

SPREADING

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Kindness

**A Program
Guide for the
Kind & Safe
Schools Initiative**

**Vol. II:
Character Education &
Bullying Prevention
Activities**



Barry K. Weinhold, Ph.D., Editor

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For the
Kind & Safe Schools Initiative**

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*“If there is any kindness I can show,
or any good thing I can do to any fellow being,
let me do it now, and not deter or neglect it,
as I shall not pass this way again”*

William Penn

A Project of the Kindness Campaign:
A Subsidiary of the Colorado Institute for Conflict Resolution &
Creative Leadership

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INTRODUCTION

History of the Kindness Campaign

The Kindness Campaign is a community-based anti-violence project sponsored by the Carolina Institute for Conflict Resolution and Creative Leadership (CICRCL). Barry K. Weinhold, who was then a Professor of Education at the University of Colorado, started it in February 1994 in Colorado Springs. The vision of the Kindness Campaign is to create communities of kindness across the globe. We aim to transform society by helping people find and express the kindness within and by acknowledging acts of kindness... one heart at a time. The mission of the Kindness Campaign in Asheville is to create communities of kindness by empowering and unifying everyone to make a difference in families, neighborhoods, schools, businesses, organizations, and government.

The school-based part of the Kindness Campaign, known as the "Kind & Safe Schools Initiative" (KASSI), is designed to change the negative climate in schools that fosters social and relational violence in the form of aggressive put-downs and bullying behaviors. This violence has become a serious factor in schools and appears to be getting worse. Put-downs and bullying behavior, which peak in grades 4-8, are often ignored or mislabeled as just peer conflicts. Research indicates that children do not outgrow their aggressive tendencies. An aggressive eight-year-old will behave the same way at ages eighteen, twenty-eight and thirty-eight, often with more destructive consequences. Early intervention is clearly necessary to eliminate these destructive behaviors.

The Kind & Safe Schools Initiative is a Character Education and Bullying Prevention program developed by the Kindness Campaign and parts of this Initiative were implemented successfully in 125 schools in Colorado and elsewhere. Its 250-page Program Guide, *Spreading Kindness*, contains over 180 field-tested activities for elementary, middle and high schools. A version of this Guide is in use in over 600 schools in the U. S. and Canada. The Initiative also utilizes the highly acclaimed "*Don't Laugh At Me*" Character Education curriculum developed by Peter Yarrow and his associates. Research on the Initiative showed a significant reduction in bullying and put-down behavior (up to 94%) and a significant drop in discipline referrals. In addition, achievement tests scores have increased and school attendance rose.

About the Program Guide

Barry K. Weinhold and a team of experts from each of the specific areas covered in the Guide edited the *Spreading Kindness Program Guide*. Recently revised, the Program Guide has been split into first and second year activities. Volume One of the Program Guide contains five sections: (1) Kindness and Character Education, (2) Service Learning, (3) Cooperative Learning, (4) the Power of Positive Students, and (5) Bullying Prevention. Each section has its own introduction and explains the content included, along with suggestions on how to use the activities contained in the section. The team and the area they researched are: Carolyn Griffis, cooperative learning; Cheryl and Ken Carrigan, the power of positive students; and Cathy Holt, service learning. In addition to editing the Guide, Barry Weinhold wrote the Kindness and Character Education section with input from some of the 35 School Coordinators that have implemented the Kind & Safe Schools Initiative in their elementary, middle and high schools over the years. He also wrote the sections on Bullying & Put-Downs and the Introduction to the Program

Guide.

(Volume III of the Program Guide, intended for the second year of the KASSI program, contains sections on Conflict Resolution, Peer Mediation, and Restorative Justice activities.)

The Guide contains activities that can be implemented by teachers in individual classrooms or they can be used for an all-school Kind & Safe Schools Initiative. The activities can be easily adapted to meet the needs of any school. For example, the activities can be performed in a classroom, a counseling group or they can be part of a PTA, PTO or Student Council service project. In addition, it provides many choices about who and how people can participate, including grade level, specific classrooms, a counseling group, a club or school activity or an all-school project.

The broad, long-term objectives of this program guide are:

- (1) To help school personnel to work cooperatively to create a positive classroom and school climate that supports learning and the development of kind, respectful, cooperative and pro-social behaviors
- (2) To help school children, ages 5-18, learn pro-social behaviors that foster social and emotional intelligence.

Each student will learn to:

- Use positive, pro-social behaviors to get recognition from other people.
- Recognize and acknowledge pro-social behaviors in others.
- Act in kind and respectful ways toward other students, faculty, and staff.
- Learn kind and cooperative ways to relate to each other.
- Recognize how “put-downs” and bullying behavior negatively affect others.
- Use positive “put-ups” instead of “put-downs” in interactions.
- Respond effectively to “put-downs” and bullying behaviors by others.
- Negotiate win-win resolutions to conflicts of wants or needs.
- Use effective techniques to manage stress and channel angry feelings in order to prevent violent or oppressive reactions.

The Need for the Kind & Safe Schools Initiative (KASSI)

The problem of school-based youth violence appears to be worsening. A recent survey by the National League of Cities shows that serious school violence has increased by 41% in the last five years in cities with a population over 100,000. Schools are now the largest purchasers of metal detectors in this country and peer violence is an every day occurrence in schools.

While much attention is focused on visible forms of violence and on keeping guns and knives out of the school, there is a more hidden form of violence that is having pervasive destructive effects. That form is peer violence. Studies show that over 95% of all children enter school feeling good about themselves. By fifth grade, that percentage has dropped to 40% and by twelfth grade it is only 5%. It is the day-to-day peer violence in the form of “put-downs” and bullying behaviors in our schools and families that eventually erodes away the positive feelings of our young people.

Adults have never viewed child-to-child abuse and peer violence as a cause for great concern. Escalating youth violence in our society, coupled with other social realities of our time, however, require us to focus on the potential impact of peer violence. New research has also provided a more complete picture of the impact of this form of violence.

For example, recent studies show that---

- Students receive an average of 213 put-downs per week or 30 per day.
- Three out of four students report being bullied during their school career.
- Over 90% of all students who were bullied report that being bullied caused lasting social, emotional or academic problems.
- Over 50% of all so-called school yard bullies, if not helped, end up in prison as adults.

Peer violence must be seriously addressed in our schools and families. Now, more than ever, our young people need adult support in identifying and responding appropriately to abusive treatment from peers.

We know that 80% of a student's behavior is directed toward recognition and approval. That is how they build and maintain a positive self-image. When asked the question, "Is it easier in this school to get recognized for doing something positive or something negative?" students almost unanimously say that it is easier to get recognized for doing something negative. Add to that the constant flow of "put-downs" and possible bullying behaviors and you have a formula that can easily lead to the development of aggressive and anti-social behavior patterns where young people *will actually seek negative attention because there isn't enough positive attention to go around.*

At its worst, this peer violence leads to murder and suicide. A seventh grade boy in a Missouri community was called "Fatty" during his elementary school years. The treatment continued in middle school, until one day he brought a gun to school, killed a classmate and then himself in front of his classmates. There was a recent case in Colorado Springs where a middle school student shot his classmate and then killed himself. The school where they attended started the Kindness Campaign to make sure that this doesn't happen to any other students at that school. Then there was the Columbine massacre that shook the whole nation. Evidence has slowly emerged from that tragedy indicating that repeated bullying and out-downs was a significant factor Eric Harris and Dylan Klebold's decision to act out pent-up rage caused by the taunting they received. While shooting students in the hallways and the library they were heard to say, "This is for all of you who made fun of us all these years."

The problem of social violence is also rising in families. Recent statistics show that over 29 million youths committed at least one act of violence against a sibling in the family each year. Finally, research has confirmed that the violent behaviors of an eight year old, if no intervention occurs, will predict perfectly the same behaviors in this person at age thirty-eight.

Clearly, primary prevention and early intervention approaches are the best ways to eliminate these destructive behaviors. These methods save lives and save taxpayers money now used to support expensive treatment programs and the building and maintaining of new prisons. We know that these primary prevention methods are effective at reducing criminal and aggressive behavior and cost less than 10% of the cost of treating and rehabilitating youth offenders.

How The Kind & Safe Schools Initiative (KASSI) Addresses These Problems

The Kind & Safe Schools Initiative works on the principle that the best way to eliminate unwanted, anti-social or violent behaviors is systematically to teach and reinforce the use of opposite behaviors, such as kind and courteous acts, pro-social and non-violent behaviors. When acts of kindness are emphasized in a school, there is a dramatic drop in

the number of disruptive acts in the classroom. There are fewer put-downs and less peer violence in the form of bullying and threats of physical violence. Gang-related aggressive behaviors are also reduced. Through the effective use of field-tested character education, kindness and bullying prevention activities, the Initiative teaches students skills to improve their social and emotional intelligence.

A similar program in over 300 schools in the Kansas City area resulted in a sharp reduction in numbers of put-downs and bullying behavior. In one Colorado Springs elementary school, a teacher systematically recorded the number of "put-downs" she observed in one class during one day prior to the campaign and counted 14. After KASSI began, she tracked "put-downs" in the same way and found only one put-down in that same class on that day. Referrals to the office for discipline at this school also dropped from 19 during the week before the KASSI program began, to 13 the week after it ended-- a reduction of 32%.

In another study, a middle school had 147 discipline referrals to the office in the fifteen days before the Kind & Safe Schools Initiative began at their school. In the fifteen days after the beginning of KASSI, the number dropped to 101, a 31% drop in referrals. Students and teachers also reported seeing more kind and courteous behavior and fewer put-downs and less bullying behavior. This finding was replicated in two other middle schools with a 30% and 32% drop in discipline referrals respectively. Longer-term statistics in an area elementary school showed a 26% drop in discipline referrals for the year when compared with the previous year.

While each school is encouraged to use KASSI activities that fit their particular culture, we generally introduce the program in the following way:

- The faculty and staff receive a short presentation describing how the Initiative works or they receive detailed materials on how the Initiative works and get any questions answered in telephone or email communication with KASSI staff members.
- Then each school selects a Coordinator and a school committee of students and faculty to plan kindness activities using this Program Guide.
- Students learn about the program through an all-school assembly followed by classroom presentations. Assemblies are planned in consultation with KASSI staff members. Middle school students sometimes speak at school assemblies to the elementary school children about being kind. At the middle school level, high school students visit middle schools and speak with students about being kind and using "put-ups" instead of "put-downs."
- Students' experiences of kind acts in the school or classroom help them develop their social and emotional intelligence that eventually helps bring about a change of the classroom and school climate. This more global change typically occurs in schools where the school's Kindness Coordinator enlists the help of students, other faculty members and parents. Together they implement activities from the *Spreading Kindness Program Guide* to implement a school-wide program.

After a kick-off assembly, teachers can start the program in their classroom very simply by wearing a Kindness button with the saying, "Spread Kindness--It's Contagious." They wear the button and pass it on when they see a student doing a kind act. They then tell that student to pass on the button when they see another student doing something kind. In this way, the buttons stay in circulation and kindness keeps spreading through the class or the school. This provides a model for children on how to recognize

kindness in others and shows them that giving a button to others is as important as getting a button. Buttons can have the teacher's name that gave out the button on the back and then the button is returned to that teacher each day. In a short period of time, teachers report seeing a big difference in kindness and respect among the students in their class or in the school.

As mentioned above, the best use of the Program Guide is as a resource for a committee of students, teachers and parents in designing an effective school-wide Character Education and Bullying Prevention program. Working through a school committee, the School Coordinator can plan Kindness activities for the whole school year. These activities include holding periodic Kindness Award assemblies or classroom ceremonies to reward kind acts and pro-social behaviors; designing a positive referral system; holding essay, song writing and poster contests; organizing an "adopt a hallway" program; and organizing service learning projects in the neighborhood and community. High school students need to be involved in designing their own kindness activities.

By May 2002, parts of the Kind & Safe Schools Initiative had been implemented in over 125 area schools in the Pikes Peak Region of Colorado serving a combined population of more than 70,000 students. The community-wide Kindness Campaign, co-sponsored by KKTV, the CBS Affiliate in Colorado Springs, had spread to many other parts of the community. Several businesses and organizations received Organizational Kindness Awards for their support of the Campaign. Businesses also "adopted" schools and paid for the implementation of KASSI. Organizations and schools in other Southern Colorado cities also became involved in the Campaign.

Since its inception in July 1994, over 80,000 Kindness Buttons were distributed in Southern Colorado. During 1995 and 1996, KKTV had over 1,000 calls per month to its Kindness Line, reporting an act of kindness. Over 22,000 total calls were made to that line while it was in existence. Also, during that period, KKTV ended their evening news programs each day by playing one of these recorded kindness messages. They also produced a promotional video for the Campaign that was utilized in making presentations to schools and community groups.

The Campaign has spread to eleven other cities in six states. It began in Asheville, North Carolina in October 2004. Ten area businesses and churches in Asheville have become Community Sponsors of the Campaign and over 14,000 Kindness Buttons have been distributed in the community and schools. Fourteen individuals and organizations have received Community of Kindness Awards for exemplary acts of kindness.

Evaluation Process

The evaluation process began in the summer of 1995 with the development of the evaluation instruments and the research design. Evaluation of the program consists of pre-post measures of 15 key variables. The process included formative and summative evaluation procedures and consisted of: (1) evaluation of the Program Guide, (2) the effects of the program on student behaviors and (3) the effects of the program on overall school climate. The first evaluation took place during fall semester 1995. The results are summarized below.

First, as part of the summative evaluation, School Coordinators were asked to evaluate the effectiveness of the Program Guide at the end of the fall semester, using a set of established criteria. They also made specific suggestions to improve the effectiveness

of the Guide at that time. The formative part of the evaluation consisted of two meetings during fall semester with all School Coordinators and students to provide evaluative feedback on the effectiveness of the Guide. Mid-term corrections and additions were made as a result of these meetings. The final results were that everyone who used the Guide praised its usefulness and suggested that we keep the three ring binder form.

