



KINDNESS STARTS WITH ONE®

The Random Acts of Kindness Foundation • Kindness in the Classroom Trainers Manual

Cultivating Resilience Through Kindness

Resilient people have a greater capacity for kindness and can create stronger, more meaningful relationships. Participants in this session will engage in activities connecting gratitude and kindness to resilience, while learning how to inspire and empower students to share kindness through the Kindness in the Classroom curriculum. Implementing Kindness in the Classroom will create a lasting effect in your school where **kindness becomes the norm and not the exception.**

This training manual was written for schools preparing to implement Kindness in the Classroom as a Tier I universal intervention. However, sections of this training can be pulled out or changed to meet the needs of your school and/or staff.

Please feel free to email info@randomactsofkindness.org with any questions.

Objectives

Participants will:

- Be **inspired** to create a culture of kindness.
- Be **empowered** to implement the Kindness in the Classroom curriculum.
- Create an **action** plan to utilize Kindness in the Classroom tools and resources in your classroom.

Materials & Set Up

Materials Checklist

Be sure to prepare and pack the following items for your training!

Participant Folders

LEFT SIDE

- ☐ Kindness Calendar (for current month)

RIGHT SIDE

- ☐ Participant Agenda
- ☐ Notes Catcher
- ☐ Kindness Bingo Card
- ☐ 5 Ways to be Kind Handout
- ☐ Blank Stationery (2 pieces) and envelopes (2)
- ☐ Model Lesson Plan: Gossip and Rumors; Grade 5, Unit 1, Lesson 1
- ☐ Lesson Exploration Form
- ☐ Kindness in the Classroom Implementation Calendar
- ☐ Kindness Project Handouts
- ☐ Evaluation Form

Trainer Kits

- ☐ PowerPoint Presentation (including videos)
- ☐ Participant Folder Materials (RAK thumb drive)
- ☐ Trainer Manual
- ☐ Grade-level table signs
- ☐ Balls to play Gratitude Ping Pong (enough for half the class)
- ☐ Kindness in the Classroom Lesson Packets (one copy of Lessons 1 through 4 in Units 1 and 2 for each grade level; there will be 8 lessons in each grade-level packet)
- ☐ Table basket checklist

Charts

- ☐ Group Agreements Chart (list group agreements from PowerPoint)
- ☐ Expectations (blank with Expectations heading)
- ☐ Parking Lot (blank with Parking Lot heading)
- ☐ 3-2-1 charts (blank paper; one for each grade level)
- ☐ Exploration and Planning Questions charts (blank paper; one for each grade level)

Continued on next page...

Materials Checklist

Materials

- ☐ Sign in sheet
- ☐ 1 pen per sign in sheet
- ☐ Name tags (one for each participant)
- ☐ 2 sharpies
- ☐ 1 Blank Post-it Chart Paper Pad
- ☐ 1 Easel
- ☐ Set of markers
- ☐ Chimes/noisemaker
- ☐ Basket to collect Evaluation Forms
- ☐ Baskets with goodies (optional)

A/V

- ☐ Laptop
- ☐ Projector
- ☐ Appropriate adaptors, if needed
- ☐ Screen
- ☐ Speakers (to play videos and music)
- ☐ Playlist/music
- ☐ Pointer/Slide Advancer
- ☐ Extension Cord, if needed

Room Set-Up

- ☐ 1 table per grade level; 4-6 participants per table
- ☐ Trainer material table (near front of room/screen)
- ☐ Sign-in table (near entry)

Training Tasks

One Week Before Training:

- ☐ Double check room reservation and set-up
- ☐ Confirm Wi-Fi access and password
- ☐ Prepare participant packets
- ☐ Gather materials on checklist
- ☐ Enter presenter information on the final slide

Day of Training:

- ☐ Set up PowerPoint Presentation
- ☐ Set up playlist and speakers; play music as participants enter training room
- ☐ Test slide advancer, videos, and speakers
- ☐ Set up sign in table with sign in sheet, name tags, pens, sharpies, and evaluation basket
- ☐ Set up trainers table with trainer manual, chimes/noisemaker, markers
- ☐ Set up easel and blank chart paper
- ☐ Hang Group Agreements and Expectations charts (place on the easel or wall near the front of the training room)
- ☐ Hang Parking Lot (on side or back of training room)
- ☐ Place baskets in center of tables
- ☐ Place KiC grade level lesson packets on tables (under baskets or toward front of table)
- ☐ Place participant folders and pigs on tables (one at each seat)
- ☐ Place grade level signs on tables
- ☐ Hang 3-2-1 chart (blank chart paper) on walls near participant tables
- ☐ Hang Exploration and Planning Questions charts (blank chart paper) on walls near participant tables

After Training:

- ☐ If you collect a sign in sheet, consider sending a thank you email to participants. Customize this email with answers to Parking Lot questions not answered or resources requested during the training.
- ☐ Collect or photograph 3-2-1 and Exploration and Planning Questions charts. Share findings with administrators and your Random Acts of Kindness contact.
- ☐ Scan and email evaluation forms to Random Acts of Kindness contact.
- ☐ Complete Reflect and Connect Form. Scan and email form to Random Acts of Kindness contact.

Trainers' Agenda At a Glance

Duration	Section	Topic	Activity and Discussion
30 min.	1	Welcome and Introductions	<ul style="list-style-type: none"> • Intro to Random Acts of Kindness and Kindness in the Classroom • Group Agreements • Housekeeping • Objectives • Agenda • Expectations • Personal Learning Objective
15 min.	2	Warm-up Activity	<ul style="list-style-type: none"> • Pair Share
10 min.	3	Rationale	<ul style="list-style-type: none"> • Rationale Mini-teach
10 min.	4	Resilience	<ul style="list-style-type: none"> • Elbow Partners
15 min.	5	Kindness Science of Kindness	<ul style="list-style-type: none"> • Kindness Bingo • Science of Kindness Mini-teach • Processing in Notes Catcher
15 min.	6	Gratitude Science of Gratitude	<ul style="list-style-type: none"> • Gratitude Ping Pong • Science of Gratitude Mini-teach
15 min. Break			
15 min.	7	Kindness Strategies for Building Resilience	<ul style="list-style-type: none"> • Strategies for Building Resilience Mini-teach • 5 Ways to Be Kind Activity • Processing in Notes Catcher
40 min.	8	You've Got Mail!	<ul style="list-style-type: none"> • Gratitude Letter Writing
20 min.	9	Why Kindness in the Classroom?	<ul style="list-style-type: none"> • Kindness in the Classroom Benefits and Resources Mini-teach
30 min.	10	Kindness in the Classroom Model Lesson	<ul style="list-style-type: none"> • Model Lesson of Gossip and Rumors (Grade 5, Unit 1, Lesson 1)
30 min. Lunch			

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Duration	Section	Topic	Activity and Discussion
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10 min.	11	Video and Energizer	<ul style="list-style-type: none"> • Stop, Walk Game
75 min.	12	Unpack a Lesson	<ul style="list-style-type: none"> • Lesson Jigsaw • 3-2-1 Charts
15 min. Break			
45 min.	13	Materials Exploration and Planning	<ul style="list-style-type: none"> • Materials Exploration • Exploration and Planning Questions
30 min.	14	Closing	<ul style="list-style-type: none"> • Questions and Answers • Parking Lot Review • Objectives Review • Expectations Review • Closing Activity • Evaluation Forms • Thank You!

Introduction

Section 1

Components of this Section:

- Welcome and Thank You!
- Introduction to The Random Acts of Kindness Foundation and Kindness in the Classroom
- Group Agreements
- Housekeeping
- Objectives
- Agenda
- Expectations
- Personal Learning Objective

Materials:

- ☐ Group Agreements Chart
- ☐ Expectations Chart
- ☐ Parking Lot
- ☐ Participant Packet



Facilitator Tips

Have the training room ready to go for participants 30 minutes prior to the start of your training. As participants enter, have happy, lively music playing. Greet people as they walk in and help direct them to their grade level table.

Try not to rush through this portion of the day. This is the time when participants are settling in, getting to know each other, and getting ready for the training. This is the time for you to create the tone that you want to keep for the rest of the day.



Hello!

Note

This slide will be shown as participants enter the room.

The presentation and script begin on Slide 2.



