyond what they see in the movies or social media, such a Marvel character. It will be important to facilitate a short discussion about what an everyday <b>hero</b> is before asking students the above questions.</p> <p>Ask students to share ideas with the group and determine which idea works using typical classroom procedures.</p>	<p>“<b>gratitude</b> rock” for a GROUP of people in the community that the students <b>admire</b> or view as <b>exemplars of kindness</b>. Brainstorm a list with students of <i>groups</i> of people in the community who are <b>exemplars of kindness</b> such as teachers at a particular school, emergency room doctors/nurses at a particular hospital, or first responders such as police officers or firefighters at a particular station. As you form the list, ask the students why they admire the <i>group</i> or think that they are <b>exemplars of kindness</b>. Using a voting process ask the class to determine which <i>group</i> will be “<b>gratitude</b> rocked” by the class. Provide each student with a rock to paint or draw on with markers. If rocks are not available students can show gratitude via another medium that is available. Once the rocks are ready, deliver them to the group with a note of thanks and gratitude from the class. <b><u>Note to the teacher:</u></b> The rocks can be very small, as the idea here is that the rock is a</p>	<p><b><u>Questions for the teacher to ponder in preparation for this immersion:</u></b> Is there anything about Venezuela in that serves as a mirror for your students? Does anything serve your students as a window into a new culture? How do the differences in cultures provide an opportunity for your students to learn about a new culture or to see them reflected within these cultures? As you frame questions and guide discussions, be thinking about these opportunities. How might this expression of <b>kindness</b> be an <b>empathetic</b> nudge for others to also do something kind?</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> Engage students in creating an <b>honor</b> parade. Do this by brainstorming a list of everyday professions like military officers, pilots, bus drivers, teachers, health care providers, cooks, cleaners, judges, etc. or for <i>older</i> students, people from history like Mother Teresa, Rosa Parks, Nelson Mandela, Julius Caesar, etc. who deserve to be <b>honored</b> because of the impact they made on others. Assign, or allow</p>
---	---	--	---

<p>well, showing students at least one specific reason why you are <b>grateful</b> for that person.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: Who is one person you are <b>grateful</b> for and exactly why are you grateful for them? Please share an idea with a partner. Once the partners share, ask: what is one thing we can do to show each person we are grateful for, our gratitude?</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 <b>or</b> the student-generated lesson idea.</p> <p><b><u>Think, Share, and Connect:</u></b> After students complete the action, ask them questions using the</p>	<p>Implement the teacher-generated lesson idea <b>or</b> the student-generated lesson idea.</p> <p><b><u>Think, Share, and Connect:</u></b> After students complete the action, ask them questions using the following prompts: Why is it important to express or show <b>gratitude</b> to people who we think are <b>heroes</b>? How do you think this made them feel? How did you feel expressing <b>gratitude</b>? Why is expressing <b>gratitude, kind</b>? How might this expression of <b>kindness</b> be an <b>emphatic</b> nudge for other kids or the person you showed gratitude towards a <b>hero</b> to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>work of art, which is the token of <b>gratitude</b>.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: What is a simple thing we can do to show a <b>GROUP</b> of people in our school, home, or community that we <b>admire</b> them or that they are <b>exemplars of kindness</b>? <b><u>Note to the teacher:</u></b> Many students of this age-range do not know what an <b>exemplar</b> is, so you will likely need to define this with examples. Young students may also benefit from ideas listed in the teacher-generated lesson idea above. 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 <b>or</b> the student-generated lesson idea.</p> <p><b><u>Think, Share, and Connect:</u></b> After students complete the action, ask them questions using the following prompts: How did</p>	<p>students to select to “BE” one of these people in a school “<b>honor</b> parade” like the children in Venezuela did. By “being” one of these people a student may dress-up like them, make paper costumes/hats, or simply wear/carry a sign on them that describes who they are and why the person they are portraying should be <b>honored</b>. Make a plan with the principal or head-of-school to invite other classes and/or families to the <b>honor</b> parade.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: Please share an idea with a partner that would be a project the class could do to learn more about <b>AND</b> also <b>honor</b> people with important jobs, like a pilot, or people from history who have had a big impact, such as Mother Teresa, like the kids did in Venezuela.</p> <p>Ask students to share ideas with the group.</p> <p><b><u>Note to the teacher:</u></b> In either scenario above, a student may know about a home-town or country <b>hero</b> that may not be well-</p>
---	--	--	--