Effects on Student Behaviors. In selected pilot sites, teachers monitored the number of “put-downs” and bullying behavior they experienced in their classrooms and schools before and after using activities in the Program Guide. The teachers recorded the number of “put-downs” they observed during specified time periods before and after the Program Guide was introduced. In one school, “put-downs” were reduced by 94% after the introduction of the Kindness Campaign. In another school, the results varied by grade level: In first grade, the drop in put-downs was 93% (from 14 down to 1); in second grade, the drop in put-downs was 77% (from 18 down to 4); and in a third-fourth combined classroom, the reduction of put-downs was only 20% (from 25 to 20). The time span between the two tallies was approximately two months. Most of the put-downs observed were on the playground at recess or at lunchtime.

Effects on the School Climate Since most schools routinely collect weekly data on the number of discipline referrals, suspensions and expulsions over the course of a school year, this data served as a baseline for measuring the effects of the Program Guide on school climate. In selected schools, we made two different kinds of comparisons: (1) compared the number of discipline referrals, suspensions and expulsions for fall semester 1994 (before implementing Kindness activities) with data from fall semester 1995 (after implementing the Program Guide) and (2) compared the statistics for fall 1995 with the same statistics for fall 1995 in a control school with similar demographics that was not involved in the Kindness Campaign during fall 1995.

These two comparisons gave a clear indication about the impact of the Kind & Safe Schools Initiative on school climate. In one elementary school, there was a 31% drop in referrals to the office for discipline in the two weeks after implementing the program. A middle school reported a 32% drop in referrals in the first three weeks after implementing KASSI. Another elementary school had a 26% drop in referrals during fall semester when compared with the previous fall semester.

What Others Have Said About KASSI:

*“The Kind & Safe Schools Initiative represents a significant contribution to character education. It offers hope that the bullying and put-downs that have plagued our nation’s schools can be brought under control.” - Peter Yarrow, of Peter, Paul & Mary, founder of Operation Respect and creator of the *Don’t Laugh At Me* curriculum.*

“We are utilizing the Kind & Safe Schools Initiative in our school for the first time this year and have discovered that it really helps the teachers create a more peaceful and respectful classroom.” - Chris Wellman, Middle School Counselor at a Comer School

“The Kind & Safe Schools Initiative has really made a difference in our school. It provided me with many useful ideas for activities and programs that I could implement at my school.” - Janet Oliver, Elementary School Social Worker

**KINDNESS & CHARACTER
EDUCATION ACTIVITIES**

INTRODUCTION TO KINDNESS & CHARACTER EDUCATION

"The hopeful news is that when social and emotional learning and character education programs are introduced into the classroom, they have proved to be highly effective tools for creating a safe, nurturing classroom environment... The reality is that the introduction of social and emotional learning and character education programs will, ultimately, not steal time from teaching essential skills. On the contrary, we believe that--not immediately, but within a few weeks--the introduction of social and emotional learning and character education programs, if well-implemented, will noticeably begin to bind your class together in mutual, determined endeavor. This will nurture a spirit of humanity and compassion and simultaneously accelerate the personal, emotional, ethical and academic growth of your students."

- Peter Yarrow, co-author of *Don't Laugh at Me* Curriculum

The activities in the "Kindness and Character Education" section of the Guide are, we hope, among the first ones your KASSI Committee will choose from in creating a Kind and Safe School. Many of these activities focus on character traits associated with kindness, the main focus of our character education program. You will also find activities to teach other character traits such as compassion, respect, caring and integrity.

The activities are grouped in the following way: Faculty, All-School, Classroom, and Counseling/Small Group. We believe that it is helpful for teachers to model kindness with each other, and to develop a heartfelt connection with their students. It is our experience that "All-School" activities are tremendously helpful for launching a Kind & Safe Schools Initiative at a school and developing a widespread sense of ownership, as well as to perk up interest at times throughout the year. Even as simple an all-school activity as reading a kindness quotation on the P.A. system, or making announcements that acknowledge students or staff for their kindness, can help set a positive tone and serve as reminders to focus on kindness. The classroom is probably where the most profound learning and changes in students will take place. Together, these activities will begin to change the school climate in a positive direction. As students receive more recognition for their kind and pro-social behaviors, acting out to receive negative attention tends to drop away.

The school year can be organized by "theme weeks" to help focus the School's attention on a specific theme or topic. All-school and classroom activities can be organized around each of the themes listed below. The School Coordinator and the KASSI Committee can select themes and then look through the Guide for activities that support that theme. For example, community service projects can be found in the "Service Learning" section.

KASSI THEME WEEKS

One week for each of the consensus character traits (Compassion Week, Caring Week, etc.)

Kindness Toward New Students (Special activities to welcome and recognize all new students)

Make a Difference Week (Third week in October)

Citizenship Week (Kids Voting and activities about good citizenship)

World Kindness Week (Week of Nov. 13)

Kindness and Thanksgiving Week (Use the week of Thanksgiving Day)

Community Giving Week (Good to use prior to December holidays)

Kindness Week (Week of Valentine's Day)

Peace Leadership Week (During the Season for Nonviolence January through April honoring ML King and Gandhi)

Kindness to the Earth Week (Focus on recycling, conservation, clean-up activities—in connection with Earth Day in April)

Community Service Week (Arrange service learning experiences in the community)

Kindness to Animals Week (Work with the Humane Society, emphasize kindness to pets)

Friendship Week (Do special kind acts for friends, focus on friendship building skills)

Kindness to Senior Citizens Week (Visit retirement centers, invite seniors to school)

Kindness to Family Members Week (Show appreciation with special kind acts)

Kindness to Teachers and Staff Week (Show appreciation with special kind acts, cards, etc.)

Kindness to Our Bodies Week (Focus on nutrition, exercise, good hygiene)

Kindness to Other Students Week (Special focus on kind acts toward other students)

Kindness to Other Schools (Do exchanges of students and staffs, show appreciation toward rival school at athletic events)

Kindness in Our Neighborhoods Week (Help clean up the neighborhood, do kind acts for elderly neighbors, etc.)

Kindness toward Other Cultures (Focus on cultural uniqueness, respect and understanding for differences, and pride)

Performance Week (Activities supporting students during achievement testing)

Kindness toward the Needy Week (Volunteer at local soup kitchen, donate used toys and clothing)

KINDNESS STUDENT COUNCIL

Type of Activity: To get students involved in establishing the Kind and Safe Schools Initiative in a school

Grade Level: K-12

Objective(s) of activity: To encourage student participation in the initiative throughout the year. It's especially important for high school students to be involved with planning the activities.

Materials Needed: A form to be used by students wishing to apply for the council. Identifying shirts with the Kindness logo on them.

Procedures:

1. Student fills out and returns application to coordinator.
2. Application should include:
 - a. A paragraph about kindness.
 - b. Why student wants to be involved.
 - c. Signatures of all teachers who have student.
 - d. Plans for meetings.
 - e. Parent signature.
3. Up to ten students are then selected.

Expected Outcomes: Students will suggest and help coordinate activities, assist with fundraisers, attend meetings, etc.

Evaluation: The students on the Kind School Council can be of tremendous help if your school has limited time in which to do the activities - like enrichments, homeroom, etc.

Submitted by: Carol Nutting, Teacher, and Russell Middle School, Colorado Springs School District #11

USE OF ENRICHMENT PERIOD FOR KINDNESS ACTIVITIES

Grade Level: 6-8

Objective(s) of Activity: To increase student involvement in doing acts of kindness for others.

Materials Needed: Kindness Buttons and pledge cards

Procedures:

Horace Mann Middle School used their 30-minute enrichment period once a week to develop kindness activities that students could participate in. It was voluntary, so those students not participating could study or do other things during this period. Teachers helped the students brainstorm ideas of how they could participate in doing acts of kindness for others. They then signed a pledge card to remind them of their promise or pledge.

Some examples: volunteering to help teachers by running errands or helping with classroom activities; community projects; tutoring other students.

Expected Outcomes: An increase in the number of students involved in doing acts of kindness for others.

Evaluation: The number of pledge cards being filled out will increase significantly.

Submitted by: Susan Keneski, Counselor, and Martha Crisp, Former Teacher at Horace Mann Middle School, Colorado Springs School District #11

The following activities are for faculty to carry out.

KINDNESS NOTES

Grade Levels: K-12

Objectives of Activity: To find creative ways to express your kind thoughts in writing to students.

Materials Needed: Pen or pencil and paper or other materials as needed.

Procedures:

1. Surprise a class member with a written note of appreciation or thanks. Make sure you write at least one of these notes for each student that you teach at some time during the school year.
2. Here are some examples:
 - a. Place a note on your student's homework when you hand it back telling the student what you appreciate about him or her.
 - b. Hand the note to the student as they enter your classroom. It could say: "Thanks for helping clean up the classroom yesterday;" or "I'm really proud of you and how much you are learning in this class."
 - c. Tuck kindness notes in a student's book when they aren't looking.
 - d. Mail cards or letters to your students at home telling them things you appreciate about them.
 - e. Make a kindness collage for each class member. Include pictures, cut out sayings or pictures from magazines, write a poem or have all other class members contribute. Display the kindness collage in your classroom.

Expected Outcomes: More fun and connection among class members.

Evaluation: Ask at classroom meetings for feedback on the kindness notes. Notice changes in the individual student's behavior in your class before and after you give them a note.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

MAKING A HEARTFELT CONNECTION

Grade Levels: Teachers of any grade

Objectives of Activity: To make connection with heartfelt feelings toward your students.

Materials Needed: None.

Procedures:

1. Find a quiet place where you can relax for about 5-10 minutes. Close your eyes. Focus on the feelings of love, kindness or appreciate coming from your heart.
2. Recall a pleasant experience you had with each of your students or select certain students who you think may need more love right now. Recall some time from the past when you were feeling love or appreciation toward them. Connect with these feelings in your heart.
3. Imagine sending these feelings to each of these students now. Picture each one in your mind's eye and send love to that student.
4. Spend several minutes sending love to the students you have selected. You may think about what you love or appreciate about each person and then send him or her the love that is in your heart.
5. Repeat this procedure on a regular basis.
6. Do this process before you discipline these students or before talking them about important issues or concerns.

Expected Outcomes: Increases love and respect for our students. Regular use of this activity can help balance your negative emotions, lower your blood pressure, improve any heart problems and have positive effects on your overall health.

Evaluation: You will notice that the quality of your communication improves with these students.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

FACULTY KINDNESS AWARDS

Grade Level: K-8

Objective(s) of Activity: To develop effective ways for teachers to recognize each other's acts of kindness.

Materials Needed: Ribbons or certificates with the name of the teacher on them and the date they were awarded.

Procedures:

1. The student faculty committee that runs the Student Activity Program selects five teachers to receive the initial kindness award at a faculty meeting.
2. Five recipients of the kindness award are then charged to select five other teachers and present them with a kindness award at the next monthly faculty meeting.
3. This process is repeated each month with five new award-winners selected by the previous month's winners.

Expected Outcomes: Teachers setting an example of being more kind to each other and to students, staff and parents.

Evaluation: A questionnaire filled out by students before and after this award procedure is used.

Submitted by: Susan Keneski, Counselor, Horace Mann Middle School, Colorado Springs School District #11

STAFF KINDNESS AWARD

Type of Activity: Staff Meeting

Grade Level: K-12 teachers and staff

Objectives: To encourage positive interaction among staff members.

Materials: Heart ornament, crystal heart, or other object used to represent kindness.
Kindness certificate that includes the person's name and is signed and dated by the person presenting.

Procedure:

1. Initially a member of the Kindness committee or principal would acknowledge a staff member for his kindness and present him with the award and certificate at the staff meeting.
2. At the next staff meeting the previous recipient would pass on the award to another staff member.
3. This is done at every staff meeting.

Expected Outcome: Friendlier, more harmonious staff and more frequent acts of kindness.

Submitted by: Pam Hart, Jefferson Elementary School, Colorado Springs School District #11

KINDNESS TO YOURSELF

Type of Activity: Faculty and staff

Grade Level: K-12 teachers and staff

Objectives: To encourage teachers and staff to get in touch with their own feelings and needs, and to communicate them.

Materials: None

Procedure:

Giving ourselves empathy is kind to ourselves, and it makes it a lot easier to give empathy to other people, such as students. Whenever you are feeling angry, sad or out of sorts, take a short time-out, take a breath, and ask yourself these questions:

1. What am I feeling?
2. What am I needing?
3. What will I request from myself?
4. What can I appreciate about myself right now?
4. What might I request from another person?

Example: I'm feeling angry with myself because of having bounced a check. I'm angry that I didn't keep my checkbook balanced better. I'm needing to forgive myself and acknowledge myself for all the things I do well. I request of myself to pay more attention to balancing the checkbook. I appreciate myself for doing a good job teaching my class yesterday.

We need a ratio of 5 appreciations for every criticism we receive, so give yourself a few extra appreciations if you have been criticizing yourself (or receiving criticism from another person).

Expected Outcome: Faculty and staff are more in touch with their own feelings and needs, more able to communicate requests, leading to improved relationships.

Submitted by: Cathy Holt, Volunteer Coordinator, The Kindness Campaign

All School Activities:

A SCHOOL KINDNESS POLICY

Type of Activity: All-School

Grade Level: K-12

Objective(s) of Activity: To develop an overall policy about kindness that everyone in the school (or school district) can follow.

Materials Needed: None

Procedures: 1. Ask a committee of students, faculty, administration, and parents to draft a policy to be adopted by the school board.

2. The following is an example of a school kindness policy:

We the students, faculty and staff of _____ School, do pledge to:

- *Act in kind ways toward one another everyday*
- *Practice courtesy and respect toward one another's property and person.*
- *Resolve our conflicts peacefully without resorting to physical or verbal aggression.*
- *Help each other succeed and celebrate each other's successes.*
- *Recognize all positive acts by others.*
- *Give each other the opportunity to make mistakes without penalty or shame.*
- *Discipline or criticize others without shame.*

3. After it has been adopted, it should be posted in classrooms and in all other places where students, teachers, and staff gather.

Expected Outcomes: A clear commitment to implementing this policy so everyone is enriched by contact with each other.

