



KINDNESS STARTS WITH ONE®

The Random Acts of Kindness Foundation • Kindness in the Classroom® Trainers Manual

Kindness in the Classroom®

Cultivating Resilience Through Kindness

Resilient people have a greater capacity for kindness and can create stronger, more meaningful relationships. Participants in this session will engage in activities connecting gratitude and kindness to resilience, while learning how to inspire and empower students to share kindness through the Kindness in the Classroom curriculum. Implementing Kindness in the Classroom will create a lasting effect in your school where **kindness becomes the norm and not the exception.**

This training manual was written for schools preparing to implement Kindness in the Classroom as a Tier I universal intervention. However, sections of this training can be pulled out or changed to meet the needs of your school and/or staff.

Please feel free to email info@randomactsofkindness.org with any questions.

Objectives

Participants will:

- Be **inspired** to create a culture of kindness.
- Be **empowered** to implement the Kindness in the Classroom curriculum.
- Create an **action** plan to utilize Kindness in the Classroom tools and resources in your classroom.

Materials & Set Up

Materials Checklist

Be sure to prepare and pack the following items for your training!

Participant Folders

Everything listed below is available [on our website](#) with the exception of the blank stationery.

- ☐ Participant Agenda
- ☐ Notes Catcher
- ☐ Kindness Bingo Card
- ☐ 5 Ways to be Kind Handout
- ☐ Blank Stationery (2 pieces) and envelopes (2)
- ☐ Kindness Framework Overview
- ☐ Model Lesson Plan: The Ripple of Kindness;
Grade 2, Unit 1-Respect, Lesson 1
- ☐ Kindness Implementation Documents:
 - K-5 or 6-8 How to teach KIC
 - K-5 or 6-8 Unit Overview
 - Teacher Connection
 - Sample Implementation Calendar
- ☐ Evaluation Form

Trainer Kits

- ☐ PowerPoint Presentation (including videos)
- ☐ Participant Folder Materials (RAK website)
- ☐ Trainer Manual
- ☐ Grade-level table signs
- ☐ Balls to play Gratitude Ping Pong (enough for half the class)
- ☐ Large bowl that can hold water
- ☐ One small stone per participant
- ☐ Each Kindness Book (or be able to access a reading of the book Each Kindness video on YouTube)
- ☐ Kindness in the Classroom Unit Exploration Packets
 - A copy of the entire unit 1-Respect for each grade level needs to be downloaded and printed from the RAK website and placed on each grade level table. Each unit will include:
 - ☐ Unit Introduction
 - ☐ 4 Lessons
 - ☐ Projects
 - ☐ Standards Map
 - ☐ Letter Home
 - **Alternative Activity:** *If you choose to use technology to explore the Respect unit, please make sure there are enough laptops and/or tablets for the whole group*
- ☐ Table basket checklist

Charts

- ☐ Group Agreements Chart (list group agreements from PowerPoint)
- ☐ Parking Lot (blank with Parking Lot heading)
- ☐ 3-2-1 charts (blank paper; one for each grade level)
- ☐ Exploration and Planning Questions charts (blank paper; one for each grade level)

Materials Checklist

Materials

- ☐ Sign in sheet
- ☐ 1 pen per sign in sheet
- ☐ Name tags (one for each participant)
- ☐ 2 sharpies
- ☐ 1 Blank Post-it Chart Paper Pad
- ☐ 1 Easel
- ☐ Set of markers
- ☐ Chimes/noisemaker
- ☐ Basket to collect Evaluation Forms
- ☐ Baskets with goodies (optional)

A/V

- ☐ Laptop
- ☐ Projector
- ☐ Appropriate adaptors, if needed
- ☐ Screen
- ☐ Speakers (to play videos and music)
- ☐ Playlist/music
- ☐ Pointer/Slide Advancer
- ☐ Extension Cord, if needed

Room Set-Up

- ☐ 1 table per grade level; 4-6 participants per table
- ☐ Trainer material table (near front of room/screen)
- ☐ Sign-in table (near entry)

Training Tasks

One Week Before Training:

- ☐ Double check room reservation and set-up
- ☐ Confirm Wi-Fi access and password
- ☐ Prepare participant packets
- ☐ Gather materials on checklist
- ☐ Enter presenter information on the final slide

Day of Training:

- ☐ Set up PowerPoint Presentation
- ☐ Set up playlist and speakers; play music as participants enter training room
- ☐ Test slide advancer, videos, and speakers
- ☐ Set up sign in table with sign in sheet, name tags, pens, sharpies, and evaluation basket
- ☐ Set up trainers table with trainer manual, chimes/noisemaker, markers
- ☐ Set up easel and blank chart paper
- ☐ Hang Group Agreements chart (place on the easel or wall near the front of the training room)
- ☐ Hang Parking Lot (on side or back of training room)
- ☐ Place baskets in center of tables
- ☐ Place KiC grade level lesson packets on tables (under baskets or toward front of table)
- ☐ Place participant folders and pigs on tables (one at each seat)
- ☐ Place grade level signs on tables
- ☐ Hang 3-2-1 chart (blank chart paper) on walls near participant tables
- ☐ Hang Exploration and Planning Questions charts (blank chart paper) on walls near participant tables

After Training:

- ☐ If you collect a sign in sheet, consider sending a thank you email to participants. Customize this email with answers to Parking Lot questions not answered or resources requested during the training.
- ☐ Collect or photograph 3-2-1 and Exploration and Planning Questions charts. Share findings with administrators and your Random Acts of Kindness contact.
- ☐ Scan and email evaluation forms to Random Acts of Kindness contact.
- ☐ Complete Reflect and Connect Form. Scan and email form to Random Acts of Kindness contact.

Trainers' Agenda At a Glance

Duration	Section	Topic	Activity and Discussion
30 min.	1	Welcome and Introductions	<ul style="list-style-type: none"> • Intro to Random Acts of Kindness and Kindness in the Classroom • Group Agreements • Housekeeping • Objectives • Agenda • Personal Learning Objective
15 min.	2	Warm-up Activity	<ul style="list-style-type: none"> • Pair Share
10 min.	3	Rationale	<ul style="list-style-type: none"> • Rationale Mini-Teach
10 min.	4	Resilience	<ul style="list-style-type: none"> • Elbow Partners
15 min.	5	Kindness Science of Kindness	<ul style="list-style-type: none"> • Kindness Bingo • Science of Kindness Mini-Teach
15 min.	6	Gratitude Science of Gratitude	<ul style="list-style-type: none"> • Gratitude Ping Pong • Science of Gratitude Mini-Teach
15 min. Break			
15 min.	7	Kindness Strategies for Building Resilience	<ul style="list-style-type: none"> • Strategies for Building Resilience Mini-Teach • 5 Ways to Be Kind Activity • Processing in Notes Catcher
40 min.	8	You've Got Mail!	<ul style="list-style-type: none"> • Gratitude Letter Writing
20 min.	9	Why Kindness in the Classroom?	<ul style="list-style-type: none"> • Kindness in the Classroom Benefits
30 min.	10	Kindness in the Classroom Model Lesson	<ul style="list-style-type: none"> • Model Lesson of The Ripple of Kindness (Grade 2, Unit 1-Respect, Lesson 1)
30 min. Lunch			

Continued on next page...

Duration	Section	Topic	Activity and Discussion
10 min.	11	Video	<ul style="list-style-type: none"> • Video
60 min.	12	Kindness in the Classroom Unit Exploration	<ul style="list-style-type: none"> • Kindness in the Classroom Unit Exploration (Respect Unit) • 3-2-1 Charts
15 min. Break			
60 min.	13	Implementation and Planning	<ul style="list-style-type: none"> • Materials Exploration • Exploration and Planning Questions
30 min.	14	Closing	<ul style="list-style-type: none"> • Questions and Answers • Parking Lot Review • Objectives Review • Closing Activity • Evaluation Forms • Thank You!

