



WORLD KINDNESS DAY

OUR KIND CLASSROOM



Resources For Teachers Suitable For Key Stage 1 and 2

This activity pack has been written to help you celebrate World Kindness Day with your class. It contains four mini lesson plans and resource sheets on the theme of 'Our Kind Classroom'. The activities are designed to help build positive relationships and create a supportive and kind classroom environment.

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2. BUILDING FRIENDSHIPS – PAGE 6

Children reach out and connect with new people in the class. They play islands and/or create a conversation dice.

Objective: Build positive relationships within the class.

3. REACHING OUT TO SUPPORT OUR FRIENDS – PAGE 9

Children watch a video clip and role play supporting a friend who is having a difficult time.

Objective: Practise empathetic listening.

4. CELEBRATING OUR CLASS – PAGE 12

Children create a jigsaw piece and write down things they appreciate about others.

Objective: Recognise the unique qualities and skills each person brings to the class.

CREATING A

KIND CLASSROOM



OBJECTIVE

To consider how we want everybody in our class to feel.

To think about how we can create a classroom where everyone feels safe and supported.

RESOURCES

Our Kind Classroom Agreement sheet, Team Games sheet.

DISCUSSION

Ask, 'How do we want everyone in our classroom to feel?' Ideas might include: 'comfortable', 'safe', 'confident', 'proud of themselves', 'valued', 'enthusiastic', 'happy to be here'. Discuss and record the children's thoughts on the Our Kind Classroom Agreement sheet.

Now, ask the children, 'What can we do to help everyone feel this way?' Discuss actions that everyone can do in the classroom to help create a welcoming, kind classroom. For example, 'encourage each other', 'use kind words, not put-downs', 'laugh with others, not at them', 'have fun together', 'support each other', 'listen when others are speaking', 'make sure everyone is included', 'respect each other'. Write these ideas down on the Our Kind Classroom Agreement sheet. Display the agreement on the wall somewhere that the children can read it easily and you can refer to it regularly.

ACTIVITY SUGGESTIONS

Draw pictures of a kind classroom

Ask the children to illustrate the agreement. They could draw pictures to stick up on the wall around the agreement to remind everyone of what a kind classroom looks like.

Play team games and practise kind actions

Tell the children that you are going to play some team games. Whilst playing, you want them to practise the actions listed on your agreement. (See Team Games sheet for ideas). Can the children encourage each other, take turns, use kind words etc. whilst playing these games? Praise children you see demonstrating these actions and point out the positive impact that these actions have on the class.

PLENARY

Ask the children to share how they felt whilst playing the team games. Can they 'shout out' somebody else who they thought demonstrated one of the actions on your Kind Classroom Agreement?

Note – During the first part of your discussion, if children suggest 'happy' you might choose to open up the discussion about this a bit more. You could agree that 'yes, we want everybody to feel happy to be here and have lots of moments of happiness', but then ask, 'do you think we can feel happy all the time?' Guide the children towards understanding that it's ok not to feel happy sometimes. It's normal to feel more difficult emotions like disappointment, frustration or worry. When we feel safe and supported, we can manage these emotions better. You could finish by suggesting that 'we want everybody in our classroom to have lots of happy times but also to feel safe and supported when they are experiencing more difficult emotions.'





OUR KIND CLASSROOM

AGREEMENT



We want everyone in our class to feel...

To help everybody feel this way, we...

IDEAS FOR TEAM GAMES

Animal Friends: Decide on about 6 – 10 different animals e.g. horse, dog, cat, mouse, chicken, cow, pig, rabbit. Give each child in the class an animal. When you say ‘go’, their task is to get into animal groups by finding everyone in the class who is the same animal as them. However, they are not allowed to talk. They can make the noise their animal makes and they can move as their animal moves. Can they move around the space and find other animals that are the same as them?

Team Pictionary: Choose one child to be the ‘guesser’ and ask them leave the classroom whilst you tell the rest of the class an object e.g. lunch box, fruit basket, camera, PE kit. Now invite the guesser back into the classroom. Choose one member of the class to come up to the board. Their task is to draw the object but they only have 5 seconds! When 5 seconds is up, allow the guesser one chance to guess what the item might be. Then, ask somebody else to come up, give them 5 seconds to add to the picture and give the guesser another chance to guess. Continue with each child having 5 seconds to add to the drawing until the item is guessed.