Evaluation: Pre-post measure of:

- (1) discipline referrals,
- (2) positive referrals
- (3) put-downs and
- (4) put-ups.

Submitted by: Dr. Barry Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

A SCHOOL KINDNESS CODE

Type of Activity: All School

Grade Level: K - 8

Objective(s) of Activity: To develop school-wide rules about kindness that every student can follow.

Materials Needed: Poster making materials

Procedures:

1. Ask the steering committee to develop a draft of a School Kindness Code modeled after the Classroom Kindness Codes that may have already been created. Ask for input from teachers and students.
2. Ask for teachers to discuss and adopt a School Kindness Code at a faculty meeting or during an in-service day.
3. Ask classroom teachers to introduce the Code to their students and get any additional feedback.
4. Have students design posters with the agreed upon Code on them.
5. Post the Code in common areas of the school property (i.e. hallways, gym, lunch room, office, playground, etc.).

Expected Outcomes:

- (1) A kinder school.
- (2) Fewer unkind or aggressive acts by everyone connected to the school

Evaluation: Measure number of discipline referrals before and after the Code takes effect.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

CHARACTER TRAITS SURVEY

Type of Activity: All School

Grade Levels: K-12

Curriculum Connections: Character Education

Objective(s) of the Activity: To build a consensus list of key character traits to focus on in your school. Students, faculty, staff, parents can all participate.

Materials Needed: Character Traits Survey (see attached)

Procedures:

1. Ask all the teachers, staff members and parents to fill out and return the survey rank ordering the list of character traits from “most important” (1) to “least important” (12). There is space to add other traits into the ranking.
2. Determine the consensus ranking for each of these character traits.
3. Select the top ranked five of six character traits to focus on in your school’s character education program.

Expected Outcomes:

1. Students, faculty and parents will begin to focus on these valued character traits in the creation of the school’s character education program.
2. Activities based on these character traits will be created as a foundation of the school’s character education program.

Evaluation: Count the number of activities in your school that center on the five of six valued character traits.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

CREATING A COMMUNITY OF CHARACTER

Type of Activity: All School

Grade Levels: 3-12

Curriculum Connections: Character education

Objective(s) of the Activity: To secure a buy-in of the whole school on the consensus list of key character traits to focus on in your school. Faculty, staff, students, and parents may participate.

Materials Needed: Community of Character Traits Poster (see next page)

Procedures:

1. After a consensus list of character traits has been created, then operational definitions need to be created for each of the character traits.
2. Teachers can lead a classroom discussion of each of the valued character traits asking, "How would you know if someone was displaying compassion?"
3. Following classroom discussions, have the KASSI committee develop definitions similar to the ones on the attached example.
4. Make posters for each classroom with these definitions.
5. Ask teachers to post the Community of Character Traits Poster in their room. These should be referred to whenever there is a "teachable moment" regarding one of these character traits.

Expected Outcomes:

Students, faculty and parents will begin to focus on these valued character traits in the creation of the school's character education program. Activities based on these character traits will be created as a foundation of the school's character education program.

Evaluation: Count the number of activities in your school that center on the five of six valued character traits.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

THE KIND AND SAFE SCHOOLS INITIATIVE

CHARACTER TRAITS SURVEY

Today's date _____

This survey is designed to establish a consensus of five of six key traits that best express the character of your school.

Take a few minutes and rank order the following character traits in terms of their importance in being able to represent the overall character of your school. (Use #1 to = the most important, down to #13 to = the least important).

___ Acceptance

___ Caring

___ Compassion

___ Generosity

___ Genuineness

___ Helpfulness

___ Honesty

___ Integrity

___ Kindness

___ Respect

___ Responsibility

___ Understanding

___ Others (specify) _____

Once you have pooled a cross-section of the school community, you can focus on developing a consensus list of the top five or six traits and create activities to highlight and promote them in your school community.

EXAMPLE

Creating a Community of Kindness in Schools

*I pledge to fulfill my role in helping to create a Kind & Safe Schools at
_____ School by behaving with*

KINDNESS	<ul style="list-style-type: none">• Doing kind acts for myself and others• Assisting others in need• Forgiving myself & others
COMPASSION	<ul style="list-style-type: none">• Looking beneath the stereotypes of others• Creating positive interactions with others• Having empathy for the misfortune of others
INTEGRITY	<ul style="list-style-type: none">• Being reliable: doing what I say I'll do• Having the courage to do the right thing• Building a good reputation
HONESTY	<ul style="list-style-type: none">• Telling the truth• Not cheating or stealing from others• Being trustworthy
RESPECT	<ul style="list-style-type: none">• Being courteous to others• Being considerate of the feelings of others• Resolving disagreements peacefully

SPREADING KINDNESS IN THE SCHOOL

Type of Activity: All School

Grade Level: K-8

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To encourage the continued use of kindness buttons.
To encourage students to pass on buttons instead of keeping them for themselves.

Materials Needed: Kindness Buttons

Procedures:

1. At all school assemblies, have the student council do skits to show different ideas and ways that Kindness Buttons could be shared.
2. Students can also be recognized weekly for having worn a button and passing them along. At the assembly, read from a list submitted by teachers.

Expected Outcomes: That button sharing would continue

Evaluation: Fewer students held on to their buttons and more buttons were kept in circulation.

Submitted by: Dr. Nancy Salzman, Principal Broadmoor Elementary School,
Cheyenne Mountain School District #12, Colorado Springs, CO

DAILY KINDNESS ANNOUNCEMENTS

Type of Activity: All School

Grade Level: K-8

Curriculum Connections: Language Arts

Objective(s) of Activity: To remind students and faculty about being kind.

Materials Needed: No special materials needed.

Procedures:

1. Have a committee of students prepare short daily kindness announcements that they read each morning on the intercom. The book *Kids' Random Acts of Kindness* is a good source of ideas for students. See also the Kindness Quotations in the appendix of this manual.
2. These daily reminders can include kindness suggestions for the students. "Be sure to tell someone you know something you like about them."
3. Print these announcements in daily bulletins or in a periodic newsletter.

Expected Outcomes: More students doing daily acts of kindness.

Evaluation: Note the number of buttons that are distributed and the number of pledge cards signed.

Submitted by: Susan Keneski, Counselor, and Martha Crisp, Former Teacher, Horace Mann Middle School, Colorado Springs School District #11

DESIGN KINDNESS T-SHIRTS FOR KINDNESS DAYS

Type of Activity: All School

Grade Level: 6-8

Curriculum Connections: Art/Creativity

Objective(s) of Activity: To increase the involvement of students in creative kindness activities.

Materials Needed: Art materials and blank T-shirts

Procedures:

1. Establish rules for a T-shirt design contest. You might decide to specify that they have to keep the theme of the Campaign: “Spread Kindness. . . It’s Contagious” in their design, or be open to other themes.
2. Have the Kindness Committee select the winning design.
3. Have T-shirts made using this design and sell them to students and teachers. This is a way to raise money for other Kindness activities.
4. Give special recognition to the student who submitted the winning design.
5. Designate one day per week as Kindness Day and ask everyone to wear his or her Kindness T-shirt on that day and make a special effort to be kind while wearing the T-shirt.

Expected Outcomes: Pride in being part of a positive campaign.

Evaluation: Ask teachers to count the number of kind acts on Kindness day and compare it to the number of kind acts on other days of the week.

Submitted by: Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

THE KINDNESS ALPHABET MESSAGES

Type of Activity: All School

Grade Level: K-5

Curriculum Connections: Language Arts

Objective(s) of Activity:

1. To begin the day with a reminder about the need for being kind.
2. To focus attention on kindness at the beginning of each school day.

Materials Needed: Prepared script of The Kindness Alphabet (see next page)

Procedures:

1. Each day, a letter from The Kindness Alphabet is included in the all-school announcements at the beginning of the school day. (See next page for alphabet)
2. Have a student or the principal read the daily kindness messages.
3. *This month, we begin the Kind & Safe Schools Initiative at _____ School. You may have seen kindness winners on television and seen kindness buttons on people's clothing. Starting today we will begin to spell the word "kindness" -- one letter at a time. Each day we will add a letter until we spell kindness. Today's letter is__.*
4. Teachers can keep a record in their classroom (on the board) of each part of the acronym as it is read daily.

Expected Outcomes: More awareness of the need to be kind every day.

Evaluation: Pre-post count of

- (1) discipline referrals,
- (2) positive referrals,
- (3) put-downs,
- (4) put-ups.

The Kindness Alphabet

K for kind. Kind means to do or say something nice, considerate, or thoughtful. Today try to do at least one kind act for someone else...and notice how you feel about it.

I for invite. Invite someone new to sit with you at lunch or play with you at recess. Inviting others to join you is kind.

N for natural. Kind acts and words happen easily and naturally. Any kind of fake or insincere acts don't feel good to the giver or receiver. So today be sure your kind words and acts come from your naturally good person...and notice how you feel.

D is for daily. Every day is a chance to do something kind for someone. Make it a daily habit to help out at home or at school without being asked. Daily acts of kindness make you feel great inside.

N for neighborly. Being neighborly is an old-fashioned word, but it means being a good friend to your neighbors, around your home and especially here at school. Think of ways to do something kind for your neighboring classmates--opening a door, picking up a dropped pencil, returning a book for them. Being kind to your neighbors helps your whole class feel good.

E for Extra. Being kind sometimes looks like doing something extra for someone...something that is special and not expected. Put something extra in your day today by doing something kind.

S for surprises. Sometimes kind acts are surprises and these are especially fun. You can do a kind act and keep it a secret waiting for the surprise your family or friend has. Surprise someone today with a kind word or deed.

S for super feeling. Kind acts to others feel good to the receiver and to the giver. So continue your acts words of kindness and notice how wonderful it feels.

Submitted by: Donna Chadd, Former Principal, Ivywild Elementary School, Colorado Springs School District #11.

KINDNESS AWARDS ASSEMBLY

Type of Activity: All School

Grade Level: K - 5

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To provide more effective ways to recognize students for kind acts.

Materials Needed: Award certificates
Kindness buttons
Leo the Kind-Hearted Lion

Procedures:

1. Ask each teacher to select about 15-20% of his or her students for periodic kindness awards to be presented at a quarterly all-school assembly.
 - a. Students can vote in each classroom on award winners.
 - b. You could use a nomination process where students write short an essay nominating another student.
2. Design Kindness award certificates with each winning student's name on them.
3. Ask each teacher to come forward and read the names of the winners. Students come to the front and receive their award certificate.
4. Invite Leo the Kind-Hearted Lion (The Kind & Safe Schools Initiative mascot) to appear at the assembly and greet the winners giving each of them a Campaign button.
5. Invite parents to attend the awards assembly and participate (All parents enjoy seeing their children win awards).
6. If possible, take pictures of the winners and give them to the classroom teacher to post in the classroom.

Expected Outcomes: More recognition from more people for the kind acts of students.
A reduction in negative or disruptive behaviors in the school.

Evaluation: Notice the effects on the classroom and school climate.
Check on the number of referrals to the office the week immediately before and after the assemblies.

Submitted by: Janet Oliver, Social Worker, Roosevelt Elementary School, Colorado Springs School District #11

KINDEST CLASSROOM CONTEST

Type of Activity: All School

Grade Level: K - 5

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To create positive competition among classrooms to promote the spread of kindness.

Materials Needed: Stuffed animal: Leo, the Kind-hearted Lion

Procedures:

1. Ask each teacher to record the number of the acts of kindness his or her students have done for one week. At the end of the week announce the winning classroom on the intercom or at an assembly.
2. As a reward, that classroom gets to keep Leo, the Kind-hearted Lion, a stuffed animal, for the week to remind them of their success.
3. Repeat the procedure each week and again reward the winning classroom with a "visit" from Leo, the Kind-hearted Lion.
4. During the week allow students to hug Leo or hold him as a special treat for being kind.

Expected Outcomes: An increase in positive behavior. A decrease in negative or disruptive behavior.

Evaluation: Count the number of kind acts each week and chart the progress on a poster. Check on the number of referrals to the office before and after.

Submitted by: Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

POSTER CONTEST

Type of Activity: All School

Grade Level: K - 8

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To develop school pride in being seen as a kind school.

Materials Needed: Poster making materials.

Procedures:

1. Announce that you want students to design posters around the theme: "Kindness Zone: Kindness Is Practiced Here." Indicate a standard size of poster to be submitted.
2. Has your committee or student council or another school group select the winning entries. It would be good to select a number of winners each different, but reflecting the same theme.
3. Post the winning entries around the school to remind everyone that "Kindness Is Practiced Here."

Expected Outcomes: More involvement in and ownership of the Kind & Safe Schools Initiative in the school.

Evaluation: Notice signs or student comments showing ownership and pride in the school as a "Kindness Zone."

Submitted by: Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

KINDNESS BULLETIN BOARD

Type of Activity: All School

Grade Level: K - 8

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To provide recognition for students who received a Kindness button. To encourage students to pass on their Kindness buttons.

Materials Needed: Kindness buttons
Polaroid camera and film
Bulletin board or poster board

Procedures:

1. Use a Polaroid camera to take pictures of students who are wearing a Kindness button while they are at lunch or changing classes.
2. Arrange the pictures on a Kindness bulletin board in a central location in the school where most students can view the pictures. Put the name and grade under or on each picture.

Expected Outcome: Students will be more likely to pass on their Kindness buttons rather than keep them or collect multiple buttons.

Evaluation: Identify students who have a tendency to hold on to or collect buttons and see if the presence of their picture on the bulletin board changes their behavior.

Submitted by: Jeanne Parkhurst, Social Worker, Monroe Elementary School, Colorado Springs School District #11

POSITIVE REFERRALS FOR KIND ACTS

Type of Activity: All School

Grade Level: K-8

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To recognize students for pro-social behaviors.

Materials Needed: NCR forms - triplicate

Procedures:

1. A teacher initiates the process by filling out a Positive Referral Form describing what the student did that warranted a referral.
2. The referral is given to the assistant principal, the principal or the grade level administrator.
3. The student is called to the office, congratulated and read the referral written by his or her teacher.
4. A copy is given to the student, a copy is sent home and the third copy is placed in the student's file.
5. The names of students receiving the positive referrals are published in the school paper, or school newspaper.

