

# Inside Out Day: Kindness Resources

Key Stage 2 - Years 5&6

## 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**)

## **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 Blizzard**

### **5 mins**

- Children sit in circle, teacher places large pile of small pieces of white paper in the middle (enough so that each child gets at least 3 pieces).
- Children have 30 seconds to write as many emotion words as they can, each one on its own slip of paper (teacher can use stopwatch)
- After 30 seconds children scrunch up each piece of paper into a ball and then, on the count of three, throw the balls up into the air to make an emotion blizzard.
- Children then collect any three balls and come back to their place in the circle.
- Children open their pieces of paper and choose one emotion to share around the circle.
- The teacher asks the children to try to choose an emotion that has not been read out already.

Or

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

- 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.

## **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 its 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 gives out the t-shirt worksheets. The children choose up to 4 feelings and write one under each t-shirt. The teacher explains "On each t-shirt 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 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 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."*

#### **Can you think of a time when someone did something really kind for you?**

### **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 explains that just like there is a label on a t-shirt which tells us how to look after it – what temperature it should be washed at, if you can iron it or not – we can think about how WE care for others. We are going to write the things that we can do to be kind on the care label at the back of our worksheets.

### **Washing line display (after the session)**

The teacher creates a 'washing line' display by pegging the t-shirt worksheets 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.

## **Resources**

Enough small (to write a single word) white pieces of paper for each child to have a few

Double-sided t-shirt worksheet

Coloured pens/pencils