



PURPOSE

To help students make excellent choices in friendship and at school.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Recognize instances of kindness and generosity.
2. Prepare to show kindness in their own life.

MATERIALS & RESOURCES

- ***Powers of Living Things*** flashcards (see Materials for Lesson 2)
- ***The Giving Tree, Shel Silverstein*** book
- game materials (tennis or beach ball)
- ***Random Act of Kindness Story*** worksheet (see Materials)

VOCABULARY

- **kindness:** being friendly or considerate
- **generosity:** being willing to give more of something, such as time, than necessary

PROCEDURE

Step 1: Review the previous lessons.

Draw and label the following chart on the board. Then, ask for student volunteers to add the ***Powers of Living Things*** flashcards to the correct empty space on the board (to identify the living being and power represented in each image) .

	plants	animals	humans
eat			
grow			
reproduce			

Explain: Non-living things are unable to do anything on their own. They have no powers. Objects like computers or calculators have to be designed by humans first before they can do anything, while plants, animals, and humans can do certain things because they are part of what or who they are.

Step 2: Teach kindness and generosity.

Read *The Giving Tree*, Shel Silverstein book.

Explain: We are going to read a story about the way in which one character, the tree, shows incredible generosity to another character, a boy who grows into an elderly man. Think about what the tree *gives*—what it means for the tree to show generosity.

Ask:

- How does the tree show generosity? How does it show kindness?
- How does the tree's generosity make us feel? Why?
- What is the boy's reaction? Do we like it? Why or why not?

Explain: One way that we can grow in excellence, and show respect for the dignity of the people around us, by being generous—giving more than we have to!

If time permits, gather students into a circle, with a tennis or beach ball. As the teacher, begin and model the game for the remainder of the students—throw the tennis or beach ball to any of the students, and once they catch it, say one kind thing about them. Then have them throw the ball to another student in the circle, and repeat this act of kindness.

Then ask:

- How did we feel when we told another person something kind? Why?
- How did we feel when we were told something kind about ourselves? Why?
- What can we do to show kindness every day?

Step 3: Summarize: Today we have taken the additional and last step along this path of growing in human excellence, by looking at the importance of showing kindness and generosity to all of the people that we encounter. With all of these actions, we show respect for both our and others' human dignity, that value we all share!

FOLLOW-UP & HOMEWORK

Have students ask their parents for a *Random Act of Kindness Story* from their lives, and draw or briefly summarize it with their help on the worksheet.

SUPPLEMENTS

Supplement 1: Help students commit to making acts of generosity and kindness as ways of growing in solidarity.

Let's say that your parents sign you up for a soccer team, and the first day you go, you meet a new teammate, and this teammate has to wear a patch over one eye.

Discussion questions:

- Can you show this person your kindness? How?
- Can you show this person your generosity? How?
- Will showing kindness and generosity help you grow in solidarity? Why or why not?

Then, propose to the students: Let's say that your sister drops her crayons all over the floor at home, and you go over to help her, but she says, "Go away—I don't want your help."

Discussion questions:

- Can you show this person your kindness? How?
- Can you show this person your generosity? How?
- Will showing kindness and generosity help you grow in solidarity? Why or why not?

Explain: In order to grow in excellence, and in order to grow in solidarity with others in our life, we have to make the choices to demonstrate kindness, generosity, and respect for the dignity of others. Others help us grow, and as we grow, we will come to be able to help others grow, too.



Name: _____

RANDOM ACT OF KINDNESS STORY

Directions: Ask your parents/guardians to share a story of a random act of kindness from their life. Draw and label the main event from this story below.

A large, empty rectangular box with a thick gray border, intended for a student to draw and label the main event from a story of kindness.