

Strategy and Lesson Plans

Everyday Caring

Grades 6 - 12

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Contents

Overview	2
Recommended time	2
Materials and advance prep	2
Objectives	3
Why this matters	3
Other considerations	3
Extending this strategy	3
Lesson 1: Understanding Caring	5
Introduce the strategy (1 minute)	5
Visualization exercise (2 minutes)	5
Descriptions group exercise (6-8 minutes)	6
Gallery walk and reflection (5 minutes)	6
Group and whole-class discussion (6-8 minutes)	7
Wrap up (2-5 minutes)	7
Lesson 2: Acts of Caring at School	9
Introduce the lesson (4-5 minutes)	9
Whole group discussion (5-6 minutes)	9
Acts of caring challenge (6-8 minutes)	10
Wrap up (3 minutes)	10
Lesson 3: Empathy and Kindness	11
Introduce the lesson (1 minute)	11
Four Corners Activity (6-10 minutes)	11
Empathy in caring and kindness (10 minutes)	13
Wrap up (1 minute)	14
Lesson 4: Acts of Caring Challenge 2	15
Introduce the lesson & reflection (5-8 minutes)	15
Acts of caring challenge & scavenger hunt (8-10 minutes)	15
Wrap up (1 minute)	16
Lesson 5: Class Reflection	17
Introduce the lesson (1 minute)	17
Four Corners Activity (6-10 minutes)	17
Debrief (8-12 minutes)	19
Wrap up (5 minutes)	19

Extension ideas	19
Appendix 1: Recommended Classroom Norms and Moral Principles	20
Appendix 2: Acts of Kindness Chart	22
Appendix 3: Acts of Kindness and Caring	23
To do anywhere (school, home, neighborhood, restaurant, sports field, etc.):	23
To do at school:	23
To do for yourself:	24
Appendix 4: Journal Prompt	25
Appendix 5: Kindness Scavenger Hunt	26
DIRECTIONS: Over the next week, engage in a kindness scavenger hunt to notice acts of kindness around you. For example, you might see someone pick up papers that someone drops, or a friend might cancel fun plans to help their sibling with homework. Observe the people around you, notice acts of kindness, and take notes below!	26
What acts of kindness and caring do I notice this week?	26
Appendix 6: Exit Ticket	27

Overview

Students will reflect on and discuss how to encourage more kindness and caring, for themselves and others, at their school and beyond. They will practice regular intentional acts so they become routine and normalized parts of students' lives. By reporting back, students will learn about each other's experiences and can use them as sources of inspiration. The activity encourages a variety of kind and caring acts from classroom community care to self-care.

Recommended time

- 15-20 mins per lesson (use the pacing suggestions or timestamps to adjust, depending on time available)
- Five lessons total, one lesson per week

Materials and advance prep

- Student journal
- Sticky notes
- Anchor chart paper and markers
- Lesson 2: printouts of [Appendix 2](#) (*optional*), and access to technology for a video -- be sure to test technology prior to the lesson
- Lesson 3: printouts of [Appendix 4](#) (*optional*)
- Lesson 4: printouts of [Appendix 2](#) & [5](#) (*optional*)
- Lesson 5: printouts of [Appendix 6](#) (*optional*)
- Read through all five lessons and try to set a timeline. Lessons may require minor preparation to implement with fidelity and ease.

Objectives

- Understand what it means to be kind and caring.
- Practice acts of kindness and caring, especially towards those different from us.
- Connect empathy to kindness and care
- Observe and notice when others may need support, kindness, and care

Why this matters

Research shows that acting with kindness and care makes people feel good by building connections with others and reinforcing a positive view of themselves. Studies have also shown

that feeling care and concern for others is linked to altruism, and feelings of care can be cultivated by asking people to imagine what others are going through and how they feel. Kindness and caring are contagious—they can spread and influence people to do good deeds beyond their existing networks. Throughout these lessons, students will be given opportunities to practice intentional acts of caring and to share and learn from their experiences. The acts should create a chain reaction that builds a habit of kind, caring actions towards others.

Other considerations

Feel free to adapt the lessons as necessary to meet your students' needs, but also try to maintain the integrity of the content or concepts throughout each lesson. Reaffirm class norms, or if you haven't yet set class norms, see [Appendix 1](#) for ideas on how to do so. Tips and suggestions are provided throughout, but do not hesitate to check in with other staff as well.

