



## A PSHE curriculum supplement

A collaboration between  
Dunkirk Primary School and Rastaalan koulu



An Erasmus+ funded project



Erasmus+




Educating the mind without  
educating the heart is no  
education at all.

**ARISTOTLE**

Dunkirk Primary and Rastaalan koulu set out to collaboratively create a healthy community for their staff, pupils and families. We wanted to know how to create communities that are spiritually, emotionally and physically healthy. What we discovered is that these communities are based on kindness – kindness to oneself, which in turns ripples out to others, and that ripple can be felt through the community. By being kind to ourselves, we can start to show those small acts of kindness that ripple through those around us, and those around them in turn, to create a big change. We found that people felt happier and more able to be kind when they felt cared for. We found that people were motivated by the feeling of responsibility that comes when you decide to act with kindness to try to change the world.

This supplement has activities that support the development of kindness. These activities are split into three sections – kindness to the self; kindness in our relationships; kindness in the community, but of course there is much overlap.

All activities have been tried in a minimum of two countries, with two or more ages of children. This ensures that the activities will be relevant to children from a diverse range of backgrounds.

			Positive pedagogy	Emotional literacy	Physical wellbeing	Acts of self-care	Healthy lifestyles	Mental wellbeing	Helping others	relationships	friendship	Social skills	Acts of kindness	empathy	Class community	ethics	Wider community	Cultural awareness	Impact on the world	Spiritual understanding
Activities promoting kindness to the self	Germ busters	p3			✓	✓			✓					✓						
	Be Seen in the ark	p4			✓	✓			✓			✓					✓			
	Finding your own strengths	p5	✓								✓			✓						
	Practice to gain a strength	p6	✓								✓		✓	✓	✓					✓
	Taking care of your teeth	p7			✓		✓													
	How to fill your bucket	p8		✓		✓	✓			✓			✓	✓						
	Wellbeing and healthy living	p9			✓	✓	✓		✓											
	Positive self-talk	p10		✓		✓	✓	✓												
	Inferno's sleeping box	p11		✓	✓	✓	✓											✓		
Activities promoting kindness within relationships	Listening skills	p12								✓	✓	✓	✓		✓					
	Rainbow Fish - 1	p13		✓					✓	✓	✓	✓	✓							
	Rainbow Fish - 2	p14	✓						✓	✓										
	Who will comfort Toffle?	p15		✓					✓		✓			✓						
	Bags of kindness	p16								✓	✓	✓	✓	✓						
	Kindness boomerang	p17							✓	✓			✓		✓		✓			
	Bucket filling vs bucket dipping	p18		✓					✓	✓			✓	✓	✓					
	Circle of friends	p19								✓	✓				✓		✓			
	Colour the world with kindness	p20		✓									✓	✓			✓			
	Don't worry, be happy	p21	✓						✓					✓	✓		✓			
	Each kindness	p22		✓									✓	✓	✓		✓			
	The giving tree	p23	✓	✓										✓	✓		✓			
	Kindness boxes, jars and dinosaurs	p24		✓									✓	✓	✓					
	Boxes of happiness	p25							✓	✓	✓		✓	✓	✓					
	Acts of kindness cards	p26		✓		✓	✓						✓	✓	✓					
	Bear says thanks	p27		✓							✓		✓	✓	✓					
	The name jar	p28							✓		✓		✓	✓	✓			✓		
	Kindness dolls	p29								✓	✓		✓	✓	✓					
	Puff the magic dragon	p30		✓					✓	✓			✓	✓						
	Kindness rocks!	p31		✓									✓	✓	✓		✓			
Activities promoting kindness in the wider community	Kindness to animals	p32											✓			✓	✓		✓	
	Bag for life	p33	✓													✓	✓		✓	
	Charity work	p34							✓							✓	✓		✓	
	Peace signs	p35											✓	✓			✓		✓	
	Peace cranes	p36											✓	✓			✓	✓	✓	
	Reduce, Reuse, Recycle	p37														✓	✓		✓	



## Germ Busters

**Areas of PSHE covered:** physical well-being; acts of self-care; empathy; helping others

**Resources:** colouring pencils, paper, stickers or pre-cut pictures of germs from magazines (odd looking creatures will do), some glue if you use pre-cut pictures, plasters, cotton balls/pads or tissue, paper towels, smart board and video material if possible



**Preparation:** Depending on the group, make sure you have one or two assistants (helping hands are needed throughout the activity) and a spacious classroom with a sink and faucet. Cut the "badges" ready. Get also the "first aid kit" (plasters and cotton balls) ready, preferably divided into smaller batches (for example, one – two plasters and a cotton ball per a child), use old envelopes as kits.

**Description of Activity:** Watch a film called Germ Busters Wash Your Hands <https://www.youtube.com/watch?v=07YNCFIS0il> or something similar and discuss where/ when / how our hands get dirty, why it is so important to take good care of hand hygiene and when we actually should wash our hands. Practice the proper technique (with water and soap or without) and how to dry our hands so that germs would not spread from dirty surfaces to clean hands so easily. By drawing dots on one hand and then touching his/her other hand that is still wet, the teacher demonstrates how germs can contaminate clean hands if they aren't dried well enough. The children see how easily the dots are transferred from one hand to another, just like germs do. After this, it is time to have a little first aid activity - how to put a plaster on "a cut" (draw the cut with a red pencil, not necessary). Remind the children that they must have clean hands when cleaning the cut and handling the plaster. The children put the plaster on their own finger, knee, hand, forehead etc. They can also practice empathy by helping each other. After the activity, everyone makes a Germ Buster badge. The first aid activity can be executed separately.

**Teacher tips:** Old and not so popular weird looking stickers are perfect for this activity. You can also use pre-cut pictures from magazines. An extra pair of hands (or maybe more) needed with the plasters and the handwashing activity if executed with real soap and water. If documentation is needed, ask someone to take pictures for you. Other related videos: *Germ Wars - The story of kids as heroes in preventing germs* <https://www.youtube.com/watch?v=O5PwLAZNnKc> , *Germ smart, wash your hands!* <https://www.youtube.com/watch?v=NoxdS4eXy18>



"Qualified" Germ Busters



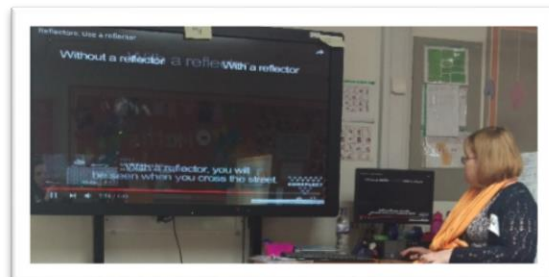
"Badges"



## Be Seen in the Dark

**Areas of PSHE covered:** physical well-being; helping others; social skills; wider community; acts of self-care

**Resources:** reflectors, a flashlight (mobile phone), AV equipment, video Pedestrians use reflectors in the dark <https://www.youtube.com/watch?v=bD-yINurLM> , a fairly dark room for demonstration or testing how reflectors work



**Preparation:** Reflectors (one per each pupil) or reflective tape and scissors.

**Description of Activity:** Watch the video and discuss why it is important that the pedestrians are seen in the dark. Give each child a reflector and dim the lights as much as you can in the classroom or go to another darker room. Use the flashlights to study how the reflectors blink. Attach the reflector to a bag etc.

**Teacher tips:** You can design and make your own reflector that can be attached to the school bags, shoes, hats etc. Use reflecting tape. If you use the tape measure and cut the pieces you need ready. You might want to have some examples the children can copy and make their own reflector. Video for younger children Angry Birds reflectors movie <https://www.youtube.com/watch?v=ibF6FODaN8> . You can also study how well you can see each other in a very dark room. Some of the children have their reflectors on and some don't. Compare how easy it is to see people in the dark without reflectors. In this case, give some of the youngest/shyest pupils flashlights (pointing downwards). Walk around the room and try to avoid bumping into each other. No running!