Welcome and Thank You

Note

In your introduction, you have the opportunity to gain credibility with the participants by explaining your connection to or enthusiasm about Kindness in the Classroom. Take time to explain why it is important to you.



Facilitator Tip

If you have people observing rather than participating, be sure to introduce them so the group knows who they are and why they are there.

Script

Welcome! I want to start off the day by thanking you for your service to our children! You deserve to hear this every day!

My name is _____ and I am...(see NOTES above for full introduction.)

We are going to spend the day focused on cultivating resilience through kindness for both you and your students. All of the training and materials we will be using today are brought to you free of charge from The Random Acts of Kindness Foundation, or RAK for short. All of the resources we're using can be found in the Kindness in the Classroom curriculum or on the educator page of the website.

Let's take a few minutes for you to introduce yourselves.

- *Name,*
- *School,*
- *Something that made you laugh in the last week.*

Directions

Give participants a few minutes to introduce themselves to their table (or to the whole group if it is a smaller group).

Continued on next page...

Script

I am excited to spend the day with you! My hope is that you leave energized and ready to start the school year with some new tools and ideas to not only help your students, but yourself and each other.

Imagine a world...

where you can succeed by being nice,
where we all pay it forward,
where people look out for each other,
where kindness is the philosophy of life.



Random Acts of Kindness Introduction

Script

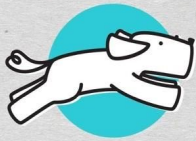
Before we get started, I want to invite you to close your eyes or direct your gaze at the floor.

Imagine a world where you can succeed by being nice, where we all pay it forward, where people look out for each other, and where kindness is the philosophy of life.

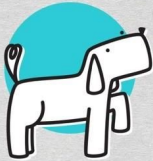
*Visualize what this world would look like for yourself.
(pause)*

*Think about the world you have created in your mind.
Now think about what this world would look like in your school.*

Open your eyes. The Random Acts of Kindness Foundation is working with amazing people like you to create schools where this is a reality.



The Random Acts of Kindness mission is to change society through kindness.



The Random Acts of Kindness mission is to change schools through kindness.



The Random Acts of Kindness mission is to change the workplace through kindness.



The Random Acts of Kindness mission is to change families through kindness.

The Random Acts of Kindness Mission

Script

The Random Acts of Kindness mission is to change SOCIETY through kindness.

They plan to meet this mission through a focus on changing SCHOOLS through kindness,

changing the WORKPLACE through kindness,

and by bringing kindness to FAMILIES.



The Random Acts of Kindness Framework

Script

This is the framework RAK uses as the foundation for the Kindness in the Classroom curriculum.

The idea is to always:

- **inspire** the audience, be it students or adults,
- **empower** them by giving them skills or knowledge,
- give them the opportunity to **act**,
- offer them an opportunity to **reflect** on their learning/actions, and
- give time to **share** their thoughts

In some of our materials you will see “reflect” substituted for “share” because we believe that when kindness is shared, it creates a ripple effect inspiring more kind acts!

You will see this framework modeled throughout the day.

Group Agreements

- 1 **Be Present:** Work to stay engaged
- 2 **Be Brave:** Step up and step back
- 3 **Be Kind:** Maintain a safe space for meaningful conversation
- 4 **Be Aware:** Take care of yourself, take care of others



Facilitator Tips

Make certain that you are recording exact words or phrases. Do not paraphrase them. Honor their words. If you don't hear or begin to forget what the participant said, ask for clarification or for them to repeat themselves.

As you record them, alternate colors between two different colors. (Avoid yellow markers as they are hard to see.) Try to use bold markers so that all group agreements can be seen from all locations in the room.

Eliminate any group agreements that are not agreed upon by all.

Group Agreements

Script

It's important to develop some group agreements. Group agreements set the tone and provide an understanding for how the group will work together today. I started a list of agreements for us and will give you an opportunity to add any agreements. Let's review our list:

- *Be Present: Work to stay engaged.*
- *Be Brave: Step up and step back.*
- *Be Kind: Maintain a safe space for meaningful conversation.*
- *Be Aware: Take care of yourself and others.*

Are there any other agreements you would like to add?

Directions

Pause and give participants time to answer.

Script

Everyone is responsible for following the group agreements and to "call out" a group agreement if it is being challenged. You can let me know if an agreement is being challenged or bring it to the group's attention yourself - whichever you are more comfortable with.

Let's take one last look at our list and give me a "Thumbs Up" if we agree on our group agreements!

Directions

Display chart for the group to see throughout the day.



Housekeeping

Housekeeping

Directions

Let participants know:

- where the restrooms are located and
- where they can find water and/or snacks.

Add any other important information for the participants to this list.

Learning Objectives

- 1 Be **inspired** to create a culture of kindness
- 2 Be **empowered** to implement the Kindness in the Classroom curriculum
- 3 Create an **action** plan to utilize Kindness in the Classroom tools and resource in your classroom



Learning Objectives

Script

Let's pull out our folders and find your agenda in the pocket on the right side. As you can see, we have three objectives for the day. By the end of the day, you will:

- *Be inspired to create a culture of kindness,*
- *Be empowered to implement the Kindness in the Classroom curriculum, and*
- *Create an action plan to utilize Kindness in the Classroom tools and resources in your classroom.*

Agenda & Materials

Agenda & Materials

Script

Looking at our agenda today, we began at _____. We'll break for lunch at _____ and then say "Farewell!" by _____. There will be breaks throughout the day so, per our group agreements, make sure you're taking care of yourself when necessary.

There are several handouts we will use during the day and I will let you know when you need to find a handout for our activities during the day. We have an evaluation form at the back of your folder that we'll ask you to complete before your leave. If you need to leave early, please complete the evaluation form and leave it in the basket on the sign in table.

You may have noticed the baskets on your tables. There are materials and goodies, such as tissues, pens, and post-its. Feel free to use these items as needed.

Expectations

Expectations

Script

Now that you've seen our objectives and agenda, I'd like to hear what you're expecting today. What would you like to take away from our time together?

Directions

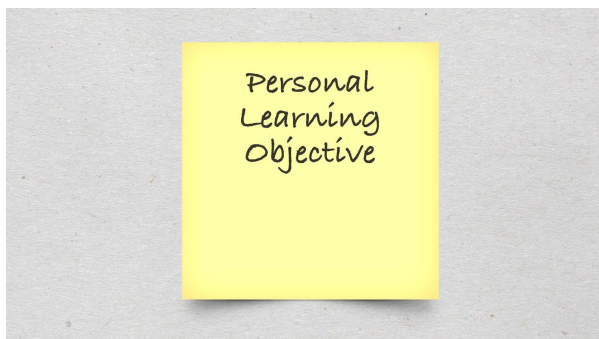
Pause and give participants time to answer. If someone brings up an "issue" or expectation that really doesn't fit the training criteria, or needs to be discussed later, write that idea on the "Parking Lot" chart. This is a place where important ideas are posted that the trainer will address at a different time. In case no one verbalizes any expectations, tell participants "That's ok! We have a great list of objectives and a fun agenda for you!"

Script

This is a great list! As the day progresses, we will make certain that these expectations are addressed. If we have some expectations that have not been addressed at the end of the day, we will discuss other resources which might address those.

Directions

Display chart for the group to see throughout the day.



Personal Learning Objective

Script

We have just taken the time to review what we have planned as a group for today. Now I invite you to set a personal learning objective for the day. On your Notes Catcher, write out one or two things that you would like to be able to do by the time we leave today. Use this objective to help guide your learning.

Directions

Give participants a couple of minutes to record their personal learning objective on their Notes Catcher.

Script

Are there any volunteers that would like to share their personal learning objective with the group?

Directions

Pause to let participants volunteer. Take answers from a few volunteers.

Script

Thank you for sharing! Those are great objectives. Place your objective where you can see it throughout the day as a reminder of what you are working towards during this training.