Introduction

Section 1

Components of this Section:

- Welcome and Thank You!
- Introduction to The Random Acts of Kindness Foundation and Kindness in the Classroom
- Group Agreements
- Housekeeping
- Objectives
- Agenda
- Personal Learning Objective

Materials:

- ☐ Group Agreements Chart
- ☐ Parking Lot
- ☐ Participant Packet



Facilitator Tips

Have the training room ready to go for participants 30 minutes prior to the start of your training. As participants enter, have happy, lively music playing. Greet people as they walk in and help direct them to their grade level table.

Try not to rush through this portion of the day. This is the time when participants are settling in, getting to know each other, and getting ready for the training. This is the time for you to create the tone that you want to keep for the rest of the day.



Hello!

Note

This slide will be shown as participants enter the room.



Facilitator Tip

If you have people observing rather than participating, be sure to introduce them so the group knows who they are and why they are there.

Welcome and Thank You

Note

In your introduction, you have the opportunity to gain credibility with the participants by explaining your connection to or enthusiasm about Kindness in the Classroom. Take time to explain why it is important to you.

Script

Welcome! I want to start off the day by thanking you for your service to our children! You deserve to hear this every day!

My name is _____ and I am...(see NOTES above for full introduction.)

We are going to spend the day focused on cultivating resilience through kindness for both you and your students. All of the training and materials we will be using today are brought to you free of charge from The Random Acts of Kindness Foundation, or RAK for short. All of the resources we're using can be found in the Kindness in the Classroom curriculum or on the educator page of the website www.randomactsofkindness.org

Let's take a few minutes for you to introduce yourselves.

- *Name,*
- *School,*
- *Something that made you laugh in the last week.*

Directions

Give participants a few minutes to introduce themselves to their table (or to the whole group if it is a smaller group).

Script

I am excited to spend the day with you! My hope is that you leave energized and ready to start the school year with some new tools and ideas to not only help your students, but yourself and each other.

Imagine a world...

where you can succeed by being nice,
where we all pay it forward,
where people look out for each other,
where kindness is the philosophy of life.



Random Acts of Kindness Introduction

Script

Before we get started, I want to invite you to close your eyes or direct your gaze at the floor.

Imagine a world where you can succeed by being nice, where we all pay it forward, where people look out for each other, and where kindness is the philosophy of life.

*Visualize what this world would look like for yourself.
(pause)*

*Think about the world you have created in your mind.
Now think about what this world would look like in your school.*

Open your eyes. The Random Acts of Kindness Foundation is working with amazing people like you to create schools where this is a reality.



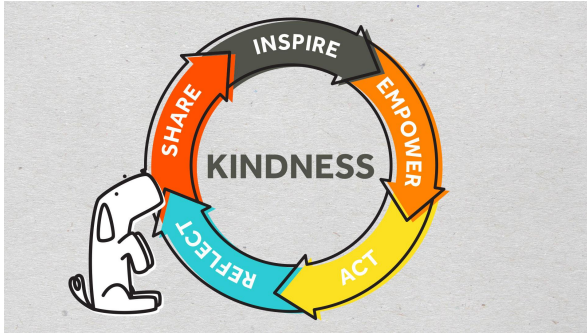
The Random Acts of Kindness Mission

Script

The Random Acts of Kindness mission is to Make Kindness the Norm!

They plan to meet this mission through offering free online resources to SCHOOLS, the WORKPLACE, and to FAMILIES and COMMUNITIES.

Check out their website at www.randomactsofkindness.org to learn more.



The Random Acts of Kindness Framework

Script

This is the framework RAK uses as the foundation for the Kindness in the Classroom curriculum.

Each unit will include an opportunity to:

- **inspire** the audience, be it students or adults,
- **empower** them by giving them skills or knowledge,
- give them the opportunity to **act**,
- offer them an opportunity to **reflect** on their learning/actions, and
- give time to **share** their thoughts

You will see this framework modeled throughout the day today as well.

Group Agreements

- 1 **Be Present:** Work to stay engaged
- 2 **Be Brave:** Step up and step back
- 3 **Be Kind:** Maintain a safe space for meaningful conversation
- 4 **Be Aware:** Take care of yourself, take care of others



Facilitator Tips

Make certain that you are recording exact words or phrases. Do not paraphrase them. Honor their words. If you don't hear or begin to forget what the participant said, ask for clarification or for them to repeat themselves.

As you record them, alternate colors between two different colors. (Avoid yellow markers as they are hard to see.) Try to use bold markers so that all group agreements can be seen from all locations in the room.

Eliminate any group agreements that are not agreed upon by all.

Group Agreements

Script

It's important to develop some group agreements. Group agreements set the tone and provide an understanding for how the group will work together today. I started a list of agreements for us and will give you an opportunity to add any agreements. Let's review our list:

- *Be Present: Work to stay engaged.*
- *Be Brave: Step up and step back.*
- *Be Kind: Maintain a safe space for meaningful conversation.*
- *Be Aware: Take care of yourself and others.*

Are there any other agreements you would like to add?

Directions

Pause and give participants time to answer.

Script

Everyone is responsible for following the group agreements and to "call out" a group agreement if it is being challenged. You can let me know if an agreement is being challenged or bring it to the group's attention yourself - whichever you are more comfortable with.

Let's take one last look at our list and give me a "Thumbs Up" if we agree on our group agreements!

Directions

Display chart for the group to see throughout the day.



Housekeeping

Housekeeping

Directions

Let participants know:

- where the restrooms are located and
- where they can find water and/or snacks.

Add any other important information for the participants to this list.

Learning Objectives

- 1 Be **inspired** to create a culture of kindness
- 2 Be **empowered** to implement the Kindness in the Classroom curriculum
- 3 Create an **action** plan to utilize Kindness in the Classroom tools and resource in your classroom



Learning Objectives

Script

Let's pull out our folders and find your agenda. As you can see, we have three objectives for the day. By the end of the day, you will:

- *Be inspired to create a culture of kindness,*
- *Be empowered to implement the Kindness in the Classroom curriculum, and*
- *Create an action plan to utilize Kindness in the Classroom tools and resources in your classroom.*

Agenda & Materials

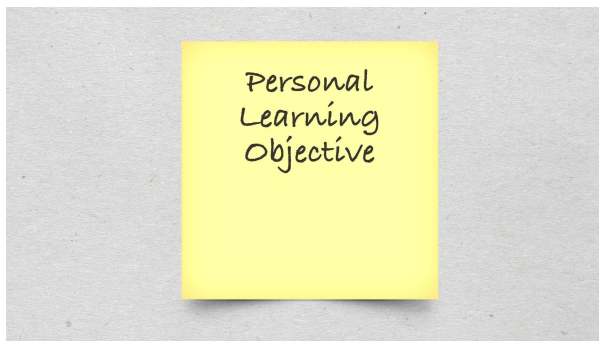
Agenda & Materials

Script

Looking at our agenda today, we began at _____. We'll break for lunch at _____ and then say "Farewell!" by _____. There will be breaks throughout the day so, per our group agreements, make sure you're taking care of yourself when necessary.

There are several handouts we will use during the day and I will let you know when you need to find a handout for our activities during the day. We have an evaluation form at the back of your folder that we'll ask you to complete before your leave. If you need to leave early, please complete the evaluation form and leave it in the basket on the sign in table.

You may have noticed the baskets on your tables. There are materials and goodies, such as tissues, pens, and post-its. Feel free to use these items as needed.



Personal Learning Objective

Script

We have just taken the time to review what we have planned as a group for today. Now I invite you to set a personal learning objective for the day. On your Notes Catcher, write out one or two things that you would like to be able to do by the time we leave today. Use this objective to help guide your learning.

Directions

Give participants a couple of minutes to record their personal learning objective on their Notes Catcher.

Script

Are there any volunteers that would like to share their personal learning objective with the group?

Directions

Pause to let participants volunteer. Take answers from a few volunteers.

Script

Thank you for sharing! Those are great objectives. Place your objective where you can see it throughout the day as a reminder of what you are working towards during this training.

Estimated Time: 15 minutes

Warm-Up

Section 2

Components of this Section:

- Pair and Share

Materials:

- ☐ Chimes / Noisemaker

Activity:

- Pair Share

Warm Up Activity



Warm Up Activity

Script

To get us excited for the day, we have a quick warm-up activity for you! We are going to pair and share.

