

LEARN
KIND

STUDENT JOURNAL



This journal belongs to _____

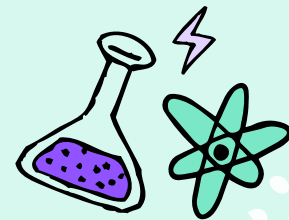


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MODULE

1

THE SCIENCE OF KINDNESS



MODULE 1

The Science of Kindness



You've probably heard the word *kindness* your entire life. But did you know that kindness is something you can study? For years, scientists have used research to investigate and understand kindness. While they've learned a lot, there are still big questions to answer.

First Response

Read or listen closely to the following two questions. Concentrate on the first thing that comes to mind after each question is asked. There is no wrong answer. Record your responses below.

1 What's the first thing you think of when you hear the word *kindness*?

.....

2 How do you *feel* when you hear someone say, "You should be kind"?

.....

The Science of Kindness

According to the presentation, what is kindness?

Facts and Findings

Record the facts that surprise or stand out to you.

Questions

Write down any questions that come to mind as you go.

The Big Question

There's still a lot to learn about kindness. This is where you come in. You and your classmates will use scientific inquiry and investigation to answer a big kindness question. YOU will be the scientists.

Record the Question Below

Choose Kindness Now



Kindness is a choice we can make over and over again. And every time we do, we make a difference to those around us. Use the step-by-step instructions below to choose kindness now!

1 CHOOSE your kind act.

Kind Acts Bank

- Invite someone to something
- Thank someone for something they did
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- Help someone with schoolwork
- Help with a chore you don't normally do
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- Smile at someone
- Go outside and enjoy nature

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Who will you do it for?

When will you do it?

Where will you do it?

3 DO your kind act!

4 OBSERVE what happened and how you feel.

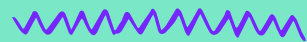
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MODULE

2

**USING INQUIRY
TO GUIDE RESEARCH**



MODULE 2

Using Inquiry to Guide Research



Scientific discovery starts by asking great questions. In this module you'll use the practice of *inquiry* (asking questions and seeking new information) to research the topic of kindness.

Review

Record the Big Question below.

.....

PART ONE

Write down three questions that will help guide your research about the Big Question:

①

②

③

PART TWO

Now that you've taken some time to craft great questions, let's research! Take some time to explore one resource that you think will be the most helpful in answering your questions (page 8). Record the big ideas, facts, and takeaways from your research in the Research Notes space below.

Article Title	Link
What is Kindness, Anyway?	https://learnkind.org/what-is-kindness
Five Reasons Why Being Kind Makes You Feel Good According to Science	https://learnkind.org/5-reasons

Research Notes

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PART THREE

Write down a few of your classmates' research takeaways that stood out to you:

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What are some of the key skills that empower kind acts?

Skills or Attributes that Empower Kindness

1.

4.

2.

5.

3.

6.

Reflect

Ask yourself, "How have I used one of these skills to show kindness lately?"

.....

.....

.....

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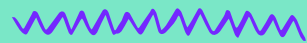
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MODULE

3

**BUILDING
SELF-AWARENESS**



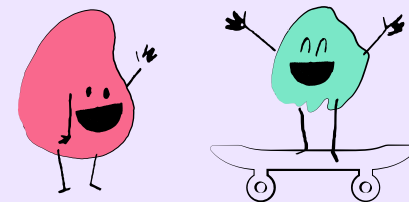
MODULE 3

Self-Awareness: “I understand what’s going on *inside of me.*”



To show kindness to others, we have to first show kindness to ourselves. Part of that is knowing who you are, understanding your thoughts and emotions, and connecting them to your actions. This is called **self-awareness**.

Building up your **self-awareness** gives you the space and understanding to be kind to yourself.

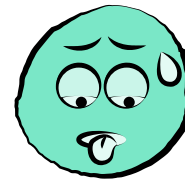


PART 1: NAME THE EMOTION

When you hear the word *literacy*, you probably think about reading and writing. But have you heard of *emotional literacy*? It's the ability to identify, understand, and respond to emotions in yourself (and others) in a healthy way. In this activity you'll practice identifying a variety of emotions. Carefully observe each facial expression, and match the appropriate vocabulary word to the face.

Write the emotion depicted in each picture below.





See words on
next page

Emotion Vocabulary List

Aggravated: Angry or displeased, especially because of small problems or annoyances

Synonyms: Annoyed, Irritated, Exasperated, Irked

Ambivalent: Having mixed feelings about someone or something; unable to choose between two opposing feelings

Synonyms: Uncertain, Conflicted, Vacillating

Anxious: Full of extreme uneasiness or worry; fearful of something that may happen in the future

Synonyms: Nervous, Troubled, Worried, Fearful

Confident: Having or showing great faith in one's self or one's abilities

Synonyms: Secure, Upbeat, Poised, Unflappable

Contemplative: Given to long quiet thinking or consideration of an idea or subject

Synonyms: Thoughtful, Reflective, Meditative

Dejected: Low in spirits; Unhappy; Depressed

Synonyms: Sad, Depressed, Discouraged, Melancholy

Ecstatic: Experiencing overwhelmingly positive emotion; Full of joy

Synonyms: Jubilant, Joyful, Elated, Euphoric

Fatigued: Drained of strength and energy; Very tired; Wearied

Synonyms: Tired, Exhausted, Weary

Isolated: Feeling separated or disconnected from other people; Lonesome

Synonyms: Lonely, Secluded, Abandoned

Tranquil: Free from agitation of mind or spirit; Peaceful

Synonyms: Calm, Relaxed, Serene, Comfortable

Write or sketch an example of the emotions below (choose a few, or do them all).