Estimated Time: 15 minutes

Warm-Up

Section 2

Components of this Section:

- Pair and Share

Materials:

- ☐ Chimes / Noisemaker

Activity:

- Pair Share

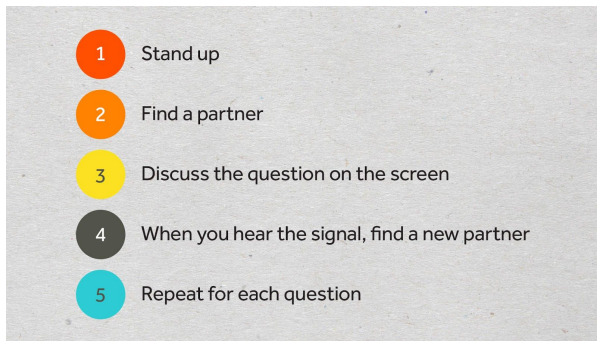
Warm Up Activity



Warm Up Activity

Script

To get us excited for the day, we have a quick warm-up activity for you! We are going to pair and share.



Facilitator Tips

During this time and throughout the training, trainers will process an activity by facilitating a discussion. Here are a few tips to successfully facilitate a discussion:

- Be sure to pause after you ask a question. While it may feel like awkward silence to you, this pause provides participants to think about their answer to the question. One strategy to help to determine the length of your pause is to count slowly to 10 in your head.
- Avoid saying things like, “Don’t make me pick someone to share their answer” as it creates an unsafe learning environment.
- If participants as a whole group don’t volunteer to answer, let them know there will be other opportunities for discussion and sharing later on in the day.
- Encourage and reinforce discussion by saying things like, “That’s a great perspective!” You may share your perspective or experience with the participants when it is relevant to the discussion (though be mindful to not dominate the discussion).
- At the end of the discussion, thank participants for sharing and participating.

Pair Share Activity

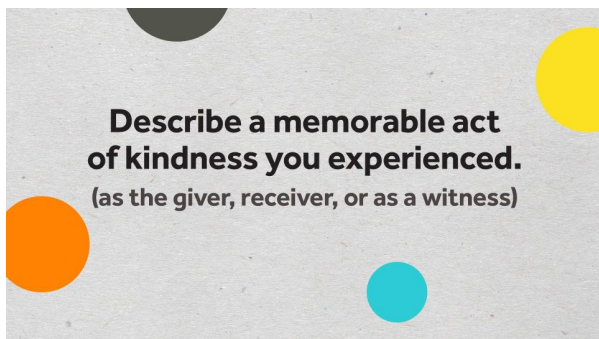
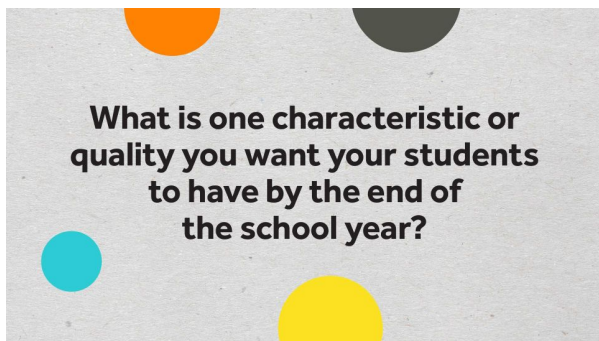
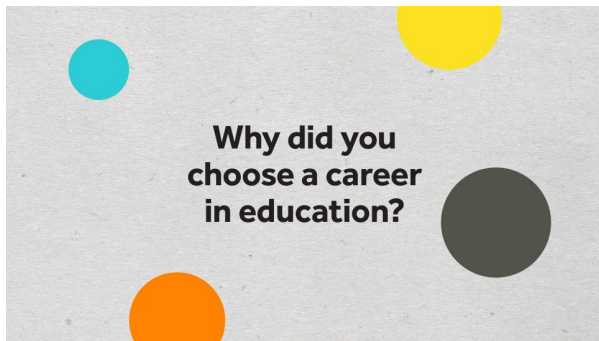
Script

When I say “Go!” everyone will stand up and find a partner.

If you can’t find a partner, create a group of three. I’ll show a question on the screen and give you a few minutes to discuss the questions. When you hear the signal (chimes/noisemaker), find a new partner and I’ll give you a new question. Can I clarify any of these instructions?

Directions

After questions have been answered or if there are no questions, say “Go!”



Questions

Script

Here are your questions:

Why did you choose a career in education?

What is one characteristic or quality you want your students to have by the end of the school year?

Describe a memorable act of kindness you have experienced as the giver, receiver, or a witness. I'll give you a few minutes to discuss with your partner.

Directions

Give participants about two minutes to discuss and answer each question. Between each question, ring the chime/noisemaker and ask participants to find a new partner. When new pairings have been made they should answer the next question. Repeat for all three questions.

Script

I would love to know what you talked about. (Ask and discuss each question one at a time.)

Why did you choose a career in education?

What is one characteristic or quality you want your students to have by the end of the school year?

Describe a memorable act of kindness you have experienced as the giver, receiver, or a witness.

Estimated Time: 10 minutes

Rationale

Section 3

Components of this Section:

- Rationale Mini-teach

Materials:

- ☐ (no materials are required for this section)

Why are we here today?

Why are we here today?

Script

So, why are we here today? We have already gone over the learning objectives but there are a few other things we want to highlight:

RAK's mission is to spread kindness! One way they have found to do this is through an evidence-based social emotional learning curriculum called Kindness in the Classroom

The Kindness in the Classroom curriculum doesn't just teach kindness but also improves student success, and we want your students to be as successful as they can be! We will discuss the evidence behind the curriculum a little bit later in the day.

As you will see, the curriculum is designed to have classroom teachers teaching it!

- *Research tells us that the most effective social emotional learning lessons are provided by the classroom teacher.*
- *This model gives students the opportunity to generalize and practice skills throughout the day.*
- *This approach also helps teachers build positive relationships with students and create a warm and inclusive classroom environment.*

Note

Direct participants who are interested in finding out more about the research to the Collaborative for Academic, Social, and Emotional Learning website. (casel.org)

Script

RAK believes in supporting the emotional wellness of everyone. It is imperative that the work starts with YOU! We have a fun morning of activities planned just for you.



Kindness can be the Norm (1 min 14 sec)

Script

Last but not least, we are here to share the power of kindness with you. RAK created this video to illustrate just how easy it is to make kindness the norm rather than the exception.

Hopefully watching this video will enable you to see the ripple effect one random act of kindness can have!

Estimated Time: 10 minutes

Resilience

Section 4

Components of this Section:

- Elbow partners

Materials:

- ☐ (no materials are required for this section)

RESILIENCE

The capacity to recover from adversity and pursue your goals despite challenges.

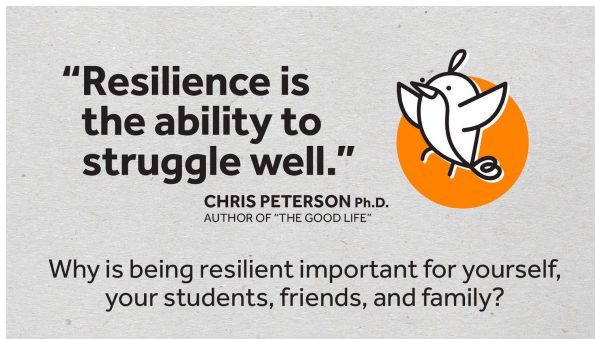
It can help us survive our worst days and thrive on others.

Kindness can be the Norm

Script

We want to stop and take a minute to talk about resilience and make sure we have a shared understanding of the definition we are using today. When we talk about resilience we mean:

The capacity to recover from adversity and pursue goals despite challenges.



Ability to Struggle Well

Script

Another way to look at resilience is the ability to struggle well. Why is being resilient important for yourself, your students, and your friends and family? I will give you a few minutes to discuss this question with an elbow partner.

Directions

Give participants a few minutes to discuss the question.

Walk around the room listening to conversations to determine when participants have concluded their discussion. When they are talking about other topics, it is a signal to bring the group back together.

Script

I heard a lot of interesting conversations! Who would like to share what you discussed?

Directions

Allow a few people to share their answer and facilitate the discussion as appropriate.

Script

Thanks for your participation and great discussion! Now we're going to run through some kindness and gratitude activities you can use with your students, in staff meetings, and at home - literally just about anywhere - and all of them will help to cultivate resilience!