Expected Outcomes: More students will be recognized for their kind acts toward others.

Evaluation: A significant increase in the number of positive referrals and a significant reduction in discipline referrals.

Submitted by: Susan Keneski, Counselor, Horace Mann Middle School, Colorado Springs School District #11

HAVING LUNCH WITH THE PRINCIPAL

Type of Activity: All School

Grade Level: K-8

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To provide recognition to students who do exceptional acts of kindness.

Materials Needed: No special materials needed.

Procedures:

1. Have Kind & Safe Schools Initiative coordinating committee develop criteria for an “exceptional act of kindness.”
2. Ask teachers to nominate one student in their class(es) that meet these criteria.
3. Have the principal select one student each week to invite to have lunch with him or her.
4. Send note home to parents explaining that their son or daughter was recognized for his or her kindness and invited to have lunch with the principal.
5. Publish list each month of those students who received this honor.

Expected Outcomes: An increase in kindness by the students.

Evaluation: A significant increase over the year of the number of students being nominated as meeting the criteria for “exceptional acts of kindness.”

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

KINDNESS DAY

Type of Activity: All School

Grade Level: 6-8

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To have teachers take the lead and provide a positive model for students.

Materials Needed: Kindness sweatshirts

Procedures:

1. Using the official Kindness design on the buttons, create sweatshirts for the teachers to wear.
2. Have them purchase a sweatshirt and agree to wear it one day/week that is designated as “Kindness Day.”
3. Students who did kind acts that day can get their picture taken with their teacher. Post the pictures each week.

Expected Outcomes: More student involvement in the Campaign activities as a result of the positive influence of their teachers.

Evaluation: Count the number of students who appear on the pictures each week. Should see a significant increase over a semester or year.

Submitted by: Carol Nutting, Teacher, Russell Middle School, Colorado Springs School District #11

DESIGN YOUR OWN KINDNESS BUTTON

Type of Activity: All School

Grade Level: 6-8

Curriculum Connections: Art

Objective(s) of Activity: To involve students in a creative kindness activity.

Materials Needed: Button maker and Art materials

Procedures:

1. Establish rules for a button-design contest. Specify that they have to keep the theme of the Campaign: "Spread Kindness...It's Contagious" in their design.
2. Have the Kindness Coordinating Committee select the winning design. Repeat this periodically, so you have new designs appearing from time to time.
3. Have buttons made using the winning design and give them or sell them to students and teachers.
4. Give special recognition to the student who submitted the winning design.

Expected Outcomes: More identification with the Campaign by creating their personal designs.

Evaluation: Count the number of buttons that are given to students for doing an act of kindness. Would see a significant increase.

Submitted by: Carol Nutting, Teacher, Russell Middle School, Colorado Springs School District #11

KINDNESS BANNER

Type of Activity: All School

Grade Level: K-5

Curriculum Connections: Art

Objective(s) of the Activity:

1. To increase the recognition of students who received a kindness button.
2. To encourage them to pass on their kindness buttons.

Materials Needed: Kindness buttons
Butcher paper to make a large banner

Procedures:

1. Make a large "Kindness Banner" and hang it in the school cafeteria.
2. Have students decorate the banner so it is colorful and attractive.
3. Any student wearing a button at lunchtime can sign his or her name to the banner.

Expected Outcomes: Students who sign the banner will be more likely to pass on their button.

Evaluation: Count the number of signatures each week to determine how successful the banner is. Should see significant increases in number of signatures each week.

Submitted by: Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

KINDNESS SKITS

Type of Activity: All School

Grade Level: 6-8

Curriculum Connections: Language Arts/Drama

Objective(s) of Activity: To involve students in creating skits to demonstrate ways to be kind to each other.

Materials Needed: Any props or special a-v equipment.

Procedures:

1. Ask a group of students in a drama club or members of the Kindness Coordinating Committee to write scripts and develop skits to show others about acts of kindness.
2. Have these students perform these skits at all-school assemblies.
3. Have these students perform the skits for elementary students at assemblies in neighboring elementary schools.

Expected Outcomes: To increase the awareness of everyday opportunities to spread kindness.

Evaluation: Count the referrals to the office for discipline the week before and the week after the assemblies. There will likely be a significant drop.

Submitted by: Susan Keneski, Counselor and Martha Reed, Teacher, Horace Mann Middle School, Colorado Springs School District #11

“I GOT A KINDNESS BUTTON” RIBBONS

Type of Activity: All School

Grade Level: Preschool - 5

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To encourage students to pass on their Kindness button.

Materials Needed: Kindness buttons, laminated “I got a Kindness Button” ribbons

Procedures:

1. Whenever a Kindness button is passed on, the child will receive a ribbon to acknowledge his having done an act of kindness.
2. These can be pinned on their shirt, attached to their desk nametags, put on the bulletin board, etc.

Expected Outcome: Students will more readily pass on their Kindness buttons. By using this system buttons won't be lost or taken home (this will save on expense of buttons).

Submitted by: Pam Hart, Jefferson Elementary School, Colorado Springs School District #11

CANDY OR CRAFTS SALES

Type of Activity: All School

Objective of Activity: To sell candy or crafts made by children in order to purchase kindness buttons, T-shirts, or other items to enhance the Kindness theme at the school

Curriculum Connections: Arts & crafts; Math

Materials Needed: Candies, crafts made by children, signs indicating costs, tiny labels (made on computer) with "Kindness messages," moneybox, table for set up in cafeteria.

Procedures:

1. Permission to sell must first be granted by the school food service.
2. Counselor (or sponsor) buys candies in bulk.
3. Students make craft items for sale. These might have kindness messages on them.
4. Students on kindness committee tape kindness messages on each piece of candy or craft item (before school).
5. Committee members separate items to be sold by prices charged.
6. Committee members hold the sale at lunch.
7. They add up the receipts and subtract the costs to find how much money was raised and what the school can afford to purchase with it.

Expected Outcomes: Earn money for kindness buttons and T-shirts, develop teamwork among students, generate excitement for the school's Kind & Safe Schools Initiative.

Evaluation: Money raised by sales.

Submitted by: Carolyn Kemp-Colvin, Counselor, Eagleview Middle School, Air Academy School District #20.

THE COMMUNITY OF KINDNESS AWARDS

Type of Activity: All School

Grade Level: K-8

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To identify and recognize the adult role models of kindness for students.

Materials Needed: Nomination forms, award certificates (or T-shirts)

Procedures:

1. Use the nomination forms on the following pages for students to nominate adults.
2. Follow nomination process (next page)
3. Send out sample letter to parents.

Expected Outcomes: Recognition for adults who are seen as kind and respected role models for students. Recognition for the students and the schools they represent.

Evaluation: The number of nominations and schools involved should increase each year.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

The Kindness Nomination Process

- Any school age child or adolescent (ages 5 - 18) can nominate someone for this award by writing a short essay on the official nomination form giving the reasons why this student believes the person they are nominating deserves this award.
- The only restriction is that students cannot nominate a member of their own family. (Teachers, scout leaders, babysitters, coaches, crossing guards and neighbors are examples of the type of individuals who may be selected by the students.)
- Send a letter to parents explaining the program (See Sample Letter to Parents).
- Teachers are encouraged to hold discussions with students about the type of kindness activities that would be suitable essay subjects.
- Duplicate and pass out the official nomination forms to every student. Only one nomination may be turned in per student.
- Set a deadline for students to return their nomination forms to their teachers.
- After collecting all nominations, each teacher then presents information on all nominees to the class (without divulging the names of either the nominators or the nominees). The students are then asked to vote for the one nominee they believe is the most deserving of the award. This person is honored as the classroom award winner. They can be asked to come to school to receive their award or be sent a letter of appreciation, signed by the members of the class.
- This same process is used to select one finalist for each grade level. That is, the winners in each classroom are voted on in each grade level to select the grade level finalist.
- At an all-school assembly or at grade level assemblies, the finalist in each grade is asked to attend and receive his or her kindness award from the school.
- At the assembly, the students who nominated each of the grade level winners are asked to introduce his or her nominee and read his or her nomination essay.
- The grade level winners at each school are then sent on to CICRCL as nominees for the Community of Kindness Awards. These are usually sent in by early April
- Ten to twenty finalists will be selected from all the nominations sent by the schools.
- These people, plus the students who nominated them, will be honored at the Community of Kindness Awards Ceremony in early May.
- The parents or guests of the students who nominated the ten to twenty finalists will also be invited to attend the awards ceremony as guests of the Kindness Campaign.

Sample Letter to Parents

Dear Parent:

Our school is participating in a program to recognize and honor those adults in our community who have shown exceptional kindness toward others. We are asking our students to nominate adults (other than family members) they know, admire and think are deserving of recognition. For example, nominees might be a scout leader, Sunday school teacher, school crossing guard, neighbor, teacher or school custodian. Enclosed is material on "How the Kindness Nomination Process Works."

The only criterion is that the student must have observed or experienced the kindness of the nominee. Each student may nominate only one person. Your assistance and/or support will be helpful to your child. Included below is the selection process we plan to use and the dates and deadlines for you to mark on your calendar. In addition, a copy of the official nomination form is enclosed for your information. If your child is very young, you may want to offer to help him or her gather information on the nominee in order to write the nominating essay.

Selection Process

- | | <u>Dates</u> |
|---|------------------------|
| 1. Students observe kind adults, select nominee | (Between _____ |
| 2. write essay on nomination form. | and _____) |
| 3. Deadline set for students to submit their nomination form to their teacher. | Deadline date |
| 4. Each classroom selects a finalist. | Deadline date |
| 5. Each grade level selects a grade level finalist to be honored. | Time frame/dates |
| 6. Nominations of all grade level finalists sent to "Community of Kindness" Awards contest. | Usually in early April |
| 7. All school assembly to honor grade level finalists; | Date |
| 8. Present certificates to all finalists. | |
| 9. "Community of Kindness" Awards Ceremony | Usually in early May |

Your involvement in this program with your child is a positive way to support the community-wide effort to recognize and spread kindness. Through your child's personal interactions with adult role models of kindness in our community, they will see the positive affects that doing kind acts has on these people and those who are the recipients of their kindness.

Kindly yours,

Name
Principal

OFFICIAL NOMINATION FORM

FOR THE COMMUNITY OF KINDNESS RECOGNITION AWARDS

Kindness Nominator (student) _____

Grade _____ **Teacher** _____

Nominee: _____

Address _____ **Phone** _____

Relationship to Nominee (neighbor, teacher) _____

Nomination Essay: Describe why you are nominating this person for the Community of Kindness Award. Please be specific about the act(s) of kindness that you have observed or experienced.

RETURN THIS NOMINATION FORM TO YOUR TEACHER BY _____

ACTS OF KINDNESS ANNOUNCEMENTS

Type of Activity: All School

Grade Level: Preschool - 5

Curriculum Connections: Language arts

Objective(s) of Activity: To acknowledge individual students for their specific act of kindness.

Materials Needed: Paper, pencil, P.A. system

Procedures:

1. During a specified time (e.g., Kindness Week), teachers and students keep track of kind acts by writing students' names and kind acts.
2. Send write-ups about these acts to the office to be read by the principal over the P.A. system daily.

Expected Outcome: Students will gain a broader understanding of what activities denote kindness. Students will feel a sense of pride for their kind acts.

Submitted by: Pam Hart, Jefferson Elementary School, Colorado Springs School District #11

KINDNESS POEMS FOR TEACHERS ON VALENTINE'S DAY

Type of Activity: All School

Grade level: 6-8

Curriculum Connections: Language Arts, Creative writing

Objective of Activity: To encourage students to express appreciation for teachers, to boost teacher morale.

Materials Needed: Sheets of pink copy paper (one for each staff member), candy "hugs" or "kisses"

Procedures:

1. Kindness student committee creates poem for staff.
2. Committee hand-writes poems on pink copy paper.
3. Students attach piece of candy to each poem.
4. Poems are placed in staff mailboxes.

Expected Outcomes: Teachers feel appreciated.

Evaluation: Feedback from staff.

Submitted by: Carolyn Kemp-Colvin, Counselor, Eagleview Middle School, Air Academy School District #20.

THE KINDNESS AWARD

Type of Activity: All School

Grade Level: 6-12

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To spread kindness

Materials Needed: Paper, copier, computer, box, banner materials.

Procedures:

1. Use the computer to make nomination form, then put the kindness logo on it, and make copies.
2. Distribute nomination forms in class, lunchroom, through clubs, etc.
3. Have students drop their nominations in the nomination box. Have a committee read them over and pick some winners each week.
4. Announce their names over the intercom.
5. Put their names on a banner of all the winners, so it can be displayed in the school for all to see.

Expected Outcomes: At first, there will not be many nominees, then during Kindness Week there should be a lot more.

Evaluation: Increase of positive acts of kindness in school. Ask students, teachers, and others in school if they have seen an increase.

Submitted by: Anthony R. Trujillo, Jr., Student, Doherty High School, Colorado Springs School District #11

NOTES OF APPRECIATION

Type of Activity: All School

Grade Level: 4-8

Curriculum Connections: Language Arts, Creative Writing

Objectives of Activity: To encourage students to express their appreciation for kindness shown to them.

Procedures:

1. Ask teachers to distribute pink half sheets of paper to all students in their homeroom class.
2. Ask students to write a note of appreciation to someone (secretary, teacher, custodian, counselor, or peer).
3. Have students personally deliver the notes.

Expected Outcome: Feeling of appreciation experienced in the school building

Evaluation: Measure number of students in each class writing notes.

Submitted by: Carolyn Kemp-Colvin, Eagleview Middle School, Air Academy School District #20

BIG FRIEND, LITTLE FRIEND

Type of Activity: All School

Grade Level: K-8

Curriculum Connections: Biology

Objective(s) of Activity: To promote inter-age relationships and participation in kindness activities.

Materials Needed: Plants to transplant, garden tools, watering cans.

Procedures:

1. An older student in grades 4-8 is given a K-3 grade child to be his Little Friend.
2. Each child has a plant or flower to plant in the schoolyard.
3. The Big Friend helps the Little Friend plant the flowers and water them.
4. The next day, the two children water the flowers again, and once a week after that.

