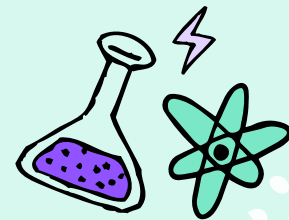


LEARN  
KIND

# 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.

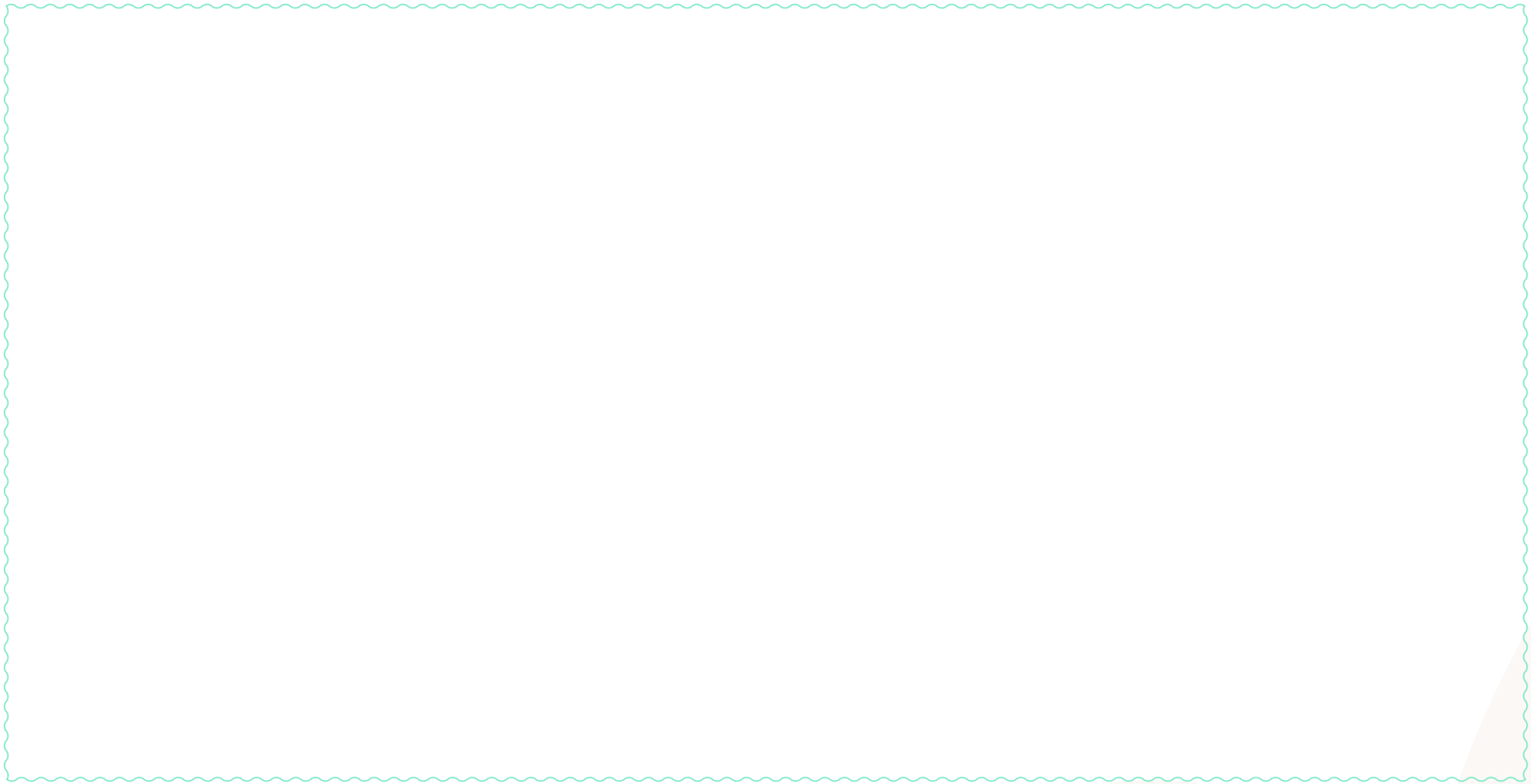
- 1 What's the first thing you think of when you hear the word *kindness*?

A large, empty rectangular box with a light blue, wavy border, intended for the student to write their response to the question.

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.

.....

.....

.....

.....

## 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.

### Cut and Paste the Question Below (or write it!)



Does being kind make us happy?

# 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**

- Ask someone to play
- Help someone in school
- Thank someone for something
- Draw a picture for someone
- Pick up litter or trash
- Smile at someone
- Help with a chore at home
- Go outside and enjoy nature
- Give someone a compliment
- Take a mindful moment for yourself
- .....

**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.

.....

.....



**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 *inquiry* (asking questions and seeking new information) to research the topic of kindness.

### Review

Record the Big Question below.

Does being kind make us ..... ?

## PART ONE

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

1 .....  
.....

2 .....  
.....

## **PART 2**

Now let's research! Listen to the story Horton Hears a Who, and make observations about what Horton does and how he treats other characters.

**Draw or Write Observations from the Story**

## PART 3

What are some important skills that help us do kind acts? Hint: Think about how Horton behaved in the story.

### Draw or Write Observations from the Story

1

2

**Reflect:** Ask yourself, "How have I used one of these skills to show kindness lately?" (Write or draw 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

- Ask someone to play
- Thank someone for something
- Pick up litter or trash
- Help with a chore at home
- Give someone a compliment
- 
- Help someone in school
- Draw a picture for someone
- Smile at someone
- Go outside and enjoy nature
- Take a mindful moment for yourself

**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.

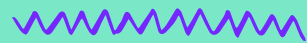
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**MODULE**

**3**

**BUILDING  
SELF-AWARENESS**



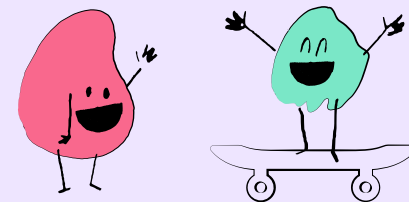
## MODULE 3

# 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

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 many different emotions. Study each of the faces below, and match the vocabulary word to the picture.

Write or paste the emotion depicted in each picture below.