Estimated Time: 15 minutes

Kindness

Section 5

Components of this Section:

- Kindness Bingo
- Science of Kindness Mini-teach
- Processing in Notes Catcher

Materials:

- ☐ Kindness Bingo Card (in participant folders)
- ☐ Chimes / noisemaker
- ☐ Notes Catcher

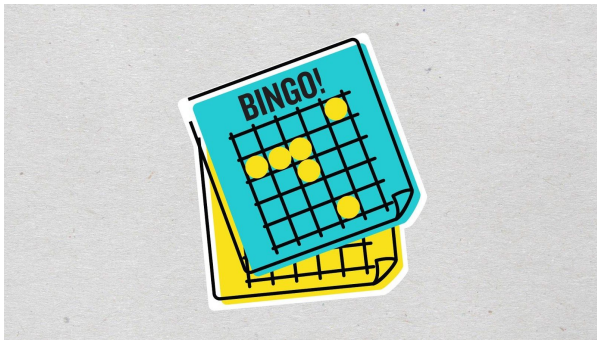
Activity:

- Kindness Bingo



Notes Catcher

Watch for the above icon for when to have the groups use their Notes Catcher.



Kindness Bingo

Script

We are going to start out our morning playing kindness bingo! In your folder, you'll find a bingo sheet on the right side.

Here is how this game will work:

1. *Grab a pen.*
2. *Walk around the room, introduce yourself to other participants, and ask if they have completed any of the acts of kindness listed on your card.*
3. *Once you have a match put that person's initials on the act of kindness. REPEAT!*
4. *Once you have matched enough people with specific acts of kindness on your card in ANY bingo style (up, down, or diagonal) YELL out BINGO!*
5. *Once I hear BINGO I will ring the chimes to signal that the game is over.*
6. *Ready, Set, GO!*

Directions

Walk around to listen to what is being shared.

Have the winner come up to the front of the room to share the "winning" acts of kindness from their bingo card to the rest of the room.

Clap for the winner as they take their seat! (Create excitement.)

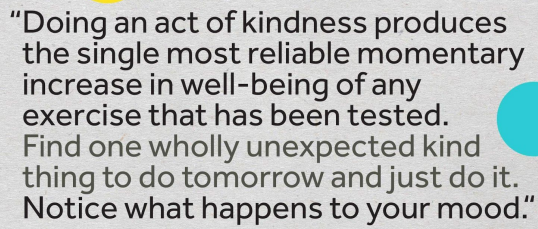
Continued on next page...

Script

How did you feel during that activity? I noticed the laughter, volume, and energy shift during that activity.

Who would like to share a new RAK they learned? Is it something you can incorporate into life?

You can do this activity with your students, staff, or family and can find both the adult and student version of the bingo cards on the Random Acts of Kindness website.



"Doing an act of kindness produces the single most reliable momentary increase in well-being of any exercise that has been tested. Find one wholly unexpected kind thing to do tomorrow and just do it. Notice what happens to your mood."

DR. MARTIN SELIGMAN
AMERICAN PSYCHOLOGIST & AUTHOR

Seligman Quotation

Script

Martin Seligman, the founder of positive psychology, otherwise known as the study of happiness, says, "Doing an act of kindness produces the single most reliable momentary increase in well-being of any exercise that has been tested. Find one wholly unexpected kind thing to do tomorrow and just do it. Notice what happens to your mood."



Science of Kindness

Script

What science tells us about kindness is that when we practice it on a regular basis (even just one act of kindness a day) it can:

- *decrease stress,*
- *boost happiness,*
- *lower blood pressure, and*
- *inspire more kindness.*

What we are super excited to share with you is that kindness is just about the only thing that triples when you share it! Not only do the giver and receiver participating in an act of kindness experience these benefits, but any witness to the act experiences the exact same benefits!



Notes Catcher

Script



Find your Notes Catcher and take a few minutes to jot down your thoughts about what we have discussed regarding resilience and kindness. I'll ring the chime when we are ready to start again.



Facilitator Tip

Similar to using a pause to allow participants to answer a question, what feels like a long time to the trainer feels like a short time to the participant. Be sure to give participants time to write in their Notes Catcher. If you give them an exact time such as “Let’s take 3 minutes...,” then be sure to give them 3 minutes. Use a timer or clock. If you say, “let’s take a few minutes...” give them some time and then observe the room to determine when to move on (participants will be chatting, moving from their seats, etc.)

Estimated Time: 15 minutes

Gratitude

Section 6

Components of this Section:

- Gratitude Ping Pong
- Science of Gratitude Mini-teach

Materials:

- ☐ Pig stress toys

Activity:

- Gratitude Ping Pong

Time to feel good!



- Choose a partner, stand up and face each other.
- For 3 minutes, pass the ball back and forth, each time sharing something for which you are grateful.
- Don't go slowly! This should happen at a fast pace.

Gratitude Ping Pong Activity

Script

Now we are going to play Gratitude Ping Pong. You'll notice a pink pig that says 'emotional bank' on it on the table. As we work through all the activities today, we're filling our emotional piggy bank! Before we begin, I am going to model how fun and easy this will be. I need a volunteer to partner with me.

Directions

Model what this will look like. Say things like, "I am grateful for blue skies today," or, "I am grateful for my family". If you are facilitating alone, ask for a volunteer to help you model.

Script

Now it is your turn!

Choose a partner. Stand up and face each other.

For 3 minutes pass one of your pigs back and forth, each time sharing something for which you are grateful.

Don't go slow! This should happen at a fast pace.

I am setting my timer for 3 minutes now and will ring the chimes when time is up. GO!

Directions

Walk around to listen to what is being shared. Reflect back examples of what you heard when you bring the group back together.

Continued on next page...

Script

I heard some really great stuff! Who would like to share what they are grateful for with the larger group?

What did you notice during this activity?

How did you feel during this activity?

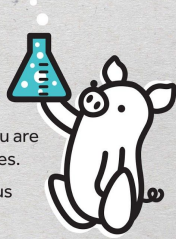
Where else can you use this activity?

Remember, you don't need to have pigs to do this activity. This activity can easily become a fun ritual with your students, your colleagues, or your family.

What does the science tell us?

Gratitude:

- reduces stress and plays a major role in overcoming trauma.
- fosters resilience by recognizing all that you are grateful for—even during the worst of times.
- has the power to heal, the power to bring us hope, and can help us cope.

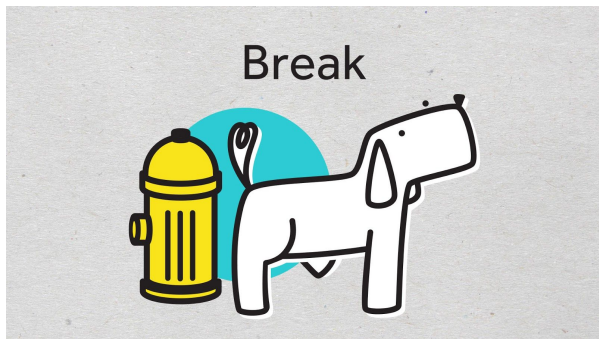


Science of Gratitude

Script

What does science tell us about gratitude?

- *Gratitude reduces stress and plays a major role in overcoming trauma.*
- *Gratitude fosters resilience by recognizing all that you are grateful for - even during the worst of times,.*
- *Gratitude has the power to heal, the power to bring us hope, and the power to help us cope during the hardest times.*



Break

Directions

Give participants a 15 minute break. Tell participants what time the training will begin after the break.

Estimated Time: 15 minutes

Kindness Strategies for Building Resilience

Section 7

Components of this Section:

- Strategies for Building Resilience Mini-teach
- 5 Ways to Be Kind Activity
- Notes Catcher

Materials:

- ☐ Notes Catchers

Kindness strategies for building resilience



Keep a
gratitude journal



Remember
the bad



Show
kindness

Strategies to Build Resilience

Script

Welcome Back! Here are some other strategies we can use to build resilience.

Our first strategy is keeping a gratitude journal.

Keeping a journal:

- *affirms goodness in our lives, and*
- *adds to our emotional piggy bank.*
- *Reflecting on what we are grateful for leads to noticing more things for which we are grateful, just like our experience with “Ping” Pong.*

Next, remember the bad.

- *Trials and suffering can actually refine and deepen gratefulness. It allows us not to take things for granted.*

Finally, show kindness.