Expected Outcome: It is expected that a friendship as well as an understanding of different ages may result.

Evaluation: The teachers will see more positive interaction between the different grade levels.

Submitted by: Dorothy Klingbeil, Teacher, Immanuel Lutheran School, Colorado Springs

WRAPPING THE SCHOOL IN KINDNESS

Type of Activity: All School

Grade Level: K- 5

Curriculum Connections: Language Arts

Objective(s) of Activity: To increase awareness of acts of kindness and to insure the number of reported acts of kindness.

Materials Needed: Multi-colored notepaper with “AN ACT OF KINDNESS” stamped at the top. A shoebox wrapped like a gift for each classroom.

Procedures:

1. A kindness box is placed in each classroom with a notepad next to it.
2. Students are asked to record any acts of kindness they witness on the pad and place the notes in the box.
3. Each Friday, the teacher pulls out the notes for the week and reads them to the class to recognize all the kind students.
4. The notes are collected each week and, beginning at the front door of the school, they are taped to the wall to form a continuous line of kind messages.
5. The incentive is to see how long it will take to have the messages stretch around the school, thus “wrapping” the school in kindness.

Expected Outcomes: A continuous line of kindness messages stretching around the school.

Evaluation: Having enough kindness notes to circle the school. Check on discipline referrals before and during the time period of this activity. For example, if it takes eight weeks to circle the school, count discipline referrals during the eight weeks before you started or compare against last year at the same time.

Submitted by: Vicki Roskey, Counselor, Vineland Elementary School, Pueblo County School District #70.

THE KINDNESS BOX/ KINDNESS WALL

(variation on the preceding activity)

Type of Activity: All School

Grade Level: K - 5

Curriculum Connections: Language Arts

Objective(s) of Activity: To help students acknowledge others acts of kindness regularly and across all grade levels

Materials Needed: Cut out hearts, pencil, small sheets of paper, decorated shoeboxes

Procedures: The whole school will be introduced to the following program:

1. Each child is encouraged to write down acts of kindness that they have seen others do. They will write the child's full name and grade, as well as their own name. These notes are dropped into a box located in each classroom.
2. Each Friday, the teacher pulls out the notes for the week and reads them to the class to recognize all the kind students.
3. These notes are then put on hearts and hung on a "Kindness wall" near the office or cafeteria for all to see.
4. If the wall becomes too full of notes then the older notes can be removed and the more recent notes put in their place.
5. You can offer a weekly prize for the classroom that contributes the most notes to the all-school Kindness wall.
6. At the end of the week some of these acts of kindness are selected and read over the school announcements for all to hear.
7. Parents are encouraged to call in acts of kindness. This is done through the newsletter sent to all parents. Teachers will encourage this w/in classrooms.

Expected Outcomes: For children to learn to notice acts of kindness around them. The intent is for children to see and then do acts of kindness. More student awareness of and participation in performing acts of kindness.

Evaluation: Count the number of notes each week. See if the number of acts of kindness that are reported increases each week. Teachers will hear children speak of kind acts. Also, check the number of discipline referrals and put-downs during this time period.

Submitted by: Sandy Milligan, Queen Palmer Elementary School, District #11

THE "RING OF KINDNESS"

Type of Activity: All School

Grade Level: 6 - 8

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity:

1. To acknowledge students for participating in the Kindness Week celebrated throughout the country.
2. To promote continued awareness of kindness.
3. To help students realize that kindness can be fun and rewarding.

Materials Needed: Postcards to send all families of the school to invite them to attend this activity -- (sent via bulk mail).

Procedures:

1. Schedule a fire drill.
2. At the alarm, everyone exits the school as usual.
3. Upon reaching assigned spots, begin encircling the building until everyone is connected in a circle of joined hands -- representing our "link up" in kindness.
4. Have students standing on athletic field with letters spelling "Kindness is Cool at _____ School" so that a plane doing photography can see the sign.

Expected Outcomes: Students would be re-committed to continue Kindness activities, produce more Kindness buttons designs, bumper stickers and posters and have more discussions of Kindness in class.

Russell Middle School had 968 people to circle the entire building. A central group of students and teachers formed a committee to continue the KC to the end of the year. A student mediations program began involving 6 - 7 graders. An "all star" group formed to promote leadership and respect.

Submitted by: Carol Nutting, Teacher, Russell Middle School, Colorado Springs School District #11

“KIND KIDS” BULLETIN BOARD

Type of Activity: All School

Grade Level: Preschool - 5

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To encourage students to pass on their Kindness button. To provide special recognition for students who received a Kindness button.

Materials Needed: Kindness buttons, monthly charts to track recipients, hearts cut out of colored paper, bulletin board

Procedures:

1. Teachers/students write names of students receiving Kindness buttons on charts (charts can be included in attendance folder).
2. Names are then transferred onto hearts and posted on a bulletin board that is located in a central place.

Expected Outcome: Students will be more likely to pass on their buttons.

Submitted by: Pam Hart, Jefferson Elementary School, Colorado Springs School District #11

END OF YEAR KINDNESS AWARDS

Type of Activity: All School

Grade Level: K-8

Objective(s) of Activity: To determine who are the kindest students and teachers in the school.

Materials Needed: Kindness T-shirts for the winners

Procedures:

1. Develop criteria for selections of the kindness students and teachers
2. Ask each teacher to nominate the students (3-4 students) who they believe most deserve this award and why, with a short essay on each nominee.
3. Ask each teacher to nominate fellow teachers (2-3 teacher) who they believe most deserve this award and why, with a short essay on each nominee.
4. Utilize the Kind & Safe Schools Initiative school program planning committee or a specially appointed committee to select the winners.
5. The winners are announced at an all-school assembly near the end of the school year.
6. Pictures of the yearly winners are displayed in a trophy case or appropriate site in the school.

Expected Outcomes: To sustain the kindness recognition program for the whole school year. To end the school year on a positive, up-beat note reinforcing the positive things that have happened in your school this year.

Evaluation: Number of different students being nominated should increase significantly each year. Number of different teacher being nominated should increase significantly each year.

Submitted by: Susan Keneski, Counselor, Horace Mann Middle School, Colorado Springs School District #11

Classroom Activities:

A KINDNESS CODE FOR THE CLASSROOM

Type of Activity: Classroom

Grade Level: K - 8

Curriculum Connections: Art

Objective(s) of Activity: To develop classroom rules about kindness that every student can follow.

Materials Needed: Poster board and art materials to design classroom poster with kindness rules.

Procedures:

1. Talk to your students about what rules you and they need to make in order to become a "kind classroom." Have them suggest some possible rules.
2. Present the following suggested rules:
 - a. We will say and do kind things for others in this classroom
 - b. We will help anyone who is having trouble being kind by being more kind to him or her.
 - c. We will recognize the kind things that others do and say by saying "Thanks for " and if possible, giving them your Kindness button to wear and pass on.

Expected Outcomes: More consistently kind behavior in the classroom.

Evaluation: Keep track of the number of kind and unkind acts. Kind acts should increase and unkind acts should decrease.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

THE KIND BEHAVIORS INVENTORY

Type of Activity: Classroom Activity

Grade Level: K - 6

Objective(s) of Activity: To remind students of what are kind behaviors.

Materials Needed: Copies of the Kind Behaviors Inventory

Procedures:

1. This inventory can be used in conjunction with a classroom discussion of “What is a kind behavior?” Ask students to give examples.
2. Hand out the Kind Behaviors Inventory (two versions are included) and have the students fill it out.
3. Ask each student to pick at least one behavior in the “I need to improve on” column and agree to work on improving this behavior for one week. Have them write the behavior or behaviors they are working to improve on a piece of paper and hand them in to you.
4. After one week ask them to share examples of what they did to improve their kindness this week. Give special recognition to the student or students who improve the most this week.
5. Repeat this process for as long to get the level of improvement that is desired.

Expected Outcomes: More kind behaviors present in the classroom.

Evaluation: Collect the inventories and then re-administer it after doing this activity for a period of time (at least one month). You should see significantly more behaviors listed.

Submitted by: Bobbi Heuss, Counselor, Wolford Elementary School, Air Academy School District #20

The Kind Behaviors Inventory

Directions: For each kind behavior listed below, indicate on a scale on of 1 (the lowest) to 10 (the highest) how you rate yourself.

1. Being friendly to others (smiling, saying hello, etc.) 1 2 3 4 5 6 7 8 9 10
2. Do favors for my friends 1 2 3 4 5 6 7 8 9 10
3. Sharing things with others 1 2 3 4 5 6 7 8 9 10
4. Giving compliments to others 1 2 3 4 5 6 7 8 9 10
5. Welcoming a new student to my school 1 2 3 4 5 6 7 8 9 10
6. Being a good listener when I'm with my friends 1 2 3 4 5 6 7 8 9 10
7. Picking up trash at school or in my neighborhood 1 2 3 4 5 6 7 8 9 10
8. Inviting others to do things with me 1 2 3 4 5 6 7 8 9 10
9. Offering support to a friend who is upset 1 2 3 4 5 6 7 8 9 10
10. Offering to help a friend with homework 1 2 3 4 5 6 7 8 9 10
11. Being honest 1 2 3 4 5 6 7 8 9 10
12. Respecting others property 1 2 3 4 5 6 7 8 9 10
13. Playing by the rules in games 1 2 3 4 5 6 7 8 9 10
14. Being a good sport when I lose 1 2 3 4 5 6 7 8 9 10
15. Apologize when I make a mistake 1 2 3 4 5 6 7 8 9 10
16. Offering encouragement to a friend 1 2 3 4 5 6 7 8 9 10
17. Standing up for my friends 1 2 3 4 5 6 7 8 9 10
18. Letting others have their way sometimes 1 2 3 4 5 6 7 8 9 10
19. Letting a friend go first 1 2 3 4 5 6 7 8 9 10
20. Offering to help adults with a project 1 2 3 4 5 6 7 8 9 10

USING KINDNESS PUT-UPS

Type of Activity: Classroom activity

Grade Level: K-8

Objective(s) of Activity: To encourage students to use positive rather than negative interactions with each other.

Materials Needed: No special materials needed

Procedures:

1. Teachers lead a classroom discussion on the difference between put-downs and put-ups.
2. Emphasize how it feels to be put-down and how it feels to be put-up by a comment from another person.
3. Practice giving put-ups to each other so everyone has an opportunity to participate.
4. Ask each student to anonymously write a put-up on a sheet of paper. Collect the put-ups and draw them one at a time out of a container. Read the put-up and ask students how they would feel if someone said that to them.
5. Ask each student to pledge to give one put-up each day.

Expected Outcomes: More positive interactions among students.

Evaluation: Count the number of put-ups the day before you begin this activity, then wait one week and count again the same day with the same students.

Submitted by: Barry K. Weinhold, Professor Emeritus, UCCS

HIT THE KINDNESS JACKPOT

Type of Activity: Classroom

Grade Level: K-5

Curriculum Connections: Circle Activity

Objective(s) of Activity: To encourage students to be kind to each other.

Materials Needed: Kindness Report Forms

Procedures:

1. Each time a student receives some kind words or deeds from another student he or she fills out a Kindness Report Form (stating what was the kind act, by whom, date and time).
2. They turn these in to their teacher each day. Any deemed invalid are thrown out (no stuffing the ballot box).
3. The teacher designs a chart to show the cumulative total of acts of kindness in the class.
4. When they reach a pre-determined number (say 200) the whole class is given a pizza party or some other reward.

Expected Outcomes: An increase in kind behaviors in the classroom.

Evaluation: Measure how long it takes to reach the goal. Set another similar goal and see if they can reach the goal faster.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. of Colorado at Colorado Springs

COMMUNITY OUTREACH

Type of Activity: Classroom

Grade Level: 3-6

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To let students reach out to community members on World Kindness Day, Kindness Week or other days.

Materials Needed: Kindness Stamps, Labels, Buttons, pledge forms

Procedures:

1. Gain permission from community location (such as a grocery store) to set up a booth. Students come up in shifts of two or three at a time.
2. Make stickers at school using stamps and labels. Discuss kindness with students as you do so.
3. Distribute to public at pre-approved site.
 - a. Give them a sticker and/or button.
 - b. Inform them of the Kind & Safe Schools Initiative.
 - c. Ask if they would like to join the campaign by signing a pledge card.
4. Take pictures of students on videotape - display at school.

Expected Outcomes: Increase awareness of Kindness Campaign in the community. Give students a sense of ownership in the campaign. Notice response of community members to students. See how many join the Campaign.

Submitted by: Janet Oliver, Social Worker, Roosevelt Elementary School, Colorado Springs School District #11

BE KIND TO YOUR BODY

Type of Activity: Classroom

Grade Level: 3-8

Objective(s) of Activity: To give students a method of relaxing easily, to decrease stress-related problems.

Curriculum Connections: Health

Procedures:

1. Teacher: "Imagine you stepped out into the crosswalk with the walk light, and a car running the red light almost hit you. What would be going on in your body at that moment?" (Students give: racing heartbeat, sweating, tight muscles in shoulders, belly)
2. Ask: "What do you think might happen to your body if you were stressed like that, a lot of the time?" (examples: headaches, upset stomach, being irritable, sleeping poorly)
3. Brainstorm things that are stressful for them (school tests, bad grades, losing a ballgame, argument with a friend, getting scoldings from parents, etc.)
4. Mention that the opposite of tension is relaxation, then teach the following quick and easy relaxation technique (progressive relaxation), modeling it as you talk:
 - Students place a hand on belly and practice breathing slowly as if inflating a balloon, exhaling slowly and letting jaw & shoulders relax on the exhalation.
 - Clench both fists, hold for 5 seconds, feel it, unclench and relax. Take a slow easy breath. Notice the difference between tension and relaxation.
 - Raise both shoulders up, hold 5 seconds, feel it, release. Slow breath.
 - Tighten all facial muscles into a knot for 5 seconds. Release. Slow breath.
 - Squeeze shoulder blades together and arch the chest for 5 seconds. Relax and take a slow breath.
 - Tense the belly. Relax and breathe normally.
 - Tense the thighs & knees, hold 5 seconds, relax and breathe.
 - Lift the toes, push heels against the floor for 5 seconds. Relax, breathe.
 - Now just breathe comfortably for a minute while feeling any body sensations.
5. Invite students to describe how they feel physically and mentally after the exercise.
6. Brainstorm with students some good opportunities to use this exercise for un-stressing: (examples: before a test, after an argument with a friend, to go to sleep when anxious or restless at night, etc.) Remind them to use the slow breathing if there isn't time for the whole exercise.
7. Follow up by leading students through the exercise again the next day; also ask students to report when they used it, and with what results. Remind students frequently to take a slow belly breath and relax.