<p>following prompts: Why is it important to express or show <b>gratitude</b> to people who do things for us? How do you think this made them feel? How did you feel expressing <b>gratitude</b>? Why is expressing <b>gratitude, kind</b>? There are probably other people you are <b>grateful</b> for, too, how might you express <b>gratitude</b> towards them? Do you think the person you showed <b>gratitude</b> toward also has people they are <b>grateful</b> for? How might this expression of <b>kindness</b> be an <b>emphatic</b> nudge for other kids or the person you showed <b>gratitude</b> towards to also do something kind?</p> <p>Share and discuss as time allows.</p>		<p>the activity help them feel about the importance of showing the people we <b>admire</b> them or those we think are <b>exemplars</b> of <b>kindness, respect, and appreciation</b>? Why is it important to show <b>appreciation/gratitude</b> for people who we admire or who are <b>kind</b>? How is it an expression of <b>kindness</b> to show <b>appreciation</b> or <b>gratitude</b>? How might this expression of <b>kindness</b> be an <b>emphatic</b> nudge for other kids or the person you showed gratitude towards to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>known by you or other students in the classroom; therefore, it is recommended that parents/guardians be included in the brainstorming process.</p> <p>Determine which idea works the best for the school and developmental appropriateness of the students, 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 <b>honor</b> someone who has or is making a difference.</p> <p>Implement the teacher-generated lesson idea <b>or</b> the student-generated lesson idea.</p> <p><b>Think, Share, and Connect:</b> 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? What did you learn about why it is important to <b>honor</b> people who make contributions? How do you</p>
---	--	---	--

			<p>think others might have felt as a result of our project? How do you know how others felt? How long people will remember what we did? How do you think this project may have provided an <b>empathetic</b> nudge causing others to do something similar?</p>
--	--	--	--

**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; Critical Thinking; Empathy/Perspective Taking; Emotional Knowledge/Expression; Self-Esteem; Self Knowledge; Purpose; Ethical Values; Gratitude; Civic Values

<b>Mini-Kindness Boost</b> <i>What does kindness look like? How does kindness feel?</i>	<b>Kindness Boost</b> <i>What skills can/should be developed to show kindness?</i>	<b>Super Kindness Boost</b> <i>What complex kindness skills can be developed?</i>	<b>Kindness Immersion</b> <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: Do this activity when you have at least 10 consecutive minutes.</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> Tell students that they are going to learn about how to <b>advocate</b> for themselves by solving a problem that is not real. Ask students: What if another class got better food than our class did, every single day for a month of school? And, then, what could we do to <b>advocate</b> for a change to make it <b>fairer</b>? Engage</p>	<p>Steps: Do this activity when you have a total of 20 consecutive minutes.</p> <p><b>Read students the story <u>Home:</u></b> A story of resilience and healing, by Carrie Barns (2020). <b>Or</b> read something from the newspaper about someone losing their home from fire or another natural disaster or crisis. <b><u>Note to the teacher:</u></b> Some students may not be familiar with the concept of the term <b>crisis</b> which is why reading the story or article will be helpful for them to understand what a <b>crisis</b> is. It is also important that if a student in your class has ever lost their home</p>	<p>Steps: Do this activity when you know you have at least 30 consecutive minutes.</p> <p><b>Show students the photo example 7.1</b> from 11-13-year-olds in Cote d' Ivoire, Africa. <b>Read</b> the description from their teacher, Toti: "<i>At the end of the class, they all stood up and put their right hand on their chest to express their love to the children in the world, and especially to those in Ukraine.</i>" Ask students: What do you notice about the students in Cote d' Ivoire? How did it feel to see their photo, sending love to you?</p>	<p>Steps: Do this activity when you know you have at least 15 minutes a day for a week, or for up to 2-4 weeks and a large pocket of time like 45 minutes to create a plan.</p> <p><b>Show students the photo example 7.2</b> of students in Massachusetts, USA, titled: "Making friendship bracelets to give to Ukrainian refugees". Discuss the concept of being a refugee; someone who is forced to leave their home because it is no longer safe to live there. Discuss this quote from India: "<i>A friend in need is a friend indeed.</i>"</p>