- 1 Stand up
- 2 Find a partner
- 3 Discuss the question on the screen
- 4 When you hear the signal, find a new partner
- 5 Repeat for each question



Facilitator Tips

During this time and throughout the training, trainers will process an activity by facilitating a discussion. Here are a few tips to successfully facilitate a discussion:

- Be sure to pause after you ask a question. While it may feel like awkward silence to you, this pause provides participants to think about their answer to the question. One strategy to help to determine the length of your pause is to count slowly to 10 in your head.
- Avoid saying things like, “Don’t make me pick someone to share their answer” as it creates an unsafe learning environment.
- If participants as a whole group don’t volunteer to answer, let them know there will be other opportunities for discussion and sharing later on in the day.
- Encourage and reinforce discussion by saying things like, “That’s a great perspective!” You may share your perspective or experience with the participants when it is relevant to the discussion (though be mindful to not dominate the discussion).
- At the end of the discussion, thank participants for sharing and participating.

Pair Share Activity

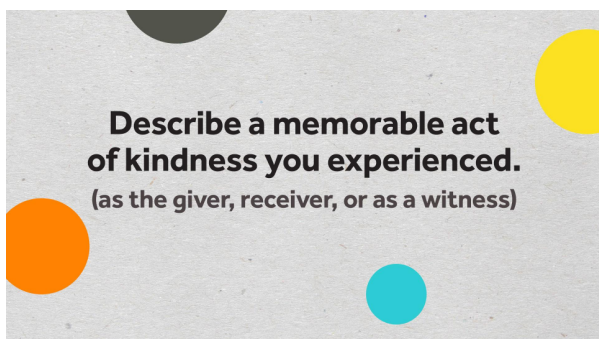
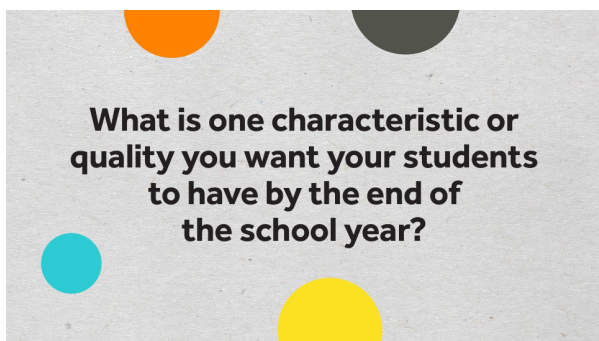
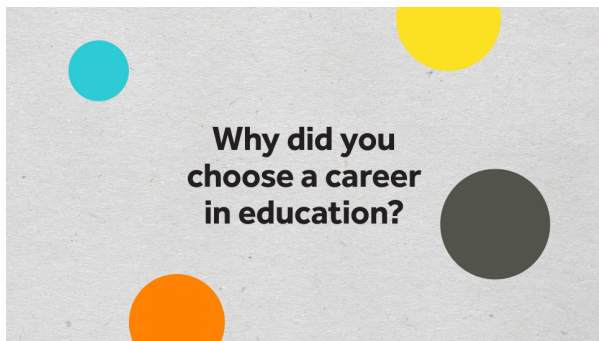
Script

When I say “Go!” everyone will stand up and find a partner.

If you can’t find a partner, create a group of three. I’ll show a question on the screen and give you a few minutes to discuss the questions. When you hear the signal (chimes/noisemaker), find a new partner and I’ll give you a new question. Can I clarify any of these instructions?

Directions

After questions have been answered or if there are no questions, say “Go!”



Questions

Script

Here are your questions:

Why did you choose a career in education?

What is one characteristic or quality you want your students to have by the end of the school year?

Describe a memorable act of kindness you have experienced as the giver, receiver, or a witness. I'll give you a few minutes to discuss with your partner.

Directions

Give participants about two minutes to discuss and answer each question. Between each question, ring the chime/noisemaker and ask participants to find a new partner. When new pairings have been made they should answer the next question. Repeat for all three questions.

Script

I would love to know what you talked about. (Ask and discuss each question one at a time.)

Why did you choose a career in education?

What is one characteristic or quality you want your students to have by the end of the school year?

Describe a memorable act of kindness you have experienced as the giver, receiver, or a witness.

Estimated Time: 10 minutes

Rationale

Section 3

Components of this Section:

- Rationale Mini-teach

Materials:

- ☐ (no materials are required for this section)

Why are we here today?

Why are we here today?

Script

So, why are we here today? We have already gone over the learning objectives but there are a few other things we want to highlight:

RAK's mission is Make Kindness the Norm! One way they have found to do this is through a Tier 1 evidenced-based social emotional learning curriculum called Kindness in the Classroom.

RAK recently updated their CASEL approved curriculum to include a stronger focus on equity and teacher self-care. They are very excited to share this new and more engaging, relatable, and inclusive curriculum with you today.

As you will see, the curriculum is designed to have classroom teachers teaching it!

- *Research tells us that the most effective social emotional learning lessons are provided by the classroom teacher.*
- *This model gives students the opportunity to generalize and practice skills throughout the day.*
- *This approach also helps teachers build positive relationships with students and create a warm and inclusive classroom environment.*

Note

Direct participants who are interested in finding out more about the research to the Collaborative for Academic, Social, and Emotional Learning website. (casel.org)

Script

RAK believes in supporting the emotional wellness of everyone. It is imperative that the work starts with YOU! We have a fun morning of activities planned just for you.



Kindness can be the Norm (1 min 14 sec)

Script

Last but not least, we are here to share the power of kindness with you. RAK created this video to illustrate just how easy it is to make kindness the norm rather than the exception.

Hopefully watching this video will enable you to see the ripple effect one random act of kindness can have!

Estimated Time: 10 minutes

Resilience

Section 4

Components of this Section:

- Elbow partners

Materials:

- ☐ (no materials are required for this section)

RESILIENCE

The capacity to recover from adversity and pursue your goals despite challenges.

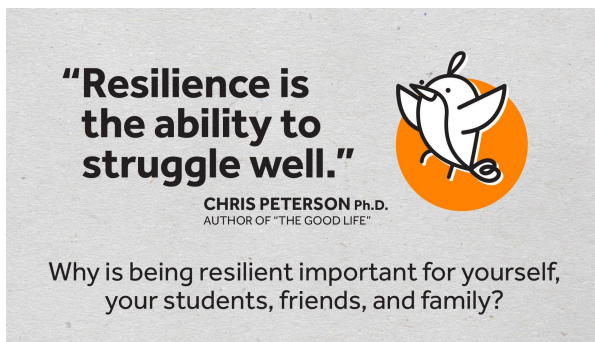
It can help us survive our worst days and thrive on others.

Kindness can be the Norm

Script

We want to stop and take a minute to talk about resilience and make sure we have a shared understanding of the definition we are using today. When we talk about resilience we mean:

The capacity to recover from adversity and pursue goals despite challenges.



Ability to Struggle Well

Script

Another way to look at resilience is the ability to struggle well. Why is being resilient important for yourself, your students, and your friends and family? I will give you a few minutes to discuss this question with an elbow partner.

Directions

Give participants a few minutes to discuss the question.

Walk around the room listening to conversations to determine when participants have concluded their discussion. When they are talking about other topics, it is a signal to bring the group back together.

Script

I heard a lot of interesting conversations! Who would like to share what you discussed?

Directions

Allow a few people to share their answer and facilitate the discussion as appropriate.

Script

Thanks for your participation and great discussion! Now we're going to run through some kindness and gratitude activities you can use with your students, in staff meetings, and at home - literally just about anywhere - and all of them will help to cultivate resilience!

Estimated Time: 15 minutes

Kindness

Section 5

Components of this Section:

- Kindness Bingo
- Science of Kindness Mini-teach
- Processing in Notes Catcher

Materials:

- ☐ Kindness Bingo Card (in participant folders)
- ☐ Chimes / noisemaker
- ☐ Notes Catcher

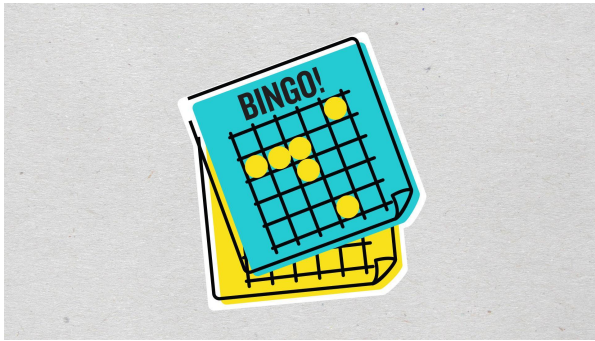
Activity:

- Kindness Bingo



Notes Catcher

Watch for the above icon for when to have the groups use their Notes Catcher.