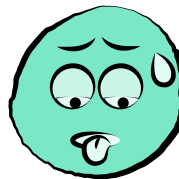
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\_\_\_\_\_

\_\_\_\_\_

*Aggravated*

*Anxious*

*Confident*

*Conflicted*

*Discouraged*

*Ecstatic*

*Lonely*

*Relaxed*

*Thoughtful*

*Grateful*

See definitions  
on next page

## Emotion Vocabulary List

**Discouraged:** Feeling sad or unhappy

*Synonyms: Sad, Dejected, Depressed, Melancholy*

**Aggravated:** Angry or displeased

*Synonyms: Annoyed, Irritated, Exasperated, Irked*

**Thoughtful:** Deep in thought.

*Synonyms: Contemplative, Reflective, Meditative*

**Lonely:** Alone or without company

*Synonyms: Isolated, Secluded, Abandoned*

**Weary:** Tired or worn out

*Synonyms: Fatigued, Exhausted*

**Relaxed:** Feeling of calm or peace

*Synonyms: Calm, Tranquil, Serene, Comfortable*

**Conflicted:** Uncertain or unsure about something

*Synonyms: Ambivalent*

**Ecstatic:** Full of joy

*Synonyms: Jubilant, Joyful, Elated*

**Anxious:** Full of worry

*Synonyms: Nervous, Troubled, Worried, Fearful*

**Confident:** Feeling certain of yourself

*Synonyms: Secure, Upbeat, Poised*

**Write or draw an example of the emotions below (choose one or two).**

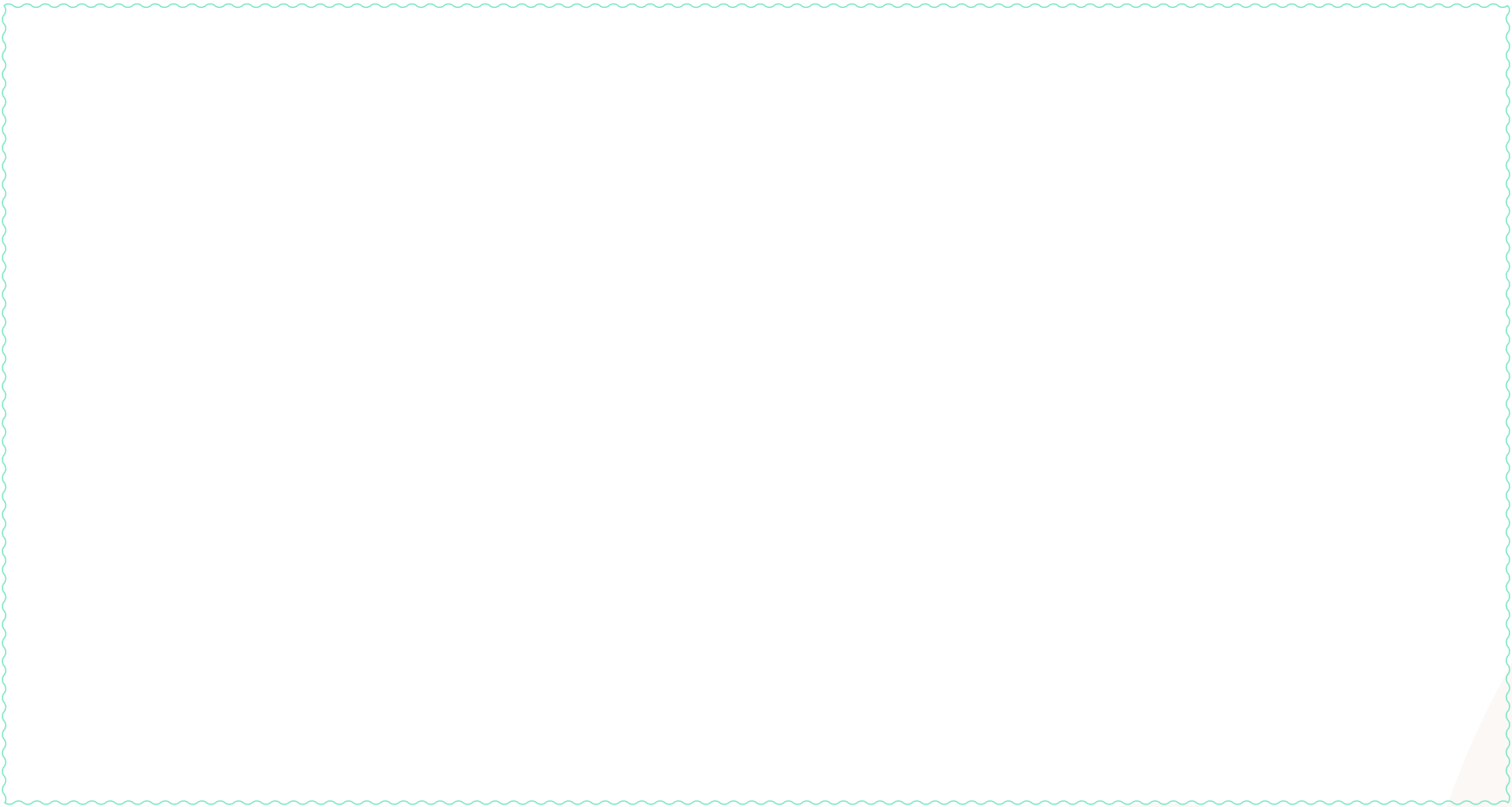
When have you felt this emotion or observed this emotion in someone else?