- *Express your gratitude by taking action. Do something for those in your life for whom you are grateful.*

Time to feel good!



- Wake up 1
- Eat breakfast 2
- Talk to someone 3
- Go outside 4
- Go to bed 5

- Wake up 1 Send a positive text message
- Eat breakfast 2 Make it healthy
- Talk to someone 3 Compliment them
- Go outside 4 Pick up litter
- Go to bed 5 Write a gratitude list

5 Ways to be Kind: Introduction/Activity

Script

On the right side of your folder you'll find the "5 Ways to be Kind" handout. We are going to take a few minutes to brainstorm ways we can include kindness in our daily lives.

One easy way to practice kindness in our daily lives is to build it into routine things we do every day.

RAK came up with some ideas based on what most people do daily.

Directions

Go through slide with daily activities listed.

Go through easy RAKs that can be coupled with that daily activity. Point out that some of the RAKs are focused on self-care (eating a healthy breakfast) and caring for the environment (picking up litter).

Script

Now it is your turn!

Think of 5 things you do every day like clockwork. It can be anything like brushing your teeth to driving. List those 5 things on the left side of the numbers.

On the right side, list 5 ways you can add kindness to those activities.

Directions

Give participants 5 minutes to write their lists. Ask for a few volunteers to share one everyday activity and the way they would add kindness to the activity.

Gratitude Implies Humility

"Gratitude implies humility—a recognition that we could not be who we are or where we are in life without the contributions of others. Being grateful is an acknowledgment that there are good and enjoyable things in the world."

DR. ROBERT EMMONS
PROFESSOR OF PSYCHOLOGY
UNIVERSITY OF CALIFORNIA, DAVIS

Script

Dr. Robert Emmons said, "Gratitude implies humility—a recognition that we could not be who we are or where we are in life without the contributions of others. Being grateful is an acknowledgement that there are good and enjoyable things in the world."



Notes Catcher

Script



In your Notes Catcher, capture some ways you would like to begin building your resilience.

Estimated Time: 40 minutes

You've Got Mail!

Section 8

Components of this Section:

- Gratitude Letter Writing

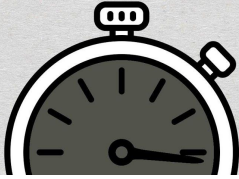
Materials:

- ☐ Blank paper
- ☐ Envelopes
- ☐ Markers, crayons, colored pencils or pens
- ☐ Large sealable 9" x 12" envelopes

Activity:

- ☐ Gratitude Letter Writing

Time to feel good!



You've Got Mail!

1. Write a letter of gratitude to someone who has changed your life for the better.
2. Write a letter to yourself filled with positive affirmations and appreciation for the person you are!



TIP

Facilitator Tip

Consider playing soft music during this activity.

You've Got Mail!

Script

One of the last activities before lunch is going to require you to dig deeper. We're going to write some letters of gratitude! As educators, you know the importance of transferring thoughts and knowledge onto paper. This exercise is going to allow us to do just that. Earlier today, we talked about positive psychology, which is the study of happiness. Dr. Martin Seligman, the founder of positive psychology, created this gratitude letter exercise. It will require you to reflect and be thoughtful. You'll have about 30 minutes to complete two letters. In your folder, there is some blank paper and envelopes. In your Notes Catcher, there is a page with some prompts to help you compose your letters.

This is a two-part activity.

For Part 1, I'm going to invite you to write a letter to someone who has changed your life for the better. Think of a colleague, a mentor in school, or even a family member.

For Part 2, you will write a letter to yourself celebrating and describing your strengths, skills, values, behaviors, and actions that have and will continue to affect others in a positive way.

I want to pause here to see if there are any questions? You will have a total of 30 minutes to write both letters.

Let's talk about the letter of gratitude you will be writing to someone who has changed your life for the better. We are going to encourage you to think of someone who is still alive. Why? Because ultimately we are encouraging you to send this letter to them or, better yet, read it to them in person. This may sound awkward, but it can be very powerful!

Continued on next page...

Script

After you write your letter to someone else, you'll write a letter to yourself. This can be difficult for some people as we don't often take time to recognize all the gifts we bring to others. As mentioned, there is a prompt in your notes catcher to help you think about how others would describe you. Use those words as a starting point when you write the letter to yourself.

Now I want to invite you to close your eyes or lower your gaze to the floor. *Visualize the face of someone who did something or said something that changed your life for the better. Think about what this person did, why you are grateful for this person, and how this person's behavior has affected your life.*

Directions

Give participants a couple minutes and then invite them to open their eyes.

Script



Think about the person that came to mind and write this person's name in your notes catcher. Then, follow the prompts to brainstorm ideas before you write your letter. Your finished letter should explain what they did for you and why you are grateful.

We are going to leave this slide up while you are writing. Please be mindful that this can be an emotional exercise for some people. We ask that you respect everyone's time and space for the duration of this exercise.

Direction Give a 5 minute warning.

Continued on next page...

Script

We have about 5 minutes left. Please think about wrapping up your thoughts.

Direction

Use the chimes/noisemaker to gently end the exercise and bring the group back together when it's time.

Script

Taking time to reflect on what's gone well in our lives gives us the gift of gratitude. The world will always show us both good and bad, but today we spent time being thankful for what we do have. In this way, we are able to fill our emotional piggy bank and cultivate our own resilience.

If you are not done, don't worry. You will have time during lunch to complete your letters. We encourage you to put your letter to yourself in a safe place that you will remember and then make a note on your personal calendar about three months from now, to read your letter.

There are a few options for your other letter of gratitude:

- 1. Seal, stamp, and mail the letter.*
- 2. Call them and read the letter out loud.*
- 3. Or, if you really want to have a powerful experience, meet with them in person and read it out loud.*



Emotional Piggy Bank

Script

We've done a lot so far today! We have spent the morning giving you tools to fill your emotional piggy bank.

We played kindness bingo, which can easily be used in the classroom, at an after school program, or to start a staff meeting.

We played gratitude ping pong, which can be played with just about anything and anywhere.

We discussed the science and ease of kind acts and we ended with writing letters of gratitude.

Please keep your emotional piggy bank to remind you to always make deposits.

Estimated Time: 20 minutes

Why Kindness in the Classroom?

Section 9

Components of this Section:

- Kindness in the Classroom Benefits and Resources Mini-teach

Materials:

- ☐ (no materials are required for this section)

Why use Kindness in the Classroom?

- 1 It's FREE
- 2 Easy to implement
- 3 It works!
- 4 Kindness is the foundation



Why Use Kindness in the Classroom?

Script

We're going to talk about why your school/district has chosen to implement Kindness in the Classroom. You will find an overview of the curriculum in your folder. There are four reasons:

1. *It's free.*
2. *It's easy to implement.*
3. *It works!*
4. *It's rooted in kindness.*

Let me tell you a little more...



Free

Script

It's Free!

2 Easy to implement

- 30-45 minutes once a week
- Full year of curriculum
- Lessons are scripted and user-friendly
- Aligned to standards

Easy to implement

Script

It's easy to implement!

- *The full-year curriculum is made up of 16 weeks of lessons and 16 weeks of supporting kindness projects, each taking 30-45 minutes once a week.*
- *Lessons are scripted and are user-friendly.*
- *The curriculum is aligned with the Colorado state standards for Comprehensive Health Education Standards, Common Core, and CASEL Core Competencies – the gold standard for social emotional learning.*



It Works!

Script

The Kindness in the Classroom curriculum works! The research has shown an increase in:

- positive school and classroom culture and climate,
- strong student/teacher relationships,
- peer acceptance,
- empathy/sympathy,
- self-awareness, and
- trust among staff.

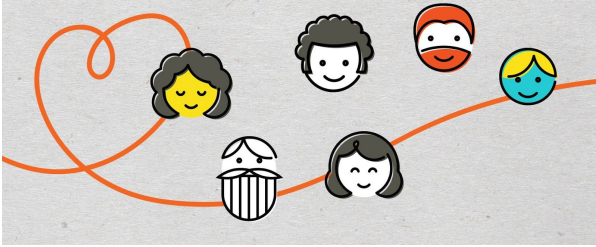
The research also shows a decrease in:

- discipline referrals,
- conflict in student/teacher relationships, and
- aggressive behavior.