Expected Outcomes:

Students will develop more body awareness and start using relaxation to decrease stress.

Submitted by: Cathy Holt, Volunteer Coordinator, The Kindness Campaign

KINDER LANGUAGE

Type of Activity: Classroom

Grade Level: Grades 6-12

Objective of Activity: To help students become more aware of unkind, disempowering self-talk and to practice substituting other phrases.

Curriculum Connections: Language Arts, Psychology

Materials Needed: Kinder Language Worksheet (next page)

Procedures:

1. Teacher writes on the board some unkind words and some alternative words (see worksheet, next page).
2. Hold a discussion on what it feels like to say words like “I should” to ourselves, and then how it feels to use different words.
3. Hand out the worksheet (next page) and ask students to identify common negative, unkind sentences they might think or say to themselves, such as “I should clean up my room,” “I never get to school on time,” etc., and then to rewrite the sentences with the alternative words.
4. After students have completed the worksheet, pair them up and have them take turns reading the old and new sentences aloud to each other.
5. Ask them, “How does the new language feel when you say it out loud?”
6. Suggest that they try to see how many times they can catch themselves thinking or saying the old phrases and substitute the new phrases instead.
7. Challenge the students, (and yourself!) to use the new phrases when speaking in your class.

Expected Outcome/Evaluation: Students will begin to use the new phrases more frequently and may experience improved self-esteem.

Submitted by: Cathy Holt, Volunteer Coordinator, The Kindness Campaign

Kinder Language Worksheet

1. Choosing New Phrases: Change unkind words to empowering and honest ones.

From

I should

I have to/ought to

Always

Never

I can't

I'm afraid to

I should have

To

I choose to *or* I could

I will *or* I want to

At this time *or* sometimes *or* often

Rarely *or* seldom

I haven't chosen to learn to *or* I haven't taken the time to *or* I don't want to *or* I prefer not to...

I want to *or* I'm excited about...

Next time, I will...

2. Complete the following sentences with your most habitual thoughts or statements. Then, rewrite using the new, empowering phrases.

1. I should _____

Rewrite: _____

2. I have to _____

Rewrite: _____

3. I should have _____

Rewrite: _____

4. I always _____

Rewrite: _____

5. I never _____

Rewrite: _____

6. I can't _____

Rewrite: _____

7. I'm afraid to _____

Rewrite: _____

IT'S COOL TO BE KIND

Type of Activity: Classroom

Grade Level: K-8

Curriculum Connections: Music

Objective(s) of Activity: To increase awareness of Kind & Safe Schools Initiative.

Materials Needed: Music for the "It's Cool to be Kind" Kindness song.

Procedures:

1. Music teacher has choir/music classes learn Kindness song.
2. Song is sung at beginning of each class.
3. Students can sing the song at the beginning of Kindness awards ceremony or other school activities.

Expected Outcomes: On-going involvement with Kind & Safe Schools Initiative and reminding students of it.

Submitted by: Janet Oliver, Social Worker, Roosevelt Elementary School, Colorado Springs School District #11

HOW HAVE YOU BEEN KIND?

Type of Activity: Classroom

Grade Level: K-5

Curriculum Connections: Circle Activity

Objective(s) of Activity: Students increase their awareness of what constitutes kind behavior and recognize when they and others act kind.

Materials Needed: Hand puppet of Leo, the Kind-Hearted Lion (available from the Kindness Campaign).

Procedures:

1. Leo, the hand puppet, participates in group and class discussions.
2. Teacher or students can manipulate the hand puppet (students especially will enjoy doing so).
3. Leo talks about why kindness is important and asks students how they have been kind.

Expected Outcomes: Kind behavior increases.

Evaluation: Pre-post measure of:

- (1) discipline referrals
- (2) positive referrals
- (3) put-downs and
- (4) put-ups.

Submitted by: Janet Oliver, Social Worker, Roosevelt Elementary School, Colorado Springs School District #11

SPREADING KINDNESS IN THE CLASSROOM

Type of Activity: Classroom

Grade Level: K-8

Curriculum Connections: Circle Activity

Objective(s) of Activity: To help students recognize acts of kindness in themselves and others. To help students learn to offer immediate reward to those who are kind to them.

Materials Needed: Kindness buttons

Procedures:

1. Ask students to discuss the following questions (adapt to age level):
 - a. When was someone kind to you? What did he or she say or do?
 - b. How did you feel when that happened?
 - c. When did you do something kind for another person?
 - d. What opportunities do we have in this class to show kindness towards others?
2. Tell the students that you will give your Kindness button to those who are kind to others in this classroom.
3. Tell them that they have to pass it on to another student in the classroom who is being kind.
4. Ask someone to say something kind to another student in the class and give them your button. Then ask them to put it on and look for an opportunity to pass the button on.
5. Then put on another button and start it circulating until you have given out enough buttons for 20 -25% of the class.
6. At the end of the day ask how many students got a button today and how many gave a button away.
7. If possible, collect the buttons at the end of the day and return them in the morning.

Expected Outcomes: The Kindness buttons will circulate each day. The number of acts of kindness should increase.

Evaluation: Develop a way to keep track of the number of acts of kindness in the classroom each day. Plot the amount of increase on a graph or chart.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

KINDNESS DRAWINGS

Type of Activity: Classroom

Grade Level: K

Curriculum Connections: Art

Objective(s) of Activity: To provide ways for kindergarten students to share their ideas about kindness.

Materials Needed: Art materials

Procedures:

1. Talk about what are examples of acts of kindness and get examples of when and how students did them.
2. Have each kindergarten student select an act of kindness to draw or paint.
3. Allow time for each student to draw or paint their act of kindness.
4. String up the pictures of acts of kindness around the room.
5. Do this activity periodically so new drawings or paintings can be produced by the students.

Expected Outcomes: The pictures serve as reminders of acts of kindness and when one occurs the teacher can point to the picture.

Evaluation: A significant increase in the number of times an act of kindness is done and corresponds to drawing or painting of that act.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

KINDNESS TELEGRAMS

Type of Activity: Classroom

Grade Level: K-5

Curriculum Connections: Language Arts

Objective(s) of Activity: To provide a way for students to send positive messages to other students

Materials Needed: Develop facsimile of a telegram
Art materials (if students want to decorate their telegrams)

Procedures:

1. After discussing the importance of giving positive messages to each other, students are instructed to write a short positive telegram message to another student in the class.
2. Students also can decorate their telegrams before they “send” them to another student.
3. As a variation, they can actually send the telegram (seal it in an envelope) to a parent or someone in another class.
4. The telegrams can also be displayed on a “Telegram Tree” or a bulletin board.

Expected Outcomes: To increase the frequency of positive interactions between students.

Evaluation: A significant increase in positive interactions as measured by an actual count of positive comments before and after this activity.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

KINDNESS PARAGRAPHS

Type of Activity: Classroom

Grade Level: 6-8

Curriculum Connections: English, Creative Writing

Objective(s) of Activity: To acknowledge students who have done acts of kindness.

Materials Needed: Attached form and pencils.

Procedures:

1. As a monthly activity have students take five minutes and write a brief paragraph about an act of kindness they have seen at their school during the last month.
2. Volunteer evaluators read paragraphs; winners from each grade level are chosen. The students who performed the acts of kindness receive Kindness Award Certificates and coupons for a free pizza by the school's principal. Writers and winners are recognized in the daily announcements.

Expected Outcomes: Students will become more aware that acts of kindness get recognized and praised at their school.

Evaluation: Count the number of paragraphs that are submitted.

Submitted by: Lillian Mears, Counselor, Falcon Middle School, Falcon School District
#49

KINDNESS RECOGNITION

Type of Activity: Classroom

Grade Level: K-5

Curriculum Connections: Circle Activity

Objective(s) of Activity: To recognize students who do acts of kindness for others.

Materials Needed: Kindness buttons
Kindness forms

Procedures:

1. Each classroom teacher receives five Kindness buttons.
2. The teacher conducts a discussion of what kindness means getting some examples from the students.
3. The teacher gives away the 5 buttons, one at a time, to students who do kind acts in the classroom. They are asked to pass on the buttons to others in the classroom that are kind to them.
4. When a student gets a button, they are sent to the office to receive a congratulations from the secretary and asked to fill out a form to complete. These are put into a Kindness Box in the office and one name is drawn from the box each Friday morning. That student gets to eat lunch with the principal or assistant principal and the winner's name and his or her act of kindness is announced on the school intercom.

Expected Outcomes: An increase in kind acts by students.

Evaluation: Check the number of referral for discipline. Should be a significant drop in classroom referrals to the office for discipline.

Submitted by: Sandy Milligan, Social Worker, Queen Palmer Elementary, Colorado Springs School District #11

CHAIN OF KINDNESS

Type of Activity: Classroom

Grade Level: 2 and up

Curriculum Connections: Art/Creativity

Objective(s) of Activity: Recognize thoughtfulness

Materials: Paper, glue stick or stapler

Procedure:

1. Run off copies of chain sentences and cut into four strips. This can be colored coded by grade level if it is an all school project. A sample chain sentence: "I was kind when I _____." Or "Kindness is _____."
2. Explain to students that they'll complete the sentence on a strip when caught being kind.
3. Then each strip should be added to existing chain.
4. When the chain is six feet tall it could be attached to the ceiling so it hangs down.
5. If all classes participate, chains can be linked together at an assembly and then hung garland fashion down the halls near the ceiling.

Expected Outcomes: More acts of classroom kindness take place in classroom as students are eager to see chain become longer.

Evaluation: Students could graph or tally chain links each week or month. Observe chain link grow.

Submitted by: Lori Vollmar, Teacher, Foothills Elementary School, Air Academy, School District #20, Colorado Springs

BAKING KINDNESS FORTUNE COOKIES

Type of Activity: Classroom

Grade Level: 6 - 8

Curriculum Connections: Home Economics

Objective(s) of Activity: To create another way to give kindness messages to students.

Materials Needed: Recipes for Chinese Fortune Cookies and kindness messages to be placed inside

Procedures:

1. In Home Economics class, have students write kindness messages similar to the messages found in Chinese fortune cookies.
2. Bake fortune cookies using commercial packaged materials or make from scratch using recipe.
3. Insert the kindness messages into the cookies.
4. Sell the kindness fortune cookies at lunch to raise funds for your local campaign.
5. Encourage students to give fortune cookies to their friends and family members.

Expected Outcomes: Increased interest and participation of students in doing acts of kindness for each other.

Evaluation: Count the number of cookies sold and/or distributed.

Submitted by: Susan Keneski, Counselor, and Martha Crisp, Former Teacher,
Horace Mann Middle School, Colorado Springs School District
#11

KINDNESS IS COOL, DUDE

Type of Activity: Classroom

Grade Levels: 6-12

Curriculum Connections: English, Social Studies, Interpersonal Communications

Objectives of the Activity:

1. At a classroom meeting, pass out paper and pencils.
2. Ask each class members to list what they think "appearing cool" is like and what "being cool" is like. Ask them to list specific behaviors or attitudes. Have them draw a line down the middle with one side "appearing cool" and the other "being cool."
3. After everyone has made a list, write their ideas on the board or flip chart so everyone can see them.
4. Each class member then talks about why he or she wrote what he or she did.
5. Discuss the reasons why someone might try to "appear cool."
6. Discuss where there is agreement and where there is not on the lists. You can change words where there is a disagreement until you have a consensus list.
7. When a class member is cool rather than appearing cool, greet them with the statement, "You are cool, dude."

Expected Outcomes: 1. A clearer understanding of the behaviors and attitudes that go with "being cool" as opposed to "appearing cool."

Evaluation: Count the number of times class members say, "You are cool, dude" before and after you do this activity.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

FROM THE KINDNESS OF MY HEART

Type of Activity: Classroom

Grade levels: Grades 2 through 12

Curriculum Connections: Circle Activity, Creative Writing, Interpersonal Communication

Objectives of the Activity:

1. To help students gain a deeper respect for the words of kindness that can come from their heart.
2. To encourage spontaneous expressions of heartfelt kindness toward family members.

Materials Needed:

1. Paper, pencils, marking pens, scissors
2. A box or container
3. A timer or watch with a second hand.
4. A chalkboard or whiteboard with chalk or markers

Procedures:

1. Cut up small pieces of paper and write a topic on each piece of paper.
2. Choose topics that will encourage students to dwell on the kindness of their heart (see list of suggested topics below).
3. Cut at least twice as many topics as there are students.
4. Fold and place the topics in a container. At a classroom meeting ask each student to draw a topic from the container.
5. After each student draws a topic, each member has one minute to relate what he or she knows or feels about the topic.
6. After each student has had a turn, discuss the topics that were chosen as a class. In this way other students can add his or her ideas about the topics.

Topic Examples:

- Things I like or appreciate about _____ (someone they know).
- Things I like and appreciate about myself.
- When is a good time to send kindness to others?
- How do you help a classmate who is feeling bad?
- How can we make classroom meetings more fun?
- My most favorite classroom activities.
- What I like best about this class.

Expected Outcomes: More spontaneous expressions of kindness spoken directly to class members.

Evaluation: Ask students how they felt about the activity. Ask them if it helped them to express the kindness of their heart. Keep track of the number of spontaneous expressions of kindness that you observe before and after this activity.

