

Courageous Acts of Kindness

Description

Courage Sub-Concept(s)

Kindness

Project Timeframe

The design of this project is very simple. As a class, you will spend 10-15 minutes during the morning or afternoon recess of another grade observing the playground. Everyone in the class will be on the hunt for people who are responding with kindness as they play.

Step 1:

Prior to completing your observations, review how to complete them as a class. Write and/or draw answers on the whiteboard:

- Brainstorm what kindness looks like.
- Discuss possible ways students could demonstrate kindness to others on the playground.
- Challenge the class to respond with kindness during your next recess time.
- Discuss ways each student was able to respond with kindness during recess.

Step 2:

As a class, decide *when* your observation of the upper grades recess will be. Remind students that they must find one courageous moment of kindness to report on by the end of recess.

To help, assign groups of students to observe a different section of the playground: sandbox, play structure, basketball court, grassy area, etc. Provide a piece of paper, book (or other hard object), and pencil for each student to draw their observed act of kindness

If needed, assign 1-2 kindness reporters using students that may not be able to draw or write down their observations. They can report observations directly to the teacher as they are observed. The teacher will keep a running list in addition to the students' written observations.

Clue in the playground supervisors about your activity so they can assist in highlighting kind acts as well!

Do not let the other classes know what you are doing either beforehand OR when they see you sitting on the sidelines at recess. If students are particularly nosey, simply reinforce that you are making observations outside.

Step 3:

Observe recess for at least 10 minutes. A morning or afternoon recess that lasts approximately 15 minutes works best if possible.

Step 4:

As a class, report back your courageous acts of kindness to the group. Write the answers on the whiteboard.

Vote on 2-3 Courageously Kind Superstars observed on the playground. These students showed an exemplary level of kindness in a difficult situation. Review your observations to help you narrow things down as needed. Using the template below, give those students the Courageously Kind Superstar award at your end of year party, during reading buddies time, or during another group opportunity.

Highlight how they were kind and *how* that shows courage. Giving someone a hug when they fall down is an extremely kind action. This shows courage because you reached out to them even though you did not know them very well!



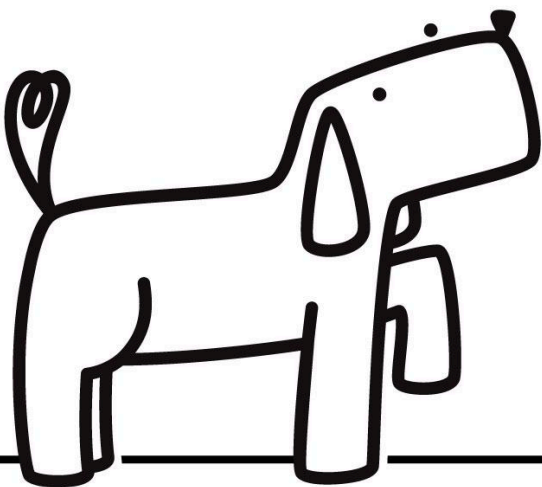
DESIGNATED BY CASEL
AS A RECOMMENDED
PROGRAM FOR SOCIAL
AND EMOTIONAL
LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

THANK YOU, HELPER!



RANDOM ACTS OF KINDNESS
FOUNDATION®

THANK YOU, HELPER!

Dear Helper:

Thank you for _____

You care for people by _____

Your friend,