<p>students in writing a group email to the principal or head-of-school asking them to address this issue using data and facts. <b><u>Note to the teacher:</u></b> It is extremely important to emphasize to the students that this is not a real situation, that everyone's food in the cafeteria is STILL the same and that the class is just practicing <b>self-advocacy</b>.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: What is one situation that just doesn't seem <b>fair</b> at our school? Please share an idea with a partner.</p> <p><b><u>Note to the teacher:</u></b> Students often come up with very elaborate ideas or none at all, this is typical, for this age-range. If you want a topic that is not a hypothetical question, students might need a week or more to mindfully make observations and</p>	<p>due to fire or a <b>crisis</b> that you keep this in mind so as not to cause trauma to them.</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> Ask students: What could we do to <b>support</b> and show our <b>empathy</b> for an elderly couple who live down the street from our school <i>if</i> they lost their home and everything inside of it in a house fire? Brainstorm ideas about how the class could support the elderly couple <b>or</b> (a real family they learn about). Discuss each idea, deeply, and how it would feel to be able to <b>support</b> and show <b>empathy</b> for those in need during a <b>crisis</b>. <b><u>Note to the teacher:</u></b> If you go with supporting a real situation/<b>crisis</b>, as opposed to a mock situation, it is important to realize that even cards/notes of support from the children would be meaningful and that it is not necessary to do a "grand" gesture.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: What is something that is happening right now that is a <b>crisis</b> for someone else in our town or region, and</p>	<p>Show students Cote d' Ivoire on a map.</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> Ask students to think of something that they are good at, it can be anything. Perhaps it is something academic, sports, friendship, cooking, cleaning, etc. Once everyone has one thing in mind, go around the room and ask each student to carefully stand up on their chair and say in an outdoor voice: "I am great at _____."</p> <p><b><u>Note to the teacher:</u></b> It will be very important that you model this for your students, making it OK to stand up on a chair, for a moment. It is also recommended that you stand NEXT to each student as they go up on their chair, to ensure that they are safe and that they do it properly. Finally, some of the students will feel shy about doing this, if so, engage the other students in encouraging them, with comments like, "you can do it" but not to goad them. If a student is still not feeling comfortable, allow them to do so by sitting at</p>	<p>Ask students what they noticed about the students in Massachusetts and the quote from the student in India. Ask, do you think these kids are similar to us? How might they be different? Are there any similarities or differences about what we could see about the place where they go to school?</p> <p><b>Show</b> Massachusetts and India on a map; ask students what they want to learn about the people who live in Massachusetts and India.</p> <p><b><u>Questions for the teacher to ponder in preparation for this immersion:</u></b> Is there anything about the people or the country of India or USA that serves as a mirror for your students? Does anything serve your students as a window into a new culture? How do the differences in cultures provide an opportunity for your students to learn about a new culture or to see them reflected within these cultures, and how does it help them to empathize with different people? As you frame questions and guide discussions, be thinking about these opportunities. Do your</p>
--	--	--	---