Choose three of the emotions from the vocabulary list on page 15.

Describe a time that you felt this emotion or observed it in someone else.

Emotion	Description

Reflect

Answer one or both questions below.

- Why do you think it's important to be able to identify many different types of emotions?
- How is this aspect of self-awareness connected to kindness?

.....

.....

.....

PART 2: PRACTICING MINDFULNESS

Mindfulness is the practice of focusing on what you are thinking, observing, and feeling in the present moment. It can be as simple as listening to your own breathing or observing the color of the wall. Making a practice to be mindful is an easy, but powerful way to build self-awareness. It can help you stay calm, and help you work through tricky emotions.

Mindful Moments: Follow your teacher’s instructions to practice mindfulness.

Reflect

Think about the mindfulness practice you completed and reflect on the following questions.

- 1 What did you notice during your mindful moment? (Think about what you heard, what you thought, what you felt in your body, and any emotions you felt.)

.....

- 2 How does mindfulness connect to self-kindness?

.....

- 3 How can you use mindfulness in your everyday life?

.....

PART 3: WHAT EMOTION DID I BRING TO CLASS?

This activity will help you identify the main emotion you are feeling, and how that emotion may be influencing your actions. When you know the emotion you are feeling, you can choose how you will respond, rather than allowing your emotion to choose your actions for you.

Step 1

Follow your teacher's instructions to start with mindfulness. Be aware of how you feel as you practice a mindful moment.

Step 2

Circle the 1 or 2 main emotions you are feeling right now.



Angry



Anxious



Ashamed



Bashful



Bored



Cautious



Confident



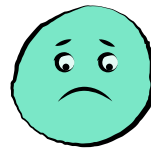
Confused



Curious



Determined



Disappointed



Disbelieving



Disgusted



Ecstatic

See more on
next page



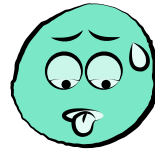
Embarrassed



Enraged



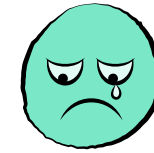
Envious



Exhausted



Frustrated



Grieved



Guilty



Happy



Hopeful



Hurt



Interested



Joyful



Lonely



Loving



Optimistic



Overwhelmed



Pained



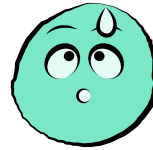
Peaceful



Puzzled



Regretful



Relieved



Sad



Satisfied



Scared



Shocked



Shy



Smug



Sorry



Stubborn



Surprised



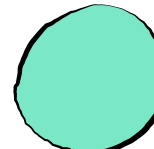
Suspicious



Thoughtful



Uncertain



Other

Step 3

Reflect

Ask yourself, "How is my primary emotion influencing my actions today?" Consider the connection to:

- Body language
- Tone of voice
- Facial expression
- Attitude
- How you are treating others

.....

.....

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.....

.....

Write or sketch below:

Four horizontal dotted lines for writing.

A large rectangular area with a wavy green border for sketching.

PART 4: THE “HOW AM I FEELING?” JOURNAL

When you are able to identify your emotions, you have the power to choose how you will respond to those emotions. Choosing to make positive choices about your emotions is the first step to building the skill of *self-management*. Use this journal anytime you need help to identify how you’re feeling and give you ideas for positive actions you can take.

Follow this procedure

- 1 Practice a mindful moment (or even a few seconds!) and observe the main emotion(s) you are feeling.
- 2 Circle the one or two main feelings you are experiencing in this moment. You can draw in the blank circle if you are feeling an emotion that’s not on the chart.
- 3 Think about something positive you can do from the list of suggested actions.
- 4 Choose one to try.
- 5 Do the action and write down which one you tried.
- 6 Reflect on how you feel now that you’ve done the positive action.
- 7 Repeat if you like, or try a new action and see how you feel.

LEARN
KIND

The “How Am I Feeling?” Journal

This journal belongs to _____



HOW ARE YOU FEELING RIGHT NOW?

Circle the face that shows how you're feeling right now

Happy Joyful Satisfied Hopeful Peaceful Bored Exhausted Overwhelmed

Disappointed Lonely Angry Frustrated Sad Depressed Worried

Or draw how you're feeling here

WHAT CAN YOU DO ABOUT IT?

Do mindful breathing* Draw about it Tell someone about it Write about it Play or listen to music Drink a glass of water Go outside Give yourself (or someone) a hug

*For mindful breathing, put one hand on your heart, and one on your belly. Take a slow, deep breath and feel your belly fill up. Then slowly blow out. Do this three to five times.

WHAT DID YOU DO?

Write or draw about what you chose to do

HOW DO YOU FEEL NOW?

Write or draw about how you feel now

PART 5: I KNOW MY STRENGTHS

Part of self-awareness is knowing your unique strengths, talents, and gifts. Spend time reflecting on some of your unique strengths and why you're grateful for those strengths.

Strength 1:

I'm grateful I have this strength because.....

.....

Strength 2:

I'm grateful I have this strength because.....

.....

Strength 3:

I'm grateful I have this strength because.....

.....

Strength 4:

I'm grateful I have this strength because.....

.....

Final Reflection

Think about everything you learned about self-awareness. How does this connect to kindness?

.....

