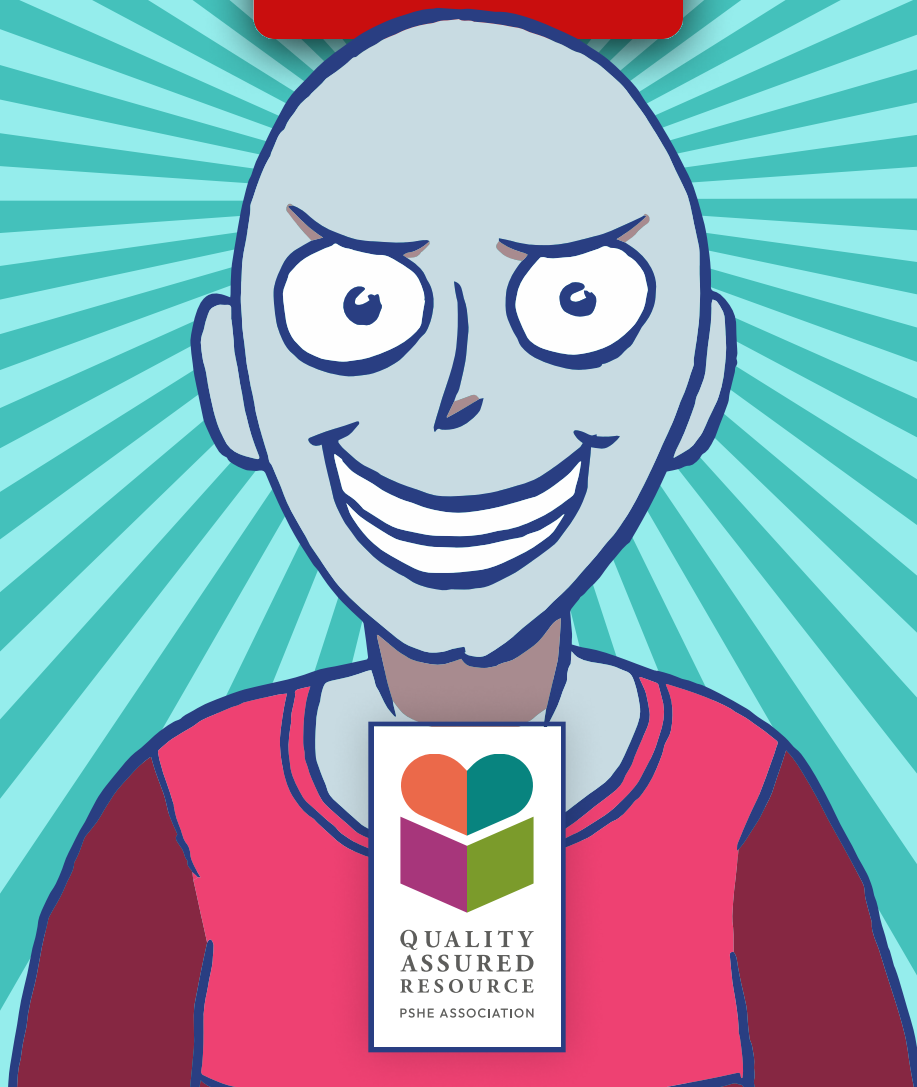




KS2: Lesson 1

THE IMPORTANCE OF KINDNESS

60 minutes



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CONTEXT

This is the first of two lessons for key stage 2 exploring the importance of kindness, and kind and unkind behaviours. The scenarios and characters used in this lesson are from *The Rez* podcast and comic book series.

The lessons are designed to be used in mainstream and special school settings and tailored to meet the needs of your pupils. Each activity provides four alternative options for pupils with SEND, or pupils who require additional support (see teacher guidance notes), as well as a challenge activity for pupils in Year 5/6, or pupils who require additional challenge.