Kindness Bingo

Script

We are going to start out our morning playing kindness bingo! In your folder, you'll find a bingo sheet.

Here is how this game will work:

1. *Grab a pen.*
2. *Walk around the room, introduce yourself to other participants, and ask if they have completed any of the acts of kindness listed on your card.*
3. *Once you have a match put that person's initials on the act of kindness. REPEAT!*
4. *Once you have matched enough people with specific acts of kindness on your card in ANY bingo style (up, down, or diagonal) YELL out BINGO!*
5. *Once I hear BINGO I will ring the chimes to signal that the game is over.*
6. *Ready, Set, GO!*

Directions

Walk around to listen to what is being shared.

Have the winner come up to the front of the room to share the “winning” acts of kindness from their bingo card to the rest of the room.

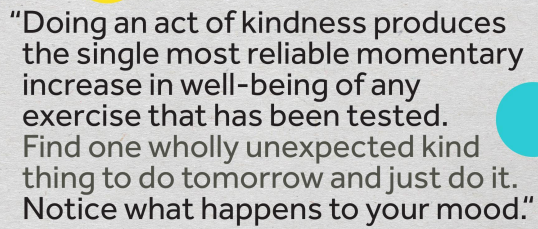
Clap for the winner as they take their seat! (Create excitement.)

Script

How did you feel during that activity? I noticed the laughter, volume, and energy shift during that activity.

Who would like to share a new RAK they learned? Is it something you can incorporate into life?

You can do this activity with your students, staff, or family and can find both the adult and student version of the bingo cards on the Random Acts of Kindness website.



"Doing an act of kindness produces the single most reliable momentary increase in well-being of any exercise that has been tested. Find one wholly unexpected kind thing to do tomorrow and just do it. Notice what happens to your mood."

DR. MARTIN SELIGMAN
AMERICAN PSYCHOLOGIST & AUTHOR

Seligman Quotation

Script

Martin Seligman, the founder of positive psychology, otherwise known as the study of happiness, says, "Doing an act of kindness produces the single most reliable momentary increase in well-being of any exercise that has been tested. Find one wholly unexpected kind thing to do tomorrow and just do it. Notice what happens to your mood."



Science of Kindness

Script

What science tells us about kindness is that when we practice it on a regular basis (even just one act of kindness a day) it can:

- *decrease stress,*
- *boost happiness,*
- *lower blood pressure, and*
- *inspire more kindness.*

What we are super excited to share with you is that kindness is just about the only thing that triples when you share it! Not only do the giver and receiver participating in an act of kindness experience these benefits, but any witness to the act experiences the exact same benefits!

Estimated Time: 15 minutes

Gratitude

Section 6

Components of this Section:

- Gratitude Ping Pong
- Science of Gratitude Mini-teach

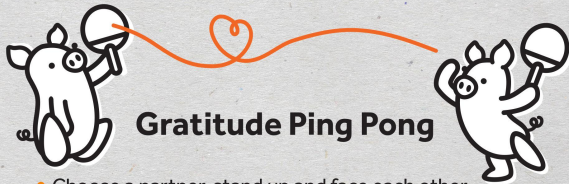
Materials:

- ☐ Pig stress toys

Activity:

- Gratitude Ping Pong

Time to feel good!



- Choose a partner, stand up and face each other.
- For 3 minutes, pass the ball back and forth, each time sharing something for which you are grateful.
- Don't go slowly! This should happen at a fast pace.

Gratitude Ping Pong Activity

Script

Now we are going to play Gratitude Ping Pong. You'll notice a pink pig that says 'emotional bank' on it on the table. As we work through all the activities today, we're filling our emotional piggy bank! Before we begin, I am going to model how fun and easy this will be. I need a volunteer to partner with me.

Directions

Model what this will look like. Say things like, "I am grateful for blue skies today," or, "I am grateful for my family". If you are facilitating alone, ask for a volunteer to help you model.

Script

Now it is your turn!

Choose a partner. Stand up and face each other.

For 3 minutes pass one of your pigs back and forth, each time sharing something for which you are grateful.

Don't go slow! This should happen at a fast pace.

I am setting my timer for 3 minutes now and will ring the chimes when time is up. GO!

Directions

Walk around to listen to what is being shared. Reflect back examples of what you heard when you bring the group back together.

Continued on next page...

Script

I heard some really great stuff! Who would like to share what they are grateful for with the larger group?

What did you notice during this activity?

How did you feel during this activity?

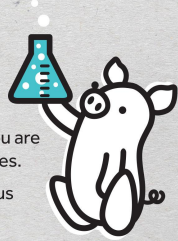
Where else can you use this activity?

Remember, you don't need to have pigs to do this activity. This activity can easily become a fun ritual with your students, your colleagues, or your family.

What does the science tell us?

Gratitude:

- reduces stress and plays a major role in overcoming trauma.
- fosters resilience by recognizing all that you are grateful for—even during the worst of times.
- has the power to heal, the power to bring us hope, and can help us cope.

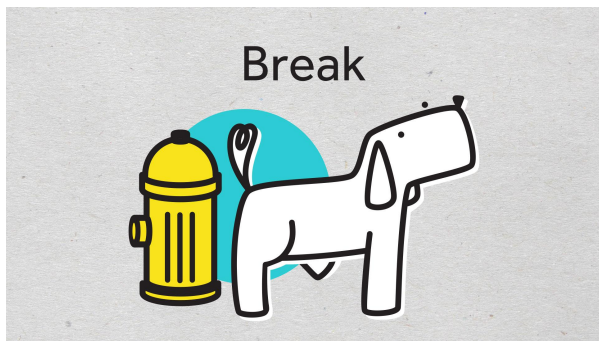


Science of Gratitude

Script

What does science tell us about gratitude?

- *Gratitude reduces stress and plays a major role in overcoming trauma.*
- *Gratitude fosters resilience by recognizing all that you are grateful for - even during the worst times.*
- *Gratitude has the power to heal, the power to bring us hope, and the power to help us cope during the hardest times.*



Break

Directions

Give participants a 15 minute break. Tell participants what time the training will begin after the break.

Estimated Time: 15 minutes

Kindness Strategies for Building Resilience

Section 7

Components of this Section:

- Strategies for Building Resilience Mini-teach
- 5 Ways to Be Kind Activity
- Notes Catcher

Materials:

- ❑ Notes Catchers

Kindness strategies for building resilience



Keep a
gratitude journal



Remember
the bad



Show
kindness

Strategies to Build Resilience

Script

Welcome Back! Here are some other strategies we can use to build resilience.

Our first strategy is keeping a gratitude journal.

Keeping a journal:

- *affirms goodness in our lives, and*
- *adds to our emotional piggy bank.*
- *Reflecting on what we are grateful for leads to noticing more things for which we are grateful, just like our experience with ping pong.*

Next, remember the bad.

- *Difficult moments in our lives can actually refine and deepen gratefulness. They remind us not to take things for granted.*

Finally, show kindness.

- *Express your gratitude by taking action. Do something for those in your life for whom you are grateful.*

Time to feel good!



- Wake up 1
- Eat breakfast 2
- Talk to someone 3
- Go outside 4
- Go to bed 5

- Wake up 1 Send a positive text message
- Eat breakfast 2 Make it healthy
- Talk to someone 3 Compliment them
- Go outside 4 Pick up litter
- Go to bed 5 Write a gratitude list

5 Ways to be Kind: Introduction/Activity

Script

In your folder you'll find the "5 Ways to be Kind" handout. We are going to take a few minutes to brainstorm ways we can include kindness in our daily lives.

