



One Kind
Act a Day



One Kind Act a Day: Elementary Kindness Education Curriculum

Dear Teacher,

We want to thank you for everything you are doing to help educate our children. It is a huge responsibility and privilege. Think about the level of trust society has in you; every day, several dozen parents entrust you to care for and teach their children. Thank you for all you do.

Aristotle, one of Ancient Greece's finest teachers once said, "educating the mind without educating the heart is no education at all". He believed that while we help our pupils attain wisdom and knowledge, it is also our duty to teach them compassion. At One Kind Act a Day we hope to facilitate opportunities that assist teachers in that character education. We understand that between lesson plans, testing, grading, and the other myriad duties of a teacher, things can get busy. In order to make it a little easier we have provided these series of lessons we hope you will use.

This resource is divided into six different lessons filled with prompts, reading, activities and more. Each lesson includes an aspect that is done at school, along with an activity that your student can bring home. If we can get kindness to live beyond your classroom and continue with your student into their home, then we have accomplished something great.

We are piloting these lessons and would love your feedback on the content, organization, materials, and effectiveness. Together we can create something that provides Aristotle's goal of educating the heart.

Thank you once again for the amazing work you do.

One Kind Act a Day

School Lesson One: What is Kindness?

Objective: *Identify ways to show kindness at school. Practice acts of kindness in the classroom and beyond.*

Materials: White board or poster board for listing ways to be kind. Scavenger hunt PDF.

Activity One (10-15 minutes): Students sit in a circle. Ask the following questions and record answers on the whiteboard or posterboard:

- “What does it mean to be kind?”
- “How do good manners bring kindness?”
- “What are some good manners that we can practice in our classroom?” Record answers.
- “What are ways to show kindness in our classroom?” Record answers.
- “What are ways to show kindness in our school?” Record answers.
- “How does it feel when you are kind?”

Post recorded answers in the classroom where they can serve as a reminder.

If allowed, show YouTube: "[Mr. Indifferent](#)" by Aryasb Feiz

Activity Two (5 minutes):

Have students return to their seats and tell them that periodically the class will be taking a “kindness break.” Explain that this means that they will be free to leave their seats and do kind acts for other people in the classroom. Refer them to the kindness chart that you made for ideas but explain to them that they may find other ways to be kind that are not on the list. Encourage them to make sure that they are not just doing kind things for their best friends, but that they should try to watch out for everyone in the class and look for ways to spread kindness to everyone. Be sure to set parameters that work for your classroom (staying inside the room, using soft voices, etc.).

Practice taking a 3-minute Kindness Break

SAFETY ACTIVITY (MANDATORY): Ask the students if they should be kind to adults they don’t know (strangers). **Explain that safety is very important and needs to come before kindness.** Remind students that they shouldn’t speak to a stranger or try to help a stranger unless they are with their parents or another trusted adult. Remind students that if someone or something makes them feel uncomfortable, they should tell a trusted adult.

Extension Activity One: Take a kindness break on the playground. Take 5-10 minutes outside of your designated PE time to go outside and perform acts of kindness for students outside of your class. This could also include picking up trash, etc.

Extension Activity Two: Kindness scavenger hunt. Pass out the scavenger hunt cards and allow students to work through the day to fill in all squares as part of their daily school routine. Celebrate the students who complete the scavenger hunt as appropriate in your classroom (or with OKKAD stickers, etc.).

Follow up Questions:

Were all of your kind acts welcomed? What should you do if they are not?

How does it feel to be kind?

If you do something kind, does kindness have to be given in return?

Lesson One Adaptations for K-2:

Materials: The Caring Me I Want to Be, Diversity Dolls, Situation Pictures

Activity One (5 minutes): Read *The Caring Me I Want To Be* by [Mary DiPalermo](#), [Emma Randall \(Illustrator\)](#)

Lead a discussion about the kind things that happened in the book. How many kind things can we find?

Activity Two (10 minutes): Look at the situation pictures. Describe the picture for the students (as found on the back of the picture). Ask the students to think of something kind that they could do if they were in the situation.

Give students the opportunity to choose one of the diversity dolls. Have them use the doll to act out what they would do to be kind in the situation.

SAFETY ACTIVITY (MANDATORY): Ask the students if they should be kind to adults they don't know (strangers). **Explain that safety is very important and needs to come before kindness.** Remind students that they shouldn't speak to a stranger or try to help a stranger unless they are with their parents or another trusted adult. Remind students that if someone or something makes them feel uncomfortable, they should tell a trusted adult.

Home Lesson One: What is Kindness?

Student leads a home discussion:

- What does it mean to be kind?
- How can we show kindness at home?
- How do good manners bring kindness?
- How does it feel when you are kind?

Make a list of kind things that can be done at home to show more kindness and post it where everyone can see it. Encourage family members to add ideas to the list throughout the week.