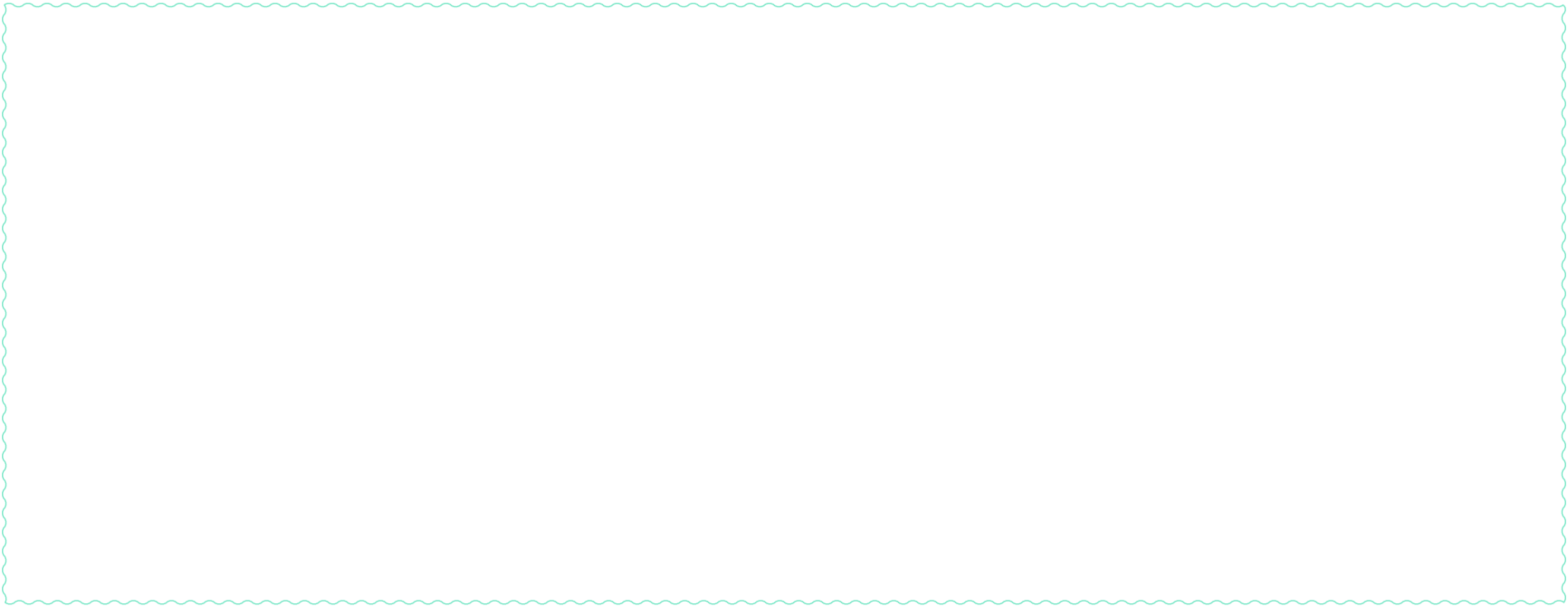
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PART 6: GEOMETRIC SHAPES QUIZ

Sketch each shape below



Which shape did you draw twice?

Describe what that shape represents:

.....

.....

Reflect on this description by answering **one to two** of the following questions:

- Does your chosen shape describe you?
- Do any of the characteristics match your personality?
- Do any of them not match your personality?
- Which shape description did you actually relate to the most?
- If you could describe yourself with any shape in the world, which would you choose?

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4 OBSERVE what happened and how you feel.

.....

.....

MODULE

4

BUILDING EMPATHY



MODULE 4

Building Empathy



Empathy: “I understand what may be going on *inside of you.*”

Self-awareness is a powerful piece of the kindness puzzle, but it’s just the beginning. In the same way that you have unique thoughts, feelings, and experiences, every other person also has their own unique inner world. One of the key attributes of kindness is the ability to put ourselves in other peoples’ shoes, and imagine what they may be thinking, feeling, or needing. The ability to take someone else’s perspective and imagine the emotions they may be feeling is called ***empathy***.

PART 1: REFLECT ON EMPATHY

Describe a moment where you have recently felt empathy for another person, or seen things from their perspective.

.....

.....

PART 2: EMPATHY “FACE-TO-FACE”

One way to understand what somebody may be thinking or feeling is to observe their facial expressions, their body language, or their tone of voice. In this activity, you and your classmates will act out different emotions and try to determine each emotion that is displayed. Follow your teacher’s instructions to complete the activity.

Reflect on the following questions:

- Why is it important to be able to interpret facial expressions and body language?

.....

.....

- How does this connect to kindness?

.....

.....

PART 3: EMPATHY MAPPING

To understand what kind of thoughts and emotions other people are experiencing, you can talk with others who are willing to share what’s going on under the surface. In this activity, you will map your feelings to behaviors and share your insights with others.

Complete the following sentences. Think about your thoughts, facial expression, body language, posture, tone of voice, and actions.

- When I'm feeling angry, I

.....

- When I'm feeling anxious, I

.....

- When I'm feeling excited, I

.....

Reflect

What was one similarity and one difference you discovered between yourself and one or more classmates?

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.....
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.....
.....

PART 4: EMPATHY IN ACTION

Remember that **empathy** is the ability to feel what someone may feel or see things from their perspective. This means that empathy starts as an internal process. So what does it look like when empathy is put into action? In this activity, you and your classmates will brainstorm different ways that you can put empathy into action **right now**.

Step 1:

Brainstorm emotions someone may have who could benefit from empathy.

