

Lesson Plan: Cultivate Kindness

Grade band: 4-5

Subject: Social-Emotional Learning

Duration: 50 minutes

Montana Whole Child Competencies:

- **MTSEL.3-5.3.b** Recognize the need for empathy, compassion, and a concern for others
- **MTSEL.3-5.1.f** Identify and examine their role in family and community in terms of how they view themselves and others
- **MTSEL.K-12.4.g** Seek and/or offer support and help when needed

Learning Objectives:

By the end of the lesson, students will be able to:

- Identify types of kindness and barriers/bridges to being kind to others
- Identify and define positive characteristics related to kindness
- Understand how kindness can increase personal happiness and improve school culture
- Identify and practice random acts of kindness

Materials:

- Colored sticky notes
- Colored pens
- Large Post-it Papers
- Markers
- Side walk chalks
- Video links (see below)

Lesson Outline:

1. Initial Engagement: (5 minutes)

Introduce kindness by showing a video “Science of Kindness”

(<https://www.youtube.com/watch?v=O9UByLyOjBM>). After watching the video, briefly ask students:

- What benefits to self did you hear?
- What benefits to others?
- Anything else you noticed?

2. Explicit Instruction: (5 minutes)

Play another video to help students identify barriers and bridges of kindness:

(<https://www.youtube.com/watch?v=qLGNj-xrgvY>)

Explain further what kindness means and why doing kindness is challenging for some people.

Describe types of kindness to help students understand the video:

- Kinship: Kindness to those most like us
- Mutual: Kindness that benefits everyone
- Reciprocal: Kindness when someone is kind to us first
- Competitive: Kindness to show others you are the most kind

After brief explanation of kindness, its types, and barriers, invite students to answer the following questions:

- Who did Mr. Indifferent find it hard to be kind to?
- What changed for him?
- What types of kindness did you notice in the video?

3. Guided Practice: (15 minutes)

Divide students into four groups. Place 4 post-it sheets around the room with the following statements:

- It is easy for me to be kind to:
- It is harder for me to be kind to:
- It is easy for me to be kind when:
- It is harder for me to be kind when:

Count off by 5 and set a timer. Give each group 3 minutes to write their ideas for each question and then switch.

Discussion Questions:

- What did you learn about yourself from this?
- What did you learn about others?
- Did you find it hard to be kind when you were working in your group?
- Where did you see kindness in your group or in this activity?
- What are some strategies you might use if it feels difficult to be kind?

4. Independent Application: (25 minutes)

Random Act of Kindness Activity:

"We are going to go out and Chalk the Walk with kind and positive messages for staff and students.

Ground Rules: Appropriate language and pictures. Stay together. We will do the middle school sidewalk and then the elementary sidewalk. When we are done we will come back to talk about the activity and wrap things up."

5. Closing: 5 (mins)

- How did you feel during the Chalk the Walk with Kindness activity?
- What were some of your favorite messages that you wrote and/or saw?

Let's review:

- Why is kindness important?
- What are the 4 types of kindness?
- What can you do when it feels difficult to be kind?

6. Plan for Continued Integration: (10 mins)

Students will independently watch these videos at home. Alternatively, play these videos in the next session to review the kindness lesson:

<https://www.youtube.com/watch?v=fuQSSTSGFKE>

<https://www.youtube.com/watch?v=jB0fxfEaAes>

Ask students to reflect and write down answers to these following questions:

- How could our school be a better place if students and staff were kinder?
- What ideas do you have for being kind to each other and to the people who work here?