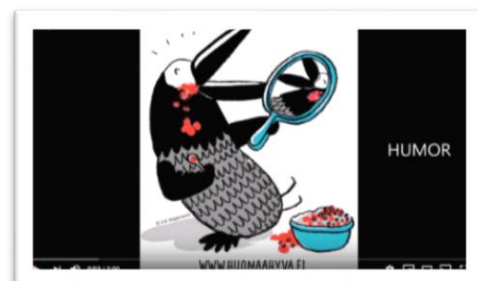
## Finding Your Own Strengths

Knowing our own strengths helps us to find our true potential and to discover the best in others

**Areas of PSHE covered:** positive pedagogy/character education; empathy; friendship

**Resources:** Huomaa hyvä – action cards (available only in Finnish). Action cards include 26 picture cards that describes different strengths. There is a video that describes these strengths in English:

<https://www.youtube.com/watch?v=ksph2RL7O0Y>



**Preparation:** Make a nametag for each pupil. If you don't have Huomaa hyvä –action cards, you can write down 26 strengths on a notecard (humor, curiosity, self-control, gratitude, creativity, compassion, love of learning, hope, love, teamwork, grit, social intelligence, bravery, zest, kindness, forgiveness, perspective, judgment, leadership, appreciation of beauty and excellence, prudence, fairness, sisu, honesty, spirituality, humility).

**Description of Activity:** Go through each card or watch a video <https://www.youtube.com/watch?v=ksph2RL7O0Y> . Name the strength mentioned in each card. Ask pupils, what that strength means and how strength is seen in everyday life. All the cards are placed so that everyone can see them. After pupils are sure that they know what each strength means, they will choose a strength that is most suitable for describing them. Pupils will place their nametags below each action card. After this, each one will tell others what their own strength is and how or where they use that strength.





## Practice to Gain a Strength

**Areas of PSHE covered:** class community; friendship; acts of kindness to others; positive pedagogy/character education; empathy; spiritual understanding

**Resources:** brown cardboard, scissors, tape or glue, green cardboard, colouring pencils, printer, pictures of bird nest and eggs and some fun animal picture, such as penguins, dragons or reptiles.

Huomaa hyvä – action cards (available only in Finnish).

Action cards include 26 picture cards that describes different strengths.

There is a video that describes these strengths in English:

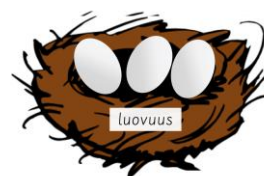
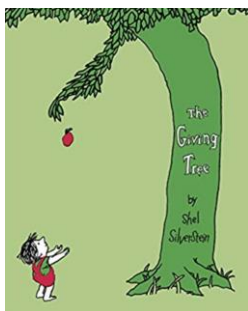
<https://www.youtube.com/watch?v=ksph2RL7O0Y>



**Preparation:** Make a large tree, leafs and nests. Each nest is named after 26 different strengths. Make one egg per pupil. Each egg is named after a pupil. Print out different animals, such as penguins, dragons or reptiles. These animals will hatch from eggs after each strength is acquired by practicing.

**Description of Activity:** Go through each card or watch a video

<https://www.youtube.com/watch?v=ksph2RL7O0Y>. Name the strength mentioned in each card. Ask pupils, what that strength means and how strength is seen in everyday life. All the cards are placed so that everyone can see them. Pupils will choose a strength that they want to practice and to achieve through practice. Teacher will give each pupil instructions how to practice this strength (instructions are behind each Huomaa hyvä-actioncard). Assessment will be made after every week and it is up to the pupils to determine whether they have achieved strength. If strength is achieved, egg is hatched and an animal will appear to the nest. After each pupil achieves his or her goal, they will choose a new one. By doing this, they will learn to achieve new strengths and use them for themselves, for each other and for the school community.





## Taking care of your teeth

**Areas of PSHE covered:** physical well-being; healthy lifestyles

**Resources:** a scale model of the tooth, toothbrush, video from you tube: Brush Along With Budd! Brush teeth song and dance!

**Preparation:** organize pictures and items and equipment needed, make the homework task and take copies.

### Description of Activity:

Discussion generally about components of health with pictures (food, sleep, physical exercise and hygiene) and talked into brushing teeth

Discussion of the milk teeth and permanent teeth, when and how often teeth should be brushed, xylitol (what they had after the snack)

Pupils practise brushing teeth with the scale model of the tooth

Pupils watch and act with the video from you tube: Brush Along With Budd!

After lunch they were given toothbrushes and guided again how to brush their own teeth properly

**Homework:** weekly tracking of brushing teeth daily

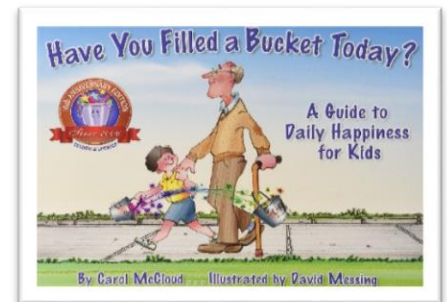


## How to Fill Your Bucket

**Areas of PSHE covered:** emotional literacy; empathy; acts of self-care; healthy lifestyles; acts of kindness to others; relationships

## Resources:

- Have you Filled a Bucket Today by Carol McCloud
- Small bucket and a collection of items to fill it (e.g. glass beads, pomp oms, feathers)



### Preparation:

- Small bucket diagrams
- Large empty bucket diagram
- Suggestions of kind and unkind acts; healthy and unhealthy activities

**Description of Activity:** Demonstrate the concept of an internal bucket, using the small bucket, by doing and saying kind things to class members and giving an item from the bucket at the same time. When the bucket is empty ask whether the class can explain what has happened. Talk about how you feel when your bucket is empty. See if the class know how to make you feel better, where kind things are suggested put an item back into the bucket.

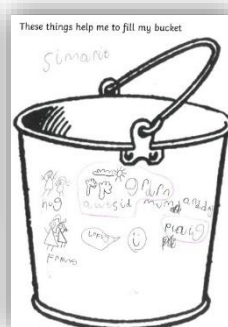
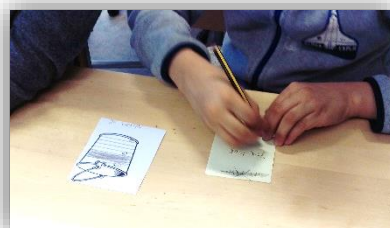
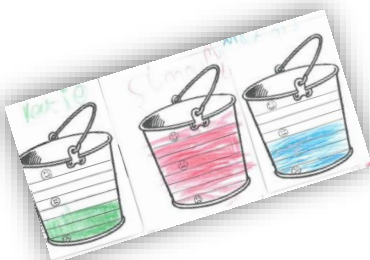
Class use small slips to self-rate how their bucket feels right now. Read the book and then as a class gather suggestions for “bucket filling” ideas which can be written on a board or display. The ideas can come from the book or from other ideas the children have. Encourage the children to think both of things that they can do themselves (e.g. sit quietly and read a book) and those that require another person to do something (e.g. have a hug).

Each child needs a large empty bucket which they should draw or write ideas of how they like their bucket to be filled, trying to find a range of things that they can do themselves, or with others. At the end of this stage, pupils should discuss their buckets with others and then be given some time to see if they can top up their own or someone else's bucket.

At the end of the session children can self-rate their bucket on a second slip, and compare with the first.

**Teacher tips:** Depending on the age of the children they can start to consider what they can do to keep their own bucket topped up by being kind to themselves.

The metaphor is useful as a school strategy and children can start to recognise that when others demonstrate poor behaviour this can be because their bucket is empty, and the best way to respond is with kindness.





## Well-being and Healthy Living

**Areas of PSHE Covered:** physical well-being; acts of self-care; helping others; healthy lifestyles

**Resources:** Smartboard, printouts, possibly paper and pencil

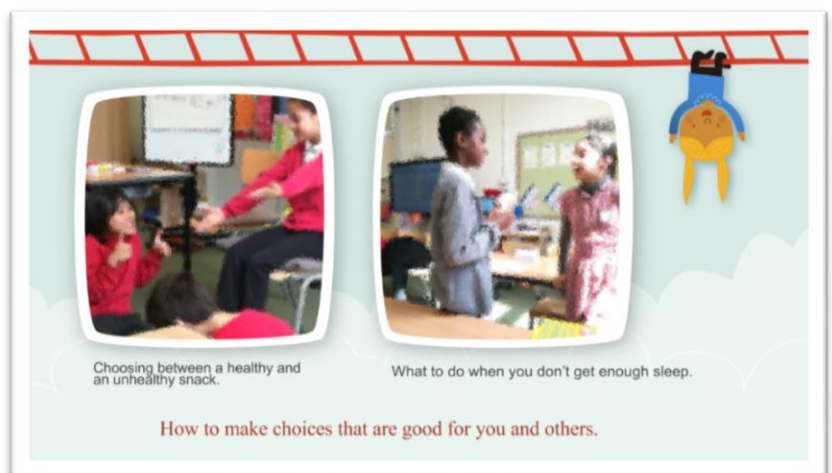
**Preparation:** Print out pictures of different situations where people need to choose between two scenarios; one of which promotes healthy living and another that doesn't. For example, when you want a snack, should you choose vegetables, fruit, yoghurt or chips and chicken nuggets?