Introduce the Family Kindness Scavenger Hunt: Have family members complete the squares on the scavenger hunt throughout the week. Celebrate those who complete the scavenger hunt as is customary in your family, and/or by posting their completed cards where they can be seen and celebrated by the family. When the scavenger hunt is completed by all family members, return the sheets to the classroom teacher for a Kindness Coin that can be taken home and then passed between family members (ideas for use included with Kindness Coin).

Follow up questions:

1. How does it help our family to show kindness?
2. What types of kind acts helped you the most?
3. Can you think of ideas for ways we can be kind to extended family members?
4. What happens if a family member does not say thank you or receive your kind act?
5. How does it make you feel when you are kind to the family.

Additional Media:

YouTube: [MAKE JOY HAPPEN - A BEAUTIFUL ANIMATED SHORTFILM](#)

YouTube: ["Mr. Indifferent" by Aryasb Feiz](#)

YouTube: [The Olive Branch: SLEEP](#)

School Kindness Scavenger Hunt

Say thank you to one of the cafeteria workers	Pick up three pieces of trash outside of your classroom	Follow your teacher's instructions quickly without complaining	Invite someone to eat lunch with you that you don't usually sit with
Let someone go in front of you in line	Invite someone you don't know to play on the playground	Say hello to someone that is not your friend	Thank the office workers for their hard work
Smile at three other students that you have never met	Help your teacher without being asked	Look for someone that might feel left out, and invite them to join you	Help the librarian
Hold the door open for someone else to pass through ahead of you	Write a thank you note to your teacher for something specific they do	Treat someone the way you would like to be treated	Keep your desk clean

Home Kindness Scavenger Hunt

Make your bed for one week	Help to do the dishes	Say thank you to a parent or care giver	Offer to play with a sibling
Let someone else have a bigger piece of dessert	Let someone else choose the tv program	Open the car door for a family member	Clean up trash in the yard
Go to bed on time	Get up in the morning without arguing	Help fold your clothes and put them away	Help set the table for dinner
Help clear dinner dishes	Tell a sibling why you like them	Compliment a parent or care giver	Do someone else's chores for a day

*If the student is an only child, then tasks related to siblings should be directed to the parents/care givers.

School Lesson Two: Kindness in Our Community

Objective: *Identify ways to show kindness in our community. Build awareness for others and for opportunities to show kindness.*

Materials: Whiteboard and pen

Activity One (5 minutes): Use a whiteboard to help students define their community.

- *Pass The Baton Community Game:* Give the baton (a whiteboard marker) to a student to write the name of one place in the community that they have recently visited on the whiteboard, then have them “pass the baton” to another student to do the same. Tell students that there are no “repeats”. List as many community places as possible (park, church, grocery store, library, etc.)
- Continue making this list of the community locations until everyone has had an opportunity to contribute.

Activity Two (15 minutes): Brainstorm ways to show kindness in different locations.

- Divide the students into small groups. Divide the community locations between groups.
- Have each group brainstorm ways they can show kindness in each specific location.

Example: (At the park, we can take turns on the equipment. At church, we can make sure that we don't leave a mess in the building. At the library, we can whisper and put books back where they belong. At the grocery store, we can put the cart back where it belongs and say thank you to the cashiers.)

- Have each group present their ideas. Compile them into a list that you can post in your classroom.

SAFETY ACTIVITY (MANDATORY): Ask the students if they should be kind to adults they don't know (strangers). **Explain that safety is very important and needs to come before kindness.** Remind students that they shouldn't speak to a stranger or try to help a stranger unless they are with their parents or another trusted adult. Remind students that if someone or something makes them feel uncomfortable, they should tell a trusted adult.

Extension Activity One: Have each group draw a picture of their assigned locations on construction paper. Assemble the drawings onto a bulletin board as a community map.

Extension Activity Two: Read the book *What if Everybody Did That* by Ellen Javernick (also found on YouTube). Discuss what it means to be responsible in the community.

Extension Activity Three: Write a short story about two people showing kindness in the community. Act out the short story in pairs.

Enrichment activity for older children: Ask, “What does it mean when two people’s “rights” are in conflict?” How can these situations be resolved kindly and peacefully? Examples:

- One person might have the right to play their music loudly while another person might have the right to enjoy quiet.
- Four people might have the right to walk side-by-side on the sidewalk going north, while four other people might have the right to walk side-by-side on the same sidewalk going south. But the sidewalk is not wide enough for eight people when it comes time for them to pass each other.
- One person might have the right to swing on the swing at a community playground, but another person might also have the right to swing.

Lesson Two Adaptations for K-2:

Materials: “Fingerprints on the Heart”, Pictures of Community Places, Diversity Dolls

Activity One: Talk about the community. Ask students where they go each day. Encourage answers like - the grocery store, the library, church, my friend’s house, the ice cream parlor, a restaurant. Explain that all of these places make up our community.

SAFETY ACTIVITY (MANDATORY): Ask the students if they should be kind to adults they don’t know (strangers). Explain that safety is very important and needs to come before kindness. Remind students that they shouldn’t speak to a stranger or try to help a stranger unless they are with their parents or another trusted adult. Remind students that if someone or something makes them feel uncomfortable, they should tell a trusted adult.