<b>Discouraged:</b>	<b>Lonely:</b>	<b>Relaxed:</b>	<b>Anxious:</b>	<b>Thoughtful:</b>
<b>Aggravated:</b>	<b>Weary:</b>	<b>Conflicted:</b>	<b>Ecstatic:</b>	<b>Confident:</b>

## 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?



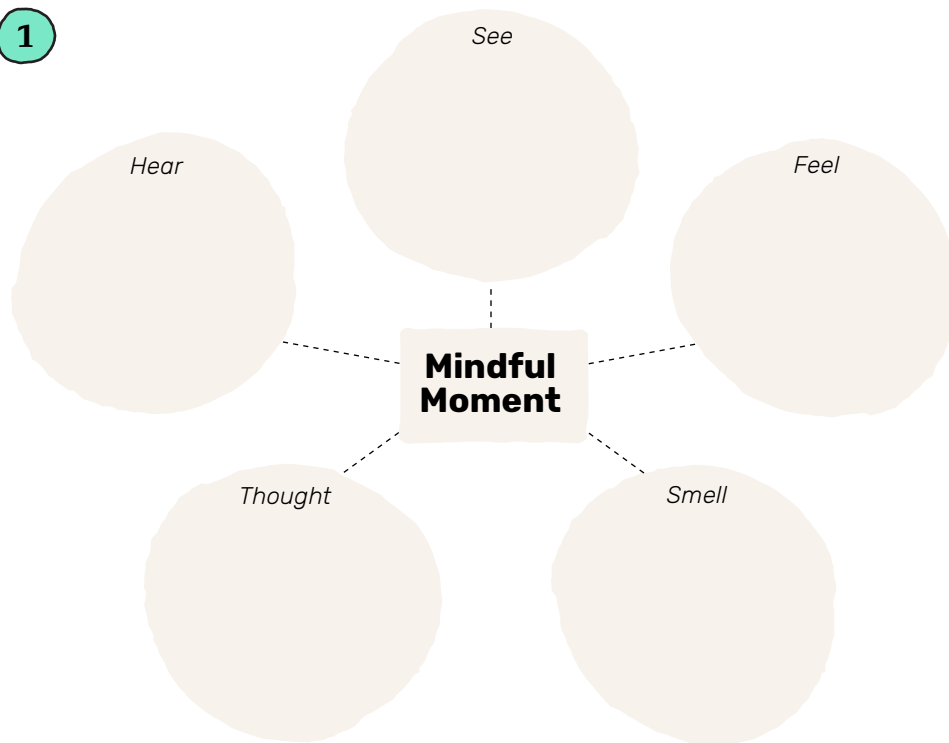
## PART 2: PRACTICING MINDFULNESS

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. Being mindful is an easy, and powerful way to build self-awareness. It can help you stay calm and work through tricky emotions.

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

### Write or draw about your mindful moment

1



2

How can you use mindfulness on your own?

## 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.



Aggravated



Anxious



Peaceful



Thoughtful



Bored



Interested



Confident



Conflicted



Weary



Happy



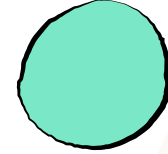
Discouraged



Lonely



Ecstatic



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

**Write or sketch below:**

## 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 to 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 Do something that you enjoy for a little while and record or draw what you did. Choose from the list of suggestions.
- 4 (After) Reflect on how you feel now that you’ve done the positive action.
- 5 Repeat if desired, or try a new action and see how you feel.



# HOW ARE YOU FEELING RIGHT NOW?

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

Or draw how you're feeling here



Aggravated



Anxious



Peaceful



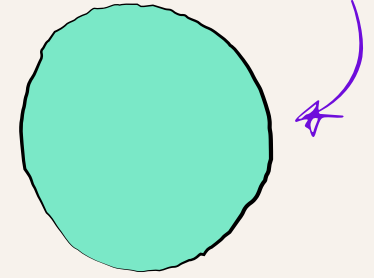
Thoughtful



Bored



Interested



Conflicted



Weary



Happy



Discouraged



Lonely



Ecstatic



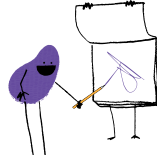
Confident

# WHAT CAN YOU DO ABOUT IT?

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.



Do mindful breathing\*



Draw about it



Tell someone about it



Write about it



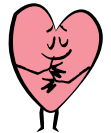
Play or listen to music



Drink a glass of water



Go outside



Give yourself (or someone) a hug

# 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

## **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.

**Write or draw them below:**

## Final Reflection

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

.....

.....