### Description of Activity:

Let's first think about what kinds of things are and are not part of human well-being. Let's share ideas. Then, let's move on to working in small groups.

#### Group work on healthy choices

- 1) Let's form small groups.
- 2) Each group is given a picture about a situation where you have two choices: a good/healthy choice and a bad/unhealthy choice.
- 3) Together with your group members, discuss what is happening in the picture, and what choices the person in the picture may have.
- 4) On the basis of the picture, and together with your group members, come up with a short story about the picture and **the good/healthy choice** the person in the picture makes.
- 5) Let's share our stories.



**Teacher Tips:** In addition to making a short play about making a good/healthy decision, the pupils may find it inspiring and entertaining, to generate a play about the poor choice. If two plays are made, it's advisable to have the one with the good/healthy choice last.



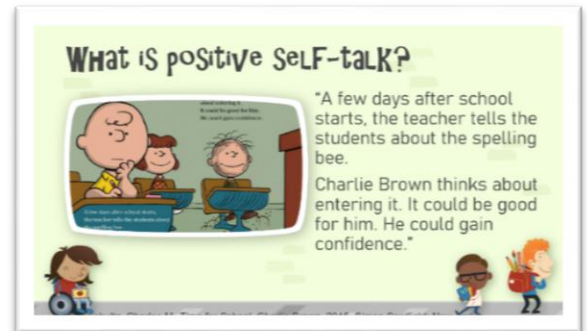
## Positive Self-Talk

**Areas of PSHE Covered:** mental well-being; emotional literacy; acts of self-care; healthy lifestyles

**Resources:** Smartboard, large sheets of paper for posters, pencils, crayons

**Preparation:** Watch a video on YouTube about positive self-talk starring a young pupil called Collin (<https://www.youtube.com/watch?v=8AQQqJEwkjw>) and read *Time for School, Charlie Brown* by Schultz (2015. Simon Spotlight: New York).

**Description of Activity:** Show the video on YouTube about positive self-talk in which a young pupil called Collin practises positive self-talk in possibly frustrating situations (for example, facing a difficult task or a test at school) and read the above-mentioned story about Charlie Brown. Discuss both the video and the Charlie Brown story and share ideas. Generate role-plays using positive self-talk. If you have time after the plays, create posters about situations where you use positive self-talk.





## The Sleeping Box

**Areas of PSHE covered:** emotional literacy; acts of self-care; physical wellbeing; healthy lifestyles; cultural awareness



### Resources:

- Puff the Magic Dragon by Peter Yarrow and Lenny Lipton
- A toy dragon – Inferno
- A cardboard box and comfortable materials

### Preparation:

- Carry out prior activities on caring for a baby dragon (Puff the Magic Dragon)
- A presentation showing healthy and unhealthy things e.g. variety of different foods; people engaged in different activities; photos of professionals who support health (doctor, nurse, dentist); photos of teeth in different conditions
- The Inferno toy should have visited a child's house the night before

### Description of Activity:

Ask children to think of as many ways as possible to stay healthy. If they are struggling they may need to see the presentation to give them ideas. Tell them you want to think about one particular way of staying healthy – sleeping.

Gather the children's ideas about sleep. Do they know why this is healthy and important? What do they do to ensure they get enough sleep? Are there factors that inhibit this? Are there certain times that they find this harder? Some children may talk about fears and if this occurs it is important to ensure they know that everyone has things they are frightened of and to know some ways to get support with this. Some children may talk about not being able to go to sleep when they are excited (e.g. before their birthday).

Introduce the concept of Inferno not having slept well as he stayed at a pupil's house and was too excited to play with all the new toys to be able to sleep. Talk about how we can help Inferno. Encourage the children to think about what we need to sleep well:

- a suitable sleeping space – comfortable (this can be created for the toy from the box and blankets/cushions etc), calm/dark (a lid can be put on, although some might like a bit of light to still get in)
- quiet – children can make signs saying that Inferno is sleeping, and can remind each other to be quiet near the sleep space
- enough time – children to ensure Inferno gets enough sleep
- routines – e.g. a story before going to sleep, cleaning teeth etc

### Teacher tips:

- As children in the class come from a range of cultures, it was important not to have pre-conceived ideas about normal sleep conditions might be in their culture, and to present non-judgemental expectations of suitable space.
- This activity also gave the teacher an insight into what the class sleep routines were like, and whether there were any parents that might need some additional support
- This work was carried out with early years children and might need to be adapted for older children



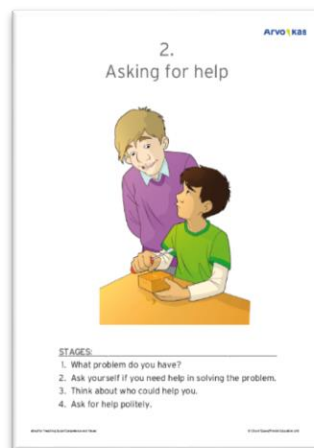
## Listening skills

**Areas of PSHE covered:** social skills; community; friendship; relationships; acts of kindness to others

**Resources:** This is a method for teaching social competence and values. This method has 70 different skills, that is taught step by step. Each skill has a poster with a picture and step by step instructions how to achieve that skill.

**Preparation:** Depending on the group, make sure you have one or two assistants and a spacious classroom.

**Description of Activity:** Activity starts with explaining to pupils what listening means and how we all can practice listening. Ask pupils in which situation they need the listening skills. Situations can be at school, at home or when playing with friends. Then practice how to be a good listener step by step. Model how to practice the skill with a single pupil. Decide an imaginary situation that you need to use listening skill. The situation is created by words but not acted out. Each has an imaginary role. Teacher is the one who is talking and pupil is practicing listening skill. Pupil goes through instructions by saying those out loud and acting out according to the instructions. Other pupils are following the situation closely and observing the pupil is following the instructions. After this, pupils are divided into groups of two. They practice to acquire these skills



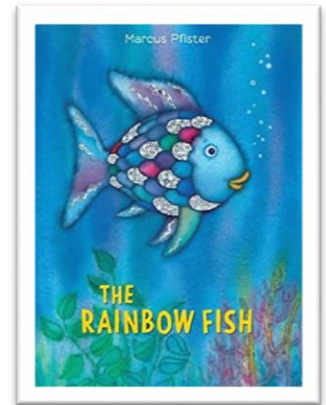


## The Rainbow Fish (lesson 1)

**Areas of PSHE covered:** friendship; relationships; social skills; acts of kindness to others; helping others; emotional literacy

**Resources:** The Rainbow Fish book by Marcus Pfister – a story about friendship and sharing

**Preparation:** In addition to the book, have paper and crayons available. Depending on the age of the pupils, you can decide if you want to draw/print a template for them or let them draw and/or write themselves.



**Preparation for the follow-up activity:** cardboard, different coloured papers (and/or glitter)

**Description of Activity:** First, we talked about what makes each and one of us happy and then I read the book to the class. We discussed the difference between being happy about what we have and how sharing and spreading happiness can make us feel even better. The pupils then made small, personal posters about what they can share and how it makes them feel. We put them up on the classroom wall to remind us that we should be sharing the good things we have.

**Teacher tips:** This is a good activity as such when working with small pupils. However, since mine were already 10-11, we just used this as a base for the follow-up activity in which we were listing all the things we could do to make other people happy.

After this, as a follow-up activity we created a huge Rainbow Fish on the corridor wall next to our school canteen where everybody could see it when they are standing in line for their lunch. We wrote a thought bubble for the fish asking, "How could I make others happy?" and made a list of how we could reply and wrote them on the scales.

"By being fair. Smiling. Hugging. Asking them to join the play. Taking their books and homework to them if they are sick. Opening the door." etc.