Activity Two: Read the book *Fingerprints on the Heart* by Sherri Heider Wright

Activity Two: Show students pictures of different places in the community. Ask students to think of ways to be kind in each of the different places. Have students choose a diversity doll and allow them to act out the kind things they thought of. For example, the teacher can choose a diversity doll and act as the cashier at the store. The student can choose a diversity doll to practice saying “please” and “thank you”.

Home Lesson Two: Kindness in Our Community

Student leads a home discussion:

- What places in our community have we visited in the last month?
- How can we show kindness in each of those locations?

Draw a simple map as a family of all of the usual places that your family visits in your community.

Throughout the coming month, place a star on each location on the map where a family member shows kindness when visiting. At the end of the month, meet to discuss kindness and how it felt to show kindness in the community.

Take a kindness walk (or drive):

As a family, plan a short walk or drive around the community. As you walk together, look for ways to show kindness. See how many kind acts you can perform as a family in the community.

Additional Media:

Read the book “What if Everybody Did That” by Ellen Javernick (also found on YouTube)

School Lesson Three:

Kindness to Our Earth and Living Creatures

Objective: *Identify ways to show kindness to our Earth and to living creatures.*

Materials: Earth Worksheet

Activity One (10 minutes): How amazing is our Earth?

- Make three large circles on a whiteboard. Label them RESOURCES, BEAUTY, PLEASURE.
- Give one example in each category and write it in the circle (i.e. water, flowers, hiking).
- Designate three areas of the classroom, one for RESOURCES, one for BEAUTY, and one for PLEASURE. Have students play “musical Earth” by walking around the classroom to music. When the music stops, have them go to the closest designated area.
- Give students 2 minutes in this area to think of as many things that the Earth gives us in their category (resources, beauty, pleasure) as they can. Then play the music again and repeat the activity. Ask students to find a different area each time.
- Lead a discussion having students express their ideas for each category as you record them in the circles on the whiteboard.

Activity Two (15 minutes): Nature Walk

- Talk about life and the miracle of all of the different types of life on this earth.
- Take the students outside for a nature walk. See how many different types of animals they can find. Remind students that even insects are a type of animal and because they are alive, they deserve to be treated respectfully. Also look for plants and note the many different types of plant life.
- Once you are back in the classroom, list the living things you found. Ask the question, do small creatures or large creatures have more value? Help them to understand that all living things have value and should be treated kindly.

Activity Three (15 minutes): Flood the Earth with Kindness

- Give each students the “Our Hands Can Show Kindness to the Earth” worksheet. Tell them, now that we are thinking about how great our Earth is and all of the living creatures, let’s think of ways that we can show kindness.

- Give the students 5 minutes of quiet time to write kindness ideas inside each of the five fingers. Then have them share ideas with the class, and by listening to and taking ideas from other students expand what they have written on their own sheets.

Extension Activity One: Students can make Earth Collages by cutting out pictures of nature (places and animals) and gluing them to a construction paper.

Extension Activity Two: Plant a small plant in the classroom. Have the students care for the plant over time. Watch its growth.

Lesson Three Adaptations for K-2:

Materials: Thank You, Earth: A Love Letter to Our Planet, Earth Worksheet

Activity One (10 minutes): Our Earth is Amazing

- Read the book *Thank You, Earth: A Love Letter to Our Planet* by April Pulley Sayre
- Talk about all of the amazing things the Earth gives us in each of these categories:
 - What food does the Earth give us?
 - What animals are on the Earth (including insects and water animals)?
 - What shelter does the Earth give us?
 - What does the sky give us?
 - What does the ocean give us?

Activity Two: (15 minutes): Nature Walk

- Take the students outside for a nature walk. See how many different types of animals they can find. Remind students that even insects are a type of animal and because they are alive, they deserve to be treated respectfully. Also look for plants and note the many different types of living plants.
- Once you are back in the classroom, list the living things you found. Ask the question, do small creatures or large creatures have more value. Help them to understand that all living things have value and should be treated kindly.

Activity Three (15 minutes): Flood the Earth with Kindness

- Give each student the “Our Hands Can Show Kindness to the Earth” worksheet. Tell them, now that we are thinking about how great our Earth is and all of the living creatures, let’s think of ways that we can show kindness.
- Give the students 5 minutes of quiet time to draw kindness ideas inside each of the five fingers. Then have them share ideas with the class, and by listening to and taking ideas from other students expand what they have drawn on their own sheets.

Extension Activity One: Students can make Earth Collages by cutting out pictures of nature (places and animals) and gluing them to a construction paper.

Extension Activity Two: Plant a small plant in the classroom. Have the students care for the plant over time. Watch its growth.

Our Hands Can Show Kindness to the Earth



Home Lesson Three: Kindness to Our Earth and Living Creatures

Student leads a home discussion:

- What resources does our Earth give us?
- What beauty does our Earth give us?
- What pleasure does our Earth give us?

Nature Walk: As a family, walk through your yard or a neighborhood park and look for as many living things as you can find. Talk about the value of each plant or animal.