Extending this strategy

- Display or create a digital “Everyday Caring Board” or “Shout Out Wall” where students can post anonymous “shout-outs” to their peers. Take time throughout the week to read these aloud.
- Continue assigning acts of kindness challenges ([Appendix 2](#)) and kindness scavenger hunts ([Appendix 5](#)) to encourage regular, intentional caring acts as well as noticing kindness.
- Play one or more of the following Making Caring Common games: *Cheers*, *Spotlight*, *Thumb-O-Meter*, *Whip-Arounds*, *Kick-Off Quotation* or *Poem*. The games are a great way to transition in or out of a strategy lesson or to boost the positive interactions in your class.

Lesson 1: Understanding Caring

20-30 minutes

Introduce the strategy (1 minute)

Say something like, “Today we are beginning the first of a series of activities and exercises that will help us practice how we can care more for others. It’s important that we think about how we treat others – our friends, family, people we might not know as well, even strangers.”

Visualization exercise (2 minutes)

Begin with a visualization, pausing throughout to give students time to think and process. Narrate the following:

“I invite you to close or open your eyes as we start, whichever is more comfortable. Think of someone who you consider to be a good person. The person can be someone you’re related to or know well, someone from current or historical events that you don’t know personally, or someone no longer living. Think about someone who may be a part of your community or culture or someone who is part of a different community or culture. Once you choose someone that you consider to be a good person, visualize that person and what they stand for, and what they do for others. What qualities and values do they embody? What makes them a good person? What specific actions do they take that makes them a good person? Now write down some examples of why you consider them to be a good person.” You may want to write down these questions or project them on the board for students to refer to as they think.

MCC Tip: *In case a student is uncomfortable or unable to engage during the activity, you can provide an example of a commonly known person for the whole class to consider (e.g., Mother Teresa, Mahatma Gandhi, or Martin Luther King Jr.), especially someone they may be learning about currently.*

Encourage students to connect to their own cultures, communities, and backgrounds in this lesson and throughout the strategy. While kindness and care have overlapping meanings across cultures, encourage students to also reflect on and notice nuances in how different communities consider someone to be good, kind or caring.

Descriptions group exercise (6-8 minutes)

Distribute sticky notes to students and have them each write three to five words or short phrases that describe what makes the person they were visualizing ‘good.’ Ask students not to identify the person by name on the sticky notes. Give students two minutes to work on this activity.

***MCC Tip:** Think about your class composition. If you suspect some students will not get along, it’s probably best to separate them, at least for the first few lessons. If you suspect some students will have a tough time, it might be a good idea to put them in groups with students you trust to be helpful or cooperative. Remind students of classroom norms, or refer to [Appendix 1](#) for examples.*

Once students have finished individually reflecting and writing, have them get in groups of three to five, post their notes on a space of the wall (or on an anchor chart), and work together to cluster them into groups based on similarities that they notice. For instance, some students may have focused a lot on the person’s emotional support (e.g., he’s always there for me/others), whereas some may have focused on the person’s giving (e.g., my mom buys me nice clothes). Give students no more than five minutes to work on this together. Instruct groups to try and label the clusters they create.

***Prompting Tips:** Prepare and present the question prompts and directions on a PowerPoint presentation or on a classroom board to accommodate a variety of learning styles.*

Gallery walk and reflection (5 minutes)

Once the groups have finished, have students silently circulate around the room and read what their peers wrote. Before students move, prompt them to think about the following questions:

- What connections or similarities do you notice?
- What seems to make someone a good person?
- Did anything surprise you?

Next, instruct students to individually reflect and write additional descriptors of the person they had in mind using a different colored sticky note. Encourage students to write additional qualities or examples of actions for their chosen person.

Group and whole-class discussion (6-8 minutes)

MCC Tip: *Based on your class and group dynamics, consider assigning group member roles such as note taker, reporter, time keeper, and process checker.*

Have the initial groups get back together and discuss similarities and differences between the second batch of sticky notes. Prompt students to discuss the following and prepare to share out the final question in bold to the class.

- What new connections do you see in your group?
- Have you seen any notes in the gallery walk that have changed the way you think about kindness or caring? (e.g., *Perhaps some students didn't consider the person they visualized to be kind in emotional ways, but upon seeing other notes or connections, they now have examples.*)
- **What is the relationship between being a good person and being kind and caring?** *(If the question doesn't prompt a discussion, ask probing questions that help students see the link between a person's kind and caring actions and students' perceptions of them as good. They may have differing opinions about whether a person can be good without being kind and caring.)*

Ask groups to volunteer their answers to the class.