## The Rainbow Fish (lesson 2)

**Areas of PSHE covered:** positive pedagogy/character education; relationships; helping others

**Resources:** The Rainbow Fish Discovers the Deep Sea

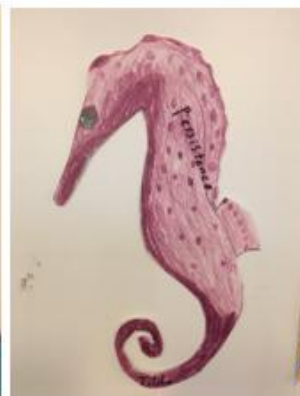
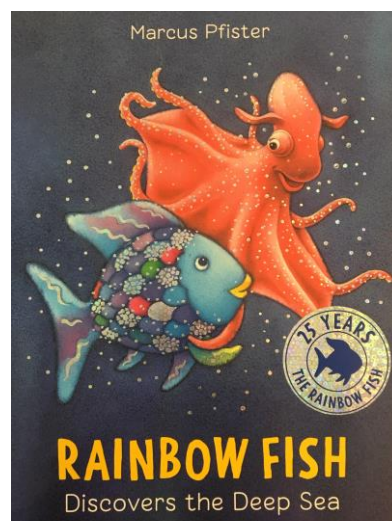
**Preparation:** Paper/cardboard, crayons and a list of character strengths such as: *Appreciation of beauty & excellence, Bravery, Creativity, Curiosity, Fairness, Forgiveness, Gratitude, Honesty, Hope, Humility, Humour, Kindness, Leadership, Love, Love of learning, Perseverance, Perspective, Prudence, Temperance, Social intelligence, Spirituality, Teamwork, Courage* etc.

**Description of Activity:** Divide the class into small groups and let them discuss the following: What do we have in common? How are we different? Then read the story and let the groups talk about what they thought about it and learned from it. Why might we be afraid of something that we are not familiar with? What would it be like if we were all the same? Introduce to them the different character strengths and talk about what each of them means. What do you think is your strength? What would you say are your friends' strengths? Let them talk about this for a while in their small groups. After everyone has found their strength, how does it help the group that you are all different? Let every group share their thoughts with others. After this, the students can choose any type of sea creature they want to represent them, draw it and write their name and strength inside it.

### Teacher tips:

Choose the character strengths and the amount of them according to the age group you are teaching: some concepts may be too abstract for very young learners and you also may want to restrict the amount of them to suit your purposes.

The aim of this activity is to strengthen the pupils' self esteem and show them that together we are stronger: by joining our strengths we can achieve more than on our own.





## Who will comfort Toffle?

**Areas of PSHE covered:** helping others; empathy; emotional literacy; friendship

**Resources:** "Who will comfort Toffle?" by Tove Jansson or a book with similar theme, pencils, Post-It notes, a large sheet of paper

### Preparation:

Take a large sheet of paper and cut into a shape of heart. Place it on a wall or a blackboard. Make sure you have pencils and Post-It notes for each child. Read the story and make sure the language is not too complicated for the target group. Make some adjustments if necessary. If the story is too long, make it shorter.

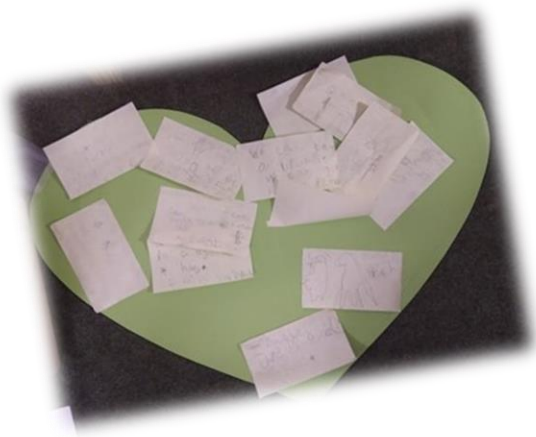


### Description of Activity:

Read the story in small sections. Discuss how you would react or what you would do in different situations. Ask the children to draw or write down their ideas. Collect the notes on the big paper heart.

### Teacher tips:

Depending on the target group, you can transform the story into a small play or use puppets etc. to make the story more concrete.





## Bags of Kindness

**Areas of PSHE covered:** empathy; friendship; social skills; relationships; acts of kindness to others

**Resources:**

- fabric bags (these could be made using the Bag for Life activity)
- Felts, thread, needles, sequins and any other items for sewing



**Preparation:**

This project took place over several lessons. Children learnt that they would be having a PenPal in their partner school. They learnt facts about the partner school and studied Marimekko Designs. The pupils had all individually planned a Marimekko inspired design.

Pupils had also previously had lessons on writing words of kindness

**Description of Activity:**

Stage 1: Pupils cut and sewed felt to recreate their Marimekko inspired designs onto rectangles of fabric. These were then attached to a fabric bag.

Stage 2: The pupils' completed designs were professionally reproduced onto postcards. The pupils then wrote kind or positive messages onto the postcards. These were put into the bags, and the bags were taken to their partner PenPals.

**Teacher tips:**

This was a lengthy project that was carried out because the class had partner PenPals in another school. If this is not appropriate then the postcard element could still be used easily within a class or school.



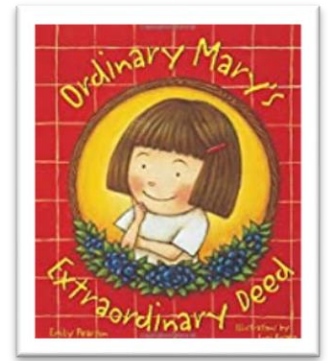


## Kindness Boomerang

**Areas of PSHE covered:** acts of kindness to others; relationships; wider community; class community; helping others

### Resources:

- Ordinary Mary's Extraordinary Deed by Emily Pearson
- Life Vest Inside – kindness boomerang video (<https://www.youtube.com/watch?v=nwAYpLVyeFU>)
- Large paper and pens
- iPads



### Description of Activity:

Read Ordinary Mary's Extraordinary Deed and discuss what has happened. Help pupils see that to develop a kinder world all that needs to happen is that each person needs to do small acts of kindness.

Show the Life Vest Inside video and tell pupils they will be making their own film that has meaning to them. Ensure they understand the structure of the video and demonstrate how the recipient in one scheme becomes the giver in the next.

In small groups or pairs pupils come up with ideas of small acts of kindness that could be represented through film. Each group works out how to represent this and what props they will need. One person from each group will be the recipient, and then the giver in the next group.

Pupils can edit the film, or be involved in the editing process.

### Teacher tips:

- We worked in small groups with some children just playing the roles of extras so as not to make the film too long. If any children do not want to act they could film their group
- The films took several lessons to write, film and edit.
- Once created the films are a lasting resource to support the teaching of kindness and they can be used to promote discussion, to start a lesson or in assemblies.



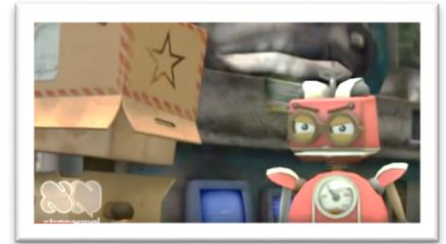


## Bucket Filling vs Bucket Dipping

**Areas of PSHE covered:** emotional literacy; empathy; acts of kindness to others; helping others; relationships; class community

### Resources:

- Bucket filler vs Bucket dipper video  
<https://www.youtube.com/watch?v=Vrd0ImQnBTw>



### Preparation:

- Slips of paper
- Post-it notes, large paper
- Example compliments

**Description of Activity:** *This activity should only be completed if the children have a concept of "bucket filling", e.g. by completing the "Fill your Bucket" activity*

Introduce the concept of "bucket dipping" – taking from someone's emotional bucket – alongside the concept of "bucket filling". This can be done by starting with the video linked above, or through a suitable story or video clip. Ask children to think of times that their own bucket has been filled and times when it has been dipped. This can be completed on post-it notes that the children affix to large buckets to preserve some anonymity.

Consider the impact of the bucket filling actions versus the bucket dipping actions on the recipient. Children could draw emoticons of how different actions might make them feel. It is important for the children to see that the strength of our reactions to different actions can vary from person to person. Consider also how it feels to be the person to carry out a bucket dipping action, and that actually this dips our own bucket too, whereas carrying out a bucket filling action can actually fill our own bucket as well.