.....

.....

.....

.....

Step 2:

Create a Plan. Think about someone you know who may be experiencing one of the emotions you wrote down. Try to put yourself in their shoes, and imagine what they may be feeling, and try to see things from their perspective. Now, create a plan to put your empathy into action and show this person kindness in a specific way.

- Who are you creating the plan for?

.....

- What do you think they are feeling or thinking? Why?

.....

.....

- How will you show them kindness?

.....

.....

.....

PART 5: REFLECT ON EMPATHY

Now that you've practiced empathy in several ways, reflect on the following questions:

- What can I do to feel empathy more consistently?

.....

.....

- How is empathy connected to kindness?

.....

.....

- What are some ways I could put empathy into practice right away?

.....

.....

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3 DO your kind act!

4 OBSERVE what happened and how you feel.

.....

.....

MODULE

5

RELATIONSHIP SKILLS



MODULE 5

Relationship Skills



Relationship Skills: “I can use empathy and caring communication to *build relationships with others.*”

Internal skills like empathy are not fully realized until they lead to action. In Module 5, you will explore skills that will help you interact well with others and build kind and connected relationships.

PART 1: CARING COMMUNICATION

Communication goes beyond what we say. Research shows that most communication comes through nonverbal (unspoken) cues, like tone of voice and body language. This means there are a lot of ways to communicate empathy and understanding.

- **Verbal Communication:** Sharing information through spoken words.
- **Nonverbal Communication:** Sharing information through tone of voice, facial expression, body language, and gestures (like a thumbs up!)

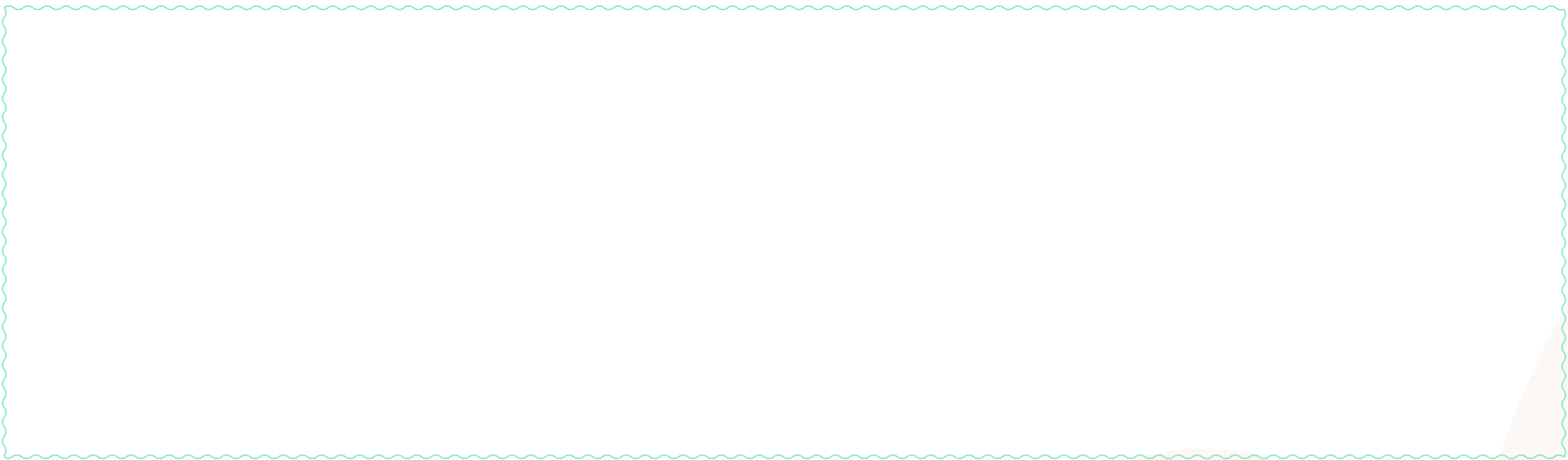


Some examples of nonverbal caring communication are:

- Keeping an even tone of voice
- Making eye contact
- Speaking at an appropriate volume
- Respecting personal space
- Active listening (nodding, leaning forward)
- Respectful body language and facial expressions (facing the person you're speaking with or not smirking)

Reflection

What does it look like when someone shows caring communication? What about when they don't?
Sketch an example of both below.



PART 2: HAVE A CONVERSATION WITH SOMEONE NEW

It's easy to fall into a rhythm with the friends you already have or the people you've known for a while. But there are great opportunities for connection if you're willing to talk with someone new. In this activity you'll select a partner that you don't know, or don't know well, and ask them five questions to get to know them.

Record your partner's name and their responses below.

Partner's Name:

Question 1

Question 2

Question 3

Question 4

Question 5.....

Reflection

How did you show your partner you were interested in what they were saying? How did it feel to get to know someone better?

.....

.....