And the good news is that there is a direct connection between social emotional programs and academic success!

Again, all of the research is available to download from the Random Acts of Kindness website if you are interested in learning more.

4 Kindness is the foundation



Kindness Concepts

- Assertiveness
- Caring
- Compassion
- Fairness
- Gratitude
- Helpfulness
- Integrity
- Perseverance
- Respect
- Responsibility
- Self-Care
- Self-Discipline



Kindness is the foundation

Script

The really unique thing about the Kindness in the Classroom social emotional learning curriculum is that it is all rooted in kindness.

These are the 12 Kindness Concepts covered in the curriculum:

- Assertiveness
- Caring
- Compassion
- Fairness
- Gratitude
- Helpfulness
- Integrity
- Perseverance
- Respect
- Responsibility
- Self-Care
- Self-Discipline



Kind Kids Club Video (4 min 17 sec)

Script

We want to show you the Kind Kids Club video to show how one school took kindness to the next level.



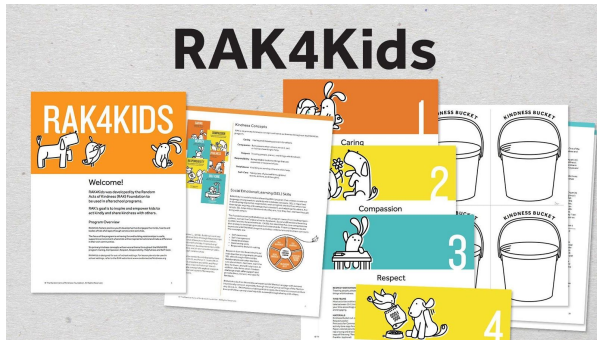
Resources

Script

In addition to the evidence-based Kindness in the Classroom curriculum, RAK has tons of other free education-based kindness resources on the website.

All of RAK's educator resources:

- *help to guide teachers to build classroom trust,*
- *help administrators create positive school climate,*
- *and inspire and empower students to share kindness.*



RAK4Kids

Script

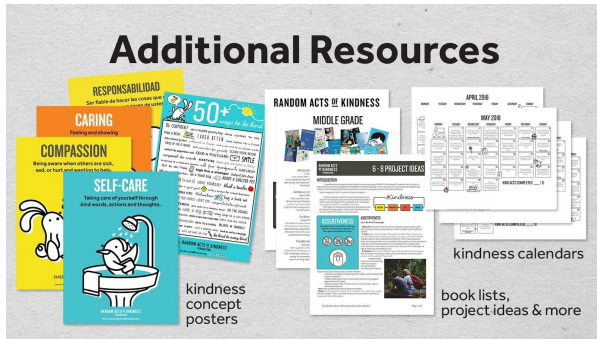
RAK4Kids was specifically made for out-of-school programing with 10-15 minute long activities rooted in 12 kindness concepts.



RAK Clubs

Script

The Kindness Club document is the most downloaded resource on the resource page. It is great way to engage students in more kindness!



Additional Resources

Script

Other resources you will find on the website include:

- *The kindness concept posters,*
- *Random Acts of Kindness 12-month calendar with a new kindness idea for everyday,*
- *Kindness-themed book lists, and*
- *Kindness project ideas.*



Website

Script

As we have mentioned, the Kindness in the Classroom curriculum and resources can be found at randomactsofkindness.org. You will see that all you need to do is take a minute to create a profile that will give you access to these resources.

Make sure to spend some time exploring! There are great videos, kindness ideas, and inspirational quotes.

In addition to the website, you can follow RAK on social media. Just click the social media buttons on the website to join!

While you're there, join the RAKtivist group for even MORE kindness!

Estimated Time: 30 minutes

Kindness in the Classroom: Model Lesson

Section 10

Components of this Section:

- Model Lesson of Gossips and Rumors (Grade 5, Unit 1, Lesson 1)

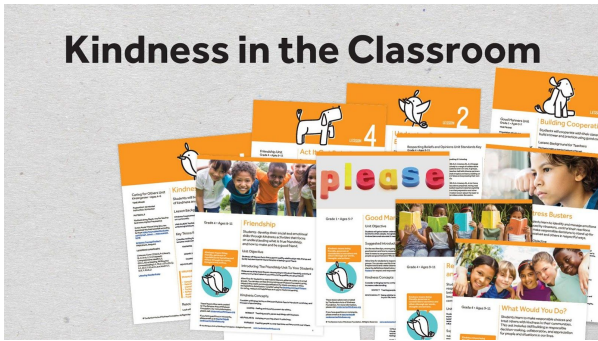
Materials:

- ☐ (no materials are required for this section)

Activity:

- ☐ Model Lesson of Gossip and Rumors (Grade 5, Unit 1, Lesson 1)

Kindness in the Classroom



Kindness in the Classroom

Script

We are going to end our morning with a role-play, asking you to play the part of your students while I model a Kindness in the Classroom lesson for you.



Framework

Script

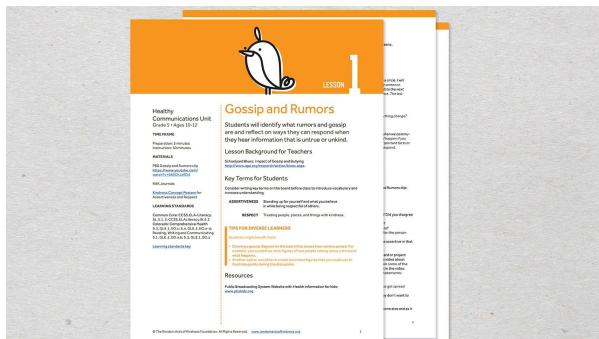
Just as a reminder, all of the lessons, units, and educational resources follow our Random Acts of Kindness framework focused on:

- **inspiring** students,
- **empowering** them by giving them them skills or knowledge,
- giving them the opportunity to take **action** focused on what they have learned,
- offering them an opportunity to **reflect** on their learning/actions, and
- giving time to **share** their thoughts

I will be modeling a 5th grade lesson called “Gossip and Rumors”. You will find the full lesson plan in your folder. Let’s quickly take a look at it together.

Directions

Give participants a few moments to find the lesson in their folder.



Gossip and Rumors Lesson

Script

Pull out the 5th grade “Gossip and Rumors” lesson from the right side of your folder. Starting in the left corner you will see that the time frame, materials, and standards mapping are all listed. You will find a materials list in this same place on all the the KiC lessons.

On the first page under the title, “Gossip and Rumors,” you will find the learning objective listed for you, any background information RAK thought teachers might find helpful related to this lesson, key terms/vocabulary, tips for diverse learners, and additional resources.

For this lesson, the Learning Objective is: Students will identify what rumors and gossip are and reflect on ways they can respond when they hear information that is untrue or unkind.

There are two key terms for students in this lesson:

- *Assertiveness, which is standing up for yourself and what you believe in while being respectful of others, and*
- *Respect, which is defined as treating people, places, and things with kindness.*

If you flip to the next page you will see that this lesson starts with asking students to share. This is an intentional way to set the tone to begin teaching kindness. You will also notice that each section gives a suggested time in order to keep you on track.

In this lesson we will be inspiring students through a game and empowering them through a video clip and discussion. (Please note there is an alternative activity if you do not have access to the internet.)

Continued on next page...

Script

This lesson gives 5 minutes for wrap up and reflection. It also gives you and your students several questions to consider. You do not need to use them all; they are there to give you options.

Last, but not least, there are two options to give students the opportunity to act. This first option is scripted and will give students a chance to verbally recognize their classmates. The other activity will take longer than 2 minutes, but gives them more time to reflect as they draw a word cloud.

I am sure you will have questions as we move through this lesson. Please write them in your Notes Catcher and we will have time to answer them once we get back from lunch.

Let's begin our lesson!

SHARE (3 min)

Script

Welcome to class, students! Today, we are going have a lesson about gossip and rumors. What do you think a rumor is? What does gossiping mean?

Directions

Have a few participants share their ideas with the group. Facilitate discussion among the group.

Continued on next page...

INSPIRE (5 Min)

Script

We are going to start with a game of telephone. Let's stand up and form a circle. (Give participants a moment to move into position. The trainer should also stand in the circle). I'm going to whisper a message to the person next to me. That person will whisper the message to the person next to them. Then they will whisper it to the next person and so on until the last person in the circle has heard the message. The last person will say the phrase or sentence they heard out loud. There is one rule to this game: you can only tell the person next to you the message one time.

