

# Kindness Lesson

## Kindness: A to Z

### Introduction:

Russell Mayhew's first-hand experience taught him how it feels when people behave unkindly.



Essential  
Question:

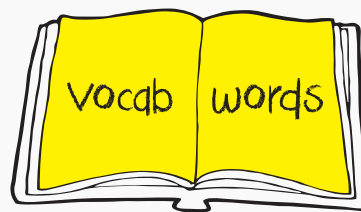
How do we  
show kindness  
every day?



materials

Marker

Big paper with  
alphabet listed  
down left side



vocab words

helpfulness

kindness

bullying

ridicule

# Pre-viewing:

The following can be asked/done before watching video.

- What is kindness?
- How do we show kindness?
- How does it make us feel when someone is kind to us?
- How does it make us feel when someone is unkind?

Notes:

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# Discussion Questions:

The following can be asked/done after watching the video.

- How does Russell's story demonstrate kind or unkind behavior?
- How would you have felt if you were Russell? Why?
- Russell's old classmates ridiculed him because he was smart. How could you have helped Russell with the bullies? How could you have shown Russell kindness?
- Why is it important to be kind to other people?

Notes:

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# Procedure:

**Introduction:**

- ✦ Explain that today students will use their alphabet knowledge as well as their ideas about kindness.
- ✦ Sing an/the alphabet song

**Direct Instruction (I do):**

- ✦ Show the alphabet written down the side of the large paper.
- ✦ Explain that the class is going to brainstorm at least one way per letter to show kindness in school, at home, or out in our community. Explain that the order we think of things is not important, just as long as we come up with at least one act of kindness per letter.
- ✦ Select a difficult letter, such as X or Q and write a kindness idea for that letter. It can be one word or a phrase; sometimes it helps to invert the phrase (write the letter-word first, write a comma, then write the phrase that supports the letter-word. For example, for X, one could write, “Xylophones, sharing our xylophones with a partner.”)

**Guided Exploration (We do):**

- ✦ Brainstorm some other kindness letter-words and phrases as a group and write them on the chart.
- ✦ If you have children who can write, ask them to come up and write on the chart.

# Procedure Continued:

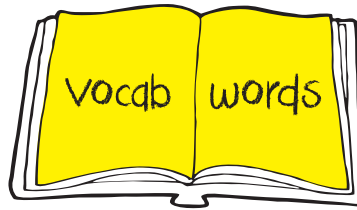
## Independent Practice (You do):

- Have students think-pair-share ideas with a partner, then gather together to write on the list.

## Conclusion:

Remind students that the list does not have to be complete today – the list can be an ever-growing part of the day or even the week. Ask students to think about something from the list they have already done that day to show kindness and to share something they will do at home to show kindness.

# Vocabulary & Definitions



**bullying (n.)** Definition: the act of threatening to hurt someone or frighten him or her, especially someone smaller or weaker

Context: The safety monitors at Juan's school help prevent bullying by telling teachers when they witness cruel behavior.

**helpfulness (n.)** Definition: reaching out to others; care or help provided to a person to make his or her life easier

Context: Because of Krystal's helpfulness, many of the children she tutors are improving their grades.

**kindness (n.)** Definition: being nice to others; the state of being caring, compassionate, helpful, etc., toward someone

Context: One way that Shakira demonstrates kindness is by reading to younger students after school.

**ridicule (v.)** Definition: to laugh at and make jokes about or make fun of someone or something in a cruel or harsh way

Context: The cruel boys ridiculed all of Ben's suggestions, making faces and repeating his words with a ridiculous voice.