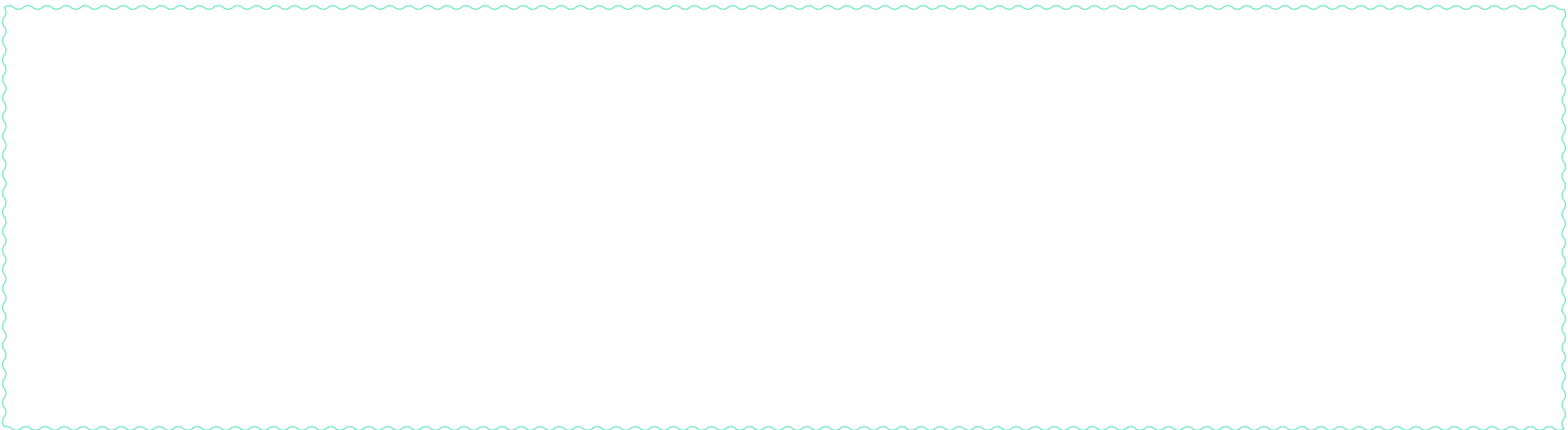
PART 3: AFFIRMATION CIRCLES

When it comes to verbal (spoken) communication, some simple messages have a very positive impact. Sharing something that you like or appreciate about another person (an *affirmation*) can uplift those around you.

Student Reflection

Reflect on your exploration of caring communication. Consider the following question in your reflection:

- How does sharing affirmations help build good relationships? Write or draw below.



.....

.....

.....

PART 4: THE TEACH SOMEBODY CHALLENGE

A great way to build relationships and strengthen your communication skills is to teach somebody something! In this activity, you'll be challenged to teach somebody something that you know very well, love to learn about, or are good at.

You might want to teach someone about:

- How to bake your favorite treat
- How to illustrate a story (physically or digitally)
- The basics of your favorite sport
- All about your favorite historical event or scientific topic
- Secrets to beating your favorite video game
- Or something entirely different!

1. Choose who you will teach by reflecting on the following questions:

- What friend or family member would I like to (re)connect with?
- Who could benefit from the topic I am teaching about?
- Who do I know that might be feeling lonely and feel happy to reconnect with me?

2. Plan your lesson using the outline on the next page:

Plan Your Lesson

Lesson Topic or Subject:

.....

Goal: What should your “student” know or be able to do after you teach them?

.....

Materials: What objects, tools, or examples will you need to teach this lesson?

.....

How Will You Teach Your Lesson?

Think about your introduction, how you will show or demonstrate your knowledge, and how you will help your student practice or use their new knowledge.

First:

.....

Next:

.....

Last:

.....

How will you share your lesson:

in-person

over Zoom, FaceTime, or video

another way

PART 5: BRAINSTORMING BOOTHS

In this activity, you'll use a variety of skills to help classmates work through a real challenge or problem they're facing.

Select your role for this round:

I am the: **Helper** **Helpee**

Use the following procedure:

- 1 Identify the Challenge:** What is the problem or challenge the Helpee is facing?
- 2 Check Your Perspective:** The Helper will check in with the Helpee and make sure they understand their perspective on the problem.
- 3 Brainstorm:** Discuss and write down three to five potential solutions that the Helpee could try.
Think creatively!
- 4 Evaluate:** Discuss the strengths and weaknesses of each possible solution and determine which one seems most effective.
- 5 Plan:** Spend a few minutes designing how to best try out the solution and write it down.
- 6 Reflect:** After this round is over, reflect on the difference you feel now that you have helped another student or received help. What is one takeaway?

Identify the Challenge: What is the problem or challenge?

.....

Check Your Perspective: Have you checked in to make sure you understand the problem or challenge?

(Circle) YES NO

Brainstorm: What are three to five potential solutions? Write or sketch below.