Next, define caring, connecting it to student responses from the prompt above.

Caring: Caring is about being good to yourself and others, even in small ways you might not see right away. It's about showing kindness and concern for yourself and others and not needing anything in return. It's also about helping those in need, especially those who might not be able to help themselves.

MCC Tip: *Post the definition of caring in the classroom to remain throughout future lessons.*

Wrap up (2-5 minutes)

If students want to continue the conversation and there is time, bring the class together for a more detailed group discussion on the following questions:

- How do we recognize caring?
- What are the differences between being caring and being kind?
- How can kindness and care be different in different families, communities, and cultures?
- Can people be truly good and uncaring or unkind?

Close [Lesson 1](#) by saying, “I hope we all aspire to be more caring, kind people— to ourselves, each other, and people outside of this class - both in and out of school. Whether it be during a sports game, music lesson, or in your home, we can all do more to be caring. It’s important that we be caring and kind in all areas of life, and we’ll practice this throughout our next few lessons together.” Let students know when you think the next lesson will take place.

MCC Tip: *Caring or kindness can mean different things to different communities. For instance, some families might emphasize ‘doing’ nice things, like saying “thank you,” or offering help, whereas others might emphasize ‘being good’ as the absence of bad qualities, like not lying or cheating. Push your students to recognize different aspects of caring and kindness – and to push themselves to try new things during these lessons.*

Some students may also find this strategy to be contrived or cheesy, and you can acknowledge that! The hope is to get them in the habit of noticing and thinking about what it means to be caring, feeling concern for others, and displaying acts of kindness, especially for those who are different from them in some way.

Lesson 2: Acts of Caring at School

20 minutes

Introduce the lesson (4-5 minutes)

Introduce today's lesson by telling students, *"Today we are going to think about specific ways we can extend caring and kindness to people in our lives. We will watch a video that gives some examples. See if you can spot all the ways that caring is extended to the people in the video."*

[Video Link](#)

Whole group discussion (5-6 minutes)

Engage students in a discussion using the following prompts focusing on the questions in bold:

- **How does the man show caring?**
- **Is it realistic to be so caring**, especially when it might mean self-sacrifice or disapproval from others? **What are barriers to caring?**
- **What does the man get in return?** Do most of us experience the same in return for being caring? If not, what gets in the way? How can we better appreciate the benefits?
- **What emotions do you notice?** (*Encourage students to think about emotions of the giver, receiver and bystanders in the video, and the ripple effect of kindness*)
- Can someone be kind towards others without caring about them? What about vice versa?
- **Is kindness contagious?**
- In your own life, what do you desire most?

The intent of the above discussion is to get students to recognize the benefits of caring as well as the importance of caring for others we might not know. Many students may not say they desire to be good or caring, and that's completely okay for now! The hope is to at least get them thinking that a fulfilling life includes caring about others. Barriers or obstacles to caring include our own negative emotions (e.g., resentment, irritation at someone's lack of appreciation) or biases we might have (e.g., thinking someone doesn't deserve kindness) – and the following activity is a good segue for students to start thinking intentionally about lifting those barriers.

Acts of caring challenge (6-8 minutes)

Transition to the activity by telling students that today they will begin their own “Acts of Caring” Challenge. For the following week, ask students to commit to five acts of kindness and caring in their school. Provide students with one clear example of one act at school, such as, “This week I am going to make sure I smile and say hi to my bus driver each morning.”

Give students about five minutes to brainstorm acts of kindness and caring in their journals or the chart in [Appendix 2](#). Ask students to commit to five acts they’ll complete in the next week. They can find inspiration for their acts of kindness and caring from each other or from the collection of Post-It notes from [Lesson 1](#). Additional examples of potential acts of everyday caring are provided in [Appendix 3](#).

***MCC Tip:** Journaling helps people reflect clearly and commit with intention. Ask students to record their commitments in a journal or the chart in [Appendix 2](#) and that way, you can also follow up as needed. Consider assigning students to accountability partners who can support brainstorm, execute and reflect about caring acts.*

Wrap up (3 minutes)

To bring it all together, ask each student to share one act they chose (and why they chose the act they did if you have enough time) through a whip-around. Tell students that this will serve as a verbal commitment and they will report back next week on how the experience went. Tell students you will be reporting back on your own acts of kindness and caring as well.