Agree to all fill someone's bucket today, starting from now. Explore the idea of a compliment (see teacher tips below). Read the pre-pared compliments to see if they could be given to anyone in the class. Elicit from the children that compliments are positive words shared with another person about their observed qualities, where possible these should be about the personal skills and qualities and not about things they have no control over such as their appearance.

Children to sit in a circle and write a compliment for the person next to them. When everyone has written their compliment, they should all be passed around for the recipient to read and retain.

**Teacher tips:** If the children find the concept of compliments difficult at first, this can be explored through watching a video and thinking of compliments for the character as a class. Some children find it easier to give compliments to a toy less threatening than giving them to another person.





## Circle of Friends

**Areas of PSHE covered:** relationships; friendship; class community; wider community

**Resources:**

- Concentric circles sheets
- Pens or pencils

**Description of Activity:**

The aim of the activity is to help children to see that they have a community around them, and that they have different relationships with different people within that community.

Pupils draw or write their name in the centre of the circle.

In the next circle pupils are asked to pick a couple of friends or family who they feel most connected to.

Pupils continue filling wider and wider circles. Pupils should be encouraged to think about children and adults in their family, in their class, in the school, in any extra-curricular activities they attend, in their neighbourhood etc.

**Teacher tips:**

At the end of the activity pupils can share their diagrams with others in the class, particularly with those they have included to help them see where the relationships are reciprocal, and by way of a compliment to their friends.



## Colour the World with Kindness

**Areas of PSHE covered:** emotional literacy; empathy; acts of kindness to others; wider community

### Resources:

- Colour the world with kindness film (<https://www.youtube.com/watch?v=rweIE8yyY0U>)
- Paper, pencils, colouring pencils
- The Tin Forest by Helen Ward (or this video: <https://vimeo.com/36088583>)

### Preparation:

- prior work on emotions; or a set of emotion cards

### Description of Activity:

Watch the 3 minute video with no language showing small acts of kindness and their impact on others.

Discussion points:

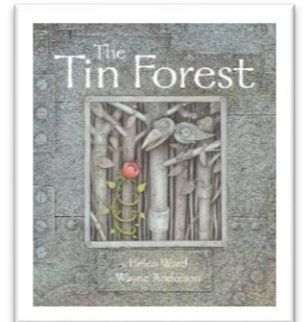
- What was happening in the video? Why did the characters look grey to begin with? How do you think they were feeling? Why did they become colourful after the act of kindness? How do you think they were feeling then? Were they big acts or little acts? Did it cost the person anything to be kind? What do you think they felt after they were kind to someone else?
- Think about a time when you felt grey – did anyone make you feel better?
- Draw this on paper showing what happened and how you felt

Read the story or watch the video of The Tin Forest, and then have a discussion, linked to the previous video:

- Why was the forest grey in the beginning? What was the old man doing / thinking / feeling?
- How was the old man trying to make the forest better?
- What happened because of his acts of kindness?
- Why was the forest colourful in the end? What was the old man doing / thinking / feeling?
- What impact did he have on the world?
- What could you do to be kind to our planet?

### Teacher tips:

You may need some emotion cards to help children if they do not have the vocabulary to express emotions accurately





## Don't Worry, Be Happy!

**Areas of PSHE covered:** helping others; empathy; class community; wider community; positive pedagogy/character education



**Resources:** Paper and pencils, music player to play the initial song, two teachers (one teacher for both activities)

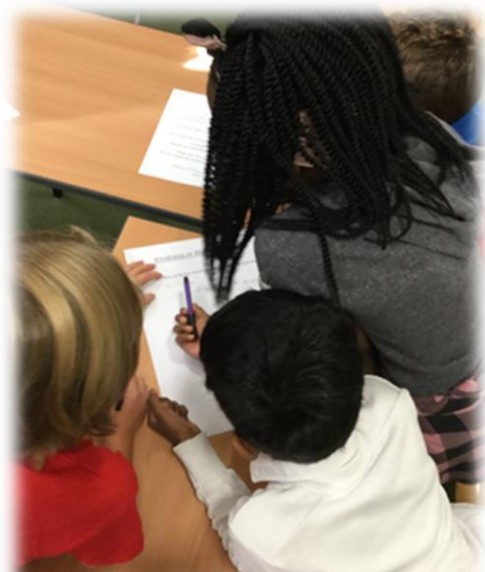
**Preparation:** Make new groups of pupils from different classes. Divide all the pupils in two groups and then into working pairs. Search the lyrics and music of Bobby McFerrin's song "Don't Worry, Be Happy"

**Description of Activity:** First one group of pupils think about the things that make them happy during the schooldays and writes them down. Then they write "new lyrics" about those things for the song "Don't worry, Be happy".

Meanwhile the other group is rehearsing the music of the song by singing and for example body percussion rhythms. These can be used as an accompaniment in the actual performance.

Then put the two groups together, rehearse and perform it to the audience.

**Teacher tips:** You can swap the two groups so that all the pupils can participate both activities. The accompaniment of the song has only three chords, so it can be played easily with kids (ukulele, guitar).



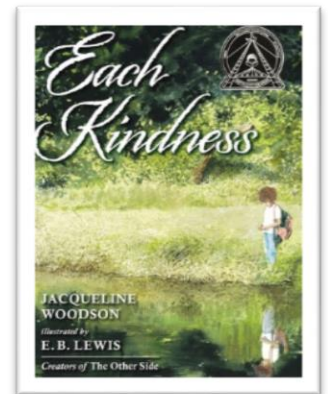


## Each Kindness

**Areas of PSHE covered:** empathy; acts of kindness to others; class community; emotional literacy; wider community

**Resources:**

- Each Kindness by Jacqueline Woodson
- Small stones or pebbles
- bucket



**Description of Activity:**

Each child drops a stone into a bucket of water saying something unkind that they have done in the past. If children don't want to say it aloud they can think it in the heads.

Discuss how the ripples spread outwards. Explore the idea that unkindness can spread unkindness. Move to think about how kindness also spreads in ripples.

Read the book and discuss the feelings of the characters, and what situations have led to those feelings.

In groups pupils come up with other ideas of ways to be kind in school, at home, in the community, and in the wider world.

**Teacher tips:**

Some pupils may benefit from drama around a range of situations to support their developing empathy.

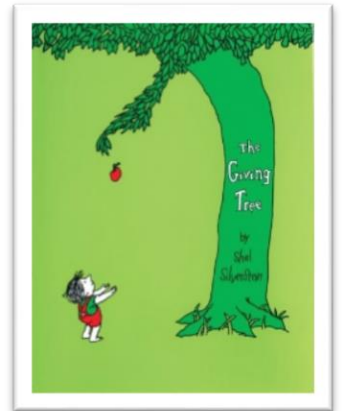


## The Giving Tree

**Areas of PSHE covered:** positive pedagogy/character education; empathy; emotional literacy; class community; friendship; wider community

### Resources:

- The Giving Tree by Shel Silverstein
- Large cardboard tree/bare tree display
- Paper leaf shapes
- Paper and pens



### Description of Activity:

Read the book and discuss what happened to the tree and how the tree felt. Children to understand that each small act of taking without giving has no impact, but that if this continues it can have a big impact on another person. Children draw or write what actions or words could make the tree happy again.

Discuss what sort of actions and words the children have come up with. Children write onto leaf shapes ways to make people feel happy in the class, the playground, at home, in school and in the community.

Children attach these leaves to the tree/display.

### Teacher tips:

The tree can remain on display and anyone in the class or school can add messages of kindness to the tree. Spare leaves can be left around school/in each class/near the tree





## Kindness Boxes, Jars and Dinosaurs!

**Areas of PSHE covered:** empathy; acts of kindness to others; class community; emotional literacy

**Resources:**

- small box with acts of kindness in
- a labelled glass jar
- a soft toy – “kindness dinosaur”



**Preparation:**

- prepare 30 or simple acts of kindness to go into the box
- prepare acts of kindness cards for the dinosaur
- slips of paper

**Description of Activity:**

Each day a child chooses an act of kindness from the box. This is discussed to ensure everyone understands what it means. Class discussion could share whether anyone has had this act done to/for them and how it made them feel. Everyone tries to complete the activity. At the end of the day, discuss who has managed to complete the act so far, and when and how they did this.

Example acts of kindness that were included:

- Open the door for someone
- Give someone a compliment
- Tidy up without being asked

The “kindness dinosaur” also brought a suggested act of kindness each week, and this was reflected on throughout the week.

