



LESSON 4

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](#)

Creating a Kind Community at School

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

Lesson Background for Teachers

This lesson builds on previous lessons in this unit. Creating a kind and caring school requires a whole school approach where everyone has a role to play in preventing bullying and promoting positive relationships. The more stakeholders you can bring together to help support the ideas your students generate, the more successful it will be.

Key Terms for Students

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

ASSERTIVENESS	Standing up for yourself and what you believe in while being respectful of the rights and beliefs of others.
CARING	Feeling and showing concern for others.
RESPONSIBILITY	Being reliable to do the things that are expected or required in your life, home, community and environment.
RESPECT	Treating people, places, and things with kindness.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Discussing how they can work effectively as a group while they are planning activities.
- Figuring out ways to include all students in the program so that it doesn't become exclusive; For example, partner a student who has learning or behavioral issues with someone with strengths in this area.
- Thinking of ways to make the school more accessible to someone with disabilities.

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.



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>.

Share (3 mins)

Ask students to share if anyone had the opportunity to put themselves in someone else's shoes this week? Did they see a bullying incident taking place and step in to help as an upstander?

Note: Remind students not to use any names in their description of different situations.

Inspire

Brainstorming (10 mins)

We've been working on being kind in the face of bullying and of being more than a bystander. Perhaps we could share the ideas we've been learning with others in our school community. Would you be interested in doing that?

Have the students brainstorm ways to develop a kind and caring community at school. (This could compliment the school's anti-bullying program.) For examples, students could:

- Start a poster campaign where students design posters to promote a kindness zone at school. They could think about how a poster campaign can address where bullying occurs at school. (As an optional activity have students research bullying statistics or collect bullying data for the school as suggested in the Bully Research Activity, below before designing posters, and then track instances of kindness a month or so after the poster campaign or kindness zone is created.)
- Introduce a kindness box, 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 club where students discuss ways to be kind at school. (See supplemental RAK Club materials at <http://randomactsofkindness.org>.)
- Make kindness stickers out of contact paper and permanent markers.
- Create a physical place at the school where students can address issues as they arise.

Empower

Creating a Kind Community at School (10 mins)

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

Once students have decided on what their kind community will look like and what responsibilities they can take on, have them create a way to implement an action plan. 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.

Optional Poster Campaign Project

To extend the kind community activity, have students do group research on bullying statistics and create a research based poster campaign or kindness blog using national data.

Have students present their posters in class and then post around the school.

Possible websites for research:

Do Something - <https://www.dosomething.org/>

Good.is article: No Safe Place: New Data on Bullying and Teens Suggests Intervention Is Key - <https://www.good.is/articles/no-safe-place-new-data-on-bullying-and-teens-suggests-intervention-is-key>

Bully Bust – Upstander Alliance - <http://www.bullybust.org/upstander>

Students might benefit from:

- Discussing how they can work effectively as a group while they are doing their research; they may want to divide up tasks.
- Providing assistance as needed to analyze and interpret the bullying statistics; representing the statistics visually will help some students who struggle to make sense of the information.

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.

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 kinder community beyond just within our school?
- How can acts of kindness have a ripple effect out into the world?

Summary

Just like a drop of water, our kind acts can ripple out into our school and broader community to make the world a kinder and more caring place. By choosing kindness, we are helping to promote healthy relationships and prevent bullying from happening.





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?



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, mark it on a separate line.

WEEK 1	MON	TUE	WED	THUR	FRI
Where did it happen? (Hallway, bathroom, online, texting, classroom, cafeteria, sporting event, locker room, school bus, after school, other)					
Was the person being kind male or female?					
Was the person who was treated kindly male or female?					

WEEK 2	MON	TUE	WED	THUR	FRI
Where did it happen? (Hallway, bathroom, online, texting, classroom, cafeteria, sporting event, locker room, school bus, after school, other)					
Was the person being kind male or female?					
Was the person who was treated kindly male or female?					