Line Up: Ask the class to order themselves into a line based on one of the following: alphabetical order of their first name, birthday, shoe size, number of siblings, number of pets, alphabetical order of their favourite colour. To make this even harder, can they do it without talking?

Human Knot: Get the children into groups of 8 -10 and ask each group to stand in a circle. Ask everyone to put their right hand into the middle of their circle and grasp somebody else’s right hand (not the person standing next to them), then do the same with their left hand. Now, challenge the group to untangle the ‘human knot’ that has formed without breaking hands. They can go under or over hands and turn around. Allow at least 10 minutes for groups attempt to untangle themselves.

Human Machines: Get the children into groups of 4-8. Tell each group that you want them to work together to act out a different machine e.g. washing machine, phone, laptop, aeroplane, microwave, sewing machine, electric toothbrush, train etc. They can use their voices and bodies. Give the groups five minutes to rehearse then ask them to perform in front of the class. Can the class guess which machine they are?

Cups and Saucers: You will need a set of mini cones/markers and a large space such as the school hall or field. Scatter the cones around the space. Divide the children into ‘team cups’ and ‘team saucers’. When you say “go”, team cups must try to turn all of the cones upside down so they look like cups, whilst team ‘saucers’ must try to turn them all the right way up so they look like saucers. After a couple of minutes, stop the game and count how many cones are cups and how many are saucers. The team with the most cones wins.

Action charades: You can play charades in groups or as a whole class. Give one person in the group an action e.g. washing a dog, stealing a biscuit from the biscuit tin, riding a roller coaster, catching an escaped hamster, building a sandcastle, wrapping a present, making a cheese sandwich, skydiving. They have to act it out whilst the others in the group try to guess what they are doing!

BUILDING

FRIENDSHIPS

OBJECTIVE

To build positive relationships within the class.

RESOURCES

Conversation dice template sheet one per child printed onto thin card, scissors, glue.

DISCUSSION

Ask the children, 'How does it feel when I ask you to work with somebody you don't know very well'? Answers might include excited, nervous or a bit worried. Reassure children that all these reactions are totally normal. It's great to work with people we don't know very well. It helps us to learn from each other and get different perspectives. But it can feel a bit uncomfortable when you've not spoken to each other much before.

Tell the children that you're going to be doing some 'getting to know you' activities to help them get to know different people in the class. This will help us build a happy, kind and supportive classroom in which we all feel comfortable and confident working together. Remind children of your Kind Classroom Agreement.



ACTIVITY SUGGESTIONS

Play 'Islands'

Place pieces of A3 paper with different sentence starters on the floor around the classroom. Ideas for sentence starters include:

My favourite thing to do at the weekend is /I'm proud of /I would like to get better at/I like to watch/On my first day of school /I am looking forward to/ My favourite flavour of ice cream is/ If I was an animal, I would be...

Ask the children to walk around the classroom and place their toes on one of the sheets of paper until there are about 4-6 children at each one. They each take turns to complete the sentence whilst the rest of the group listens. When every group has finished, ask the children to move on to another sheet.

Make a conversation dice

Explain to the children that you are going to ask them to sit with somebody else in the class and have a friendly 'getting to know you' conversation. First, they are going to make a conversation dice to help guide their conversation. On each face of the dice, they will write a question that will help them get to know somebody better. For example, they could ask about hobbies, favourite things, memories or ambitions. When children have made their dice, they find a partner and take turns to roll their dice and ask their partner the question it lands on. (They don't have to answer any questions if they don't feel comfortable – they can say 'pass' if they'd prefer not to answer.) For younger children, you could do this activity together as a class and create a large class conversation dice.