One easy way to practice kindness in our daily lives is to build it into routine things we do every day.

RAK came up with some ideas based on what most people do daily.

Directions

Go through slide with daily activities listed.

Go through easy RAKs that can be coupled with that daily activity. Point out that some of the RAKs are focused on self-care (eating a healthy breakfast) and caring for the environment (picking up litter).

Script

Now it is your turn!

Think of 5 things you do every day like clockwork. It can be anything like brushing your teeth to driving. List those 5 things on the left side of the numbers.

On the right side, list 5 ways you can add kindness to those activities.

Directions

Give participants 5 minutes to write their lists. Ask for a few volunteers to share one everyday activity and the way they would add kindness to the activity.

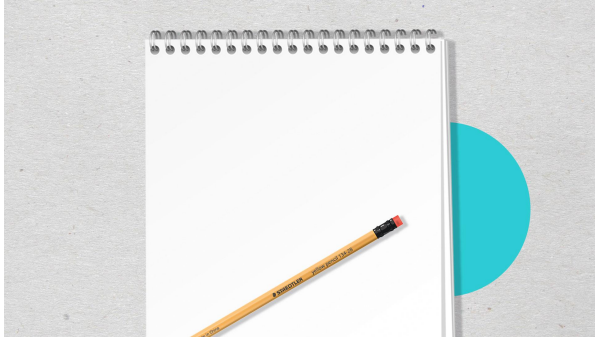
Gratitude Implies Humility

"Gratitude implies humility—a recognition that we could not be who we are or where we are in life without the contributions of others. Being grateful is an acknowledgment that there are good and enjoyable things in the world."

DR. ROBERT EMMONS
PROFESSOR OF PSYCHOLOGY
UNIVERSITY OF CALIFORNIA, DAVIS

Script

Dr. Robert Emmons said, "Gratitude implies humility—a recognition that we could not be who we are or where we are in life without the contributions of others. Being grateful is an acknowledgement that there are good and enjoyable things in the world."



Notes Catcher

Script



I want to invite you to find your Notes Catcher in your folder. You will use this throughout the day to capture your thoughts and give you time to reflect on your learning.

Based on what you have learned so far, capture some ways you would like to begin building your resilience in your Notes Catcher.



Facilitator Tip

Similar to using a pause to allow participants to answer a question, what feels like a long time to the trainer feels like a short time to the participant. Be sure to give participants time to write in their Notes Catcher. If you give them an exact time such as “Let’s take 3 minutes...,” then be sure to give them 3 minutes. Use a timer or clock. If you say, “let’s take a few minutes...” give them some time and then observe the room to determine when to move on (participants will be chatting, moving from their seats, etc.)

Estimated Time: 40 minutes

You've Got Mail!

Section 8

Components of this Section:

- Gratitude Letter Writing

Materials:

- ☐ Blank paper
- ☐ Envelopes
- ☐ Pens

Activity:

- ☐ Gratitude Letter Writing

Time to feel good!



You've Got Mail!

1. Write a letter of gratitude to someone who has changed your life for the better.
2. Write a letter to yourself filled with positive affirmations and appreciation for the person you are!



Facilitator Tip

Consider playing soft music during this activity.

You've Got Mail!

Script

One of the last activities before lunch is going to require you to dig deeper. We're going to write some letters of gratitude! As educators, you know the importance of transferring thoughts and knowledge onto paper. This exercise is going to allow us to do just that. Earlier today, we talked about positive psychology, which is the study of happiness. Dr. Martin Seligman, the founder of positive psychology, created this gratitude letter exercise. It will require you to reflect and be thoughtful. You'll have about 30 minutes to complete two letters. In your folder, there is some blank paper and envelopes. In your Notes Catcher, there is a page with some prompts to help you compose your letters.

This is a two-part activity.

For Part 1, I'm going to invite you to write a letter to someone who has changed your life for the better. Think of a colleague, a mentor in school, or even a family member.

For Part 2, you will write a letter to yourself celebrating and describing your strengths, skills, values, behaviors, and actions that have and will continue to affect others in a positive way.

I want to pause here to see if there are any questions? You will have a total of 30 minutes to write both letters.

Let's talk about the letter of gratitude you will be writing to someone who has changed your life for the better. We are going to encourage you to think of someone who is still alive. Why? Because ultimately we are encouraging you to send this letter to them or, better yet, read it to them in person. This may sound awkward, but it can be very powerful!

Continued on next page...

Script

After you write your letter to someone else, you'll write a letter to yourself. This can be difficult for some people as we don't often take time to recognize all the gifts we bring to others. As mentioned, there is a prompt in your notes catcher to help you think about how others would describe you. Use those words as a starting point when you write the letter to yourself.

Now I want to invite you to close your eyes or lower your gaze to the floor. *Visualize the face of someone who did something or said something that changed your life for the better. Think about what this person did, why you are grateful for this person, and how this person's behavior has affected your life.*

Directions

Give participants a couple minutes and then invite them to open their eyes.

Script



Think about the person that came to mind and write this person's name in your notes catcher. Then, follow the prompts to brainstorm ideas before you write your letter. Your finished letter should explain what they did for you and why you are grateful.

We are going to leave this slide up while you are writing. Please be mindful that this can be an emotional exercise for some people. We ask that you respect everyone's time and space for the duration of this exercise.

Direction Give a 5 minute warning.

Continued on next page...

Script

We have about 5 minutes left. Please think about wrapping up your thoughts.

Direction

Use the chimes/noisemaker to gently end the exercise and bring the group back together when it's time.

Script

Taking time to reflect on what's gone well in our lives gives us the gift of gratitude. The world will always show us both good and bad, but today we spent time being thankful for what we do have. In this way, we are able to fill our emotional piggy bank and cultivate our own resilience.

If you are not done, don't worry. You will have time during lunch to complete your letters. We encourage you to put your letter to yourself in a safe place that you will remember and then make a note on your personal calendar about three months from now, to read your letter.

There are a few options for your other letter of gratitude:

- 1. Seal, stamp, and mail the letter.*
- 2. Call them and read the letter out loud.*
- 3. Or, if you really want to have a powerful experience, meet with them in person and read it out loud.*



Emotional Piggy Bank

Script

We've done a lot so far today! We have spent the morning giving you the tools to fill your emotional piggy bank.

We played kindness bingo, which can easily be used in the classroom, at an after school program, or to start a staff meeting.

We played gratitude ping pong, which can be played with just about anything and anywhere.

We discussed the science and ease of kind acts and we ended with writing letters of gratitude.

Please keep your emotional piggy bank to remind you to always make deposits.

Estimated Time: 20 minutes

Why Kindness in the Classroom?

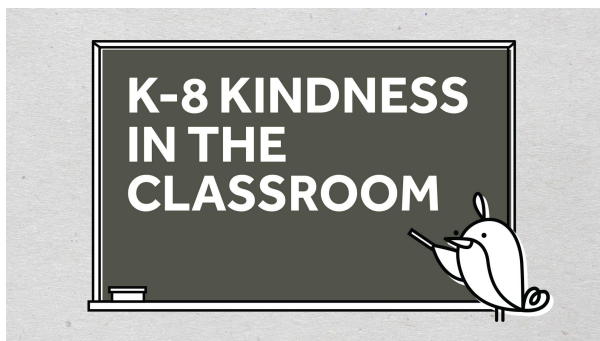
Section 9

Components of this Section:

- Kindness in the Classroom Benefits

Materials:

- ☐ (no materials are required for this section)



Why Use Kindness in the Classroom?

Script

As you probably know, there are MANY other social emotional learning curriculums on the market, but RAK wants to highlight what makes Kindness in the Classroom unique.



100% FREE!

Free

Script

It is FREE!

There is no charge for the Kindness in the Classroom curriculum, resources, or training posted on the RAK website.

There are, however materials listed on each unit introduction that you will want to be sure to review! Some items may be readily available in your classroom or school. Others may need to be purchased.



Evidenced-Based and CASEL Approved!

The Kindness in the Classroom curriculum works! The Collaborative for Academic, Social and Emotional Learning (CASEL) has listed Kindness in the Classroom as a SElect Program. Rating it a high quality evidenced-based social emotional learning curriculum.

