

# Creating a Kind Community at School

Students will create an action plan on how they can create a kinder community at school.

## Background for Teachers

This lesson plan will help create a kind and caring environment at school where students develop a sense of responsibility, assertiveness and respect for others. Students try to play positive role in preventing bullying and promoting positive relationships. Teachers, students and other stakeholders at school can help support the ideas that students generate to make it a successful plan.

## Discuss (5 mins)

Ask students to if they had the opportunity to put themselves in someone else's shoes this week? Did they see a bullying incident taking place and had taken any step to stop them?

## Motivate

### Brainstorming (10 mins)

How can you help in creating a school environment where you do small acts of kindness and stop bullying rather than being a bystander? Would you be interested in doing that?

Have the students brainstorm ways to develop a kind and caring community at school. For examples, students could:

- Design posters to promote a kindness zone at school. They could think about how a poster campaign can address where bullying occurs at school.
- Research and collect bullying data at school and then think of instances of kindness.
- Create a Wall of kindness, where students can place notes they write about kind acts they have seen or experienced. These ideas could be shared at a kindness assembly once a month.

- Start a kindness café/zone at school where students can gather and discuss ways to be kind at school.
- Create a physical place at the school where students can address issues as they arise.

## Empower

### Creating a Kind Community at School (10 mins)

Ask students to share and discuss their ideas and vote on what activity they want their kindness zone to get involve.

Once students have decided on what their Kind community will look like and what responsibilities they can take on, have them create an action plan and ways to implement them. It can be as simple or sophisticated as they want, depending on the amount of time you have to develop the program.

Create a kindness blog or kindness bulletin board for the school where students can post kind quotes, ideas, actions, etc.

## Wrap Up (5 mins)

To assess students understanding about kindness, choose either reflection questions as discussion, or give them prompts to write journal. If needed provide additional time for deeper evaluation and reflection as needed.

The evaluation for this lesson will vary depending on the activities decided upon by the students. The activities developed out of the class discussion can serve as an evaluation for this lesson.

### Evaluation Questions

Do you think creating a kind and caring community will have a positive impact on relationships among your classmates and in your school environment? Why or why not?

Do you think it's possible for us to create a kind community beyond just within our school?

How can acts of kindness have a ripple effect out into the world?

### Summary

*A small act of kindness is like a pebble dropped in water that causes ripple effect spreading beyond the school boundaries penetrating into the community at large to make this world a better and caring place.*

## Forum address: Global Art – Sense of Caring

Log into the iEARN forum for the Global Art- Images of Caring project at <https://collaborate.iearn.org/space-2/group-89> and share your posters and acts of kindness in forum with global peers.

## Resources

To learn more about creating a Whole School Approach to Prevent Bullying and Promote Healthy Relationships [visit: http://www.prevnet.ca/resources/bullying-prevention-facts-and-tools-for-schools](http://www.prevnet.ca/resources/bullying-prevention-facts-and-tools-for-schools).



## Act (2 mins)

### Kindness Minute

*Tell someone else in our school and in our community about what we are doing to try and create a kinder community. Encourage them to get involved!*

### Kindness in Action

Complete the "Track Kind Behavior at your School" activity sheet.

Have students track their own behavior and their fellow students' behavior over a two-week period, answering the following questions each day. Explain that they don't have to put their name on the paper, but will instead be collecting kindness data.

When did I witness kind behavior?

Where did the behavior happen?

Was the person being kind male or female?

Was the recipient of the kindness male or female?

Encourage students to discuss what they are doing and talk to their parents, guardian or a trusted adult about what they saw during their two week data collection.

After two weeks have students bring back their kindness log. Using Excel or another program, tally how many instances of kindness students experienced or witnessed in the various situations and share the results with the class. Look for trends and determine whether they are statistically significant or just a coincidence.

Students could track instances of kindness again a month or two after the class designs a poster campaign or a kindness zone is created and see whether the instances have increased as a result of the campaign.

Did you notice patterns of bullying?

What do you think could be done to prevent the bullying and help build a **respectful** school environment?

# Choosing Kindness Unit Grade 8 • Ages 14-16

## **TIME FRAME**

Preparation: 5 minutes

Instruction: 30-60 minutes

## **MATERIALS**

Materials will vary depending on what campaign students develop

RAK Journals

Track the Kind Behavior at your School Activity Sheet

[Kindness Concept Posters](#): Assertiveness, Caring, Responsibility, Respect

## **LEARNING STANDARDS**

Common Core: CCSS.ELA-Literacy.SL.8.1, 1b

Colorado: Comprehensive Health S.4, GLE.5, EO.a,b,c; Reading, Writing and Communicating S.1, GLE.1, EO.a,

SEL: Social awareness, Relationship skills

[Learning standards key](#)

RAK lessons teach kindness skills through a step-by-step framework of **Inspire**, **Empower**, **Act** and **Share**. However, each lesson starts with the **Share** step to reinforce learning from previous lessons. The RAK paradigm is the framework for teaching and building kindness skills.







# Track Kind Behavior At Your School

Directions: For two weeks, keep track of when you see kind behavior (such as holding a door for someone, picking up something that dropped, picking up trash, including someone at lunch or in a class group, saying hi to someone you don't know, etc.), where it happened, and who was treated kindly. You don't have to write your name on this sheet. However, you need to bring it back to class in two weeks in order to tally the data as a class. If you see more than one incident in one day,

WEEK 1	MON	TUE	WED	THUR	FRI
<p><b>Where did it happen?</b> (Hallway, bathroom, online, texting, classroom, cafeteria, sporting event, locker room, school bus, after school, other)</p> <p><b>Was the person being kind male or female?</b></p> <p><b>Was the person who was treated kindly male or female?</b></p>					
WEEK 2	MON	TUE	WED	THUR	FRI
<p><b>Where did it happen?</b> (Hallway, bathroom, online, texting, classroom, cafeteria, sporting event, locker room, school bus, after school, other)</p> <p><b>Was the person being kind male or female?</b></p> <p><b>Was the person who was treated kindly male or female?</b></p>					
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mark them on a separate line.