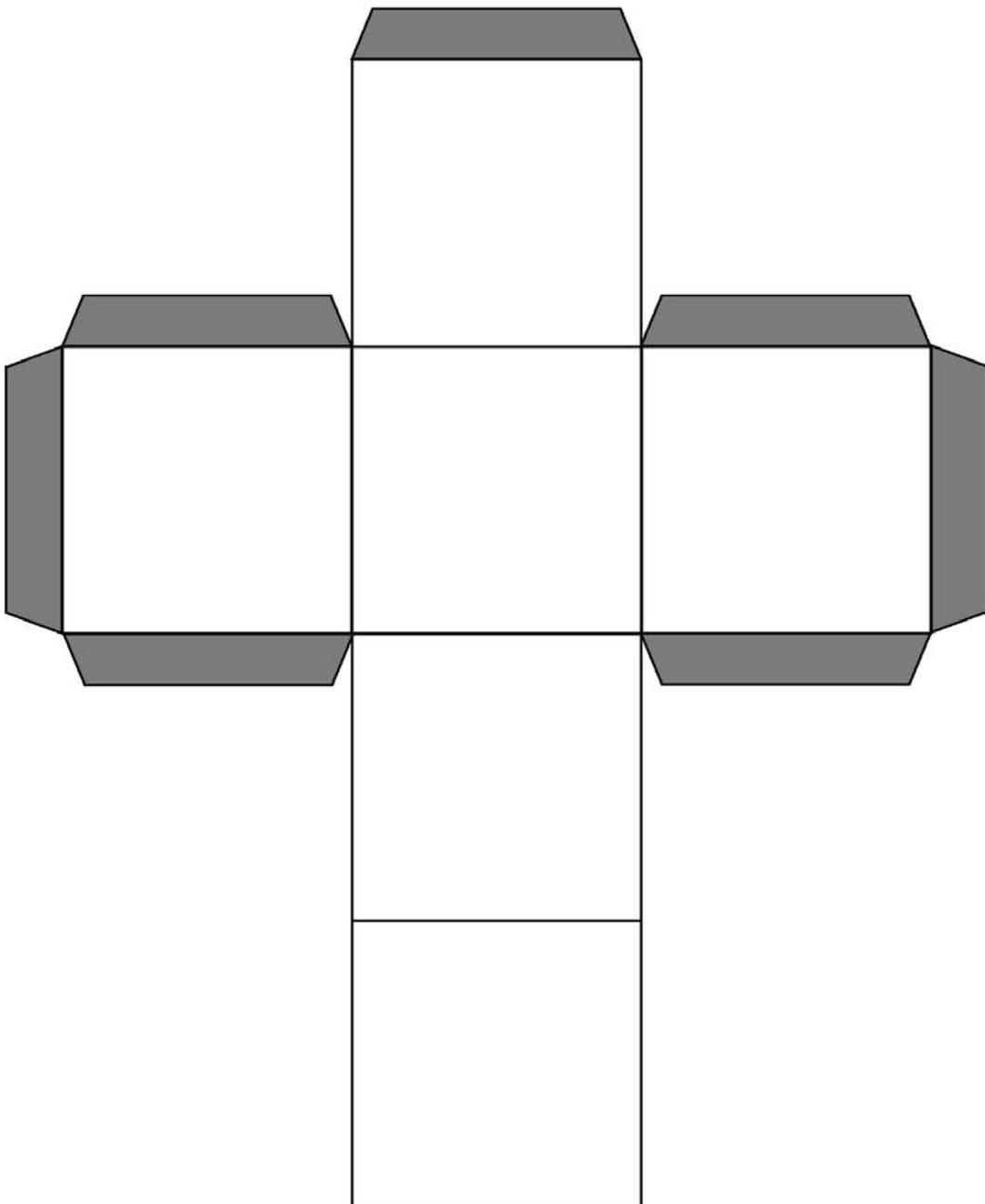
PLENARY

Ask the children if they can share something they've learnt about somebody else in the class. Encourage them to reach out to others in the classroom. Perhaps they could aim to sit next to/work with/play with one person they don't know very well in the next week? You might like to set aside 5 minutes each day for 'conversation time' where children have a short conversation with somebody new using their dice as a prompt.

CONVERSATION DICE

Make your own conversation dice!

1. Write a question on each face of the cube template.
2. Cut the around the outside of the cube template.
3. Fold along each of the lines. (You can use a ruler to help make sure your folds are straight.)
4. Fold the net into a cube shape.
5. Glue the grey tabs and stick together to form a cube. This is your dice!





TO SUPPORT OUR FRIENDS

OBJECTIVE

To practise empathetic listening.

RESOURCES

This [video clip](#) from the film Inside Out; Empathetic Listening poster.