The research has shown an increase in:

- *positive school and classroom culture and climate,*
- *strong student/teacher relationships,*
- *peer acceptance,*
- *empathy/sympathy,*
- *self-awareness, and*
- *trust among staff.*

The research also shows a decrease in:

- *discipline referrals,*
- *conflict in student/teacher relationships, and*
- *aggressive behavior.*

And the good news is that there is a direct connection between social emotional programs and academic success!

Again, all of the research is available to download from the Random Acts of Kindness website if you are interested in learning more.

Aligned with Standards



- Common Core
- CASEL
- National Health Education Standards
- Grades 6-8 maps to ISTE standards

Aligned with Standards

Script

The Kindness in the Classroom lessons have all been mapped to:

- Common Core,
- *The Collaborative for Academic, Social, and Emotional Learning (CASEL)*
 - *A trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL)*
- *The National Health Education Standards*

And the 6-8 curriculum is mapped to the International Society for Technology in Education (ISTE) Standards

You will find a link to the standards map in the bottom left corner of every lesson.

The Kindness in the Classroom standards mapping report can be found on the RAK website.

Self-Care



Teacher Self-Care

Script

As mentioned earlier today, RAK believes in supporting the emotional wellness of everyone. Because RAK believes it is imperative that the work starts with you, they have added a focus on teacher self-care to every lesson!



A Strong Equity Lens

Script

RAK was very intentional in creating a curriculum with a strong equity lens. The curriculum was developed with the support of The Equity Project to include a focus on diversity, inclusion, equality and equity.

The Kindness in the Classroom equity report can be found on the RAK website.



Kindness is the foundation

Script

The really unique thing about the Kindness in the Classroom curriculum is that it is rooted in kindness.

The curriculum was designed to go beyond skill acquisition by giving students an opportunity to be inspired, feel empowered, act on what they have learned, then reflect and share their experiences.



Kind Kids Club Video (4 min 17 sec)

Script

We want to show you the Kind Kids Club video so you can see how one school took kindness to the next level.

Kindness Concepts



K-8 Kindness in the Classroom Curriculum Structure

Script

Now we want to get into the nitty gritty about Kindness in the Classroom.

It is a yearlong curriculum that covers six kindness concepts at each grade level:

- *Caring*
- *Courage*
- *Respect*
- *Responsibility*
- *Integrity*
- *Inclusiveness*

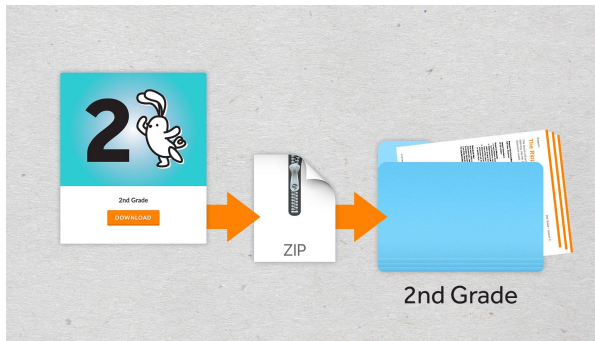
In our K-5 curriculum each concept is explored in a six-week unit, with 4 weeks dedicated to lessons and 2 weeks dedicated to projects. Each lesson can take anywhere from 25-45 minutes.

In our 6-8 curriculum each concept is also explored in a six-week unit, with 4 weeks dedicated to lessons and 2 weeks dedicated to projects. Additionally the 6-8 curriculum includes 10-15 minute mini lessons you can choose to incorporate throughout the week to reinforce each concept.

Please pull out the kindness framework document located in your folder.

Each lesson teaches kindness skills through a step-by step framework of Share, Inspire, Empower, Act, and Reflect. Each lesson starts with the 'share' step to reinforce learning from previous lessons. The 'act' piece is woven into the lessons but really takes place in the projects.

The curriculum was designed to be implemented by the whole school. The lessons build on each other so that all grade levels are focusing on the same concept at the same time; creating a universal kindness focus for the whole school.



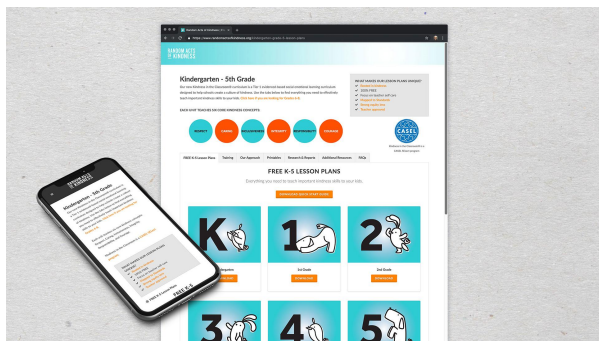
The Website

Script

The RAK website is designed to allow for each grade level to download all the lessons and projects at once. This zip file will also include a quick start guide, a grade level unit overview document, and teacher connections document.

Each unit will include a unit overview, standards map, and a unit specific parent letter.

Don't worry! You will have an opportunity to review all of these documents a little later in the afternoon.

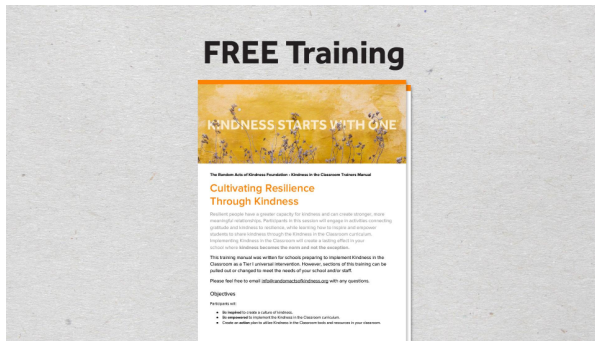


Website

Script

Here is what the updated educator page on the RAK website looks like. You can find this page by going to www.randomactsofkindness.org and clicking on the “for educators” tab in the top right corner.

Each educator will be asked to create a profile and login. Once the profile is created and you’re logged in, you can access everything on the educator page.



Free Training

Script

RAK is excited to share that everything you need is on the website, including:

- *Training manual*
- *PowerPoint*
- *All the materials in your folder*

All of these can be found on the educator page of the website.



Additional Resources

Script

RAK has also provided a few additional resources that might come in handy for schools implementing Kindness in the Classroom.

- **RAK Club Document**
 - *Is a handy guide with tips on how to start a kindness club at your school*
- **Kindness Book List**
 - *Is a hand-picked collection of kindness-themed books listed by grade*
- **Grab & Go Games**
 - *Has quick and easy kindness game ideas for all ages*
- **KiC introduction letter**
 - *Introduce the Kindness in the Classroom curriculum to parents & caregivers at home*

Estimated Time: 30 minutes

Kindness in the Classroom: Model Lesson

Section 10

Components of this Section:

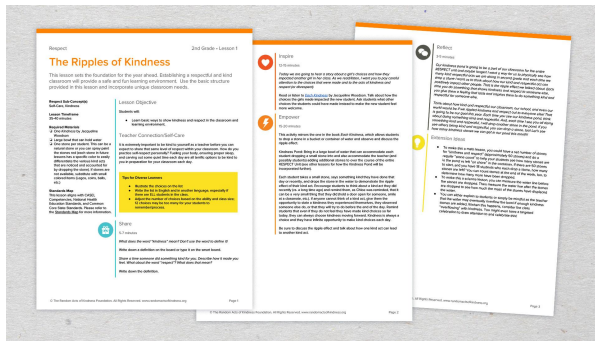
- Model Lesson of The Ripples of Kindness (Grade 2, Unit 1-Respect, Lesson 1)

Materials:

- ☐ *Each Kindness* by Jacqueline Woodson (or access to the internet and the YouTube link for lesson)
- ☐ Large bowl that can hold water
- ☐ One stone per student

Activity:

- ☐ Model Lesson of the Ripple of Kindness (Grade 2, Unit 1-Respect, Lesson 1)



Kindness in the Classroom

Script

We are going to end our morning with a role-play, asking you to play the part of your students while I model a second grade lesson called “The Ripples of Kindness”. You will find the full lesson in your folder. Let’s quickly look at it together.