<p>record them or more direct facilitation with prompting on your part. Again, depending on maturity of the students, they may not be able to observe or determine something that doesn't seem fair, so a hypothetical question might work the best in order to introduce the concept of <b>fairness</b> and <b>self-advocacy</b>. Discuss what isn't <b>fair</b> and then brainstorm one simple thing the class could do to address the situation. If it is hard to do something quickly, ask each pair to role-play how they would address the situation and with whom.</p> <p>Implement the teacher-generated lesson idea <b>or</b> the student-generated lesson idea.</p> <p><b><u>Think, Share, and Connect:</u></b> After students complete the role-play, ask them questions using the following prompts: Please</p>	<p>one thing we can do to show <b>support</b> and <b>empathy</b> for them?</p> <p>Share ideas with a partner. Ask students to role-play their ideas in pairs or small groups for the entire class.</p> <p>Implement the teacher-generated lesson idea <b>or</b> the student-generated lesson idea.</p> <p><b><u>Think, Share, and Connect:</u></b> After the students complete the action ask them questions using the following prompts: What did you learn about how responding in a <b>crisis</b> shows <b>support</b> and <b>empathy</b> for others? How was showing <b>support</b> and <b>empathy</b> an expression of <b>kindness</b>? How important is it for us to show <b>support</b> and <b>empathy</b> when someone is having a crisis? How might this expression of <b>kindness</b> be an <b>emphatic</b> nudge for other kids or the person you showed <b>gratitude</b> towards to also do something kind?</p> <p>Share and discuss as time allows.</p>	<p>their desk or standing up by their desk.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: What is something simple that we could do to show <b>support</b> for kids throughout the world like the kids in Cote d' Ivoire did? Please share an idea with a partner.</p> <p>Ask students to share their ideas with the group and determine which idea works using typical classroom procedures.</p> <p><b><u>Note to the teacher:</u></b> Depending on age or maturity, students may or may not completely understand the concept of supporting other kids, like those in Ukraine. It might be helpful to discuss the concepts of being a refugee due to the war or a <b>crisis</b>. It is important that you may actually have a student or other family members of a student who has experienced life as a refugee or war. It is important to bear this in mind, as you do not want this lesson to be a source of trauma for a child.</p>	<p>students see <b>kindness and friendship</b> as something that is universal? How might this expression of <b>kindness</b> be an <b>emphatic</b> nudge for others to also do something kind?</p> <p><b><u>Teacher-Generated Lesson Idea:</u></b> Implement a plan to sponsor a school-wide "Support Ukrainian Refugee/People Week" at your school or in your class. Students could be asked to do simple things each day in order to help raise <b>awareness</b> for, <b>support</b> of, or to <b>take a stand</b> for Ukrainian refugees/people, such as: wearing blue and yellow on Monday; tying blue and yellow ribbons to trees on Tuesday; writing cards to kids who are refugees on Wednesday; writing letters to the newspaper to <b>advocate</b> for Ukrainian refugees/people on Thursday; and learning about Ukrainian people, culture, and foods on Friday.</p> <p><b><u>Student-Generated Lesson Idea:</u></b> Ask students: to share an idea with a partner that would be a project they can do to raise <b>awareness</b> for, <b>support</b>, and/or <b>stand</b> with the refugees/people of Ukraine at their</p>
---	--	---	--

<p>think about how the activity helped you learn about what you can do when things don't seem <b>fair</b>. How is it <b>kind</b> to <b>advocate</b> for yourself or others? How is <b>taking a stand</b> in order to inspire others to also take actions or to change procedures when there is <b>unfairness</b> also part of being <b>kind</b>?</p> <p>Share and discuss as time allows.</p>		<p>Implement the teacher-generated lesson idea <b>or</b> the student-generated lesson idea.</p> <p><b><u>Think, Share, and Connect:</u></b> For the teacher-generated lesson idea: Ask students how did it feel to <b>advocate</b> for yourself by <b>taking a stand</b>, and telling everyone what you are great at in a grand way? What did you learn about speaking-up for/<b>advocating</b> yourself? Is it hard to do? Why or why not?</p> <p>For the student-generated lesson idea: After students devise a way to show <b>support</b> or <b>raise awareness</b> for other kids, such as refugees discuss how their actions were <b>kind, empathetic, compassionate, and supportive</b>. Ask students questions using the following prompts: How did your actions impact others? What other actions could you do to <b>show support</b> or to raise <b>awareness</b> for or <b>advocate</b> for people who are refugees?</p> <p>Share and discuss as time allows.</p>	<p>school or in their classroom like the kids in Massachusetts did.</p> <p>Ask students to share ideas with the group. Perhaps they can also do a role-play with their partner for the class that demonstrates their idea.</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 <b>support</b> of the people of Ukraine 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 <b>or</b> the student-generated lesson idea.</p> <p><b><u>Connect with others:</u></b> Ask someone from the school or school system to share a first-hand account of how the class activity was received and how the</p>
---	--	---	--