Close by telling students when you think the next lesson will take place and how to reach out to you if they need support with their kind acts. If students were paired with accountability partners, remind pairs to check in and support each other throughout the week.

Lesson 3: Empathy and Kindness

15-25 minutes

Introduce the lesson (1 minute)

Start today's lesson by telling students, "Today we are going to reflect on and discuss how last week's acts of kindness and caring went and do an activity to learn about different ways others in our class feel care and kindness."

***MCC Tip:** If you paired students into accountability partners in the previous lesson, consider giving partners two to three minutes to connect and share about their experiences with acts of kindness before the next activity.*

Four Corners Activity (6-10 minutes)

Before beginning, designate four different corners in the classroom as corners 1, 2, 3, and 4. Next, read each question below, prioritizing questions in bold (and include your own questions and answer choices, if desired). Assign each possible answer to one of the corners, and ask students to stand in the corner that corresponds with their answer to each question. After students move to their corners, ask students to turn and talk about why they made that choice. If time allows, ask one student from each corner to share out.

Prompt students to also observe where the majority of students move for each question.

***MCC Tip:** To help visual learners, use chart paper to illustrate each of the answer choices per question. You might also present the question prompts on a PowerPoint presentation to accommodate all learners.*

Consider tracking where the majority of your students move during this activity to share with students how their acts and habits of caring change and grow over the course of the strategy. For example, note and share if students' acts of kindness focused on family or friends and then shifted to strangers. Share your observations with the class and check in with why they think habits are shifting.

Game Questions:

1. **Who were your acts mostly for?**

- a. Friends
- b. Family
- c. Strangers
- d. Other

2. What was your main motivation for performing acts of caring for others?

- a. It makes me feel good
- b. It makes others feel good
- c. I had to for this class
- d. Other

3. What kinds of acts did you mostly perform?

- a. Caring words
- b. Caring actions
- c. Caring thoughts
- d. Other

4. To what extent did completing acts of caring impact you?

- a. A lot
- b. Somewhat
- c. None
- d. Not sure

5. Where did most of your acts of caring take place?

- a. Home
- b. School
- c. Community-centers (religious centers, sports field, etc)
- d. Other

6. How many of your planned acts did you complete?

- a. All (5+)
- b. Most (3-4)
- c. Some (1-2)
- d. None (0)

7. How much did you push yourself to complete these acts?

- a. A lot
- b. Somewhat

- c. A little
- d. Not at all

Empathy in caring and kindness (10 minutes)

Bring the class together for the next activity. Ask students what they think the word empathy means. After a few comments, share the definition below.

Empathy: Empathy is the way we relate to others by trying to understand and feel what they are going through and value them as people.

Next, instruct students to journal on the following prompt in their journals on the worksheet in [Appendix 4](#).

Prompt: Reflect on different influences in your life, such as your family, culture, and communities that shape how you give and receive kindness and care. What acts of caring make me feel happy, cared for, or appreciated?

After two to three minutes of reflection and journal time, pass out one sticky note per student and ask students to pick an act of caring they'd like to receive in the next week from a peer, write it on their sticky note with their name, and then place it on a designated wall or board. Model the activity for students first and encourage students to pick an act inspired by the reflection exercise as well as an act that is feasible for a peer to do in a week (e.g. an act that does not take too much time, require supplies that are not available at school, involve money, etc). Share examples of caring acts such as receiving a kind note, pronouncing your name correctly, listening to you or asking good questions, receiving a poem or drawing.

Give students about two minutes to pick an act and place it on the wall. Walk around the room checking in if students need support picking an act of kindness.

After students add their sticky notes, prompt students to read all of the sticky notes on the board or wall and pick a note with an act of caring they will complete over the next week. Frame the activity by asking students to practice empathy by thinking about others' needs and feelings and how they would like to be shown care and kindness when picking and committing to the act of caring.

***MCC Tip:** Based on how your class has discussed empathy, kindness, and respect, this may be a good time to introduce the difference between the golden rule: "treat people how you want to be treated" and the platinum rule - "treat people how **they** want to be treated." Encourage students to push themselves to practice empathy and listening skills to learn about how others want to be treated, especially for this activity.*

Wrap up (1 minute)

Wrap up the lesson by thanking students for engaging in the reflections and being vulnerable by expressing an act of caring they'd like to receive. Share your enthusiasm for the opportunity to pair empathy with kindness and care, especially for people in the classroom community. Let students know when the next lesson will be, when they should complete their act of kindness, and how to reach out to you for support if they need help executing their act of kindness.