The lessons are not designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

Learning objective

We are learning about kindness

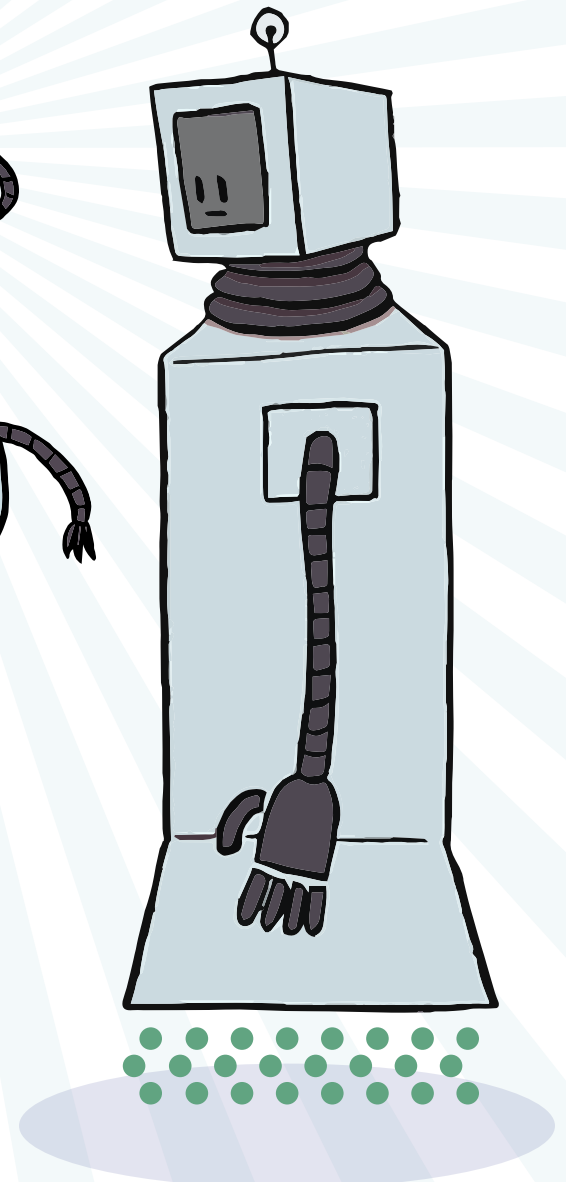
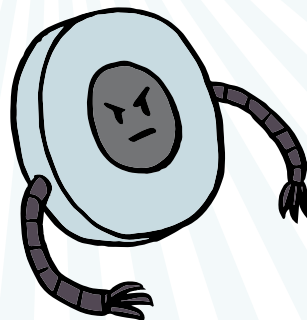
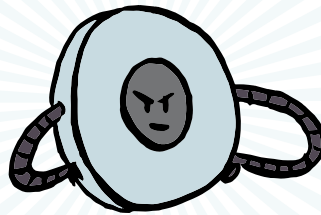
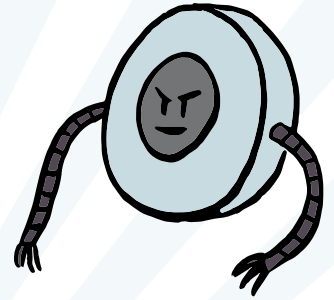
Learning outcomes

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

- *explain what kindness means*
- *identify ways of showing kindness*
- *describe acts of kindness and explain how they can make people feel*

Resources

- Question box
- Resources for support options, as required:
 - *Images*
 - *Defining kindness*
 - *Kind communication*
 - *Card sort*
 - *Acts of kindness*



LESSON SUMMARY

Activity	Description	Timing
1. Introduction	Establish ground rules and introduce <i>The Rez</i> .	5 minutes
2. Baseline assessment activity	Pupils answer questions about kindness to help the characters from <i>The Rez</i> .	10 minutes
3. What is 'kindness'?	Class creates a definition of 'kindness'.	10 minutes
4. Kind communication	Pairs create a message that demonstrates kind communication.	15 minutes
5. Acts of kindness	Groups recommend acts of kindness to the characters and explain the impact of these.	10 minutes
6. Endpoint assessment	Pupils return to the baseline activity and add new learning, before reflecting on how they will show kindness in future.	5 minutes
7. Signposting support	Signpost support to pupils.	5 minutes

Climate for learning

Make sure you have read the accompanying teacher guidance before teaching this lesson, which includes guidance on establishing a safe learning environment, selecting appropriate support options and adapting the lesson plans.