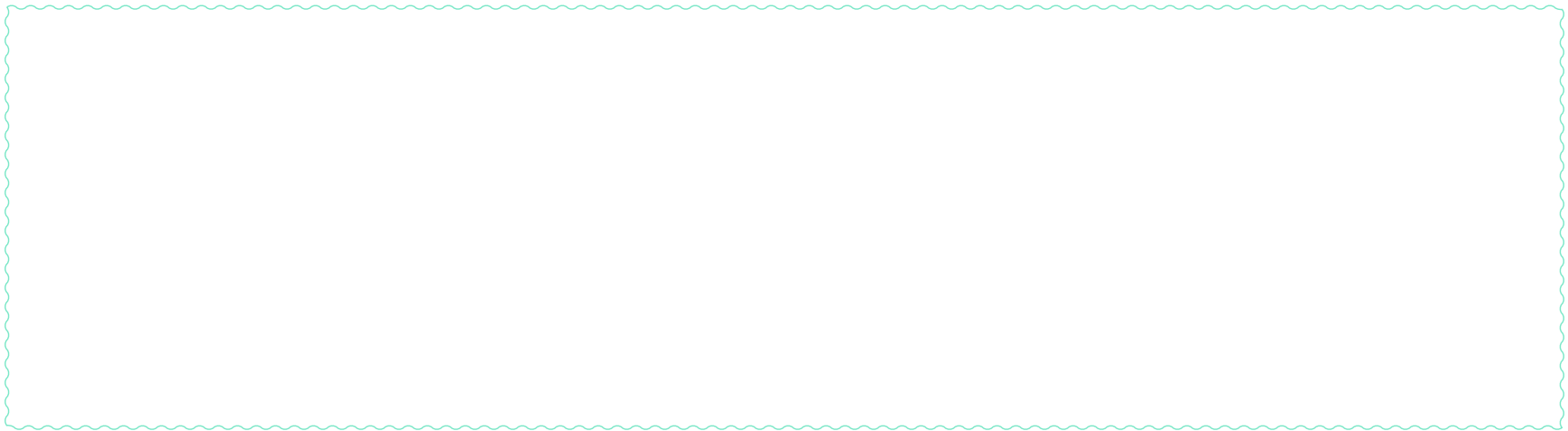


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.....
Evaluate: Which idea seems to be the most helpful?

.....
Plan: How will you put this idea into action? Write or sketch below.



.....
.....

.....
.....
Reflect: Now that you have helped another student or received help, how do you feel? What is one takeaway from this experience?

.....
.....
.....
.....
.....

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.....

.....

MODULE

6

**THE KINDNESS
EXPERIMENT**



MODULE 6

The Kindness Experiment



It's time to put all of your kindness skills and knowledge into practice and answer the Big Question: *"Does being kind make us happy?"* In this activity, you'll conduct a scientific experiment to collect and analyze information that will answer the Big Question.

PART 1: PLAN YOUR EXPERIMENT

Follow the procedure below to complete your experiment.

Step 1:

First, choose **one** kind act that you would like to try from the table below.

Write "X"
next to your
kind act

Give someone a compliment

Draw a picture for someone

Give a gift to someone

Invite someone to sit with you at lunch

Thank someone for something they did

Help someone with schoolwork

Include someone during free time

Leave a kind note for someone

Step 2:

Write down the act you chose:

Kind Act

Step 3:

Now select your hypothesis. Place a checkmark next to your prediction below.

Hypothesis: Will being kind make me happy?

- Being kind to others will make me **more** happy
- Being kind to others will make me **less** happy
- Being kind to others will make **no difference** to my happiness

Step 4:

Plan your experiment by completing the table on the following page.

Planning Questions

Details

When will you do this kind act?

Where will you do this kind act?

Who will you do this kind act for?

What tools or materials are needed for this experiment?

(Optional) What is the Independent Variable?

(Optional) What is the Dependent Variable?

(Optional) What skills are needed for this experiment?

PART 2: ACT AND OBSERVE











Now that you've created your hypothesis and plan, it's time to conduct the experiment. Follow the procedure to complete your act and record your observations in the charts below.



Tip: For each observation, it is important to remember that no reaction or feeling is “better” than another. Do your best to record each observation as objectively and honestly as possible.

Conduct Your Experiment

- 1 Answer the first question, “How happy are you right now?”, before completing your act
- 2 Complete your kind act
- 3 Immediately answer the second question and add any additional observations

Observations	Before the Act					After the Act				
How happy do you feel?										
	1	2	3	4	5	1	2	3	4	5
What else did you notice during your experiment?										

PART 3: ANALYZE AND REFLECT

Now it's time to analyze your data and explain what happened!

Step 1:

Enter your results into the data table (see example):

Example

Happiness Before	Happiness After	Difference (After - Before)
3	4	+1

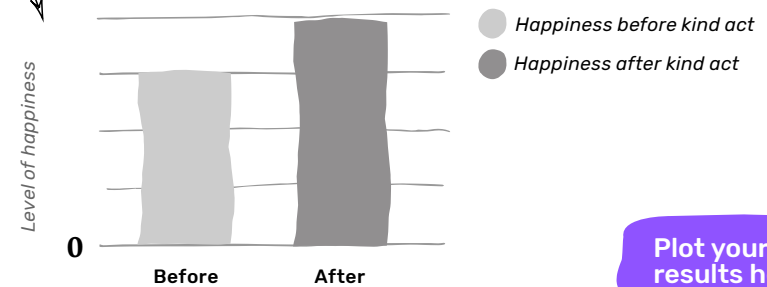
Enter your results here

Happiness Before	Happiness After	Difference (After - Before)

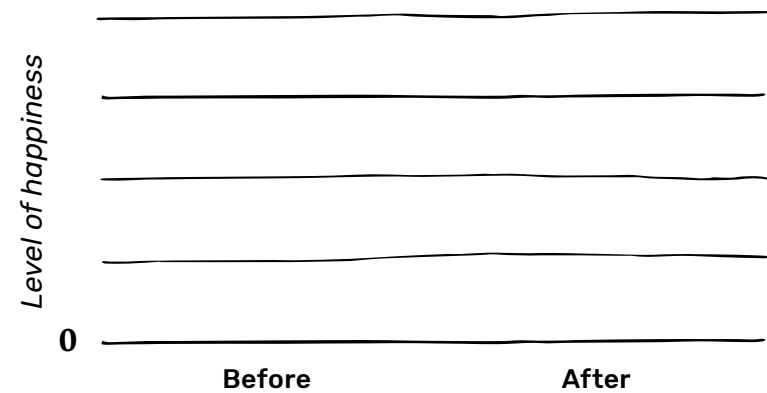
Step 2:

Plot your results on the bar chart. See example:

Example



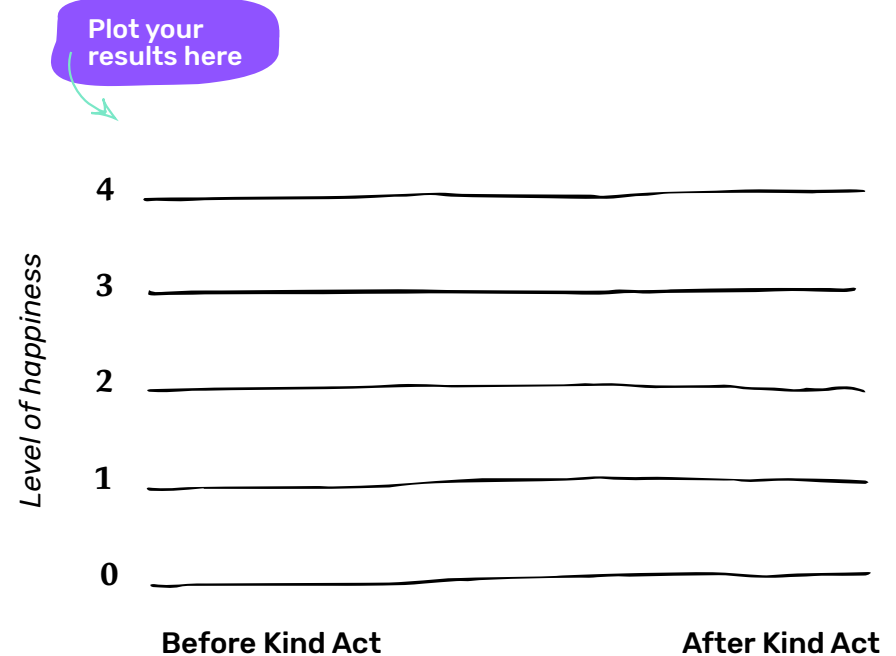
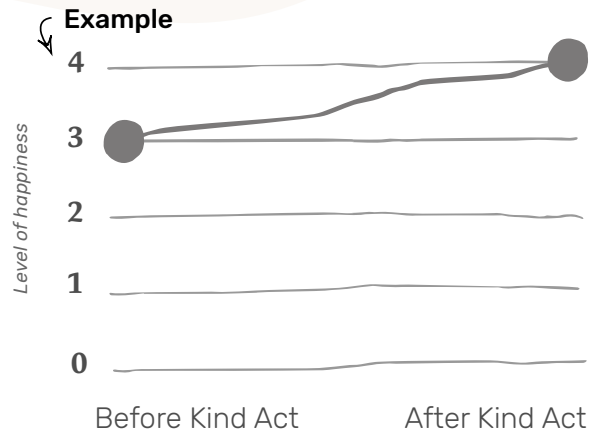
Plot your results here



- Happiness before kind act
- Happiness after kind act

(Optional) Step 3:

Then, plot your results on a line graph like this:



Analyze (make meaning of) your data to test your hypotheses:

- 1 Summarize your findings (circle):
 - Based on my experience, doing kind acts did / did not make me happier.
- 2 Did this match what you thought would happen (circle)?:
 - These findings did / did not support my hypotheses.
 - The experiment did / did not work as I expected.

3 Reflect on what this means:

- Why do you think you got the results you did?

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- If you could do this experiment over again, what would you change?

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Reflection

Ask yourself the following questions.

1 How are you feeling now that you've completed these kind acts?

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2 Do you think you will perform more kind acts on your own in the future?

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PART 4: ANSWERING THE BIG QUESTION

You and your classmates will combine and analyze all of your experiment results to answer the Big Question.

Analyze the Results

Consider the following questions to analyze the class results of the kindness experiments.

- 1 Did performing kind acts make us happy? How do you know? (use evidence to support your claim)

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- 2 Did you make any other observations during your experiment?