MCC Tip: *If possible, support students to complete their acts of caring for their peers to ensure that all students give and receive an act of caring from a classmate. Support can range from checking in with all students one to two days before the due date to see if they are on track to dedicating time in class to complete the acts. It may also be helpful to document and review each act of caring to make sure that all acts are feasible. If an act is not feasible, check in with the student and help them pick an act that both follows their reflection of how they like to receive kindness and is feasible for a peer to complete. Expressing how you want to receive care can be vulnerable for some students, so it is important to ensure that all students receive kindness over the week.*

Lesson 4: Acts of Caring Challenge 2

15-20 minutes

Introduce the lesson & reflection (5-8 minutes)

Introduce today's lesson by telling students the following: *"Today we are going to reflect on last week's classroom community acts of kindness and caring."*

Engage in a whole-class discussion using the following questions:

- How did it feel to do acts of caring for your classmates? How did it feel to ask for and receive the act of kindness?
- Did you notice any differences between performing caring acts for people you know well versus performing caring acts for people you don't know as well?
- How can you carry out more caring acts for people you don't know as well? How can you do acts of caring that other people will value? (*Encourage students to use empathy as well as checking in with others with good questions and listening skills to learn about how people like to receive kindness.*)
- Did you notice each other doing kind acts? What about people outside of class? What did seeing others make you think or feel?

MCC Tip: Prepare and present the question prompts above and the following directions for the kindness challenge on a PowerPoint presentation to accommodate all learners and keep the discussion on track.

Acts of caring challenge & scavenger hunt (8-10 minutes)

For the next acts of caring challenge, ask students to commit to three to five new acts of kindness and caring that:

- Can happen anywhere – not just at school
- Are intentional, thoughtful, and use empathy skills
- Involve people they might not know well or who might not receive kindness often

MCC Tip: Research shows that it's not necessarily just the frequency of kind acts that is important to increasing student wellbeing. Students' motivation and effort also matters. Simply doing caring acts without intentionality or variation can be ineffective.

Again, see [Appendix 3](#) for potential acts of everyday caring. Encourage students to be creative, thoughtful, and intentional as they decide on their new acts of kindness and caring. New acts could include the following: elements of surprise, personalization, or a creation. The list goes on! Give students time to write their ideas in their journals or on the chart in [Appendix 2](#).

Tell students that along with using empathy to do three to five additional acts of caring, they will also complete an “Acts of Caring Scavenger Hunt.” To complete the Scavenger Hunt, they must look out for caring acts performed by others either for them or someone else. Tell students to record the acts they observe in their journals or on the sheet in [Appendix 5](#) and be ready to discuss them in the next lesson.

After sharing the assignments, use the remaining time for students to brainstorm for their challenge. Consider having students brainstorm with their accountability partners, or a new peer in class.

Wrap up (1 minute)

Close the lesson by telling students when you think the next lesson will take place and that you are looking forward to hearing about their new, creative acts of caring that will push them. Encourage students to keep an eye out for acts of kindness and caring taking place around them.

MCC Tip: Throughout the debrief process be aware of students who may not have had a positive or successful experience with one or several of the lessons. You could acknowledge that caring takes practice, or that at first it may feel awkward or artificial to be so focused on kindness. Remind students that just by taking the time to think about others they're taking a huge first step. If a student's actions aren't being reciprocated or received positively, try to make time for that student after class and be sure to support them as much as possible.

Lesson 5: Class Reflection

20-30 minutes

Introduce the lesson (1 minute)

Introduce the final lesson by telling students, *“Today we are concluding our Everyday Caring project by thinking about the larger implications of spreading kindness and caring in our lives and across the world.”*

Four Corners Activity (6-10 minutes)

Before beginning, designate four different corners in the classroom as corners 1, 2, 3, and 4. Next, read each question below, prioritizing questions in bold (and include your own questions and answer choices, if desired). Assign each possible answer to one of the corners, and ask students to stand in the corner that corresponds with their answer to each question. After students move to their corners, ask students to turn and talk about why they made that choice for thirty seconds if you have time. If time allows, ask one student from each corner to share out.