Submitted by: Dr. Barry K. Weinhold, Prof. Emeritus, Univ. Of Colorado at Colorado Springs

PAT ON THE BACK AWARD

Type of Activity: Classroom

Grade Level: 4-8

Curriculum Connections: Circle Activity

Objective(s) of Activity: To recognize a student for his/her kind acts.

Materials Needed: Paper and a scissors.

Procedures:

1. Select a student to be recognized for his/her acts of kindness. You can select this student or have a way of soliciting nominations from the students.
2. Ask this student to lay his/her hand on a piece of paper and trace around it. Then cut it out to represent his/her handprint.
3. This student would wear a traced paper handprint on the back of his/her shirt all day. Everyone knows that this student has been singled out for his/her acts of kindness. Everywhere the student goes he/she is recognized through the handprint on his/her back.
4. If a student gets 5 "pats on the back" he/she gets a leaf on the "kindness tree" at the school. This becomes a permanent record of their accomplishment.

Expected Outcomes: This form of recognition will be a model for other students to follow. When the goal of 5 pats on the back is reach there is a permanent record of the accomplishment.

Evaluation: Notice the number of students who strive to be given this award and the effect of the award on the classroom climate.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

WHO YOU ARE MAKES A DIFFERENCE

Type of Activity: Classroom

Grade Levels: K-12

Curriculum Connections: Can be done in any class

Objective(s) of Activity:

1. To recognize the unique value and importance of each class member.
2. To create an acknowledgment ceremony for the classroom.

Materials Needed: Blue ribbons with gold letters or other materials to make badges or ribbons for each class member.

Procedures:

1. This activity should be done after the class members have had a chance to get to know each other. Wait at least until the beginning of the second semester to do this activity.
2. Read the enclosed essay "Who You Are Makes a Difference" to the whole class.
3. One at a time, each class member is asked to stand in front of the other class members and receive feedback.
4. Each class member tells this person how and why he/she makes a difference to that person.
5. Then this person is presented with a blue ribbon to symbolize their importance in the class.
6. Someone writes down what is said to each class member and if possible it is videotaped so that class members can view it later, if they want to. The written feedback is typed on the computer or written out neatly and presented to each class member to go with the blue ribbon.
7. You can also do what is suggested in the essay and give each class member three additional ribbons and ask them to distribute them as suggested in the essay. Have students report back any results they are aware of.
8. With older students (14 and older) you could show the movie, "Pay It Forward" and discuss the impact of the movie on them. There is some violence in the movie and that is why it was rated PG-13. It contains strong acting performances by Joel Haley Osmond who plays a middle school student; Kevin Spacey, portraying a teacher who gives the assignment to his students to design a project that could change the world; and Helen Hunt, the boy's mother, who is directly impacted by the acts of kindness of her son.

Expected Outcomes: More positive interactions between and among class members.

Evaluation: Ask each class member to talk about how it felt and what it meant to him or her to be recognized by other class members.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

Who You Are Makes a Difference

A teacher in New York decided to honor each of her seniors in high school by telling them the difference they each made. Using a process developed by Helice Bridges of Del Mar, California, she called each student to the front of the class, one at a time. First she told them how the student made a difference to her and the class. Then she presented each of them with a blue ribbon imprinted with gold letters that read, "Who I Am Makes a Difference."

Afterwards the teacher decided to do a class project to see what kind of impact recognition would have on a community. She gave each of the students three more ribbons and instructed them to go out and spread this acknowledgment ceremony. Then they were to follow up on the results, see who honored whom and report back to the class in about a week.

One of the boys in the class went to a junior executive in a nearby company and honored him for helping him with his career planning. He gave him a blue ribbon and put it on his shirt. Then he gave him two extra ribbons, and said, "We're doing a class project on recognition, and we'd like you to go out and find somebody to honor. Give them a blue ribbon, then give them the extra blue ribbon so they can acknowledge a third person to keep the acknowledgment ceremony going. Then please report back to me and tell me what happened."

Later that day the junior executive went in to see his boss, who had been noted by the way, as being kind of a grouchy fellow. He sat his boss down and he told him that he deeply admired him for being a creative genius. The boss seemed very surprised. The junior executive asked him if he would accept the gift of the blue ribbon and would he give him permission to put it on him. His surprised boss said, "Well, sure." The junior executive took the blue ribbon and placed it right on his boss's jacket above his heart. As he gave him the last extra ribbon, he said, "Would you do me a favor? Would you take this extra ribbon and pass it on by honoring somebody else? The young boy who first gave me the ribbons is doing a project in school and we want to keep this recognition ceremony going and find out how it affects people."

That night the boss came home to his 14-year-old son and sat him down. He said, "The junior executive came in and told me he admired me and gave me a blue ribbon for being a creative genius. Imagine. He thinks I'm a creative genius. Then he put this blue ribbon that says 'Who I Am Makes a Difference' on my jacket above my heart. He gave me an extra ribbon and asked me to find somebody to honor. As I was driving home tonight, I started thinking about whom I would honor with this ribbon and I thought about you. I want to honor you."

"My days are really hectic and when I get home I don't pay a lot of attention to you. Sometimes I scream at you for not getting good enough grades in school and for your bedroom being a mess, but somehow tonight, I just wanted to sit here and well, just let you know that you do make a difference to me. Besides your mother, you are the most important person in my life. You're a great kid and I love you."

The boy started to sob and sob, and he couldn't stop crying. His whole body shook. He looked up at his father and said through his tears, "I was planning on committing suicide tomorrow, Dad, because I didn't think you loved me. Now I don't need to."

You never know what kind of difference a little encouragement can make to a person. Send this message to anyone who is important to you, or do a similar ceremony for each of your family members (See Kindness Activity: "Who You Are Makes a Difference.")

A CHARACTER TRAIT I ADMIRE IN OTHERS

Type of Activity: Classroom

Grade: 6-12

Curriculum Connections: English, Social Studies

Objective (s) of the Activity: To identify admirable personal character traits and help students understand how such traits contribute to “good character.”

Materials Needed: None

Procedures:

1. Say to students: “We have been talking about important character traits-qualities in ourselves and others that we admire, such as honesty, loyalty, caring and kindness. Today we are going to ask you to think of one quality that you particularly admire in others. One way to do this is to think of one or two people you know that you really like and respect. Then ask yourself, ‘What character trait really stands out in these people.’ You might decide that the thing you admire the most is their honesty. They may always be truthful and take responsibility for their actions and tell you what they are thinking. Or you may know someone who shows a lot of caring and concern for others and tries to be kind and helpful to others. While you are thinking about this I want to ask you some questions.’
2. Discussion Questions: Why is it important to have good character? How are good character traits developed? What good qualities would you like people to recognize in you? What character traits would you like to change?
3. Return to the theme and ask, “Who will share with us a character trait that you admire in others and why is that so important to you?” Repeat this until the sharing seems to come to an end.

Expected Outcomes: Students will begin to recognize valued character traits in themselves and others and they will strive to develop these character traits.

Evaluation: An increase in self-esteem as measured by the Students Self-Esteem Inventory.

Submitted by: Dr. Barry K. Weinhold, Prof. Emeritus, Univ. Of Colorado at Colorado Springs

*Adapted from an exercise by Arnold Goldstein from “The Prepare Curriculum”(1999) pp 613-614.

A SPECIAL TRIBUTE TO...

Type of Activity: Classroom

Grade level: 6-12

Curriculum Connections: English, Creative Writing

Objective(s) of this Activity: To help students think about their future and what they want to be known for and to encourage them to think about the direction they want their lives to take.

Materials Needed: Paper and pencils

Procedures:

1. Tell students to imagine that there is going to be an event honoring their achievements as they retire. Ask them to take some notes on a tribute to themselves highlighting what they have achieved and what they want to be remembered for.
2. Ask them to write the speech that someone would deliver giving highlights of their achievements and what people would remember them for.
3. Collect all the papers and read each one to the group without telling the class who wrote it. Let the group guess who they think is the person being honored.
4. Variation: Develop a student-of-the-week bulletin board. Have all students put their names in a hat and draw one each week. That student gets to design a bulletin board about himself or herself.

Expected Outcomes: Increased self-esteem and more willingness to own the “good qualities” in themselves and others.

Evaluation: Pre-post measurements using the Self-Esteem Inventory.

Submitted By: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs; Adapted from an exercise by Arnold Goldstein from “The Prepare Curriculum”(1999) pp 412-413.

ARE YOU A PEACE LEADER?

Type of Activity: Classroom or all school

Grade level: 6-12

Curriculum Connections: History, Social Studies

Objective(s) of This Activity: To help develop an awareness of the qualities of a Peace Leader in your school.

Procedures:

1. Ask students in your class to help develop a set of characteristics of a "Peace Leader" in your school.
2. Ask them to then nominate students they know in the school who come close to matching these characteristics
3. Ask these students to be part of a panel discussion at an assembly honoring the "Season of Nonviolence" which is the period between the dates marking the death of Martin Luther King and Mahatma Gandhi. Go to the "Season of Nonviolence" website for information to share with students about the significance of the lives of these two peacemakers.
4. Interview these students using the following questions:

ARE YOU A PEACE LEADER IN YOUR SCHOOL, FAMILY OR COMMUNITY?

These questions were inspired by the work of Arun Gandhi, the grandson of Mahatma Gandhi, and Co-founder of "A Season for Nonviolence."

In answering any of these questions, the main thing is to think about any personal experiences or personal thoughts and feelings you have related to the questions below.

What does it mean to you to be a peace leader?

What things do you do for others to demonstrate your peace leadership?

What do you do to honor the environment?

How do you express your gratitude for the good things in your life?

What do you do to practice forgiveness?

How do you demonstrate your kindness and compassion for others?

What peaceful thoughts, words and acts of kindness demonstrate your peace leadership?

Expected Outcomes: Students will better understand the concept of being a "Peace Leader" and will inspire others to want to become "Peace Leaders."

Evaluation: More acts of peace leadership will show up in your school.

Submitted By: Dr. Barry K. Weinhold, Prof. Emeritus, Univ. Of Colorado at Colorado Springs

HOW WOULD YOU FEEL?

Type of Activity: Classroom

Grade Level: 6-12

Curriculum Connections: Social-emotional intelligence

Objective(s) of the Activity: To help students identify and share their own emotional response to various situations.

Procedures:

1. Read the first five statements below and ask specific class members to tell the class how he/she would feel if the situation happened to him/her. Then read the other nine situations and ask the class in general how they think a classmate would feel if he/she were in that situation. Ask for a variety of opinions. If all the children give the same response, ask them to think of a reason why another response might be appropriate.
2. List of Situations:
 - a. Your friend broke his leg.
 - b. You are elected class president.
 - c. You win first place in a race.
 - d. Your brother is sick and can't go with you to the beach.
 - e. School is canceled for the day.
 - f. You are last for class.
 - g. Your mother gets a new car/.
 - h. You get a big part in the school play.
 - i. You are alone in your home at night.
 - j. You lost your homework.
 - k. You find a dollar.
 - l. Other classmates tease you about your clothing.
 - m. You are invited to a party.
 - n. You are not chosen for the school team.

Expected Outcomes: Students are better able to identify their feeling in various situations. Students develop more empathy for themselves and each other.

Evaluation: Pre-post measured increases in self-esteem as measured by the Student Self-Esteem Inventory.

Submitted By: Dr. Barry K. Weinhold, Director, Professor Emeritus, Univ. Of Colorado at Colorado Springs

*Adapted from an exercise by Arnold Goldstein from "The Prepare Curriculum"(1999) pp 664-665.

RESPECTING OTHERS

Type of Activity: Classroom

Grade: 4-8

Curriculum Connections: Social-emotional intelligence

Objective(s) of this Activity: To demonstrate how little things can show respect for others, such as being on time for class and other activities.

Materials Needed: A watch or clock with a second hand for each group; a sheet of paper for each group and a pen or pencil for each group.

Procedures:

1. Divide the class into groups of 3 or 4 (table groups can be utilized)
2. Say to the students: "Time plays an important role in how our society functions. Today, we're going to do an activity that challenges us to guess how much time passes."
3. Have each group number off to see in what order the members will participate.
4. Tell the class that you will announce a length of time (30 seconds, 60 seconds, etc.) The person who is it in each group tries to guess when that time has elapsed: when they think it has passed, they quietly raise their hand. One other person in the group is the timekeeper for that round and records how many seconds had actually passed when the person raised his or her hand. The idea is to see which person in the group is best at "guessing time."
5. Use this exercise to lead into a class discussion: Say, "Guessing time may be fun, but of the ways we show respect for others is to respect their time. How are we sometimes disrespectful here at school in our use of time?"
 - *kids wasting everybody's time by being late to class*
 - *messing around or distracting others in class that wastes class time*
 - *interrupting others when they are talking*
6. Say: "Being on time for class is one way that time is important to us. What are some other ways we can show respect to others?" How does showing respect for others' time relate to your character? What do you want others to do to show respect to you? "

Expected Outcomes: Students will show more respect toward each other and become aware of when they are behaving in a disrespectful way toward others.

Evaluation: An increase in respectful behaviors and a decrease in disrespectful behaviors as measured by the Bullying Survey and Put-Down Report Form.

Submitted By: Dr. Barry K. Weinhold, Prof. Emeritus, Univ. Of Colorado at Colorado Springs
Adapted from the Walnut Middle School Character Ed Curriculum, Grand Island, NE.

WHAT WE HAVE IN COMMON

Type of Activity: Classroom

Grade Level: 4-8

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To help students identify common character traits that help build a spirit of cooperation. Instead of focusing on differences, this would help students realize more of what they have in common with each other.

Materials Needed: Pencils or pens & paper

Procedures:

1. Break into a small group of 3-4 members. Each group should have a pen or pencil and a sheet of paper/
2. Give the group three minutes to list all of the things they can think of that are traits common to all group members.
3. Ask, "How many of these traits do you have in common with others in this school."
4. Ask, "Why is it important to find character traits that we all have in common?"
5. Optional: "How do these character traits relate to the core values at this school (list the core values and match up the character traits with the values)"

Expected Outcomes: Students will work together more cooperatively. They will be better able to recognize positive character traits in others and relate them to the school's core values.

Evaluation: Increases in self-esteem as measured by the Student Self-esteem Inventory.