Directions

Give participants a few moments to find the lesson in their folder.

The Ripples of Kindness

Script

Pull out the 2nd Grade Respect Unit “The Ripples of Kindness” lesson from your folder. Starting at the top of the page you will see the lesson explanation and title. Just below that to the left you will find the lesson sub-concepts, timeframe, required materials, and link to the standards map in this same place on all the KiC lessons.

To the right of that you will find the lesson objective, the teacher connection/self-care section, and some tips for diverse learners.

Today’s lesson objective is: Students will learn basic ways to show kindness and respect in the classroom and learning environment.

*On the bottom of the page you will see that the lesson starts with asking students to **share**. This is an intentional way to set the tone to begin teaching kindness. You will also notice that each section gives a suggested time in order to keep you on track.*

*In this lesson we will be **inspiring** students through a book/video and **empowering** them through the kindness pond activity.*

Script

*Last, but not least, this lesson ends by giving the students a few minutes to **reflect** on what they have learned today.*

I am sure you will have questions as we move through this lesson. Please write them in your Notes Catcher and we will have time to answer them once we get back from lunch.

Let's begin our lesson!

Now we get to role play, I will be your teachers and you will all be the students.

SHARE (5-7 min)

Script

Today, we are going to have a lesson about the ripple effect of kindness. What does the word kindness mean to you?

Directions

Have a few participants share their ideas with the group and write a definition on the board.

Script

Share a time someone did something kind for you. Describe how it made you feel. What about the word "respect"? What does that mean?

Have a few participants share their ideas with the group and write a definition on the board.

Continued on next page...



INSPIRE (12-15 min)

Script

Today we are going to hear a story about a girl's choices and how they impacted another girl in her class. As we read/listen, I want you to pay careful attention to the choices that were made and to the acts of kindness and respect (or disrespect).

Directions

Read or listen to [Each Kindness](#) by Jacqueline Woodson. Talk about how the choices the girls made impacted the new student. Ask students what other choices the students could have made instead to make the new student feel more welcome.

EMPOWER (15 min)

Directions

This activity mirrors the one in the book *Each Kindness*, which allows students to drop a stone in a bucket or container of water and observe and discuss the ripple effect.

Kindness Pond: Bring in a large bowl of water that can accommodate each student dropping a small stone into and also accommodate the teacher (and possibly students) adding additional stones to over the course of the entire RESPECT Unit.

Each student takes a small stone, says something kind they have done that day or recently, and drops the stone in the water to demonstrate the ripple effect of their kind act. Encourage students to think about a kind act they did recently (vs. a long time ago) and remind them, as Chloe was reminded, that it can be a very small thing that they did (hold a door open for someone, smile at a classmate, etc.). If anyone cannot think of a kind act, give them the opportunity to state a kindness they experienced themselves, they observed someone else do, or that they will try to do before the end of the day. Remind students that even if they do not feel they have made kind choices so far today, they can always choose kindness moving forward. Kindness is always a choice and they have infinite opportunity to make kind choices each day.

Script

At the front of the room I have a bowl filled with water a pile of stones. I would like each of you to come up, drop your stone in the water while saying something kind you have done today or recently.

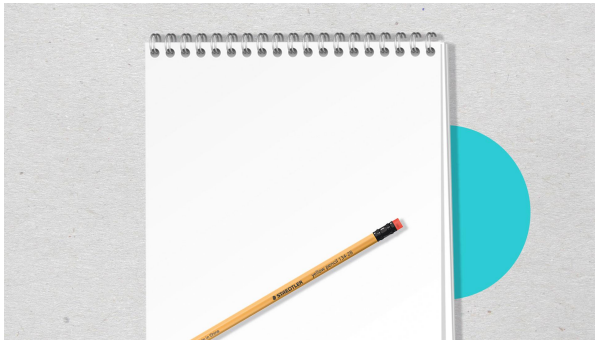
Be sure to discuss the ripple effect and talk about how one kind act can lead to another kind act.

Reflect : (3-5 minutes)

Script

Our kindness pond is going to be a part of our classroom for the entire RESPECT unit and maybe longer! I want a way for us to physically see how many kind respectful acts we are doing in second grade and each time we drop a stone I want us to think about how our kind and respectful act can positively impact other people. That is the ripple effect we talked about. Each time you do something that shows kindness and respect to someone else, you give them a feeling that lasts and inspires them to do something kind and respectful for someone else.

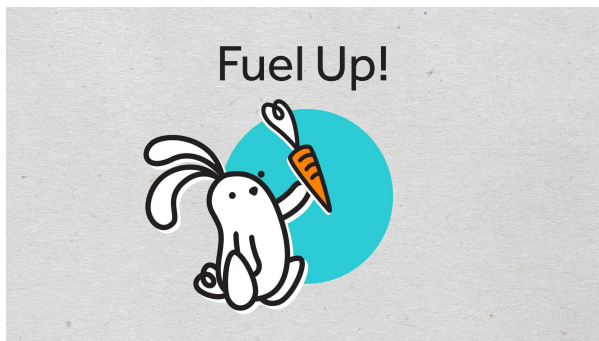
Think about how kind and respectful our classroom, our school, and even our world would be if we rippled kindness and respect out to everyone else! That is going to be our goal this year. Each time you see our kindness pond, think about doing something kind and respectful. And, each time I see you all doing something kind and respectful, I will drop another stone in the pond. If you see others being kind and respectful, you can drop a stone, too! Let's see how many kindness stones we can get in our pond this month!



Script



And that is our model lesson! On your Notes Catcher, jot down any “ah-ha” moments or bright ideas you had about the lesson. Capture any questions you might have about the lessons so we can be sure to answer them in the afternoon when we dive deeper into the lessons.



Fuel Up!

Directions

Tell participants they now have a 30 minute lunch break (time may vary depending on schedule) and what time the training will begin after lunch. Provide any information or directions related to lunch (particularly if lunch is being served).

Estimated Time: 10 minutes

Video

Section 11

Components of this Section:

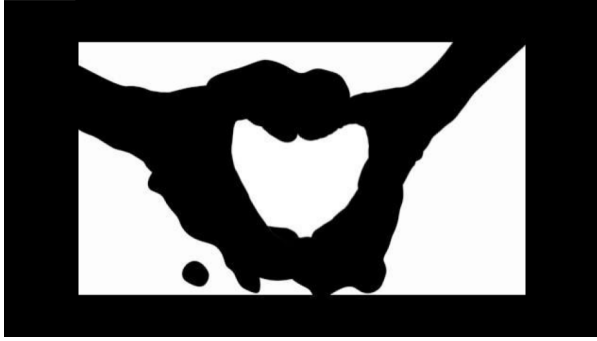
- Educating the Heart Video

Materials:

- ☐ (no materials are required for this section)

Activity:

- ☐ Educating the Heart Video



Educating the Heart

Script

We want to welcome you back from lunch by showing you a video we borrowed from the Dalai Lama Center for Peace and Education. It does a beautiful job of telling the story of why RAK has chosen to spread kindness through a social emotional learning curriculum in schools.

Any thoughts or reflections after watching that video?

KiC Unit Exploration

Components of this Section:

- Kindness in the Classroom Unit Exploration
- 3-2-1 Charts

Materials:

- ☐ Grade level signs (on tables, if needed)
- ☐ Grade level packets on corresponding grade level tables
Kindness in the Classroom Packets (one copy of Unit 1-Respect for each grade level)
 - Unit Introduction
 - 4 Lessons
 - Projects
 - Standards Map
 - Letter Home
- ☐ 3-2-1 Charts (blank chart paper, one for each grade level table)
- ☐ **Alternative Activity:** *If you choose to use technology for this activity, please make sure there are enough laptops and/or tablets for the whole group*

Activity:

- ☐ Kindness in the Classroom Unit Exploration (60 minutes)

Kindness in the Classroom Unit Exploration



Script

We are now going to dive into one of the Kindness in the Classroom units so you can see how they are structured and how the lessons and projects connect. We are only going to spend time looking at one unit because all of the units are structured the same.