There was also a jar in the classroom which children could note down kind words to another, things they were thankful for and positive things they had observed their classmates do. These were shared weekly.

**Teacher tips:**

If there isn't enough time in the day to have two mini-discussions then each act could last for a week, with a quick check in each day to see how the class are getting on. The act of kindness for the week could be displayed to remind everyone and children could add post-it notes to the display as they complete the act.



The cards the kindness dinosaur brings could relate directly to behaviours you wish to encourage or discourage within the class, or from ideas the children have shared in discussions.





## Boxes of Happiness

**Areas of PSHE covered:** empathy; helping others; acts of kindness to others; friendships; relationships; class community

### Resources:

- coloured card
- pens
- a simple net to make a box
- slips of paper
- ribbon

### Preparation:

Prior to this activity, children should have some understanding of why random acts of kindness are important and how they make the recipient feel.

For this activity, prepare a computer presentation with motivational and inspirational quotes from the internet.

### Description of Activity:

Share the motivational quotes with the class, allowing them to discuss and reflect on the meaning of the quote and how it makes them feel. Encourage them to reflect on how it would make them feel if someone said this to them.

Explain that children will be making a box of small messages designed to make the recipient feel happy.

Teach the children how to make a box using the net. Children make and decorate a box, understanding that the time and effort put into the box will also feel important to the recipient. Kind messages to be chosen from the ones shown, or the children's own ideas to be written neatly onto slips of paper to go inside the box and the box tied up with ribbon.

### Teacher tips:

We used PenPal partners in our Erasmus partner school as the recipients, but the boxes could equally be given to younger pupils, or pupils in a local school, or left around school for children to find. By using a partner class, the first class also got to experience being recipients as the partner class decided to return the act of kindness. If this isn't appropriate the school could partner classes to exchange acts of kindness, or classes could "pass the act of kindness on".





## Acts of Kindness Cards

**Areas of PSHE covered:** emotional literacy; acts of self-care; healthy lifestyles; acts of kindness to others; class community; empathy

### Resources:

- Life Vest Inside – kindness boomerang video (<https://www.youtube.com/watch?v=nwAYpLVyeFU>) OR
- one of the kindness boomerang videos made by Dunkirk, Rastaala or Lahore Lyceum schools
- pens, crayons and pencils



### Preparation:

- business card sized pieces of card
- A5 pieces of card

### Description of Activity:

Watch one of the kindness boomerang films. Discuss how kindness is a ripple.

Talk to the children about how the ripple starts with them, and spreads out around them, and then wider still.

Have a discussion around what things we can do to be kind to ourselves. Children choose three ways that they intend to be kind to themselves. These can be presented on one side of a business card. The other side of the card should have an image that pupils find positive, or that makes them happy. The cards can then be laminated, and could be made into keyrings. They can be kept in pupils bags, pockets or pencil cases.

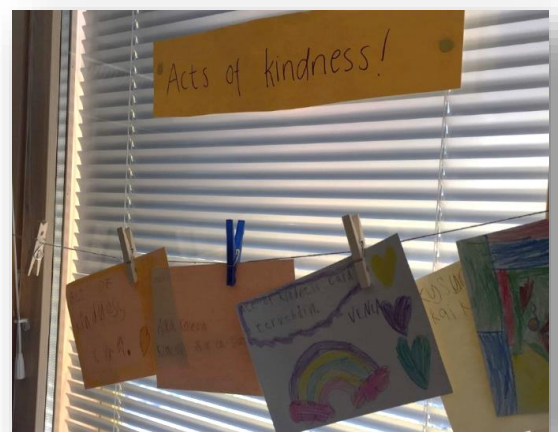
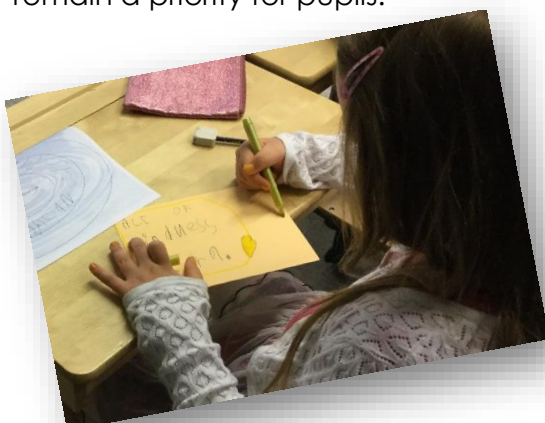
Following on from this, have a discussion about how once we are being kind to ourselves we can be kind to others. In groups think up as many ways as possible to be kind in the classroom. Share these to create a class list. Pupils choose an item off the list each.

Pupils present their chosen act of kindness on an A5 card. Where possible, pupils can also draw a picture that represents this. Where this is not possible, pupils should choose a positive image to put on the card.

The cards should then be displayed in the classroom to encourage pupils to carry out random acts of kindness in the classroom.

### Teacher tips:

Build in time to come back to Acts of Kindness cards to ensure they continue to remain a priority for pupils.





## Bear Says Thanks

**Areas of PSHE covered:** emotional literacy; empathy; friendship; acts of kindness; class community

### Resources:

- Bear says thanks by Karma Wilson
- A song about helping each others and friendship, e.g. Pirkko Halonen: "Ojennan käteni"
- Card or paper
- Pens, pencils or crayons and scissors
- Paper fasteners
- Bears feeling cards (or other emotion/feelings cards)
- A bear template with separate legs so it will be poseable

### Preparation:

- Copy the bear template for each pupil
- A completed model of the moving bear

### Description of Activity:

Learn a song about helping others and friendship. Then read the book, "Bear says thanks". It is a story about an old bear who wants to invite his friends to his home but does not have anything to share. After listening and reading the book, discuss the story and try to find out what the bear could give and share. For example, the best thing bear could share is his warm friendship and story-telling knowledge.

Demonstrate how to make the bear. Pupils should colour and cut out the bear. Pupils can choose an emotion for bear that corresponds to the story, they should then draw the face of the bear to match, using the feelings cards to help if needed.

### Teacher tips:

- The children of the class shared the bear's feelings of the need to have something concrete to share. After reading the book we understood that an invisible gift could be even more important than a concrete thing.
  - The book taught us how important friends are, and how everyone has his own important talent to share.
    - The pupils helped each other in different phases in making the feeling bear.
    - We learned the names of different species of animals because the friends of the bear were all different species. That brought us the of the value and importance difference
  - We performed the story for other classes using the bear models





## The Name Jar

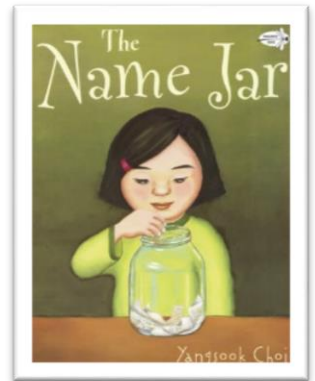
**Areas of PSHE covered:** empathy; acts of kindness to others; helping others; cultural awareness; class community; friendship

### Resources:

- The Name Jar by Yangsook Choi
- Teddy or other soft toy
- Jar

### Preparation:

- Small strips of paper
- Prepared name for teddy in a different script from main language
- (depending on the age of the pupils, a simplified version of the text)



### Description of Activity:

Introduce the toy as a new member of the class. Let the pupils ask him questions, and let the toy answer all, except what their name is. Read the book, stopping at suitable points to emulate the story:

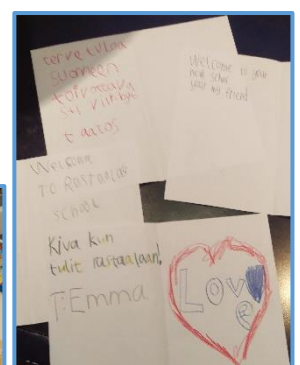
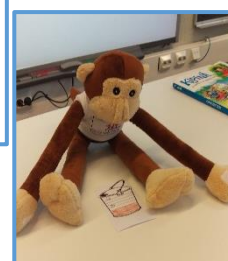
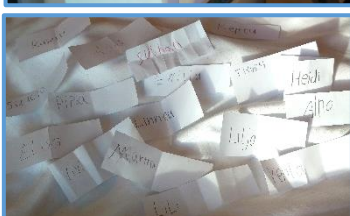
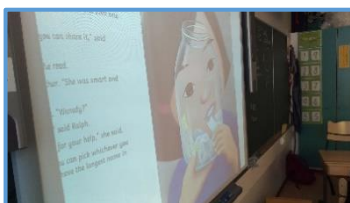
- Pupils to write suggestions of names for the toy on slips and put them in the jar
- Open the jar and read some of the suggestions

Part way through the book, stop reading and talk to the toy who indicates that he is feeling overwhelmed by the new classroom. A few children can take the toy somewhere quiet and try to reassure him and make him feel happier (see teacher tips below). The rest of the class can have a discussion around what they could do to make the new member of the class feel welcome when he comes back, and put some of these ideas into place (see teacher tips below).