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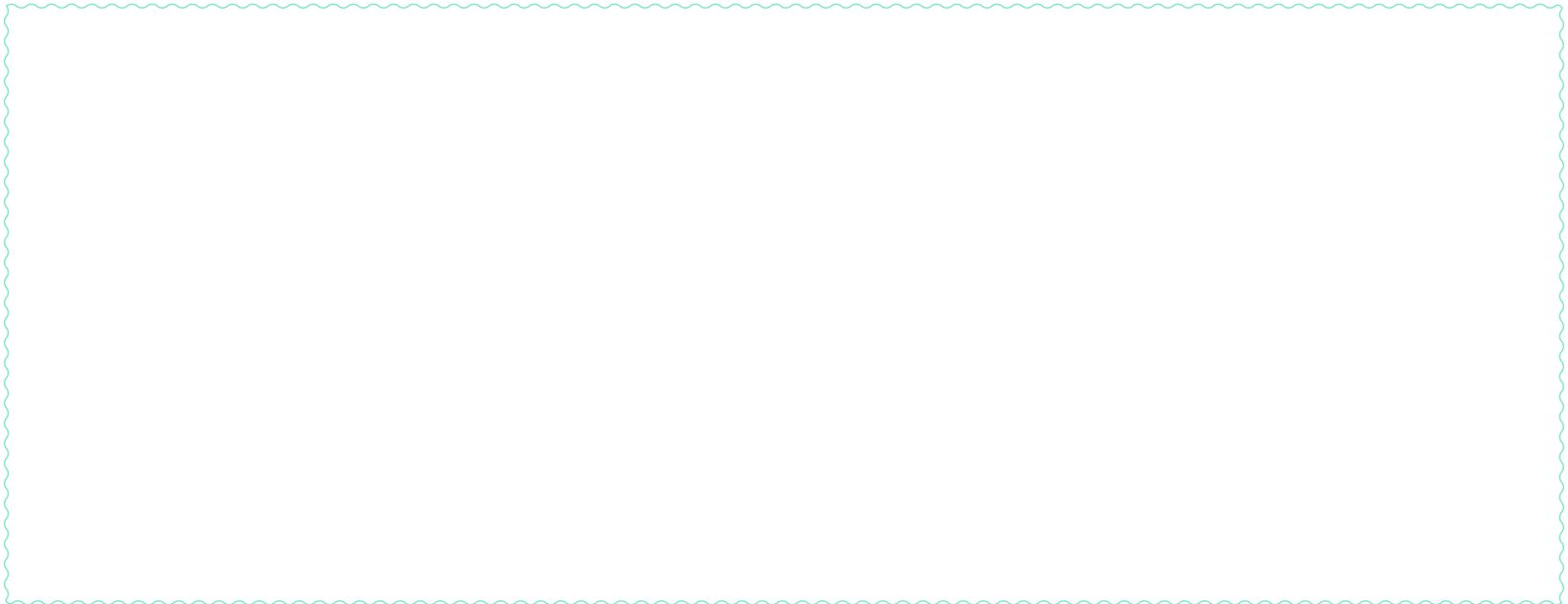
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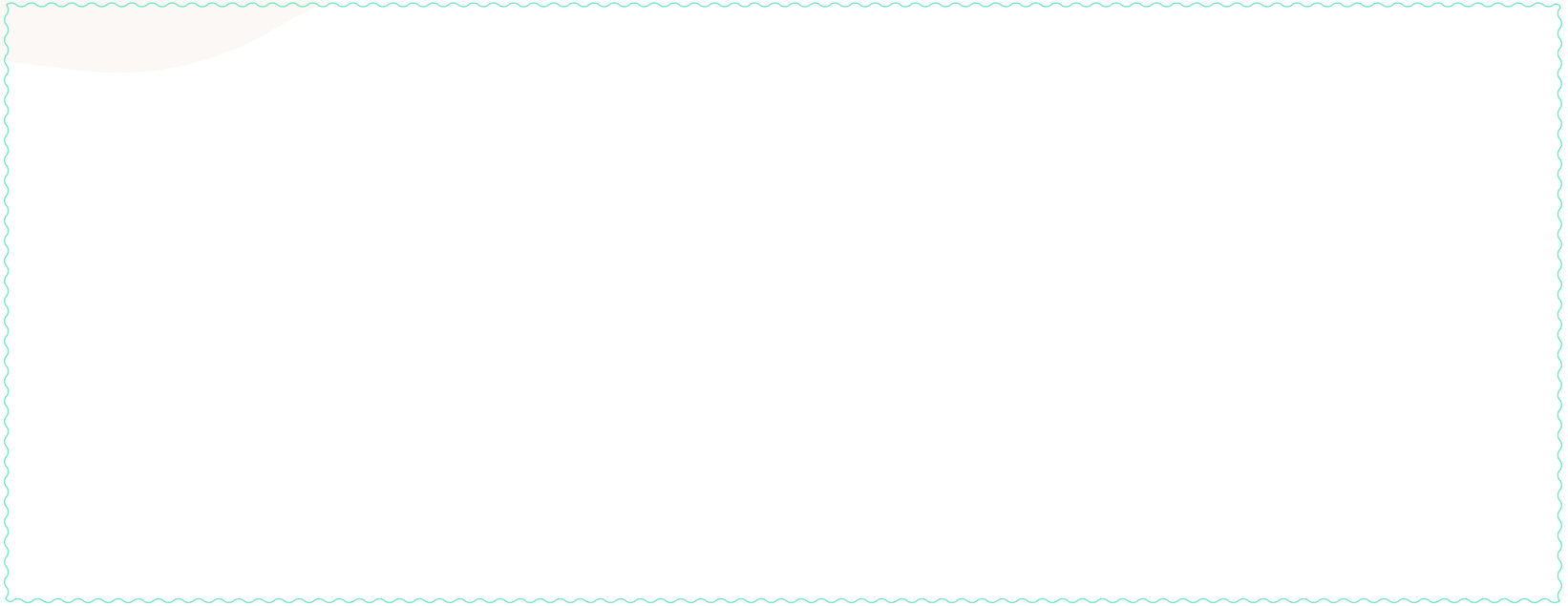
Final Reflection

Reflect on your learning experience. Consider the following questions and write or sketch your response.

- 1 How has your understanding of kindness changed from the beginning of Learn Kind until now?



2 Which skills were most important to use in doing kind acts? Share some examples of how they helped.



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Choose Kindness Now



Kindness is a choice we can make over and over again. And every time we do, we make a difference to those around us. Use the step-by-step instructions below to choose kindness now!

1 CHOOSE your kind act.

Kind Acts Bank

- Invite someone to something
- Thank someone for something they did
- Take a mindful moment for yourself
- Pick up litter or trash
- Draw a picture for someone
-
- Help someone with schoolwork
- Help with a chore you don't normally do
- Give someone a compliment
- Smile at someone
- Go outside and enjoy nature

2 PLAN your kind act.

Who will you do it for?

When will you do it?

Where will you do it?

3 DO your kind act!

4 OBSERVE what happened and how you feel.

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