Prompt students to also observe where the majority of students move for each question.

MCC Tip: *To help visual learners, use chart paper to illustrate each of the answer choices per question. You might also present the question prompts on a PowerPoint presentation to accommodate all learners.*

Track where the majority of your students move during this activity so you can share with students how their acts and habits of caring have changed and grown since the four corners activity in [lesson 3](#). For example, note and share if students’ acts of caring focused on family or friends and then shifted to strangers. Ask your students if they noticed any shifts and if so, why they think habits are shifting, then share your observations with the class.

Game Questions:

1. **Who were your acts mostly for?**
 - a. Friends
 - b. Family
 - c. Strangers

d. Other

2. What was your main motivation for performing acts of caring for others?

- a. It makes me feel good
- b. It makes others feel good
- c. I had to for this class
- d. Other

3. What kinds of acts did you mostly perform?

- a. Caring words
- b. Caring actions
- c. Caring thoughts
- d. Other

4. To what extent did completing acts of caring impact you?

- a. A lot
- b. Somewhat
- c. None
- d. Not sure

5. Where did most of your acts of caring take place?

- a. Home
- b. School
- c. Community-centers (religious centers, sports field, etc)
- d. Other

6. How many of your planned acts did you complete?

- a. 5+
- b. 3-4
- c. 1-2
- d. None (0)

7. How much did you push yourself to complete these acts?

- a. A lot
- b. Some
- c. A little
- d. Not at all

Debrief (8-12 minutes)

Next, guide students through a debrief of the overall experience and process of the kindness challenge and scavenger hunt. Prioritize the questions in bold if you are short on time.

- **Were you the recipient of a caring act of kindness?**
 - **How did it feel?**
 - Did you know the person who extended the act of kindness to you? How did that relationship affect your experience of the act of kindness, if at all?
- **How did the scavenger hunt go? Did you observe an act of kindness directed toward another person?**
 - How did that person react?
 - **How do you think it made them feel?**
- **What impact does kindness have on our lives?**
 - Think about your community, like this school, but also consider your home, neighborhood, or even the country or world at large.
- **What stops us from performing acts of kindness and caring? Why?**
 - **What can we do to address these barriers or obstacles?**
- **What will you take forward from this experience?**
 - **How will you hold yourself accountable and act with care toward yourself and others?**
 - Could we have done something differently to make our Acts of Kindness and Caring challenge more successful?
- **How can we continue this work as a class?**

Wrap up (5 minutes)

To wrap up the strategy, thank your class for their commitment to growing their kindness to impact their classroom community. Ask students to complete an exit ticket (found in [Appendix 6](#)) in class or as homework.

Extension ideas

Perhaps you keep a kindness or caring shout-out wall as a permanent classroom fixture or adopt a kindness day for the rest of the school year to encourage students to commit to, execute, and debrief acts of kindness. While these five lessons provide students with a better understanding of what caring is all about, the experience must continue after the lessons are over for a real lasting impact.

Appendix 1: Recommended Classroom Norms and Moral Principles

1. Challenge ideas rather than people.
2. Assume good intentions and “listen generously.”
3. Take responsibility for your impact on others in the classroom.
4. Expect and accept non-closure. If you leave class with questions, it’s ok and it’s likely.
5. Stay engaged.
6. Try to avoid sweeping generalizations and stereotypes. Remember that there are wide variations within and between races, ethnicities, economic classes.
7. Consider the diversity of the people in the room and imagine how others in the room might experience your comments.
8. Consider what responsibilities you are asking other students to bear. It is not ok, for example, to ask a person to speak on behalf of all members of the community or the group to which they belong.
9. Remember that students in this class have varying levels of familiarity with different topics.
10. Remember that mistakes are normal and are useful learning opportunities in meaningful discussions.
11. Keep mistakes and conflicts among us and seek to work out mistakes and conflicts within the class.
12. Maintain confidentiality of classroom discussions, especially on sensitive topics; take and share lessons from class, not people's stories.

13. Treat diverse opinions as an opportunity. Challenge yourself to try out new ideas you hear in class and see how they apply in your life.

14. Seek to constructively engage with views you may disagree with. Ask caring questions, and listen deeply to the perspectives of others, especially those you may disagree with.

