

Inside Out Day: Kindness Resources

Key Stage 2 - Years 3&4

Introduction for Teachers

Why We Teach Kindness

- Teaching children to be kind helps them begin to think about others and develop empathy.
- When we receive kindness we feel better about ourselves and others. Kindness contributes to a positive view of the world.
- When children look for ways to be kind, they develop problem solving skills and the ability to change things for the better.
- Practising kindness helps children to have positive friendships and relationships.
- **By teaching kindness, we develop positive mental health.**



Session Plan

Aims for Children

- For children to explore the theme of 'Inside Out Day': We don't always know what people are feeling on the inside so we need to remember to be kind
- To enhance children's emotional literacy by exploring feelings and how we express them
- For children to think about the different ways that we can be kind
- For children to think about what it feels like to be kind and for someone to be kind to them
- For children to understand that one kind act can spur on another

What does the session include?

Total: 35 mins

1. Intro & rules **5 mins**
2. Emotion game: Emotion Blizzard **5 mins**
(**Emotion Word Association Game – Covid-19 adaptation**)
3. Discussion - "What's Easy to See What's hard to see?" **5 mins**
4. T-shirt Activity **15 mins**
5. Discussion around kindness (**alongside t-shirt activity**)
6. Sum up activity on kindness – How do we care for others? **5 mins**
7. T-shirt washing line display (**after the session**)

Session Instructions

Introduction & rules

5 mins

The teacher explains that this session is all about why we are doing Inside Out Day.

"Today we will be thinking about why kindness matters, what it means to be kind, what it feels like to be kind and what can happen when we are kind."

The teacher explains that in this session we will be thinking about feelings and we will have a chance to share some of our feelings and thoughts. The teacher asks the class to suggest some rules we can have to make sure everyone feels comfortable and happy to share.

The teacher takes some suggestions and feeds in examples if necessary:

- One person speaks at a time (put your hand up)
- Listen to what others have to say
- Disagree politely
- Don't make fun of what other people say - in the session or afterwards

Emotion Game - Emotion Boogie

5 mins

- Teacher plays some music*
- Whole class dancing in their own spaces in the room
- Teacher calls out "Boogie Happy" and children in dance in this style
- Teacher comments on how children's body language has changed to demonstrate that they are happy, "I'm seeing jumping, smiling faces, arms swinging"
- After 10 seconds teacher calls out "Boogie..." and another emotion. Suggested emotions to use: Sad, scared, angry, excited, frustrated, lonely, surprised

*Suggested Music: Marc Bolan & T. Rex "I love to Boogie" but any upbeat music can be used.

Or

Emotion Word Association Game - static game - Covid-19 adaptation

5 mins

- Children sit at their desks
- The teacher introduces an emotion word, e.g. Excited
- Going round the classroom, each child must say a word related to that emotion, e.g. jumpy, happy, smiling (whatever first comes to mind).
- Every 5-6 children the teacher introduces a new emotion word
- Suggested emotion words: Sad, scared, angry, excited, frustrated, lonely, surprised.

Resources

Music (emotion boogie)

Double-sided t-shirt worksheet

Coloured pens/pencils

Discussion - "What's Easy to See What's hard to see?"

5 mins

The teacher frames the game that the children have just played and explains that they have been thinking about emotions. *"Some of the words we used described the feeling and some words described how we behave or look when we have that feeling. Sometimes it's easy to see what someone is feeling, sometimes it's much more difficult."*

The teacher asks, *'Can you think of times when it is easy to see how someone is feeling, what might that look like?'* (E.g. crying, shouting, smiling, sulking, trembling)

'Sometimes we can't see how someone is feeling. What reasons might there be for this?' (e.g. embarrassed to say, don't know the words, feeling unsure)

"Sometimes how someone feels on the inside can be very different to how it looks on the outside."

T-shirt Activity (Discussion around kindness alongside t-shirt activity)

15 mins

The teacher hands out the worksheet. Children should choose two feelings one for each side of the sheet. They write the feeling inside the top label on each side.

The teacher explains *"Draw what YOU think that feeling might look like. You can use shapes, colours, patterns or any design. Remember, everyone feels differently so it doesn't have to look the same as anyone else's."* The teacher encourages the children to take their time and use lots of colours.

Discussion on Kindness

(While children are completing their worksheets)

Facilitating a discussion when children are busy with a simple task can help children to feel more comfortable and more able to open up and share. It takes the pressure off and allows for moments of reflection. Teachers can judge how much to develop the conversation.

Once the children have settled on the worksheet task the teacher can introduce the discussion: *"You are all drawing the feelings that someone might have on the inside but we might not be able to see them on the outside. Thinking about all the things people might be feeling - that we might not know about - reminds us that we must always be kind."*

What different ways can we think of to be kind to others? (Sharing, being generous, including others, being helpful, giving our time, being patient, having empathy (trying to understand how someone else feels))

How do we feel when someone is kind to us? (happy, grateful, positive, like we want to be kind to others)

How do we feel when we have done something kind for someone else? (Proud, pleased, satisfied, like we want to do more kind things!)

"Kindness is important for all of us. When we are kind we are aware of other people, we think about how they feel, we include them in our community and we support them. When we are kind, we look for ways to help others, to solve problems and to change things for the better. When one person does something kind it often encourages others to do the same. It is like a wave of kindness that travels from one person to another."

How do we care for others?

5 mins

The teacher sums up the message that we don't always know how others are feeling on the inside, so we need to remember to be kind. The teacher asks the children to add some ideas of *'Things I can do to be kind'* to the care label on the side of the t-shirt.

If there is time children could also cut out their t-shirts. The teacher explains that their t-shirts will be hung up on a class washing line.

Washing line display (after the session)

The teacher creates a 'washing line' display by pegging t-shirts on a washing line or pinning the t-shirts in a line on the wall. This creates a visual reminder for the children of their learning and a sense of connectedness for the class as a whole.

