



LESSON 4

Creating a Kind Classroom Unit

Kindergarten • Ages 5-7

TIME FRAME

Preparation: 10 minutes
Instruction: 20 minutes

MATERIALS

Identify shapes in the classroom to use in the activity

Shapes and Kindness labels (provided below)

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.K.1, 2, 3, 5, 6; CCSS.ELA-Literacy.L.K.1, 2, 4, 5, 5a, 5c; CCSS.Math. Content.K.G.A.1, 2
Colorado: Reading, Writing and Communicating S.1, GLE.1, EO.c,f,h,i,j; S.1, GLE.2, EO.a,d,e; Mathematics S.4, GLE.1, EO.a,b

[Learning standards key](#)

The Shape of Kindness

Students will identify shapes and different ways of showing respect to themselves and those around them.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit. Maintaining boundaries is a resilience factor. <https://www.psychologytoday.com/blog/design-your-path/201305/10-traits-emotionally-resilient-people>

Key Terms for Students

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

RESPECT Treating people, places, and things with kindness.

PERSONAL SPACE Distance between people when they talk or interact.

PERSONAL BOUNDARIES What we feel comfortable saying or doing with people.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

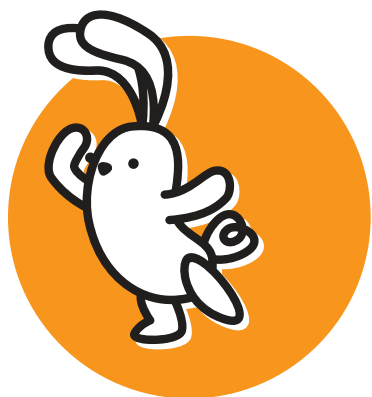
- Using a sheet with shapes that are labeled.
- Being prepped before the game if they are unsure of their shapes. Providing one-on-one attention will allow them to join in the game; cue them to share a particular answer they have been working on during the game.

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.



Share (3 mins)

With a partner, share from the Asking Permission and Sharing lesson some things you asked to borrow. Then share some things others asked to borrow from you. Alternatively, have students share when they should ask someone else's permission to borrow something.

Inspire (5 mins)

Shape Boundaries

To connect the concept of **boundaries** to the math curriculum, ask the students to describe different shapes. If they don't know their shapes, show students pictures of shapes. Have them explain how they know something is a triangle, or a square, or a rectangle, or a circle. If necessary, have students draw different shapes.

What if these shapes didn't have any lines? Would there be a shape?

Continue by explaining that just like **boundaries** are important with people and countries they are also important with shapes.

Empower (10-15 mins)

The Shape of Kindness (5-10 mins)

Play a game where students find shapes in their classroom to help remember ways they can show **respect** for other people's **boundaries**. Play the "I Spy" game to identify different shapes in the classroom.

*Whenever you see a square, we will label it with a way to **respect** our own **personal boundaries**, whenever you see a circle, we will label it with ways to **respect** other people's **boundaries**, when you see a triangle, we will label it with ways we can **respect** the communities' **boundaries** and when you see a rectangle we will label it with ways to show **respect** for **boundaries** at home.*

The student who finds the shape gets to go next, playing the game as long as you want.

Suggestions:

Square – Personal boundaries

- Asking people nicely to back up if they get too close
- Saying no when you need to
- Asking politely to use something you need
- Taking care of your body by eating good food, sleeping and keeping yourself clean
- Telling people how you feel

Circle – Other's boundaries

- Asking to use other people's things
- Giving things back in the same condition you borrowed them
- Knocking on doors
- Not sitting too close to people
- Waiting your turn to talk, not interrupting

Triangle – Community boundaries

- Waiting in line for your turn
- Talking quietly in public
- Giving people space when you're walking
- Not going on other people's property
- Following signs

Rectangle – Home boundaries

- Knocking on closed doors
- Asking permission to use something
- Not interrupting
- Taking turns when using things
- Following the rules

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 Question

- What are some ways we **respect boundaries**?

Reflection Question

- What would happen if we didn't have rules or manners?

Summary

*Today we reviewed a lot of ways we can show **respect** for the **boundaries** of ourselves and others. We have so many ways now! Remember, it is kind to **respect boundaries** of others, yourself, your community and the environment.*



Act (2 mins)

Kindness Minute

*Showing **respect** for our environment's **boundaries** is important too. Show your kindness by picking up some trash so it won't be on the ground and hurt our Earth.*

Kindness in Action

Remember signs are there to help keep **boundaries**. Your kindness in action is to pay attention to signs and be sure to follow them!





SQUARE
Personal Boundaries



TRIANGLE
Community Boundaries



SQUARE
Personal Boundaries



TRIANGLE
Community Boundaries



SQUARE
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CIRCLE
Other's Boundaries



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