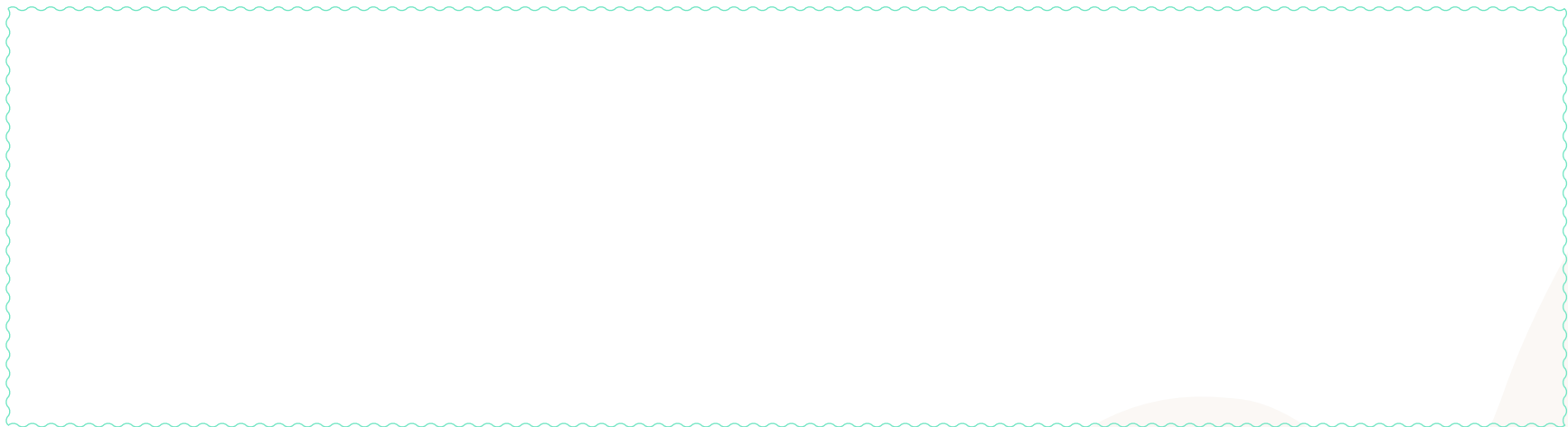
# PART 6: GEOMETRIC SHAPES QUIZ

Sketch each shape below



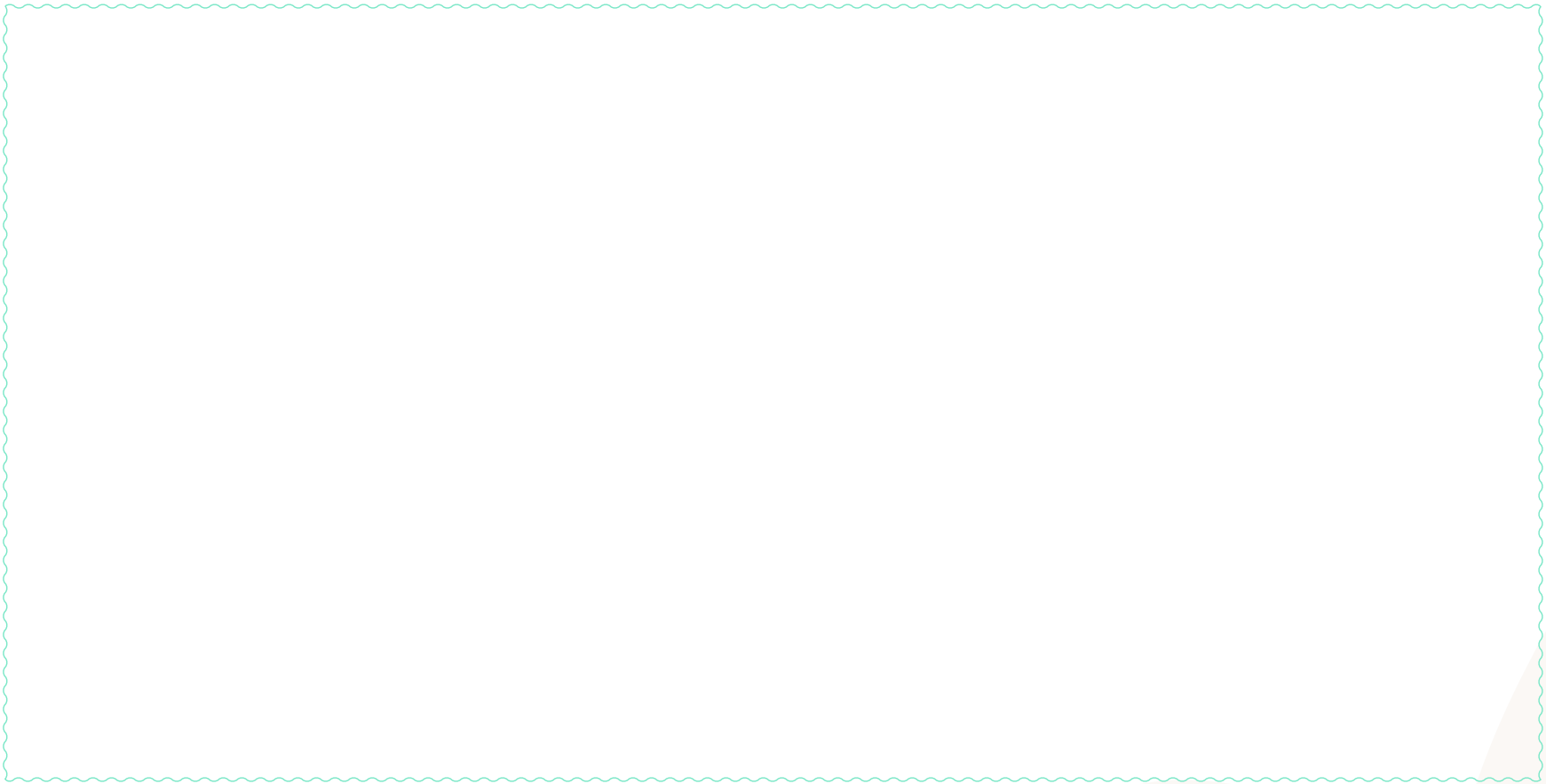
Which shape did you draw twice? .....

Describe what that shape represents (write or draw)



Reflect on this description by answering one to two of the following questions: (Write or draw in the box below)

- Does your chosen shape actually describe you?
- Do any of the characteristics match your personality?
- Do any of them not match your personality?
- Which shape do you think best describes you?



# 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**

- Ask someone to play
- Help someone in school
- Thank someone for something
- Draw a picture for someone
- Pick up litter or trash
- Smile at someone
- Help with a chore at home
- Go outside and enjoy nature
- Give someone a compliment
- Take a mindful moment for yourself
- .....

**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.

.....

.....

**MODULE**

**4**

**BUILDING EMPATHY**



MODULE 4

# Building Empathy



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

Self-awareness is powerful, but it’s just the beginning. One of the key skills for kindness is the ability to imagine what other people may be thinking, feeling, or needing. The ability to take someone else’s perspective and imagine how they feel is called **empathy**.

### **PART 1: REFLECT ON EMPATHY**

Describe a moment where you have recently felt empathy for another person or “put yourself in their shoes”.

A large, empty rectangular box with a light blue, wavy border, intended for students to write their reflections.