Kindness Ideas: Have each family member trace their hands on a piece of paper. Write ways that our hands can show kindness to the Earth on each finger. Share ideas with each other. Cut out the hands and post them on the refrigerator or similar location.

Examples: Ideas might include: turning off the water when we brush our teeth, turning off the TV when it isn't being watched, not harming insects or other creatures who are harmless and live outside, noticing the beauty of plants and insects, being kind to any family pets, etc.

Additional Media:

Netflix: Our Planet Documentary Series (also found on YouTube), or any uplifting nature based show

School Lesson Four: Kindness to Ourselves

Objective: *Define self-care. Identify ways to exercise self-care and show kindness to ourselves.*

Materials: Feelings Situations Strips (one copy), Self-care Worksheet

Activity One (15 minutes): What Does This Feel Like?

- Cut out the feeling situation strips and put the strips in a jar.
- Place students into small groups. Have each group draw one strip from the jar and discuss how the situation described makes them feel.
- Rotate the strips until each group has had a chance to discuss each situation.
- Come back together as a class and discuss the feelings expressed. Point out that as humans we are meant to have feelings. Help the students realize that their feelings are normal and shared by others.

Activity Two (10 minutes): What is self-care?

Explain that we can be kind to ourselves by taking care of ourselves.

- Write on the board: Physical Self-Care, Emotional Self-Care, Positive Self-Talk
- As a class, brainstorm actions that fit in each category. In Positive Self-Talk, think of ways we can talk kindly to ourselves instead of saying and thinking unkind things.

Examples:

- **Physical self-care:** *getting enough sleep, exercising, being outside, playing a sport, deep breathing, smiling more, meditation.*
- **Emotional self-care:** *positive self-talk, writing in a journal, feeling your feelings, making time to do things you love to do, talking to a friend or parent.*
- **Positive self-talk:** *I am strong. I am a good friend. I am a hard worker. I can do this. Avoid words like “always” or “never” (“I always get the problems wrong”, “I never make the basket” or “I always get left out”).*

Activity Three (15 minutes): Self Care Worksheet

- Have each student list ways to practice self-care beside each of the situations.
- Have students share their ideas with the person next to them (pair and share). Have them add additional ideas to their worksheets as they share.

Extension Activity One: Being thankful helps us to feel better emotionally. Pass a bean bag from student to student. Upon catching the beanbag, have each student say one thing they are thankful for.

Extension Activity Two: Self-care “BINGO”. Have students complete the activities on the BINGO card, and when they have five in a row have them return the card to the teacher. The teacher can post the cards as a celebration of the student’s kindness to themselves.

Additional Media: I Am Love: A Book of Compassion by Susan Verde and Art by Peter Reynolds.
Also found on YouTube: I Am Love: A Book of Compassion Read Aloud Children's Book.

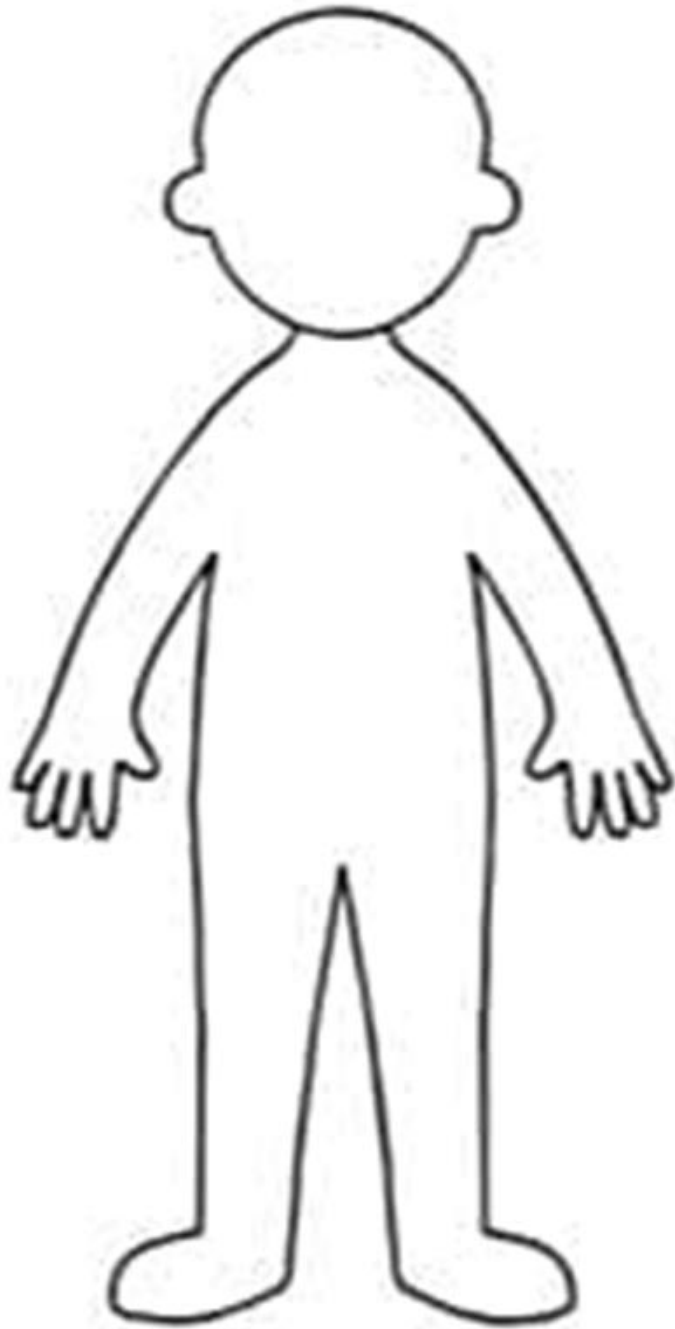
Lesson Four Adaptations for K-2:

Activity One (5 minutes): Read the book, *I Am Kind to Myself* by Eileen Spinelli

Activity Two (10 minutes): Discuss ways that the book says we can be kind to ourselves. How many ways can we think of?

Activity Three (10 minutes):

- Have each student choose a diversity doll. Let them use the diversity doll to describe one way that the doll could be kind to itself. Then have the students pledge to be kind to themselves in that same way.
- Use the “I Can Be Kind to Myself” worksheet to draw a picture inside of the doll shape of the way they chose to be kind to themselves. They can draw more than one way if they choose to.



I Can Be Kind To Myself

Home Lesson Four: Kindness to Ourselves

Student leads a home discussion:

- What are ways to practice self-care? Talk about both physical care and emotional care.
- What is positive self-talk?

Examples:

- **Physical self-care:** getting enough sleep, exercising, being outside, playing a sport, deep breathing, smiling more, meditation.
- **Emotional self-care:** positive self-talk, writing in a journal, feeling your feelings, making time to do things you love to do, talking to a friend or parent.
- **Positive self-talk:** I am strong. I am a good friend. I am a hard worker. I can do this. Avoid words like “always” or “never” (“I always get the problems wrong”, “I never make the basket” or “I always get left out”).

Brainstorming Activity: How can our family practice self-care?

- List ways that you can work together as a family to practice self-care. *Examples: We can remind each other to stop and breathe. We can remind each other to say positive things about ourselves. We can set goals to get enough sleep, to eat healthier, and to smile more.*

Self-Care Worksheet: Discuss as a family each of the scenarios. How would it feel if that scenario happened? What would be a way to practice self-care in each situation?

Family Self-talk: As a family, choose from the self-talk phrases below, or make up your own self-talk phrases. Post one phrase on the refrigerator or similar location and have the family practice using that phrase for a week. Change the phrase each week.

Extension Activity: Being thankful helps us to feel better emotionally. Pass a bean bag or small soft object from family member to family member. Upon catching, have each family member say one thing they are thankful for. Keep a daily gratitude journal.

Additional Media: *I Am Love: A Book of Compassion* by Susan Verde and Art by Peter Reynolds. Also found on YouTube: *I Am Love: A Book of Compassion Read Aloud Children's Book*

Positive Self-talk Phrases:

- “I accept and love myself.”
- “I let go of what I cannot change.”
- “I forgive myself for my mistakes.”
- “I can do anything I put my mind to.”
- “One bad day does not make me a bad person.”
- “I am strong.”
- “I can do difficult things.”

- “I accept and love myself.”
- “I am worthy of love.”

All of your friends make plans, but you are left out.

You don't do well on a school project or test.

You do something kind for someone, and they don't say thank you.

You had a lot of homework and didn't get enough sleep.

You tried out for a team or a club, but you didn't get chosen.

You have lots of things to do and you can't do them all perfectly.

Members of your family are not getting along with each other.

Someone makes fun of your appearance.

Self-care Worksheet:

Situation	Self-care	Positive Self-talk
All of your friends make plans, but you are left out.		
You don't do well on a school project or test.		
You do something kind for someone, and they don't say thank you.		
You had a lot of homework and didn't get enough sleep.		
You tried out for a team or a club, but you didn't get chosen.		
You have lots of things to do and you can't do them all perfectly.		
Members of your family are not getting along with each other.		
Someone makes fun of your appearance.		

Self-care Bingo

I got enough sleep last night	I did something that I enjoy doing	I said a kind thing to myself	I took five deep breaths when I was frustrated	I thought of something I am grateful for
I smiled a lot today	I remembered that everyone has feelings like I do	I took a walk outside	I ate something healthy	I told myself that I am strong
I did something nice for someone else	I thought of something that I do well		I listened to happy music	I snuggled up with a soft blanket
I talked to a friend about my feelings	I organized my backpack	I did muscle stretches	I thought of something that I am excited about in the future	I drank a glass of water
I wrote down my feelings	I noticed three beautiful things around me	I danced and laughed	I took a bath or a shower	I thought of three things that I am good at

School Lesson Five: What is Empathy?

Objective: *Define empathy. Demonstrate how to show empathy in a variety of situations.*

Materials: How Would I/They Feel worksheet. “Tami’s Hard Day” story (one copy).