It is important to consider sensitivities and prior knowledge of specific pupils' circumstances. If safeguarding concerns arise during this lesson, these should be reported to the Designated Safeguarding Lead.

Key words

kindness / patience / consideration / care / thought / communication / teamwork

DETAILED LESSON PLAN

1. Introduction

(5 minutes)

Establish, or remind pupils of the class ground rules. Share the learning objective and learning outcomes for the lesson (slide 2).

Show pupils slide 3 and ask them to imagine that it's years and years into the future and the world has forgotten what kindness is. Introduce them to the characters on the slide – Preen and Sav – two friends living in a future where they have everything they need. Tell pupils that Preen and Sav are starting to wonder if they're missing something: simple human kindness. One day, Sav finds a phone in a pile of old technology, and realises she can use it to contact 'Pastlings' – the children of the 2020s! She teams up with the one-time mega-influencer Preen, and together they use messages to contact present day children. Their goal is to work out what 'kindness' is and how they bring kindness back to their own time.

Explain that over the next two lessons, the class will be working to help Sav and Preen understand what kindness is and teaching them how to be kind in the future.

2. Baseline assessment activity

(10 minutes)

Show slide 4 and ask pupils, working on their own, to explain to Sav and Preen:

- What 'kindness' means.
- What kindness looks or sounds like.
- Why being kind is important.

Pupils could write their answers down, draw images, tell their answers to a teaching assistant, or demonstrate their thoughts using roleplay or puppets to support them.

Move around the room as pupils complete the activity, checking their responses and considering if any misconceptions need addressing during the lesson.

3. What is 'kindness'?

(10 minutes)

Show slide 5. In pairs, ask pupils to share their responses about what they think 'kindness' means and together write a class definition of 'kindness'. Then, take feedback from pupils, before sharing the definition on slide 6.

Continued on next page...

What is 'kindness'?
continued:

Support options

Option 1

Give pupils *Images*, which shows people being kind to one another. Ask them to use these images to help them create their definition.

Option 2

Give pupils *Defining kindness*, which shows images of people being kind to one another, along with a partially completed definition of 'kindness'. Ask them to discuss what the images all have in common. Then, ask them to use this to help them fill in the gaps in the definition underneath.

Option 3

Ask pupils to use their existing Makaton signs/symbols to indicate kind actions, or feelings someone might have after being treated kindly.

Option 4

Ask pupils to think about times they have been kind or seen or experienced someone else being kind, and tell their teaching assistant/one-to-one support, or the class, what they think kindness therefore means.

Challenge...

Ask pupils to discuss why different people might have different definitions of kindness.

Pupils might suggest: *someone's personal experiences might shape their view; people have different values and beliefs; behaviours considered to be kind may differ slightly in different cultures.*

4. Kind communication

(15 minutes)

Show the moment that Sav and Preen discover the 'old tech' (phones from today that are 'old' in Sav and Preen's time) on slide 7. Explain that they want to use this to send a message to the 'Pastlings' – the children of the 2020s (i.e. their class!).

Tell the class that Sav and Preen can't agree on what to say in their message to the Pastlings; they are arguing and not being very kind to one another. Ask the class what Sav and Preen could do or say to show kindness to one another, instead of arguing, and take feedback.

Pupils might suggest: *take it in turns to share their ideas, listen to each other without interrupting, tell each other what they like about their ideas, try to find a compromise on what to say.*

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**Kind communication
continued:**

Next, show slide 8 and explain that Sav and Preen want to make sure that they show kindness to the children of the 2020s when they contact them. In pairs, ask pupils to discuss how Sav and Preen might communicate kindly with the Pastlings, considering what they might say and how they might start a conversation.