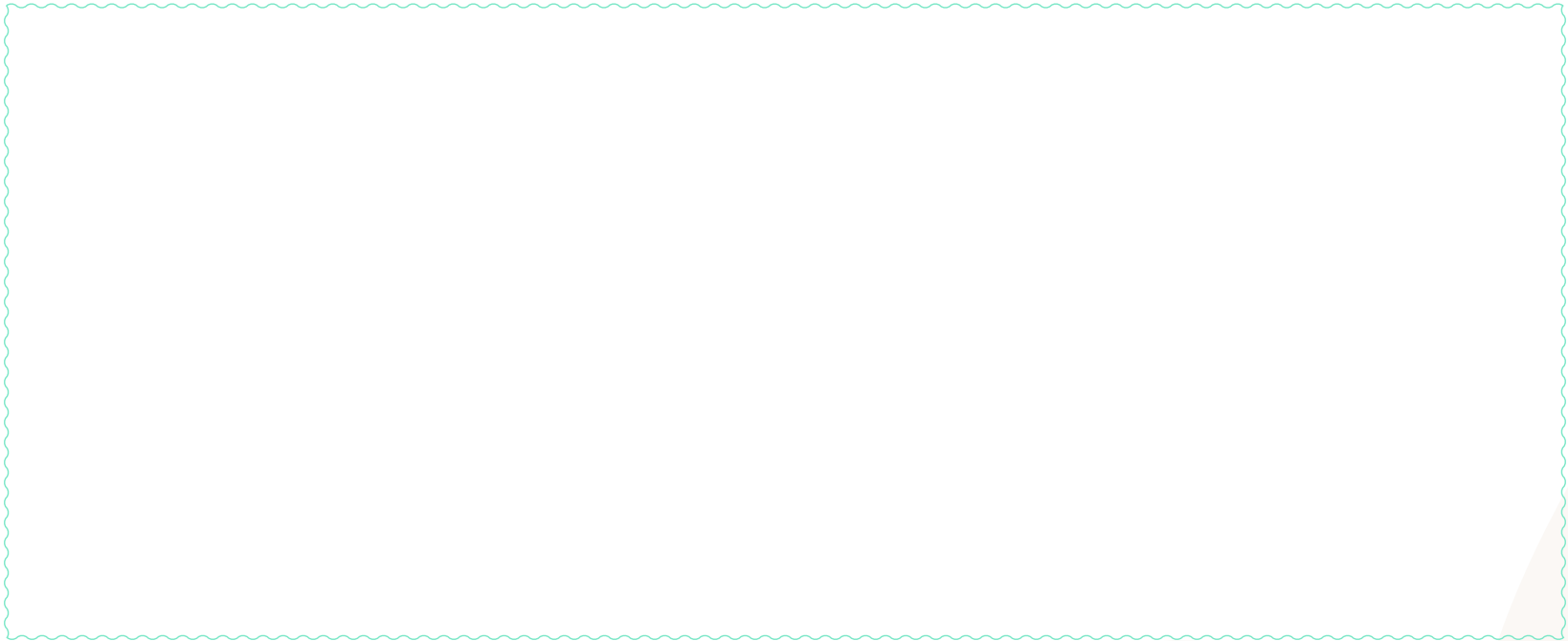
## PART 2: EMPATHY CHARADES

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

### Reflection

- “What are some ways I can show empathy, and why is this important?” Write or draw below.

.....



## PART 3: EMPATHY MAPPING

In order to understand what kind of thoughts and emotions other people have, you can talk with others who are willing to share with you. In this activity, you will map your feelings to behaviors, and share your insights with others.

**Answer the questions below by writing or drawing.**

*Think about your facial expression, body language, posture, tone of voice, and actions or behaviors.*

<p>When I am feeling angry, I</p> <p>.....</p> <p>.....</p>	<p>When I am feeling nervous, I</p> <p>.....</p> <p>.....</p>	<p>When I am feeling excited, I</p> <p>.....</p> <p>.....</p>
---	---	---

## 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 on the inside. What does it look like when empathy is put into action? In this activity, you will brainstorm different ways that you can put empathy into action **right now**.

**Step 1: Brainstorm** emotions someone might have who could benefit from empathy.

**Write or draw**

The form consists of a large rectangular area with a wavy border. The top of this area is a solid teal bar with the text "Write or draw" centered in white. Below this bar, the area is divided into two sections by a vertical wavy line. The left section is empty. The right section contains seven horizontal dashed lines for writing.

## Step 2:

**Create a Plan.** Think about someone you know that may be feeling one of the emotions you wrote down. Try to imagine what they may be feeling and put yourself “in their shoes”. Now, create a plan to put your empathy into action and show this person kindness.

Who are you creating the plan for?

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

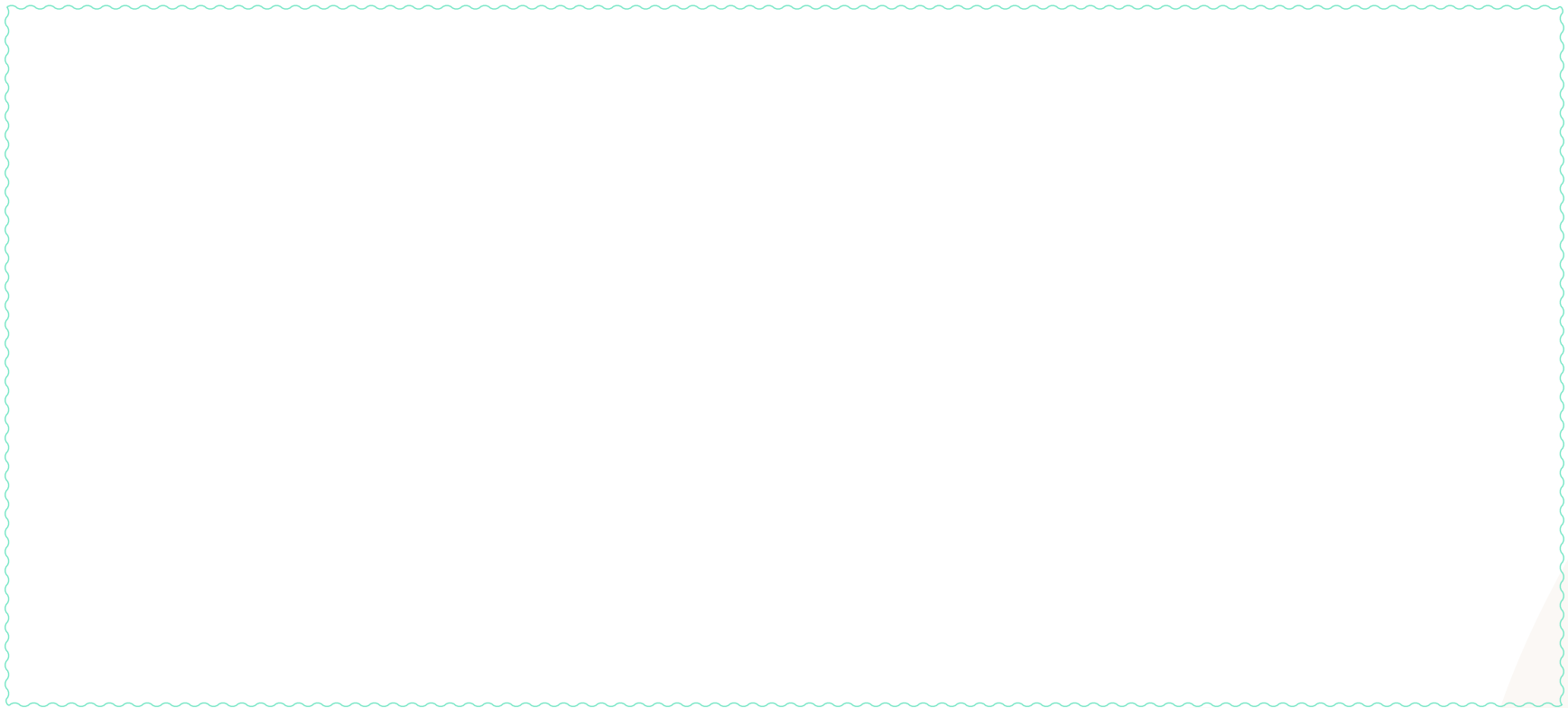
How will you show them kindness?