Activity One (15 minutes): How would I feel?

- Explain to students that empathy is a very important skill to learn because having empathy helps us to treat people with more kindness. Explain that empathy has two parts, and that the first part is trying to **IMAGINE** how someone else might feel.
- Draw a large circle on the white board. Read each situation from the “How Would I/They Feel” worksheet. Ask the students to use one word to describe how the person in the situation might feel. Write the feeling words in the circle.
- Have the students close their eyes while you read each situation again and ask them to imagine that they are the person in the situation. Ask them if there are any more feeling words that they can add to the circle based on how they would feel if they were in the situation.
- Explain what it means to “walk in another person’s shoes.”

Activity Two (20 minutes): How would they feel?

- Explain to the students that the second part of empathy is listening to another person to **UNDERSTAND** how they feel.
- Assign the students a partner and give each partnership the “How Would I/They Feel” worksheet. Have them fill in the “How Would I Feel” portion. Then have them listen to their partner to fill in the “How Would They Feel” portion.
- Talk about ways that they felt the same as their partner and ways that they felt different. Explain that it is important to try to **IMAGINE** how another person might feel, and also important to listen when we have the chance so that we can better **UNDERSTAND** how they feel.

Activity Three (15 minutes): Identifying empathetic actions.

- Explain to students that when we have empathy, we can treat people with more kindness. This is because we notice them, and we think about how they feel.
- Read the story “Tami’s Hard Day”. Have the students put their hand on their hearts each time they hear an empathetic action. Have them cover their mouths each time someone does something that is not empathetic.

Extension Activity One: Have students trace their shoeprints onto a piece of construction paper and cut them out. On each shoe print, ask students to write things that they can do to show empathy. Display them under the heading “We Can Walk In Someone Else’s Shoes”

Examples: I can look for people who are left out and invite them to play. I can invite someone to eat lunch with me. If someone is being teased, I can be their friend. I can complement someone’s art work. If someone seems sad, I can ask them what is wrong and then listen.

Extension Activity Two: Discuss why phrases like “don’t worry about it”, “that wouldn’t bother me”, “you shouldn’t feel that way”, or “that’s a dumb way to feel” are not empathetic.

Additional Media: *The Invisible Boy* by Trudy Ludwig, also found on YouTube:
The Invisible Boy Read Aloud

Home Lesson Five: What is Empathy?

Student leads a home discussion:

- There are two parts of empathy. They are to **IMAGINE** how someone else feels and to **UNDERSTAND** how someone else feels.
- IMAGINING means to put ourselves in the other person's place and to think about how we would feel in the same situation.
- UNDERSTANDING means to listen carefully when someone tells you about how they feel.

Activity One (15 minutes):

As a family, complete the "How Would I/They Feel" worksheet. Read each situation out loud and ask a family member to say how they would feel. Write their feelings in the "How Would I feel" box. Then have other family members add their feelings to the "How Would They Feel" feel boxes.

Activity Two (10 minutes): Identifying empathetic actions.

- Explain to your family that when we have empathy, we can treat people with more kindness. This is because we notice them and we think about how they feel.
- Read the story "Tami's Hard Day". Have family members put their hand on their hearts each time they hear an empathetic action. Have them cover their mouths each time someone does something that is not empathetic.

Extension Activity One: Have family members trace their shoeprints onto a piece of paper and cut them out. On each shoe print, ask students to write things that they can do to show empathy. Display them on the refrigerator or similar place.

Examples: I can tell someone that the dinner they made tastes great. If someone seems sad, I can ask them what is wrong. I can include my brother or sister when I play. I can be a good listener when someone in the family is talking. I can share my toys and my treats. I can make time to spend with family members.

Extension Activity Two: Discuss why phrases like "don't worry about it"; "that wouldn't bother me"; "you shouldn't feel that way"; or "that's a dumb way to feel" are not empathetic.

Additional Media: "The Invisible Boy" by Trudy Ludwig, Also found on YouTube:
The Invisible Boy Read Aloud

How Would I/They Feel

Difficult Situation	How Would I Feel?	How Would They Feel?
Some kids made fun of my clothes		
I told a lie and my teacher found out about it		
My friends were talking about a fun party that I wasn't invited to		
No one wanted to be my partner during reading time		
The teacher called on me to go up to the board to show my answer, but I didn't know how to do the problem		
I didn't have money for lunch, so I sat alone		
I heard that one of my friends said something mean about me		
In PE we are doing something that I don't know how to do		

Feeling Word Examples:

scared	embarrassed	sad	hurt	frightened	lonely
angry	self-conscious	insulted	irritated	annoyed	upset
weary	discouraged	ashamed	powerless	worried	bad
tired	disappointed	cold	fearful	terrified	guilty
worried	threatened	miserable	anxious	terrible	shaky

Tami's Hard Day

Tami knew it was going to be a hard day. She woke up late and had to hurry to get ready for school. When she ran downstairs her little brother Ethan said, "Wow, your hair looks weird." Tami did not have time to brush it and felt embarrassed as she left for school.