DISCUSSION

Explain that we're going to be thinking about **how we can support our friends when they're having a difficult time**. Play [this video clip](#) from the film Inside Out (you can find this scene at 45min 25sec into the film if you have access to the whole film).

In the clip, Bing Bong is feeling sad because his rocket has gone. Joy doesn't try to understand how Bing Bong is feeling, she just wants to make him feel happy again. Sadness does try to understand how Bing Bong is feeling, she listens and empathises with him.

Discuss the clip with the class. How did Joy and Sadness act differently? How did Bing Bong feel? What can we learn from this clip about how to support our friends?

Watch the clip again and focus on exactly what Sadness says. Notice Sadness' body language and the words or phrases she uses e.g. speaks gently/sits next to Bing Bong/gives Bing Bong time to talk/ listens/ asks questions/ empathises/ shows that she understands/ "I'm sorry..."/ "I bet..."/ "it's sad...". Write notes on the Empathetic Listening poster on page 11 and display in the classroom.



ACTIVITY SUGGESTION

Role-play a supportive conversation

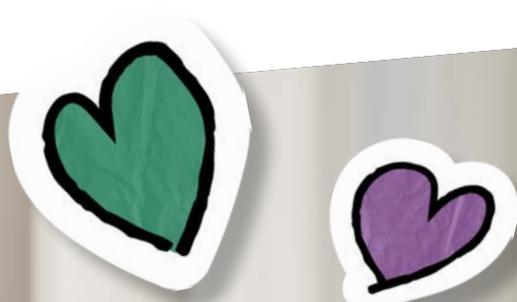
Put the children into pairs and explain that you are going to read a scenario and you want them to role-play a supportive, empathetic conversation. One of them should be the person in the scenario who is having a difficult time and the other should be an empathetic friend. (You might want to model this first by role-playing one of the scenarios yourself with an LSA/ TA if possible.) Repeat with a couple of different scenarios giving children the opportunity to experience each role.

Scenario ideas: Sam's dog is having an operation at the vets/ Alex's close friend is moving to a new school /Robin has lost their favourite toy or possession/ Jo didn't get the part they wanted in the school play.

PLENARY

Ask the children to reflect on the role-play scenarios. How did it feel to be listened to? What have you learnt about supporting your friends? Can you give some tips on how to practise empathetic listening?

Remind the children that if they ever feel worried about a friend, they can always speak to a trusted adult about it.



EMPATHETIC LISTENING



CELEBRATING

OUR CLASS

OBJECTIVE

To recognise that everybody is unique and that everybody in our class is valued and appreciated.

RESOURCES

Jigsaw piece template

STARTER

Put the children in groups of 4 (not friendship groups). Challenge the group to find 3 things that they all have in common e.g., all have a brother/ have all read the same book/ all love the same film/ all have sandwiches for lunch etc. Then ask them to go around the group and take turns to find one thing about themselves that is unique to them (that nobody else in the group has) e.g., has visited London/ has a hamster/ can speak a different language/ collects stamps. (Encourage children to help each other think of ideas so they aren't competing but working as a team.)

DISCUSSION

Explain that this activity shows us that we have lots in common but we're also all different and unique. Every one of us brings something different to our class and every one of us is an important member of the class. **Everybody in our class is valued and appreciated for who they are!**



ACTIVITY SUGGESTION

Create a class jigsaw!

Ask the children to write their name on a jigsaw piece and draw a self-portrait.

Now ask the children to leave their jigsaw piece on their table and walk around the classroom. They should choose somebody else's jigsaw piece and think about what makes this person unique and special and what they appreciate about them. (Encourage the children to choose people that they don't know so well.) They then write a positive word or phrase to describe this person on their jigsaw piece e.g., 'smiley', 'friendly', 'always tries hard' etc. Continue until there are 6 comments on each.

Alternatively, you could ask the children to pass their jigsaw piece to their right. They think about the person whose piece they have received and write down a positive word or phrase about this person on their jigsaw piece. When everyone has done this, ask them to pass the jigsaw piece to their right again and repeat the process until there are about 6 positive words or comments on each one.

PLENARY

Finish by placing all your jigsaw pieces together to show how everybody is an important part of your class.



OUR CLASS JIGSAW

Write your name inside the jigsaw piece and
draw a picture of yourself!