## PART 5: REFLECT ON EMPATHY

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

- How is empathy connected to kindness?
- What can you do to have more empathy?
- What are some ways you could put empathy into practice right away?

Write or draw your responses 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

- Ask someone to play
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- Draw a picture for someone
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- Smile at someone
- Help with a chore at home
- Go outside and enjoy nature
- Give someone a compliment
- Take a mindful moment for yourself
- .....

## 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.

.....

.....

**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!)



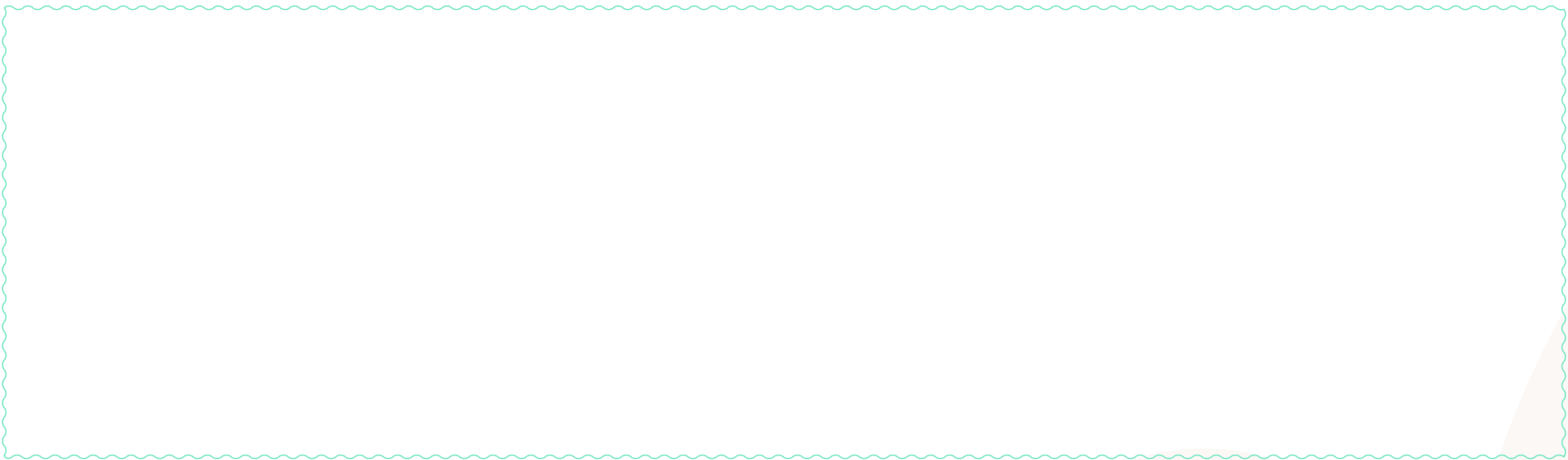


Some examples of nonverbal caring communication are:

- Using a kind 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**

In this activity you'll select a partner that you don't know well, and ask them 3 questions to get to know them. Record your partner's name and one new thing you learned about them.

Partner's Name: .....

Something you learned about them (write or draw):

## Reflection

How did you show your partner you were interested in what they were saying? .....

.....

.....

## PART 3: AFFIRMATION CIRCLE

Sharing something that you like or appreciate about another person (*an affirmation*), can uplift those around you.

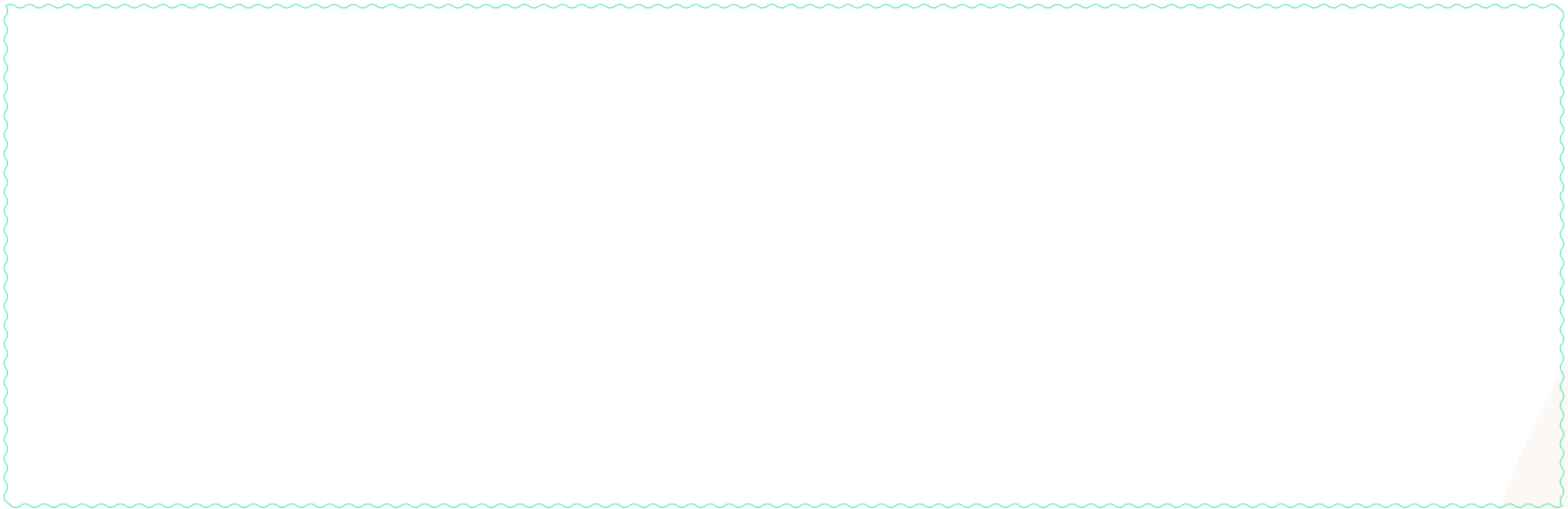
### Student Reflection

Reflect on your exploration of caring communication.