When Tami entered the classroom, she saw some girls standing in a circle. One of the girls pointed at her and laughed. "What happened, did you comb your hair with a fork?" she said. All of the girls giggled.

One girl, Shantel, left the circle and walked up to Tami. "I like your hair," she said. "It's such a pretty color." This made Tami feel a little better.

Soon the class sat down to start the day. Mrs. Hall, her teacher, asked them all to take out a pencil. Tami realized that she forgot to bring one today. Juan was sitting next to Tami and noticed the look on her face. Juan knew what it felt like to forget his pencil. It had happened to him just last week. When he has asked Lisa if he could borrow a pencil, she had looked at him like he was crazy and had rolled her eyes. Juan didn't want Tami to feel the way he had felt, so he quietly leaned over and gave Tami an extra pencil of his own. Tami smiled a little smile. Maybe today wouldn't be so hard after all.

Tami felt better until it was time for recess. When everyone ran outside, Tami walked out last. She was not a very fast runner, and she was worried that no one would pick her to be on their kickball team. Still, she stood with the other kids hoping that they would let her join. One by one, the other kids got chosen. Only Tami was left, and the teams were even. "Sorry, there's no more room," Pete said to her as he started to play. As Tami turned to walk away, she felt a tap on her shoulder. Zola and Adriana were standing behind her, smiling. "We can play on the swing set," Zola said. They linked arms with Tami and the three of them skipped away.

At the end of the day, Tami was feeling much happier. When she got home, Ethan was sitting on the doorstep. Tami was still a little mad at him for making fun of her hair. She started to walk past him into the house, but as she did, she noticed the sad look in his eyes. Tami knew how it felt to be sad, but she didn't know why Ethan looked that way. Instead of passing by him, she sat down on the steps next to him. "Is something wrong?" she asked. Ethan told her that the other kids in his class were planning a party, and they didn't invite him. "They were talking about it right in front of me," Ethan said with a voice that quivered.

Tami thought about how she would feel if that had happened to her. She put her arm around Ethan and said, "Hey, you're my favorite and I always want to hang out with you. Let's ask mom if we can go to the park together." Ethan looked up. "Really?" he said. "Of course," replied Tami. "You are the coolest kid I know!" They ran inside together, smiling all the way.

Tami thought about the people who had shown kindness to her at school and about how good it felt to show kindness to Ethan. She smiled. She felt joyful when she realized that her hard day was not so hard after all!

School Lesson Six:

How Can I Be Kind as I Get Older?

Objective: *Identify ways to be kind at each stage of life*

Materials: As I Get Older worksheet, Coat of Arms worksheet

Activity One (20 minutes): Who Might I Be?

- Have students draw themselves in high school, as an adult, and as a senior citizen.
- Ask them to write three words under each drawing that describe how they want to be kind at each stage in life.
- Draw three large circles on the board. Label them High School, Adult, and Senior Citizen. Have students share their words and as they do, write them in the circles.

Activity Two (10 minutes): Actions speak louder than words

Put students in pairs. Ask them to imagine how they might act to show each word from the activity above. Model this process before asking them to brainstorm actions as a pair. For example, they might have written “thoughtful” under their high school drawing. The action might be that they choose to help a teacher, or that they keep the school clean, or that they hold the door for other people. Another example would be the word “patient” under their adult drawing. The action might be to listen to their children when they talk, or to not be grouchy when waiting in line at the grocery store, or to drive courteously.

This activity requires a lot of thought. You may need to help students think of examples to choose from. See the example list below.

Activity Three (20 minutes): Kindness Coat of Arms

- Explain that a Coat of Arms is a shield that represents a person or group
- Have students write their names in the ribbon area and then draw in each section of the coat of arms a picture of how they plan to be kind as they get older. This could be a picture of an action or could be word art describing how they intend to be.
- Display the Coat of Arms drawings under the title. “We Commit to be Kind”

Examples for Activity Two:

- High School: Accepting: I will be kind to everyone, even if they are different from me.
 Patient: I will teach other people how to do things that I am good at.
 Respectful: I will listen to my teachers and try to follow their class rules.
 Friendly: I will smile at everyone and try to look for people to include.
- Adulthood: Patient: I will remember that my young children are learning, and I won't rush them.
 Patient: I will follow the traffic rules to help keep everyone safe.
 Helpful: I will look for ways to help my neighbors, like bringing in their trash cans.
 Friendly: I will be kind to everyone at work, even the people I don't know well.
 Inclusive: I will make sure all of my family members and my in-laws feel included.
- Senior Citizen Thoughtful: I will watch for people who feel lonely and spend time with them.
 Patient: I will teach skills I have learned to other people.
 Loving: I will express my love for my family members and friends.
 Generous: I will look for ways to volunteer and serve others.

Additional Resources: YouTube: [Life Vest Inside - Kindness Boomerang - "One Day"](#)

Home Lesson Six: How Can I Be Kind as I Get Older?

