



LESSON

2

How Can I Be Kind? Unit Grade 2 • Ages 7-8

TIME FRAME

Preparation: 15 minutes (longer if you prewrite names on chain links)
Instruction: 30 minutes

MATERIALS

Balls or bean bags, enough for each group of 5 students to have one

RAK journals

[Kindness Concept Posters:](#)

Compassion, Gratitude

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy. SL.2.1, 3; CCSS. Colorado: Reading, Writing and Communicating S.1, GLE.1, EO.b,c,e,f; S.1, GLE.2, EO.a; Mathematics S.3, GLE.1, EO.a.i

[Learning standards key](#)

The Kindness and Gratitude Game

Students will practice saying kind things to others and themselves and will focus on things they are grateful for.

Lesson Background for Teachers

This lesson builds on the previous lesson in this unit.

Having higher levels of gratitude is associated with higher levels of happiness.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

KINDNESS Kindness means being friendly, generous or considerate to ourselves and others through our thoughts, words and actions.

GRATITUDE Being thankful for and appreciating what you have and those around you.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Seeing images and sentences that show people being kind, either from the [Kindness Tool Kit](#) or from a sheet you create. This might help them to participate in the game more effectively.
- Discussing kind ways to describe people before starting the game and writing down the ways as reference.

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.



Share (3 mins)

Share in a group of 3 the 3 random acts of **kindness** you performed from the **RAK Music Video** lesson. Alternatively share something kind you have done for someone else.

Inspire

Kindness and Gratitude Game (10 mins)

Divide students into groups of 5. Hand each group a ball or beanbag.

We are going to play 3 rounds of a game where we throw a ball around the circle.

Round 1: When you throw the ball, say something kind about the person you are throwing the ball to. Make sure everyone gets a turn and to use a complete sentence.

Students may benefit from some scaffolding. Let them know their compliments should be about the person's character or something they've done or said in the past. It can also be about something that makes them a kind person.

Play as many rounds as you want, challenging the students to go faster each time.

Round 2: Now we are going to play the game another way. When you throw the ball to someone else, say something kind about yourself. It could be something you're good at, something you like about yourself or something you've worked hard to achieve. Give them a moment to think about what they will say. Make sure everyone gets a turn and to use a complete sentence.

Again, play as many rounds as you would like, making sure that everyone gets a turn.

Round 3: For the last round, you are going to share someone or something you're grateful or thankful for.

Give them a moment to think of an answer. Scaffold ideas if needed. Again, play as many rounds as you would like, making sure that everyone gets a turn.



Empower

Discussion (10 mins)

Pose the following questions to the class (you may want them to discuss with a partner or small groups before sharing out with the class):

- Was it easier to say something **kind** about yourself or about someone else?
- What are some of the caring things you said to others or yourself?
- How did you feel when someone said something **kind** about you?
- How did you feel when you said something **kind** about someone else?
- Do you think being **grateful** or thankful is important? Why or why not?

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What is one **kind** thing that you can say to someone?
- What types of things are people **grateful** for?



The RAK paradigm is the framework for teaching and building kindness skills.



Reflection Questions

- Why is it important for us to be **grateful**?
- What is the **kindest** thing someone has ever done for you?

Summary

Today we practiced thinking of **kind** things to say to others and ourselves and shared different things we are **grateful** for. Telling people and ourselves what we like about them is important because we hear so many negative things all the time. Focusing on what we're **grateful** for makes us feel good inside and makes us happier.



Act (2 mins)

Kindness Minute

Today we were **kind** to ourselves and to someone else. Let's take a moment to do an **act of kindness** for our school. Think of something nice you can say about the school. As a class, write something **kind** about your school on a piece of paper and post it on your classroom door!