On your table is a packet containing the Respect unit of the Kindness in the Classroom curriculum for your grade level. If you haven't already, please move so that you are sitting with your grade level. If you teach more than one grade level, please just pick a grade level to work with for this portion of the day.

Alternative Activity: *If the technology is available for the entire group, consider having each grade level review the Respect unit on a laptop or tablet instead of printing out the unit.*

As you will see, the unit begins with a unit overview, including a list of all of the materials you will need; 4 lessons, projects, the standards map for the unit, and a letter we invite you to send home to parents.

We're going to give you about 20 minutes to review the unit at your table. We highly recommend that you take the time to review each unit before you start teaching it in order to see all of the connections between the lessons and projects. I will ring the chimes to bring you back.

3-2-1 CHART

- 3 Three things you liked about the unit
- 2 Two questions you still have, and
- 1 One thing that excites you about the Kindness in the Classroom curriculum



Script

Now you'll have 15 minutes to complete a 3-2-1 chart as a grade level group for the second part of this activity. Each table has a blank piece of chart paper. Select a recorder and reporter; someone to write the group's answers and someone to share them with the whole group. As a group, chart 3 things you liked about the unit, 2 questions you still have, and 1 thing that excites you about the Kindness in the Classroom curriculum.

Directions

Once the groups have completed their 3-2-1 chart, bring the whole group back together and ask the reporters to provide an overview of the group's chart.

Script

Let's come back together as a whole group to discuss your 3-2-1 charts. Reporters, please give a quick summary of your group's chart. Are there any volunteers to get us started?

Directions

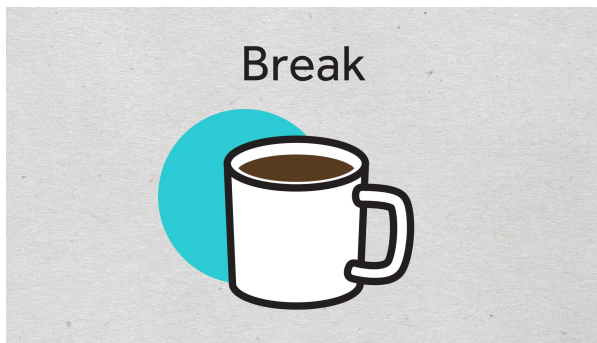
Allow reporters to summarize their charts. Facilitate any discussion that occurs. Be sure to thank each group for their work.



Before lunch, when we modeled The Ripples of Kindness lesson, you had an opportunity to write down some questions in your Notes Catcher. Let's address those now. What questions came up for you?

Directions

Answer any questions. If you are unable to answer any questions, tell the participants that the answer will be sent to them in a follow-up email. Consider adding the question to the parking lot to serve as a reminder.



Break

Directions

Give participants a 15 minute break. Tell participants what time the training will begin after the break.

Estimated Time: 60 minutes

Implementation and Planning

Section 13

Components of this Section:

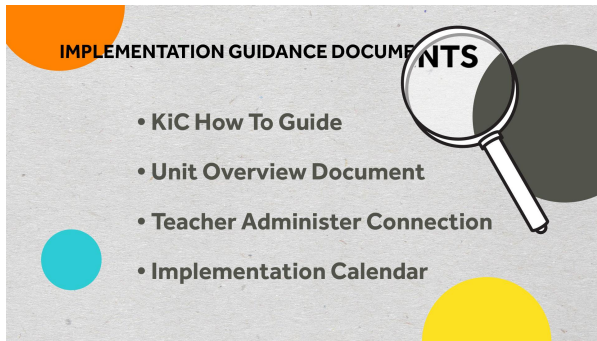
- Materials Exploration
- Exploration and Planning Questions

Materials:

- ❑ Kindness in the Classroom implementation materials
 - How to Teach KIC
 - Unit Overview Document
 - Teacher Connection
 - Sample Implementation Calendar

Activity:

- ❑ Materials Exploration and Planning



Implementation Guidance Documents

Script

Now let's take some time to dig a little deeper and discuss implementation of Kindness in the Classroom and what it might look like for you. With your grade level group, you will have about 25 minutes to explore the implementation guidance documents in your folder. Think about how they connect to the unit you just reviewed at your table?

As you finish your exploration, select a recorder and reporter. Chart your answers to the following questions:

- *What do you need to do to be prepared to implement Kindness in the Classroom school-wide?*
- *What support do you need from administrators to successfully implement the curriculum with fidelity?*
- *What challenges do you anticipate? What are the possible solutions?*

We'll share your answers with the building administrators so they can assist with implementation of Kindness in the Classroom.

Can I clarify anything before we begin?

Directions

At the 25 minute mark, ring the chimes and prompt participants to move on to charting the answers to the questions.



Chart Your Answers

Script

Take about 15 minutes to chart the answers to the questions on the slide.

Directions

At the 15 minute mark walk around to make sure everyone has answer all three questions (give a little more time if they need it), ring the chimes to bring the group back together.

Script

*Let's come back together as a group one last time.
Reporters, please summarize your group's answers.
Please only share new thoughts and avoid repeating
what others have already said. Any volunteers to go
first?*

Directions

Allow reporters to summarize their charts. Facilitate any discussion that occurs. Be sure to thank each group for their work.

After the training, collect or take pictures of charts and share with building administrators.

Estimated Time: 30 minutes

Closing

Section 14

Components of this Section:

- Questions and Answers
- Objectives Review
- Closing Activity
- Evaluation Forms
- Thank you!

Materials:

- ☐ Notes Catcher
- ☐ Evaluation Form
- ☐ Basket for Evaluation Forms

Questions and Answers



Questions and Answers

Script

Our training is coming to an end and I want to be sure we answer any last questions. What questions are still on your minds?

Directions

Give participants an opportunity to ask any final questions. If you are unable to answer any of these questions, tell the participants that the answer will be sent to them in a follow-up email.

Directions

If you are unable to answer any of these questions, tell the participants that the answer will be sent to them in a follow-up email.

Script

If you think of anything after our training, I will provide my email before saying "farewell." Please feel free to contact me.

Learning Objectives

- 1 Be **inspired** to create a culture of kindness
- 2 Be **empowered** to implement the Kindness in the Classroom curriculum
- 3 Create an **action** plan to utilize Kindness in the Classroom tools and resource in your classroom

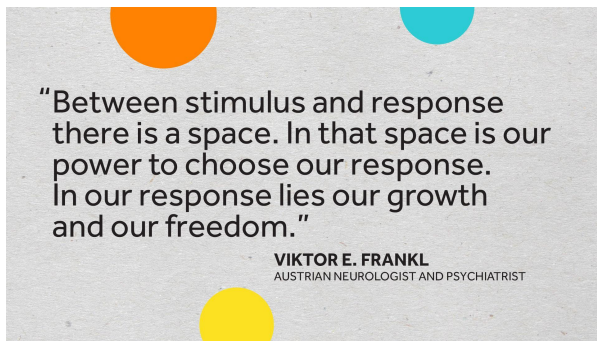


Learning Objectives

Script

We had three objectives for today. They were:

- *Be inspired to create a culture of kindness,*
- *Be empowered to implement the Kindness in the Classroom curriculum, and*
- *Create an action plan to utilize Kindness in the Classroom tools and resources in your classroom.*



Choosing Our Response

Script

We've focused on resilience, kindness, and gratitude today. Viktor Frankl said,

"Between stimulus and response there is space. In that space is our power to choose our response. In our response lies our growth and our freedom."



Write this quote in the Closing Activity box on your Notes Catcher.

Directions

Give participants a few minutes to write the quote.

Script

Now, reflect or think about resilience, kindness, and gratitude and how you can use these practices to influence how you respond to difficult situations. How will you use these practices when you go home or back to your classroom or work space?

Directions

Give participants a few minutes to write their answer. When most participants are finished, ask for a few volunteers to share their answers. Thank participants for sharing.



Evaluation

Script

Please take a few minutes to complete the Evaluation Form in your folder. On your way out, you can leave it in the basket on the sign in table.



Presenter Name

email@address.com

Presenter Contact Info

Script

If you have any questions on today's session, feel free to email me/us at _____.



Thanks!

Script

*Thank you for your time, attention, and energy today.
I hope you had as much fun as I did!*