Activity One: Coat of Arms

- Share your Coat of Arms with your family and tell them about your commitment to be kind as you get older.

Activity Two: Who Might I Be?

- Ask each family member to draw a picture of what they might look like in 20 years.
- Brainstorm ways that each family member can commit to being kind as they grow older. Have them write three ways that they can commit to being kind under their pictures.

Word Bank:

loving	patient	understanding	thoughtful	accepting	gentle
generous	helpful	compassionate	giving	serving	caring
aware	unselfish	considerate	friendly	courteous	honest
empathetic	inclusive	grateful	respectful	attentive	polite

Additional Resources: YouTube: [Life Vest Inside - Kindness Boomerang - "One Day"](#)

As I Get Older

High School



1. _____
2. _____
3. _____

Adult



1. _____
2. _____
3. _____

Senior Citizen

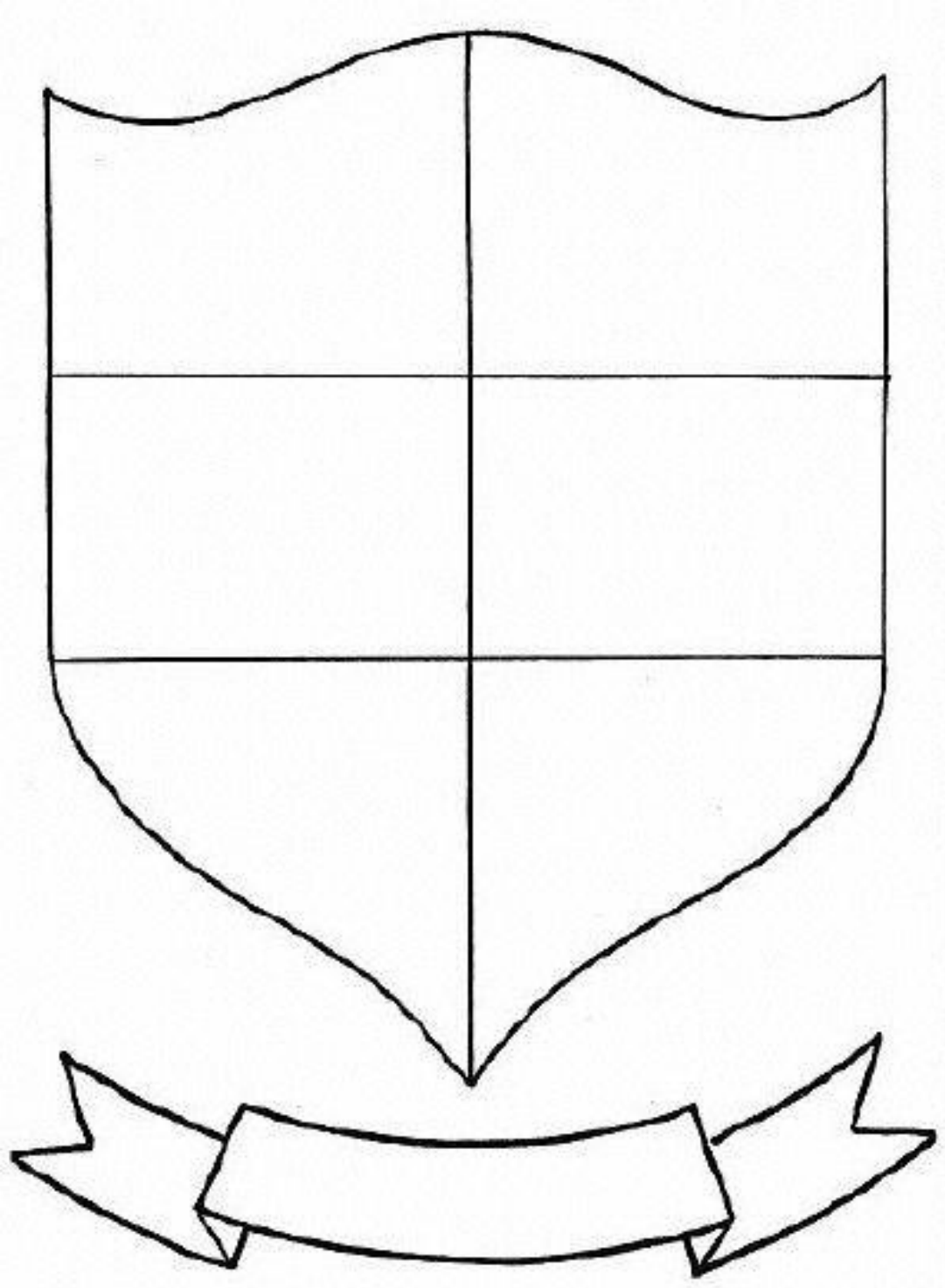


1. _____
2. _____
3. _____

Word Bank:

loving patient understanding thoughtful accepting gentle
generous helpful compassionate giving serving caring
aware unselfish considerate friendly courteous respectful
empathetic inclusive grateful honest attentive polite

Kindness Coat of Arms



I commit to being kind throughout my life.