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

.....

.....



## **PART 4: THE REACH OUT CHALLENGE**

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

### **You might want to teach someone about:**

- Your favorite movie or show
- A favorite art project and how they created it
- The basics of your favorite sport or game
- All about your favorite hobby
- Secrets to beating your favorite video game
- Or something entirely different!

# 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 reach out?:**

**in-person**

**over Zoom, FaceTime, or video**

**another way**

# 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

- Ask someone to play
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- Go outside and enjoy nature
- Give someone a compliment
- Take a mindful moment for yourself

.....

**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.

.....

.....



**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

Ask someone to play

Draw a picture for someone

Pick up litter or trash

Thank someone for something

Help someone in school

Help with a chore at home

## 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 below.

My Kind Act .....	
Who will you do this act for?	
When will you do this act?	
Where will you do this act?	

## PART 2: ACT AND OBSERVE











Now it's time to conduct the experiment. Follow the procedure to complete each act and record your observations in the chart below.



**Tip:** For each observation, remember that no reaction or feeling is “better” than another. Do your best to record each observation as 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

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

## 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 for help.

Example

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

Enter your results here

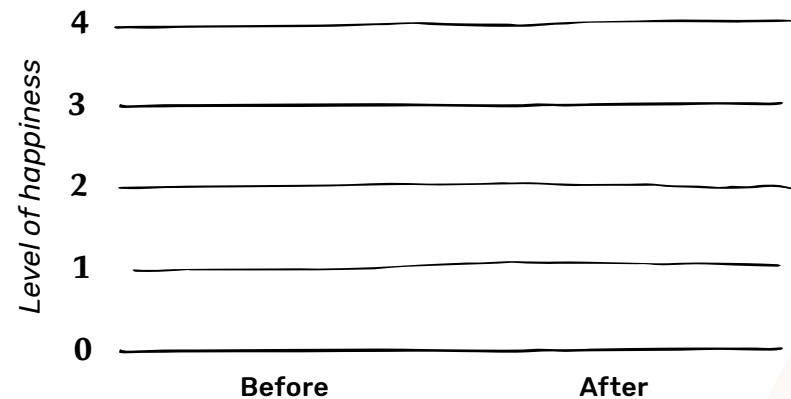
Happiness Before	Happiness After	Difference (After - Before)

### Step 2:

Plot your results on the bar chart. See example:



Plot your results here

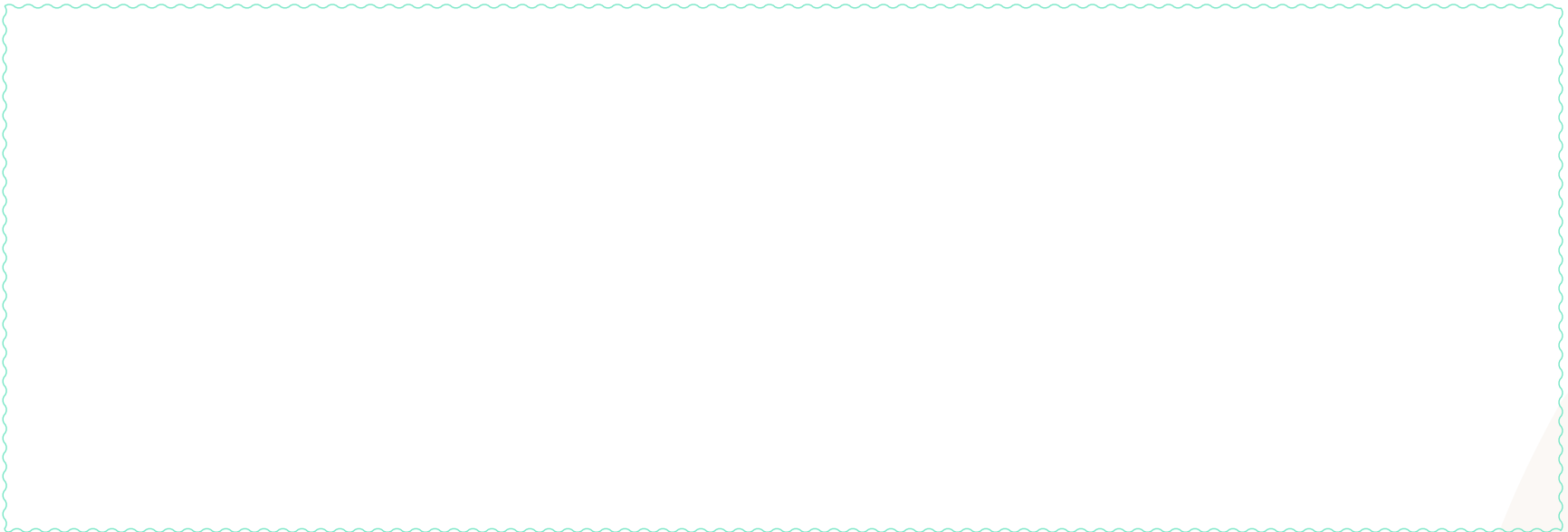


● Happiness before kind act

● Happiness after kind act

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

- 1 Summarize your findings (circle):
  - Based on my experience, being kind 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 that you did?