Rather than “calling out” or letting others know publicly they made hurtful or oppressive comments in a way that may cause them shame, try to “call-in” others by expressing your views and experience with the intention to help them understand your point of view or speaking with them privately about the impact of their hurtful or oppressive comments. ”

15. Aspire in classroom conversations to create an ethical community - a community that expects and supports honesty, candor, appreciation, forgiveness, fairness and deep engagement with challenging questions.

Appendix 2: Acts of Kindness Chart

Act of Kindness & Care	Who is this for?	Why did I choose this act?	Date Completed	Notes (Write observations, feelings, reflections)
<i>EX) I will greet and ask the janitor how their day is going when I see them next.</i>	<i>School's Janitor</i>	<i>I think it would be kind to say hi and talk to the janitor since I see them often and don't say anything.</i>	<i>Tuesday, 10/12/2021</i>	<i>I was nervous before but the janitor smiled when I talked to them. It made me feel good.</i>

Appendix 3: Acts of Kindness and Caring

To do anywhere (school, home, neighborhood, restaurant, sports field, etc.):

- Help someone (e.g., your sibling, friend, classmate) with their homework or any task
- Say “hi” to five more people, or people you wouldn’t normally say “hi” to
- Ask people how to pronounce their name correctly if you are unsure, and then continue to say their name correctly
- Compliment someone on something (other than their clothing or appearance)
- Make a positive observation about someone, and then share it with them (e.g. a good comment someone makes in class)
- Say “thank you” with authenticity
- Ask someone about their day, and truly listen and respond without talking about yourself
- Write a handwritten letter expressing gratitude or asking for forgiveness
- Bake someone a cake or treat
- Surprise someone with a souvenir or something they’ve been wanting
- Cheer on a teammate
- Comfort or stand up for someone who’s having a hard time or getting bullied
- Tell an adult (e.g., at school) about someone who’s having a hard time or getting bullied
- Send someone a funny/encouraging text or message
- Write a positive comment on someone’s social media account
- Acknowledge and thank a stranger, especially someone in a service role (e.g., a waiter or the bus driver)
- Organize a cleanup party (e.g., clean your classroom, neighborhood, park, etc.)
- Be nice to the environment (e.g., use less plastic, recycle, take shorter showers, etc.)
- Start a food drive and donate the food at your local grocery store
- Go through your closet and pick items to donate
- Be creative – and humble! You can be caring without others necessarily knowing it’s you.

To do at school:

- Donate used books to the library
- Tell a teacher or a staff person if someone is having a hard time or getting bullied
- Ask your teacher if they need any help

- Offer up help to someone, even if they don't ask for it
- Share kind words with members of the school staff
- Say thank you to janitors, cafeteria workers, front office personnel, etc.
- Write a kind letter to your principal, or write a letter that respectfully expresses your concerns and ideas about your school
- Help out a classmate struggling with homework or a group activity, etc.
- Notice if people seem lonely or left out, and check in with them. For example, if someone is sitting alone in the cafeteria, ask them if they want company, if they do, join their table.
- Clean up trash that you find

To do for yourself:

- Give yourself a break, no one's perfect!
- Listen more, interrupt others less
- Try to see others' perspectives, don't jump to conclusions
- Show more gratitude, complain less
- Making a habit of writing down or sharing five things you are grateful for in life (e.g., before bed, at dinner, etc.)
- Clean up after yourself
- Set goals for yourself, and ask for help if you're stuck achieving them
- Set aside time for self-care (e.g., stretching when you wake up, deep breathing before bed)

Appendix 4: Journal Prompt

Journal Prompt: Reflect on different influences in your life, such as your family, culture, and communities that you are a part of that shape how you give and receive kindness and care. What acts of kindness make me feel happy, cared for, or appreciated?

Appendix 5: Kindness Scavenger Hunt

DIRECTIONS: Over the next week, engage in a kindness scavenger hunt to notice acts of kindness around you. For example, you might see someone pick up papers that someone drops, or a friend might cancel fun plans to help their sibling with homework. Observe the people around you, notice acts of kindness, and take notes below!

What acts of kindness and caring do I notice this week?

Who is doing the acts of caring?

Who is receiving the acts of caring?

Appendix 6: Exit Ticket

1. What does it mean to be caring? Why is it important to be caring?

2. Write about an act of kindness you completed for someone who is different from you in some way. Include how they are different from you, what you did, and what effect it had. What skills did you use to choose and execute an act of kindness?

3. How is kindness contagious? How can I have an impact with my acts of kindness?