When the toy comes back, discuss what actions have improved how he feels. Read to the end of the story and reveal the toy's name.

### Teacher tips:

- If you have any children who need additional small group time they can be chosen to take the toy out with an additional adult. During this time they can "discover" the name of the toy to reveal to the class, so by raising their sense of responsibility
- The age and nationality of the pupils may impact the ideas they have for kind acts. In the UK the pupils mostly wanted to make cards, and give hugs. In Finland, many of the children chose to knit items or help the toy in some way. Other ideas were baking and throwing a party.
- If you have introduced the concept of "bucket filling" in a previous lesson, then the toy's internal bucket can be discussed throughout





## Kindness Dolls

**Areas of PSHE covered:** acts of kindness to others; relationships; friendship; class community; empathy

### Resources:

- Dolly pegs
- Pipe cleaners
- Pens
- Scraps of material and wool
- Glue
- Luggage tags

### Preparation:

- A completed peg doll representation of the teacher
- Prior work on compliments or motivational messages; or a presentation of motivational messages or compliments work



### Description of Activity:

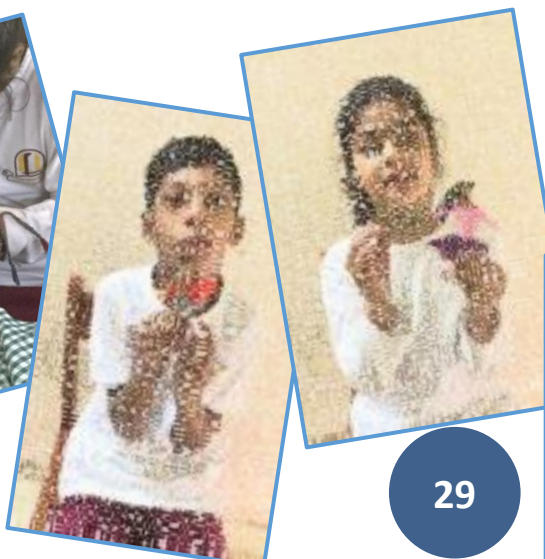
The children were introduced to the concept that they were going to do something kind for someone else, and that this would be by way of a message. Show the presentation with motivational messages, and discuss how these messages make us feel. Ask children to think of a message they would like to receive. Each pupil should write their message neatly on a luggage tag.

The completed teacher doll should be shown, and pupils should be taught a couple of simple techniques for attaching pipe cleaner arms, and for making a couple of styles of clothes. Each pupil should then attempt to recreate themselves as a peg doll, using wool or pens for hair, or fabric for head coverings as appropriate.

Once the doll is complete the positive message should be attached to the doll – they can be tied around the neck, or onto the pipe cleaner arm.

### Teacher tips:

- The original idea was that these dolls would be “hidden” around school, with a stack of plain labels nearby, and that if a doll was found the message could be removed and kept by the finder, but a new message put on in its place. However, the pupils in the class were keen to make them as a present for another pupil, and so these were given to a partner class.





## Puff the Magic Dragon

**Areas of PSHE covered:** empathy; helping others; acts of kindness to others; relationships; emotional literacy

### Resources:

- Puff the Magic Dragon by Peter Yarrow and Lenny Lipton
- Pictures of a dragon – choose a picture that has a scary stereotyped look
- paper and pencils for letter writing



### Preparation:

- A pretend dragon egg, which should be hidden somewhere in the classroom prior to the work starting
- A letter from Inferno the dragon

### Description of Activity:

Read the story of Puff the Magic Dragon to the class and set the scene that Puff has laid an egg to help them become immersed in the story. Tell them that the egg is somewhere in school, but Puff became frightened and flew away leaving the egg without anyone looking after it. Children should be on the look out for the egg.

Once the egg has been found, children should be encouraged to consider the implications for an egg without anyone looking after it, and how they can help look after it. Through role play children will learn about careful handling of something that needs looking after, meeting its basic needs such as warmth and shelter. They should be encouraged to consider how they might keep it safe from dangers such as the Egg Snatcher.

Pupils can be helped to see how this applies to humans as well, and how babies and children must be looked after, and what they can do to protect themselves and others from danger, including the potential danger of unknown people versus trusted adults.

Introduce Inferno as the dragon that hatched from Puff's egg – show the pictures. Ask the children what they think the dragon is like. Allow them to respond with stereotyped views if this is what they present.

The next day, read out a letter from Inferno saying how sad he is that the children don't like his teeth and claws and that he just wants to be friends. Allow a discussion about how if we judge someone by what they look like we might get it wrong. Think up ways for the children to show the baby dragon that they care about him and have concern for him. Encourage them to think about how they show their friends they care for them, and what their family do to show them love. The children can then write letters to Inferno apologising and saying what they will do with him if he would like to be their friend.

### Teacher tips:

As these activities were carried out with Early Years children they were carried out in an immersive way through play over the course of several days. They could be adapted into "lessons" for older children.

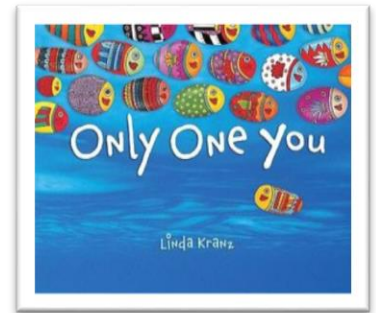


## Kindness Rocks!

**Areas of PSHE covered:** emotional literacy; empathy; acts of kindness to others; class community; wider community

**Resources:**

- Only One You by Linda Kranz
- Smooth rocks/pebbles
- Permanent pens OR paints
- Varnish if you wish to use the rocks outside
- iPads/computers



**Preparation:**

Small notes explaining what the rock is and that it can be kept if found or rehidden for someone else to find

**Description of Activity:**

Read the story Only One You and discuss how we are all unique and have special qualities. Link this back to work on compliments if this has been carried out.

Consider how we feel when someone surprises us, and what sort of surprises are nice, and which are not so nice, and how the type of surprise can change how we feel.

Use iPad to research positive images and decide on suitable designs to decorated onto rocks that would make people feel happy. Children to each decorate a rock with a positive image and/or words

Rocks to be hidden around school with a small note explaining that they are a random act of kindness

**Teacher tips:**

Rocks could also be hidden in the community to spread the kindness further.





## Kindness to Animals

**Areas of PSHE covered:** acts of kindness to others; wider community; ethics; impact on the world

**Resources:**

- Paper
- Pens
- Large card

**Preparation:**

You will need some facts about the use of animals for human purposes and may want to share this through a presentation

Prior to the lesson, pupils should have had some exposure to posters and how to create a persuasive and visually appealing simple poster

**Description of Activity:**

Share facts with the pupils about the use of animals in society, e.g.:

- 900 million animals bred for food
- 4 million animals used for testing cosmetics
- Animals routinely given antibiotics
- 150000 pets harmed
- 3% of people are vegetarian

Discuss each of the facts with the children and gather their ideas. See what solutions the children can think of.

Share some ways that charities and activists campaign for positive change. Allow the children to consider how they could campaign for positive change on this issue, or another they feel strongly about.

Provide materials for them to communicate their views. These could be used for posters or to make banners for a peaceful protest.





## Bag for Life

**Areas of PSHE covered:** positive pedagogy/character education; ethics; impact on the world; wider community



### Resources:

- The Life of a Plastic Bag video (<https://www.youtube.com/watch?v=pj5F2TD8nsA>), or similar
- Large paper and pens
- Fabric pens or other ways of decorating fabric suitable for the age of the class

### Preparation:

- a presentation showing the life of a plastic bag
- Posters and ad campaigns about reducing plastic use to provide inspiration for designs
- All children need to bring in an old sweatshirt
- Instructions for how to make a bag from a t-shirt

### Description of Activity:

Ask the children who uses plastic bags and what they do with them when they are finished. Explore with the children what they think happens after the refuse van has collected their rubbish.