			<p>students' taking the time to raise <b>awareness/advocate</b> for and to <b>support</b> the refugees/people of Ukraine the school/class impacted people. They could visit the class or write an email.</p> <p><b><u>Think, Share, Connect,</u></b> <b><u>Draw/Write:</u></b> Over the next few weeks, during journal writing or free time, ask students to write a short reflection and/or draw a picture 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? How long do you think other people will remember what we did? How did we inspire others to do kind things for people of Ukraine? How was this project an expression of <b>kindness</b>? Students could alternatively interview the head-of- school/principal to see how their expression of <b>kindness</b> impacted the school.</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 support the people of Ukraine.</p>
--	--	--	---

			<p>Encourage families to share with the class what they might do at home to <b>support</b> the people of Ukraine.</p> <p>If students are developmentally ready, check with the students' parents/guardians/family about their possible Ukrainian or other Eastern European roots. If so, invite them to the class, and let the students interview them.</p>
--	--	--	---

**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.

## References

- Arnold, H. (2020). The difference between kindness and compassion. *PsychCentral*. [https://psychcentral.com/blog/radical-hope/2020/06/the-difference-between-kindness-and-compassion?utm\\_source=ReadNext#1](https://psychcentral.com/blog/radical-hope/2020/06/the-difference-between-kindness-and-compassion?utm_source=ReadNext#1)
- Barnard, H. (2012). Pestalozzi and Pestalozzianism; life, educational principles, and methods of John Henry Pestalozzi with biographical sketches of several of his assistants and disciples. University of Michigan.
- Barnes, C. (2020). *Home: A story of resilience and healing*. Roundtree Press.
- Blum, L. (2011). Empathy and Moral Psychology: A Critique of Shaun Nichols's Neo-Sentimentalism. In Carla Bagnoli (ed.), *Morality and the Emotions*. Oxford University Press, 170-193.
- Brühlmeier, A. (2010). *Head, heart and hand. Education in the spirit of Pestalozzi*. Cambridge: Sophia Books.
- Čapková, D. (2006). Comenius: An alternative, *Paedagogica Historica*, vol.28, 2, 186-197, doi: <https://www.tandfonline.com/doi/abs/10.1080/0030923920280202>
- Cartledge, P. (1997). *Democritus* (The Great Philosophers), London: Routledge.
- Christen, M., & Narvaez, D. (2012). [Moral Development in Early Childhood is Key for Moral Enhancement](#). *American Journal of Bioethics—Neuroscience*, 3(4), 25-26.
- Cockerill, A. (2017). *Each one must shine: The educational legacy of V. A. Sukhomlinsky*. EJR Language Service Pty.
- Comenius, J.A. (1967). *The Great Didactic of John Amos Comenius: Now for the First Time*, tr. and ed. Maurice W. Keatinge. New York: Russell and Russell.
- Eisenberg, N., Morris, A.S. (2001). The Origins and Social Significance of Empathy-Related Responding. A Review of Empathy and Moral Development: Implications for Caring and Justice by M. L. Hoffman. *Social Justice Research* 14, 95–120. <https://doi.org/10.1023/A:1012579805721>
- Günther, K.H. (1993). Friedrich Adolph Wilhelm Diesterweg. *Prospects* 23, 293–302. <https://doi.org/10.1007/BF02195041>
- Henshon, S.E. (2019). *Teaching empathy: Strategies for building emotional intelligence in today's students* (1st ed.). Routledge. <https://doi.org/10.4324/9781003238621>
- Jones, S., Brush, K., Wettje, S., Ramirez, Th., Poddar, Mao, Z.X., Marenus, M., Wettje, S. Finney, K., Rasich, N. Podoloff, N., Kahn, J., Barnes, S., Stickle, L., Brion-Meisels, G., McIntyre, J., Cuartas, J., and Bailey, R. (2021). *Navigating SEL from the Inside Out. Looking Inside and Across 33 Leading SEL Programs*. A practical resource for schools

and OST providers, preschool & elementary focus, 2<sup>nd</sup> edition. <https://www.wallacefoundation.org/knowledge-center/Documents/navigating-social-and-emotional-learning-from-the-inside-out-2ed.pdf>

Karlin, M, and Ozawa de Silva, B. The Science, theory and practice of kindness: A Brief overview.