Directions

Whisper the message to the first participant. The message is: "The queen sat on her throne and ate thorny kumquats." Once the last person has received the sentence, ask them to tell the group what they heard. Tell the group the original message.

Then facilitate a discussion by asking the following questions:

- How did the message change?
- Why do you think it changed?
- Can this happen in real life? In what way?
- As we saw from this activity, it can be easy to get something wrong when we communicate. Now this was a game so it didn't really matter. But what would happen if you told someone a story and they told someone else but forgot some important facts or changed them on purpose? How would you feel?

Tell participants they can return to their seats when the discussion has finished.

Continued on next page...



EMPOWER (15 min)

Script

Let's watch a quick 4 minute video about gossip and rumors.

Directions

After the video, facilitate a discussion by asking any of the following questions:

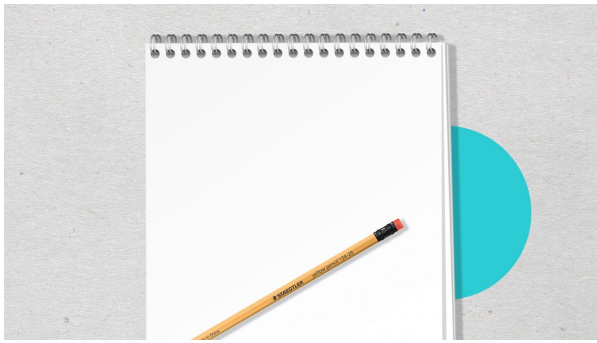
- What did you think of the clip?
- Was there something the students said that you agreed with? Did you disagree with anything they said?
- How would you define gossip?
- How would you define a rumor?
- Why do you think people gossip about others or spread rumors?
- When you hear gossip or a rumor, how can you show respect for the person talking and also the person who's being talked about?
- What can you do if you hear gossip or rumors?
- How can you be assertive in that situation?

Script

Thank you for sharing, everyone! At this point in the lesson the teacher would have some questions to measure understanding but for the sake of time today we will skip that portion of the lesson and move on to "Act.".

Continued on next page...

ACT: Kindness Minute (5 minutes)



Script

In our classroom, we look for the good in others and say what we like about them. Instead of spreading negative rumors, I want you to share “respects” with one another. Say one nice thing about one of your classmates and encourage them to share it with others!

Here are a few examples of what this might look like:

- *I saw Tom open the door for Stacy this morning.*
- *Becky did a really good job during Math today.*

Can someone share something nice about one of their classmates?

Directions

Allow participants to share respects with each other for a few minutes.

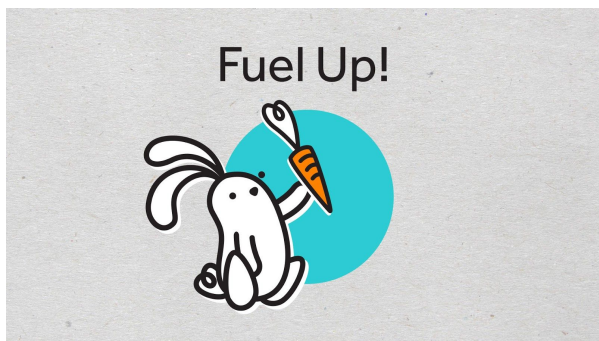
Script

Great job. Let’s continue to share “respects” with one another!

Script



And that is our model lesson! On your Notes Catcher, jot down any “ah-ha” moments or bright ideas you had about the lesson. Capture any questions you might have about the lessons so we can be sure to answer them in the afternoon when we dive deeper into the lessons.



Fuel Up!

Directions

Tell participants they now have a 30 minute lunch break (time may vary depending on schedule) and what time the training will begin after lunch. Provide any information or directions related to lunch (particularly if lunch is being served).

Estimated Time: 10 minutes

Video and Energizer

Section 11

Components of this Section:

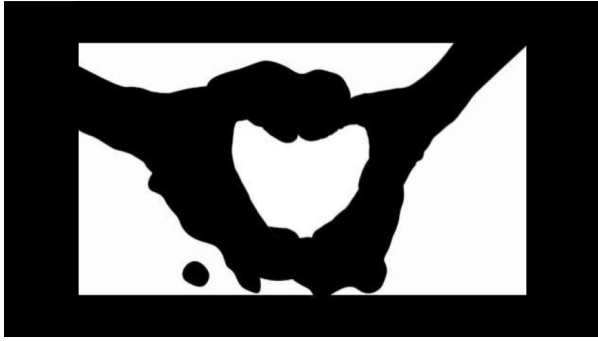
- Educating the Heart Video
- Stop Walk Game

Materials:

- ☐ (no materials are required for this section)

Activity:

- ☐ Educating the Heart Video
- ☐ Stop Walk Game



Educating the Heart

Script

We want to welcome you back from lunch by showing you a video we borrowed from the Dalai Lama Center for Peace and Education. It does a beautiful job of telling the story of why RAK has chosen to spread kindness through a social emotional learning curriculum in schools.

Grab & Go Games



Stop Walk Game

Script

We are going to start out our afternoon using one of our Kindness Grab And Go Games. We thought this would be a good way to get you up and moving after lunch!

Directions

Tell participants to walk around the room and listen to simple commands. Explain that when you say “walk” participants should start walking around the room. When you say “stop,” they should stop where they are.

Call out “walk.” Then “stop.” Repeat a few times.

Next, tell the participants you are going to switch those two commands. Now when you say “stop” they should start walking and when you say “walk” they should stop walking.

Call out “Stop.” Then “Walk.” Repeat a few times. Next, let them know you’re adding two more commands. When you say “jump” they should “clap” once and when you say “clap” they should “jump” once.

This pattern can be repeated multiple times as you continue to give all four commands: walk, stop, jump, and clap.

Tell participants they did a great job and can return to their seats.

Trainers can watch this game being played at:
<https://www.youtube.com/watch?v=a72goyDtjel>

Estimated Time: 75 minutes

Unpack A Lesson

Section 12

Components of this Section:

- Lesson Jigsaw
- 3-2-1 Charts

Materials:

- ☐ Grade level Signs (on tables, if needed)
- ☐ Grade level lesson packets on corresponding grade level tables
(One copy of Lessons 1-4 for Unit 1-2 for each grade level; 8 lessons total for each grade level)
- ☐ Lesson Exploration Worksheet (in participant folder)
- ☐ 3-2-1 Charts (blank chart paper, one for each grade level table)

Activity:

- ☐ Lesson Jigsaw (Part One: 15 minutes)
- ☐ You are the Expert (Part Two: 50 minutes)

IN YOUR GRADE LEVEL GROUPS:

- 1 Find the Lesson Exploration Worksheet in your folder.
- 2 Select a lesson from the grade-level packet on your table.
- 3 On your own, read your lesson and complete the Lesson Exploration Worksheet.
- 4 Be prepared to share your lesson with your group when we return from break.



Jigsaw Activity

Script

We are now going to dive into the Kindness in the Classroom lessons for your grade level!

On your table is a packet of Kindness in the Classroom lessons. We're going to give you about 15 minutes to review the lessons at your table.

Directions

Provide participants 15 minutes to review the lessons and ring the chimes/noisemaker to signal time is up.

Script

In your folders, find the Lesson Exploration Worksheet. Pick one of the lessons you just reviewed to become the expert on. Once you've selected your lesson, you'll have 15 minutes to read silently and complete the Lesson Exploration worksheet. When you hear the chimes, be prepared to share your expertise with your table mates.

Is there anything I can clarify before we begin?

Directions

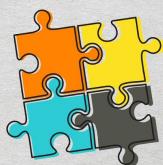
Provide participants 15 minutes to review the lesson and complete the Lesson Exploration Worksheet. Ring the chimes/noisemaker to signal time is up.

YOU ARE THE EXPERT!

In your grade level groups, share your lesson with the others. Each group member will have an opportunity to share their lesson.