Watch the video and the presentation and have a class discussion about the impact of the plastic bags and how they feel about this. Does anyone have any ideas what can be done? Is anyone or their family already doing something to try to reduce the impact of this?

Pupils make posters encouraging people to reduce plastic use and opt for reusable bags for life.

Children follow instructions to cut and sew their old t-shirt into a bag. Children can decorate the bag with an image that represents being kind to the environment. Children may use the design from their poster or an alternative design.

### Teacher tips:

- This activity was carried out with 6/7 year olds, older children may have more knowledge of what happens to rubbish, and may be interested in more scientific videos about plastics and recycling of plastics.
- There are lots of great videos on YouTube, something suitable for any age can definitely be found!
- We decorated our bags to give to our partner class, but they could decorate them as a present for a family member, or just to use themselves instead of a plastic bag
- This activity was carried out over 3 lessons





## Charity Work

**Areas of PSHE covered:** helping others; wider community; ethics; impact on the world

### Resources:

- Art materials for poster making

### Preparation:

- a presentation showing a range of charity logos and strap lines
- Fictitious charity cards
- Film clips of children carrying out charity work

### Description of Activity:

Ask children what charity is and see if they can define or explain. Then show a range of charity logos and see if they recognise them and know what work they do and why it is considered important. Include a range of charities including local, national and international, such as charities for animals, environmental, particular diseases, hospitals, servicemen, old people, children, refugees, water aid, healthcare products, research, victims of natural disasters etc.

Give the children some fictitious charities to rank in order from most to least important through group discussion. Help the children to see that there is no right answer, and people will have differing viewpoints on this.

Watch a film clip of different types of support work that people have carried out. This is particularly powerful if it is work that children have carried out – activism, fundraising, collections etc.

As a class, pick a charity and each child produce some persuasive material encouraging people to support the charity. Children can choose to work independently, in pairs or in groups and may produce letters, leaflets, posters or something else.

### Teacher tips:

We picked a foodbank as we have a local charity. Children collected food for the foodbank and took it to the foodbank. This enabled them to see the impact of their work





## Peace Signs

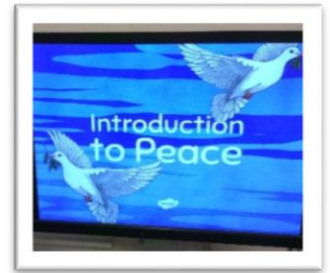
**Areas of PSHE covered:** empathy; acts of kindness to others; wider community; impact on the world

### Resources:

- strips of paper
- Large paper and pens
- Art materials

### Preparation:

- Find a suitable clip to generate a discussion around peace that is appropriate to the class
- A presentation with a variety of peace signs and symbols



### Description of Activity:

Show a video. Pupils discuss in pairs what they think "peace" means, and to come up with a definition.

Give each child a strip of paper and ask them to write an act of peace that they have carried out for themselves, their community or the environment.

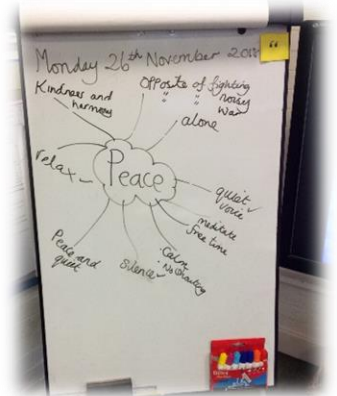
In groups children discuss how peace could look at home, in school, in the local community and in the wider world. Groups represent their thoughts with drawings or words.

Look at the presentation of peace symbols and discuss which ones the children are familiar with, and any interesting information to go with the symbols (e.g. why a dove represents peace)

Pupils create visual artworks representing peace to be displayed round the school. Positive or kind messages can be added to the artworks.

### Teacher tips:

- Play peaceful music during the session
- Start the session with some mindfulness or yoga and discuss the idea of peace as a stillness within oneself or the world





## Peace Cranes

**Areas of PSHE covered:** empathy; acts of kindness to others; wider community; impact on the world; cultural awareness

### Resources:

- Large card and marker pens/paints
- Art materials
- Origami squares



### Preparation:

- A presentation showing life for children around the world, including those in conflict zones – e.g. photos of living conditions, photographs of belongings, written accounts from children
- A presentation showing different ways of campaigning and protesting
- A presentation or video about the life of Sadako Sasaki
- Instructions for how to make an origami crane (written or video)

### Description of Activity:

Pupils discuss in pairs what they think “peace”, “war” and “conflict” mean, and to come up with definitions. Children present these definitions to the rest of the class through freeze frames.

Pupils consider various ways of campaigning or protesting including flashmobs, sit-ins, art protests and fundraising. Watch some videos of peaceful protests and marches for recent events. Discuss which words are used and why they are effective.

Pupils choose words and create a placard. As a class choose a couple of phrases and practice chanting these in unison. Pupils can then take part in a peaceful protest in school or in the community as appropriate.

Show the video/presentation of Sadako Sasaki, a victim of the Hiroshima bomb who aimed to make 1,000 origami cranes before her early death at the age of 12. The children should learn how these cranes are now regarded as a symbol of peace around the world and are created by people to promote world peace.

Give the children instructions for how to make an origami crane. Each child should make a crane and write a message of peace inside. These can then be left in different locations in order to spread messages of peace.



### Teacher tips:

- This lesson was carried out over 3 sessions
- some children in the class have experience of living in conflict zones and chose to share this with the class. This very personal view helped other children understand that there are conflict “zones” rather than a whole country being at war
- Pupils can compare and contrast the two different ways of protesting and comment on how the different acts feel



## Reduce, Reuse, Recycle

**Areas of PSHE covered:** ethics; wider community; impact on the world

### Resources:

- Old t-shirts, jumpers or school jumpers
- Needles, thread and other sewing materials



### Preparation:

- Presentation showing recycling logos, recycled products, recycling bins etc.
- Presentation showing upcycled products
- Instructions for how to make a bag from a t-shirt or jumper

### Description of Activity:

Children were shown a variety of logos to do with recycling and recycled products and asked if they knew what they were. The pupils had a discussion about why the three Rs are important and what they can do. In groups pupils discussed what they did at home to reduce, reuse and recycle. Pupils then came up with ideas how we as a class could reduce, reuse and recycle.

We looked at a variety of items that might get thrown into the rubbish and sorted them into things that could have been avoided in the first place (reduce), things that could be reused, things that could be recycled, and finally things that would be have to be put in the rubbish bin.

Children were introduced to the concept of upcycling as an alternative to reuse/recycle. We played a game of looking at upcycled products and trying to work out what they had been upcycled from (e.g. a ring upcycled from a fork, a belt upcycled from a bicycle tyre, a place mat upcycled from a fire hose etc.)

Children were introduced to the idea that they would upcycle an old item of clothing into something new – a bag. Children were shown how to carry out the upcycling and were given instructions to follow. Children needed to plait the handles and sew them onto the bag.

### Teacher tips:

The sewing may take children longer than you anticipate depending on the skill level of the class. UK children were highly unfamiliar with sewing, whereas Finnish children completed the sewing quickly. UK children worked in pairs to support each other with plaiting the handles and sewing skills. This allowed for some children who do not have high academic skills to be a leader, thereby developing their self-esteem





## Other Ideas...

- Word cloud posters – create posters with kind, positive or inspiring words and display as posters. There are apps available to support with this
- Diamond 9 – rank acts of kindness from most important to least important through group discussion
- Shout out wall – a place in the school or classroom where pupils can write positive messages about other members of the school community
- Kindness rug – write kind messages onto old plastic bags, then weave these into a rug, place the rug somewhere for children to sit on if they feel in need of positivity
- Learn a song – when welcoming a new pupil to the class, learn a song in their language
- Pass the compliment – when pupils are familiar with compliments, they can sit in a circle and each give a compliment to the next person in the circle
- Tear and share kindness – make posters with detachable messages of kindness
- Yoga and mindfulness practice – all kindness starts with kindness to the self
- Inside Out – there are lots of great clips in this film to support developing emotional literacy
- Feed the birds – make bird feeders and then watch what birds come – kind and mindful!

I love  
you!  
I will be  
your  
friend



Acts of

# Kindness

With special thanks to the Lahore Lyceum, Pakistan