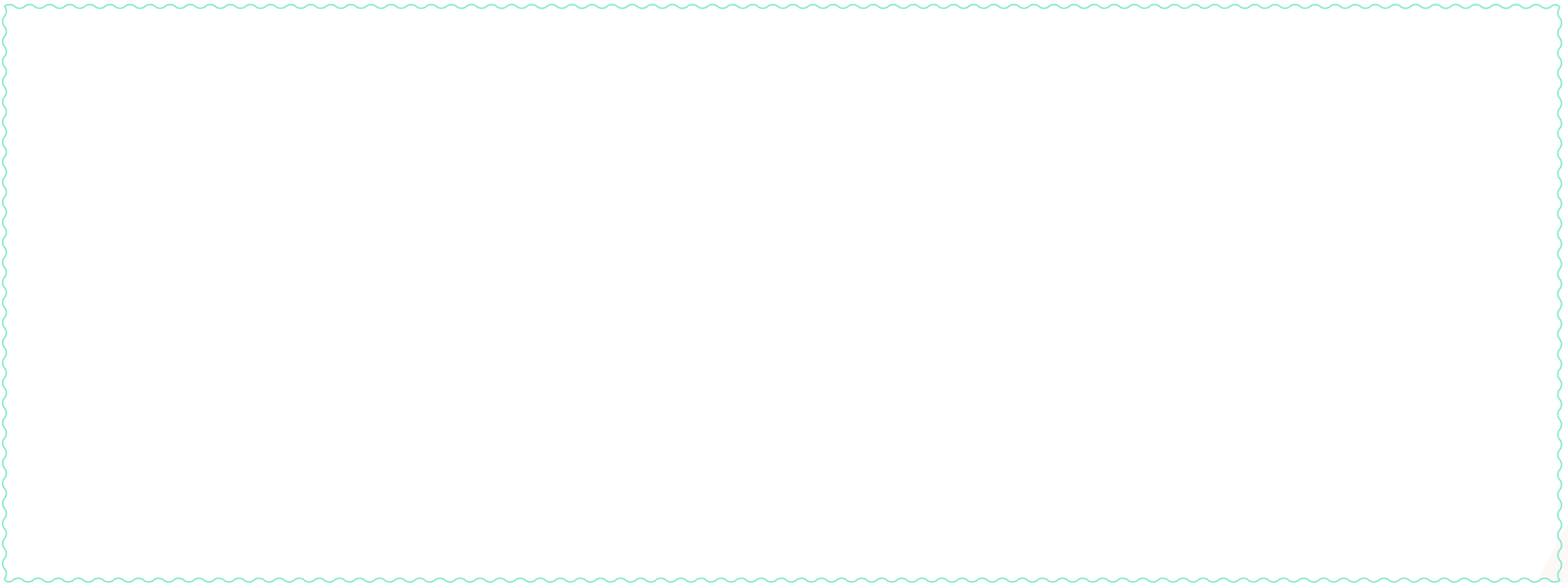
## Reflection

Ask yourself the following questions:

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

.....

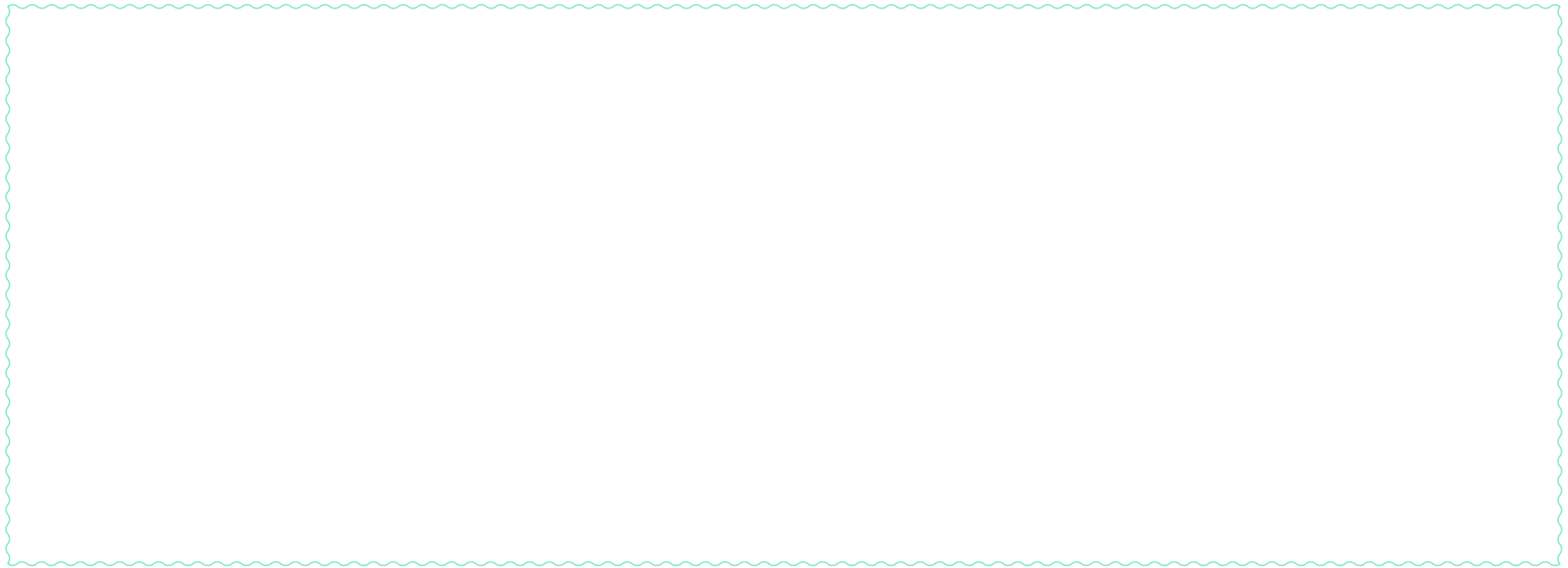
.....



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

.....

.....





## PART 4: ANSWERING THE BIG QUESTION

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

### Analyze the Results

Did being kind make us happier?

How do you know?

## Final Reflection

Reflect on your learning experience. Consider the following questions.

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?

# 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**

- Ask someone to play
- Help someone in school
- Thank someone for something
- Draw a picture for someone
- Pick up litter or trash
- Smile at someone
- Help with a chore at home
- Go outside and enjoy nature
- Give someone a compliment
- Take a mindful moment for yourself
- .....

**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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