Once all the lessons have been shared:

1. Select a recorder and reporter.
2. Complete a 3-2-1 chart:
 - 3 things you liked about the lessons
 - 2 questions you still have
 - 1 thing you are excited to do



You Are the Expert

Script

There are 2 parts to this next portion of our lesson exploration. For the first part, now that you have had a chance to review your lesson and become the “expert,” you’ll have an opportunity to share your lesson with the others in your grade level. Each of you will have 4 minutes to share your lesson. I’ll ring the chimes/noisemaker every 4 minutes to keep us on track.

*Once everyone has shared their lesson, you’ll have **10 minutes** to complete a 3-2-1 chart as a group for the second part of our activity. Each table has a blank piece of chart paper. Select a recorder and reporter; someone to write the group’s answers and someone to share them with the whole group. As a group, chart 3 things you liked about the lessons, 2 questions you still have, and 1 thing you are excited to do with the lessons.*

We’ll share your charts with the building administrators so they can assist with implementation of Kindness in the Classroom. Is there anything I can clarify?

Directions

Keep time and ring the chimes at the 4 minute mark to move to the next “expert.” Ring the chimes to bring the group back together. Remind them they will have 10 minutes to complete the 3-2-1 chart.

Once the groups have completed their 3-2-1 chart, bring the whole group back together and ask the reporters to provide an overview of the group’s chart.

Continued on next page...

Script

Let's come back together as a whole group to discuss your 3-2-1 charts. Reporters, please give a quick summary of your group's chart. Are there any volunteers to get us started?

Directions

Allow reporters to summarize their charts. Facilitate any discussion that occurs. Be sure to thank each group for their work.

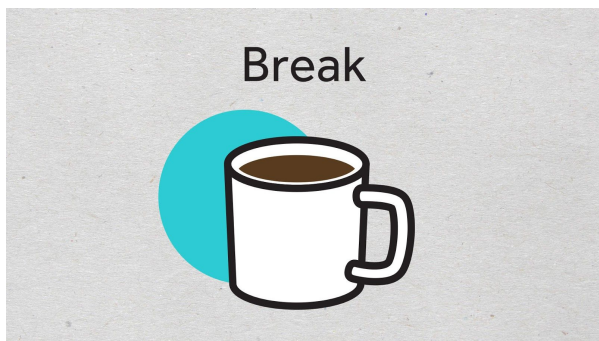
REMEMBER! After the training, collect or take pictures of charts and share with building administrators and your RAK contact.



Before lunch, when we modeled the Gossip and Rumors lesson, you had an opportunity to write down some questions in your Notes Catcher. Let's address those now. What questions came up for you?

Directions

Answer any questions. If you are unable to answer any questions, tell the participants that the answer will be sent to them in a follow-up email. Consider adding the question to the parking lot to serve as a reminder.



Break

Directions

Give participants a 15 minute break. Tell participants what time the training will begin after the break.

Estimated Time: 45 minutes

Materials Exploration and Planning

Section 13

Components of this Section:

- Materials Exploration
- Exploration and Planning Questions

Materials:

- ☐ Implementation Calendars (in participant folders)
- ☐ Kindness in the Classroom Lesson Packets (one copy of grade level unit Introduction and Lessons 1 through 4 in Units 1 and 2 for each grade level; there will be 8 lessons in each grade level packet)
- ☐ Kindness Projects handouts (in participant folders)

Activity:

- ☐ Materials Exploration and Planning

MATERIALS EXPLORATION & PLANNING

With your grade-level group:

1. Explore and discuss the sample implementation calendar, unit lessons plans, and kindness projects.
2. Chart answers to the following questions:
 - What do you need to do to be prepared to start using KiC?
 - What supports do you need from administrators successfully implement KiC?
 - What challenges do you anticipate? What are possible solutions?



Materials Exploration & Planning

Script

Now let's take some time to dig a little deeper and discuss implementation of Kindness in the Classroom and what it might look like for you. With your grade level group, you will have about 25 minutes to work to explore the sample implementation calendar, unit lessons plans, and kindness projects in your folder and on your table.

As you finish your exploration, select a recorder and reporter. Chart your answers to the following questions:

- *What do you need to do to be prepared to start using Kindness in the Classroom?*
- *What supports do you need from administrators to successfully implement the lessons?*
- *What challenges do you anticipate? What are possible solutions?*

We'll share your answers with the building administrators so they can assist with implementation of Kindness in the Classroom.

Can I clarify anything before we begin?

Directions

At the 25 minute mark, ring the chimes and prompt participants to move on to charting the answers to the questions. Take this time to chart the answers to the questions on the slide.

Script

Let's come back together as a group one last time. Reporters, please summarize your group's answers. Please only share new thoughts and avoid repeating what others have already said. Any volunteers to go first?

Continued on next page...

Directions

Allow reporters to summarize their charts. Facilitate any discussion that occurs. Be sure to thank each group for their work.

After the training, collect or take pictures of charts and share with building administrators and your RAK contact.

Estimated Time: 30 minutes

Closing

Section 14

Components of this Section:

- Questions and Answers
- Parking Lot Review
- Objectives Review
- Expectations Review
- Closing Activity
- Evaluation Forms

Materials:

- ☐ Notes Catcher
- ☐ Evaluation Form
- ☐ Basket for Evaluation Forms

Questions and Answers



Questions and Answers

Script

Our training is coming to an end and I want to be sure we answer any last questions. What questions are still on your minds?

Directions

Give participants an opportunity to ask any final questions. If you are unable to answer any of these questions, tell the participants that the answer will be sent to them in a follow-up email.

If there are questions in the Parking Lot:

Script

Let's take a look at the questions in the Parking Lot.

Directions

Answer Parking Lot questions, if any. If you are unable to answer any of these questions, tell the participants that the answer will be sent to them in a follow-up email.

Script

If you think of anything after our training, I will provide my email before saying "farewell." Please feel free to contact me.

Learning Objectives

- 1 Be **inspired** to create a culture of kindness
- 2 Be **empowered** to implement the Kindness in the Classroom curriculum
- 3 Create an **action** plan to utilize Kindness in the Classroom tools and resource in your classroom



Learning Objectives

Script

We had three objectives for today. They were:

- *Be inspired to create a culture of kindness,*
- *Be empowered to implement the Kindness in the Classroom curriculum, and*
- *Create an action plan to utilize Kindness in the Classroom tools and resource in your classroom.*

Expectations

Expectations

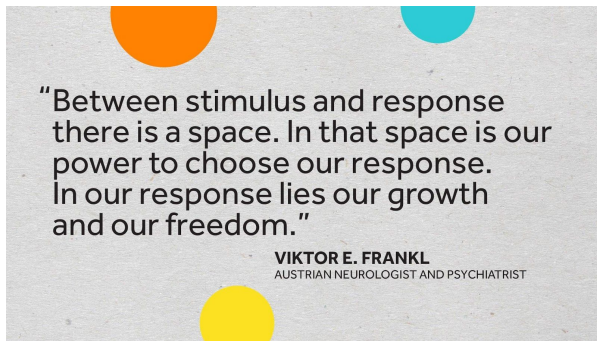
Script

You had a few expectations for today, as well. Let's review those and see if we met those expectations.

Directions

Review the list of expectations. For each expectation, discuss when that expectation was covered in the training.

If any expectations were not covered during the training that day, talk about how you will follow up with technical assistance or resources to meet that expectation.



Choosing Our Response

Script

We've focused on resilience, kindness, and gratitude today. Viktor Frankl said,

"Between stimulus and response there is space. In that space is our power to choose our response. In our response lies our growth and our freedom."



Write this quote in the Closing Activity box on your Notes Catcher.

Directions

Give participants a few minutes to write the quote.

Script

Now, reflect or think about resilience, kindness, and gratitude and how you can use these practices to influence how you respond to difficult situations. How will you use these practices when you go home or back to your classroom or work space?

Directions

Give participants a few minutes to write their answer. When most participants are finished, ask for a few volunteers to share their answers. Thank participants for sharing.



Evaluation

Script

Please take a few minutes to complete the Evaluation Form in your folder. On your way out, you can leave it in the basket on the sign in table.



Presenter Name

email@address.com

Presenter Contact Info

Script

If you have any questions on today's session, feel free to email me/us at _____.



Thanks!

Script

*Thank you for your time, attention, and energy today.
I hope you had as much fun as I did!*