<https://mgiep.unesco.org/article/the-science-theory-and-practice-of-kindness-a-brief-overview>

Korczak, J. (1992). *When I am little again and The Child's right to respect*. University Press of America.

Korczak, J. (2018). *How to love a child: And other selected works*. Volumes 1-2. Vallentine Mitchell.

Miller, E. J. (2003). Teaching methods, the Herbartian revolution and Douglas Clay Ridgley at Illinois State Normal University. *Journal of Geography* 102 (3): 110-120.

Narvaez, D., & Lapsley, D.K. (2009). Moral identity and the development of moral character. In D. Medin, L. Skitka, D. Bartels, & C. Bauman (Eds.), *Moral cognition and decision making*, Vol. 50 of the *Psychology of Learning and Motivation* series (pp. 237-274). Elsevier.

Nucci, L. (2008). *Nice is not enough*. Pearson.

Nucci, L., Ilten-Gee, R. (2021). *Moral education for social justice*. Teachers College Press.

Schonert-Reichl, K.A. & Hymel, S. (2007). Educating the heart as well as the mind: Why social and emotional learning is critical for students' school and life success. *Education Canada*, 47, 20-25.

Simon-Thomas, E. (2019). How to Keep Your Empathy Switched On.

<https://www.youtube.com/watch?v=62ZFzvtVCdE&t=41s>

Sukhomlinsky, V.A. & A. Cockerill (2021). *Our School in Pavlysh: A Holistic Approach to Education*

The Items Included in each of the 24 Revised IPIP-VIA Scales (Values in Action [VIA]: Peterson & Seligman, 2004).

[https://ipip.ori.org/newVIAKey.htm#Kindness\\_Generosity](https://ipip.ori.org/newVIAKey.htm#Kindness_Generosity)

The Dalai Lama's Education of the Heart. <https://educationoftheheartdialogue.org/dalai-lama-education-of-the-heart/>

Tsyrlina-Spady, T. and Renn, P. (Eds). (2020). *Nurture, care, respect, and trust: Transformative pedagogy inspired by Janusz Korczak*. Myers Education Press.

Voros, F.K. (1975). Democritus' educational thought, *Paedagogica Historica*, vol. 15, 2, 457-

470, doi: <https://www.tandfonline.com/doi/abs/10.1080/0030923750150206>

What is empathy? In Greater Good magazine. Berkeley. <https://greatergood.berkeley.edu/topic/empathy/definition>.

Williams, A. M. [1911] (2008). *Johann Friedrich Herbart: A Study in Pedagogics*. Kessinger Publishing. ISBN 978-1436502542.

Woolf, N. *Social-Emotional Learning Curriculum: 20+ Leading SEL Programs*. *Panorama Education*  
<https://www.panoramaed.com/blog/social-emotional-learning-curriculum>

Zaki, J. (2019). *The War for Kindness: Building Empathy in a Fractured World*. Crown.

Zaki, J. (2019). How to increase empathy and unite society. *The Economist*. June 7, 2019.

## Appendix 1

Please visit this [page](#) for more books to use with students and other resources.

For more ideas and activities to use with the age group 4-10, check the following pages on the project website: <https://express-kindness.org/age-group-3-5-years-old/> and <https://express-kindness.org/age-group-6-10-years-old/>.

To learn more about the vocabulary children use to describe kindness, check our [Kindness Vocabulary](#).

If you are looking for the quality children's literature on topics related to our Kindness Curricula Materials, check [here](#).

[This website](#) provides a list of books on social emotional learning for the age group 10-11.

You can find a list of 25 books for teaching social emotional learning [here](#).

If you are looking for ways to support students who are learning the primary language spoken in the classroom, check the following [website](#).

## Appendix 2. Videos used in the curricula materials

Calypso music and dance by Xhaiden, 5 years old, with the help of Angela Darius, Point Fortin, Trinidad and Tobago. <https://www.youtube.com/watch?v=opcosRnKVjM>

Dancing by Tanishi, 9 years old, and Vipan, Ludhiana, Punjab, India. [https://www.youtube.com/watch?v=i9EkzY\\_\\_7ig](https://www.youtube.com/watch?v=i9EkzY__7ig)

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

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