Then, ask pupils to write a short text message, or script the start of a phone call, from Sav and Preen to the Pastlings.

Finally, ask for volunteers to read out their messages or scripts, highlighting features of kind communication.

Pupils' responses might include: *being polite, saying hello, asking someone how they are, introducing themselves and using please and thank you; asking the Pastlings for their opinions, rather than telling them what they want; showing empathy or respect for the Pastlings – recognising that they will be giving up their time to speak to Sav and Preen.*

Support options**Option 1**

Give pupils *Kind communication*, which provides sentence starters to help them create a text message.

Option 2

Give pupils *Card sort* and ask them to decide which words Sav and Preen should use to demonstrate kind communication, and which cards demonstrate less kind communication, organising these into two piles.

Option 3

Read, or ask a teaching assistant/one-to-one support to read aloud, the examples on *Card sort*, and ask pupils to put their thumbs up or down based on whether they think it's kind or not.

Option 4

Ask pupils to say/draw/write how they would communicate kindly with someone in their own lives, and what words they would say to show kindness.

Challenge...

Ask pupils to discuss the similarities and differences between communicating kindly offline and online.

For example: *someone might use their body language more effectively to convey kindness in-person (such as using eye contact to show they are listening), but they should be polite and respectful both online and offline.*

5. Acts of kindness

(10 minutes)

Show pupils the reply that Sav and Preen receive from the Pastlings on slide 9, suggesting that they introduce 'acts of kindness' to their time. Ask the class what they think 'acts of kindness' are and take feedback, before explaining that these are things someone can do to help another person/people, or show them care, consideration or thought, without expecting praise or a reward.

Next, in small groups, ask pupils to discuss how acts of kindness might make people feel. Take feedback.

Pupils might suggest: *happy, well-liked, cared for, appreciative, confident, optimistic, less stressed, more likely to be kind to others.*

Finally, ask each group to come up with three acts of kindness that Sav and Preen could carry out in their time, using the example on slide 10 to model this. Ask groups to share these with the class, explaining what impact these acts of kindness might have on Sav and Preen or people in their time. Share the examples on slide 11 to support feedback.

Support options

Option 1

Give pupils *Acts of kindness* and ask them to pick their top three choices to recommend to Sav and Preen, explaining how these might make Sav and Preen feel.

Support option 2

Ask pupils to role play an act of kindness. You may wish to use *Acts of kindness* to provide suggestions for them.

Support option 3

Ask pupils to draw someone carrying out an act of kindness, including how it makes the other person feel.

Support option 4

Ask pupils to think about an act of kindness they have seen or experienced and describe it to you/a teaching assistant/one-to-one support.

Challenge...

Ask pupils to consider which acts of kindness might impact a lot of people, and which might impact only one or two. Then, ask them to discuss whether they think the number of people impacted by the act is an important consideration, or whether acts of kindness should be carried out regardless of how many or few people they impact.

6. Endpoint assessment

(5 minutes)

Ask pupils to return to the baseline assessment activity from the start of the lesson and review their answers. Ask them to add any new ideas, by either writing/drawing in another colour pen, explaining to a teaching assistant/one-to-one support, or acting out anything new about what kindness might look or sound like, or how it might make someone feel. Then, ask pupils to add one reason why they think kindness is important and take some suggestions from the class.

Finally, ask pupils to reflect on the question on slide 12: How will you show kindness this week? You may wish to take some responses from volunteers, but as this is a personal reflection activity, it does not need to be shared with the class.

7. Signposting support

(5 minutes)

Show slide 13 and explain that if pupils are worried about someone being unkind, they should talk to an adult for help, such as a parent/carer, family member, teacher, or another member of staff.

There are also organisations that can help children, such as Childline:

www.childline.org.uk/kids (for under 12s).

Extension activity

Ask pupils to visit **www.jointherez.com/phone/home** and either read or listen to episode 1 of *The Rez*. They could write a report, create a storyboard, or explain to a friend or trusted adult the story so far.