Submitted by: The activity was adapted from one used in the Award-Winning Walnut Middle School Character Education Program, Grand Island, Nebraska.

GRATITUDE JOURNAL

Note: Doing this practice before introducing it to your students creates a feeling of connectedness; they will be more inspired to try it after they hear your personal stories.

Type of Activity: Classroom

Grade level: 6-12

Curriculum Connections: Language Arts, Emotional Intelligence

Objective of Activity: Students will become more aware of things to be grateful for. This will facilitate the next activity, the “gratitude letter.”

Materials: Journals, pens

Procedures:

1. As teacher, keep a gratitude diary yourself first. Notice everything you are grateful for, just for one day, writing it down. If you wish, write in it every day for five days. Write only about what you’re grateful for. If you have a setback, look for any possible hidden or unexpected benefit that comes out of it.
2. Before introducing the diary to your class, tell the following story.
Sufi Story (Rumi): Muhammad was washing his hands and feet in a stream. Just as he reached for his boot, an eagle swooped down and snatched it away. Muhammad looked up in distress to see his boot being carried aloft, then the boot tipped upside down and a poisonous snake dropped out and slithered away. The eagle circled and brought the boot back, saying, “Sorry, I had to do this.” Muhammad thanked the eagle, saying, “What I thought was rudeness was really love.”
3. Invite students to keep gratitude diaries for three to five days. Share a couple of entries of your own, then ask students to volunteer to read excerpts of their gratitude diaries. (This is optional since students may prefer privacy.)
4. Collect the diaries and give them back with positive and encouraging comments that show you have read them.

Expected Outcomes: Students develop a more positive outlook and are more observant of the kindnesses of others.

Evaluation: Increase in number of reported gratitude experiences over the course of several days.

Submitted by: Cathy Holt, Volunteer Coordinator, The Kindness Campaign

PAY A “GRATITUDE VISIT”

Type of activity: classroom

Grade Level: 6-12

Curriculum Connections: Language Arts, Emotional Intelligence

Objective of Activity: Help students experience the connection between expressing gratitude and happiness. Researcher Martin Seligman, psychology professor at the University of Pennsylvania, said: “The remarkable thing is that people who do this Type of Activity: Counseling or Classroom gratitude visit] **just once** are measurably happier and less depressed **even a month later.**” (source: *Ode Magazine*, October 2005) (emphasis added)

Materials needed: Paper, pen

Procedures

1) First, try the below experiment yourself.

Write a letter thanking someone (teacher, friend, parent, etc.) for the role (s)he plays in their life.

Stop by and read it to her or him.

2) Recount the experience to your students; what was it like for you?

3) Ask your students to write similar letters and deliver them.

4) Afterwards, ask them to share with two or three other students, in small groups, what that felt like, and then (if you choose) have a spokesperson for each group report to the whole class.

5) Discuss: Does making someone else happy contribute to our happiness? Why?

Evaluation: Ask students if they would be likely to do this again without it being an assignment.

Submitted by: Cathy Holt, Volunteer Coordinator, The Kindness Campaign

DRAMATIC SKIT: THE AIKIDO LESSON

Type of Activity: Classroom

Grade Level: 8-12

Curriculum Connections: Language Arts, Theater

Objective of Activity: Improve students' understanding of empathy and peacemaking

Materials Needed: Script (see next page); costumes: Aikido outfit (or workout clothes), raggedy clothes for drunk, neat little suit for old man

Procedures:

1. Do some theater games first to warm students up.
2. Have the class silently read the script
3. Ask for volunteers to play a strong young Aikido student (male or female); a little old man; a drunken man; and some female and/or male passengers. (There are three speaking parts.) Students can take the scripts home and study them, create costumes, and act them out the next day. (It's fine to still read the scripts.)

Questions for discussion by the whole class:

1. How did the little old man get the drunken man's attention?
2. How did he create a connection with the man? How did he practice empathy?
2. How did the little old man demonstrate peace making?
3. Name some ways in which the old man was kind.
4. If you had been the aikido master, how would you have felt witnessing this scene?

Expected Outcomes: Greater understanding of empathy and the power of listening and connecting

Evaluation: Observation of behavior

Submitted by: Cathy Holt, Volunteer Coordinator, The Kindness Campaign

The Aikido Lesson

Characters: Young Aikido master, middle-aged drunk man, 2-3 other passengers, little old man)

Young man: (to audience): I came from the States over to Japan to study with an Aikido master. It is a martial art, you know. I've learned how to take the opponent's own strength and use it against him. I'm really itching for a chance to do a good deed, out in the world. Here I am on this subway train in Tokyo.

Drunk: (staggering onto the train, pushing another actor out of his way) Hey! Outta my way, you!

Aikido master: Whew! He sure does stink of alcohol! What a bully! He could really use a bath, too.

Drunk lurches into a woman on the train. She cowers away from him.

Aikido master: I'll show him! This is my chance! (To drunk, in a self-righteous tone): Sir, I don't like the way you just treated the young lady here.

Little old man (rushing forward in the train car, breathlessly): Excuse me! 'Scuse me! 'Scuse me! Hello, my friend! (Greeting the drunk)

Drunk: Huh? Who are you? Get away from me!

Little old man: Do you like sake? I love sake, myself. Why, my wife and I used to sit under our cherry trees when they were blossoming in the spring, and sip sake and sing to each other such love songs!

Drunk: Well, I don't have a wife. I don't have nobody. My wife left me.

Little old man: (with utmost sympathy and tenderness): Oh! I am so sorry. Please tell me all about it. Come, I want you to sit down and talk with me.

Drunk (weeping).: She went off with another man...

Little old man: (stroking the drunk's matted hair) There, there. What a shame. Your heart must have been broken.

Drunk (sliding down on the seat so his head rests in the old man's lap): You're the only one who understands.

Aikido master (steps closer to audience and addresses them): Wow. This old man taught me more about how to make peace than I ever learned in my aikido class.

Counseling Activities:

SHOWING COMPASSION

Type of Activity: Counseling or Classroom

Grade Level: 6-12

Curriculum Connections: English and Creative Writing

Objective(s) of the Activity: To help students learn ways to show compassion to others.

Materials Needed: None

Procedures:

1. Read each of the situations below to the students and ask them to brainstorm ways they could show compassion toward the person mentioned in each situation. Ask a student to write the responses to each situation on the board. Or assign this to the class to write about and hand them in the next day.
 - Your friend's father died recently
 - Your friend's girl/boy friend just broke up with him/her.
 - Your brother made it to the state wrestling competition.
 - Someone you know is in the hospital with a broken leg.
 - Your friend's parents are getting a divorce.
 - Others tease your friend in a mean way about his thick glasses.
 - Several other students call your classmate unkind name.
2. Ask the students how it would feel if they were the person in the situation who received compassion from others for what was happening to you in each of the situations.

Expected Outcomes: Students will be able to respond more compassionately toward each other and will be able to provide appropriate support to each other.

Evaluation: Pre-post measures of the Bullying survey should show less bullying behavior and more helping responses toward other students.

Submitted By: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

RECOGNIZING KIND STUDENTS

Type of Activity: Counseling or Classroom

Grade Level: 6-8

Curriculum Connections: Social-emotional intelligence

Objective of Activity: To recognize students who are consistently kind, friendly, and helpful.

Materials Needed: Kindness buttons, letter to send home to parents, a 2 inch x 8 inch of piece of construction paper for a link in the kindness chain

Procedures:

1. Counselor asks each team weekly for the name of a student who is consistently kind, friendly, and helpful.
2. Counselor calls in student and does the following:
 - a. Gives student a kindness button.
 - b. Gives student a short note to take to parents indicating that their child was chosen for this recognition.
 - c. Writes student's name on the construction paper and asks student to give it to a teacher to be attached on the kindness chain.

Expected Outcomes: Rewards for kind behavior, incentives for doing acts of kindness.

Evaluation: Feedback from parents, teachers, and students

Submitted by: Carolyn Kemp-Colvin, Counselor, Eagleview Middle School, Air Academy School District #20.

WHO CARES

Type of Activity: Counseling or Classroom

Grade Level: 4-8

Curriculum Connections: Circle Activity or Counseling Group

Objectives: To instill an attitude of caring about each other.

Procedures:

1. Have your class count off by two's (one-two-one two, etc). Have them form two circles, one inside of the other. The inside circle should be facing out and the outside circle should be facing in. Each person must have a partner across from him or her (If you have an uneven number, then you will need to play). Explain that you will read the statement first and then the person on the outside circle will complete the same statement. Each person will have about ten seconds to talk. Wait two or three seconds after announcing the statement before having them begin to talk. They must keep talking for the entire time.
2. The teacher will keep track of the time and callout when each person's time has expired. To refresh their memory, repeat the statement before the second person's turn to respond. After both partners have had their turn, it's time to rotate. Have the inside circle stay put and the outside circle move one person to the right. Then repeat the process with a new statement. You can use the statements on the next page or create your own.
3. Use the following questions as a follow-up to the activity: How hard was it to think of your answers? Which question did you have the most trouble with? How does being listened to make a person feel? How does getting to know each other help us avoid problems? How are listening and caring connected?

Expected outcome: Students will display more caring and concern for each other.

Evaluation: The pre-post measures of the Bullying Survey will show more positive responses and fewer put-downs and bullying responses.

Submitted By: Adapted from the Walnut Middle School Character Ed. Curriculum, "From Chaos to Character." Grand Island, NE.

“WHO CARES” STATEMENTS

- My favorite sport to play or watch is _____ because
- If I could go anywhere on vacation, it would be...
- If I could be an animal, I would choose _____ because
- The subject in school I like the most is _____ because
- If I could give up a bad habit, it would be...
- If I could change one thing about the world, it would be...
- Ten years from now I would like to be...
- If I were the Principal of this school, I would...
- The person I would most like to have dinner with is _____ because
- The one thing that makes me angry is...
- My parents always...
- My best definition of success is...
- The most important thing in my life right now is...

WHO INFLUENCES YOU THE MOST?

Type of Activity: Counseling or Classroom

Grade Level: 6-12

Curriculum Connections: History and Social Studies, Writing and English

Objective(s) of this Activity: 1) To enhance students' self awareness of who has influenced them to develop the values they hold and those who have had a negative influence on them. 2) To help at-risk students gain perspective on themselves through thinking about who has influenced them on how they respond to school, other people and to life in general in ways that may not be productive. 3) To help students learn how to acknowledge others who have influenced them positively.

Procedures:

1. Begin the class by asking students to make a list on paper of 5-10 people who have had a positive influence on their values and direction in life. Then ask them to list 5-10 people who have had a negative influence on their lives. To help them understand this part, ask, "Is there anyone you have promised yourself never to be like?" Students may list peers, family members, teachers and other adults. Their lists may also include people they have read about or seen on TV or in the movies.
2. Encourage students to share their lists. Also, invite them to give a reason why they listed each person.
3. Ask students the following questions:
 - a. Does your list of "positive influencers" include mostly family members or persons outside your family? Males or females? People whom are very similar to each other or many different types of people? Were they short or long-term acquaintances? People you know or people you have read or heard about? Rebels or conformists? Optimists or pessimists? Is there one key individual who influenced you the most, either positively or negatively?
4. Some adolescents have few or no positive "influencers" in their life. If this happens ask the students what kind of person would have an influence on them.
5. For closure, you can ask students to write a note of appreciation and thanks to those who influenced them positively. They can write the note and then choose whether or not to give the note to that person.

Expected Outcomes: Students will begin to better understand the role of others in influencing their values and direction in life.

Evaluation: Increases in self-esteem as measured by the Student Self-esteem Inventory.

Submitted By: Dr. Barry K. Weinhold, Prof. Emeritus, Univ. of Colorado at Colo. Springs

*Adapted from Arnold Goldstein, "The Prepare Curriculum"(1999) pp 610-612.

HOW WOULD YOU FEEL IF...?

Type of Activity: Counseling or Classroom

Grade Level: 6-12

Curriculum Connections: Social Studies, English, Creative Writing

Objective(s) of this Activity: 1) To help students examine racial/cultural issues and 2) to help students describe their feelings related to racial issues.

Materials Needed: A copy of the experience sheet "Put Yourself in This Situation." (See next page).

Procedures:

1. Distribute the experience sheets. Give students time to fill them out. To insure even more thoughtful responses, you can ask them to complete them for the next class session. Allow the students to approach the questions in any way they choose. Some questions can be answered from a minority perspective or a majority one.
2. Ask students which situations they would most like to discuss. Encourage the sharing of personal experiences similar to the ones described.
3. If the class is large, break into dyads and have students share there before asking them to share in the large group.
4. For each situation you decide to discuss, ask the following questions along with any other relevant open-ended questions.
 - a. What is really going on is this situation?
 - b. What would your very first feelings be in this situation? What about later?
 - c. What do you think you would say or do in this situation?
 - d. What if anything would you like to see done about this kind of situation? What are you willing to do?
5. Students turn in their papers and the teacher then reads the most thoughtful responses to the class (without names) and the class discusses what about the specific response showed empathy and compassion.

Expected Outcomes: Students will become more sensitive to racial issues and respond with more empathy and compassion.

Evaluation: Fewer racial incidents than previous years will occur in the school as measured by discipline referrals.

Submitted By: Dr. Barry K. Weinhold, Prof. Emeritus, Univ. of Colorado at Colo. Springs;
Adapted from Arnold Goldstein, "The Prepare Curriculum"(1999) pp 666-669.

PUT YOURSELF IN THIS SITUATION

Directions: Describe how you think you would feel in each of these situations. Write your answers on a separate sheet of paper

How would you feel if...

1. You have to pay "up front" before being served at a restaurant?
2. The fences and walls in your in your once nice neighborhood were being covered with graffiti?
3. You'd been waiting in a long line and when it was your turn, the clerk ignored you and went on to the next person?
4. Women visibly clutched their handbags tighter when you passed them on the street?
5. You are called names by your friends for eating lunch in the cafeteria with someone of a different race?
6. You were stopped for no apparent reason-other than your appearance- and asked to prove your legal residency?
7. Your little brother/sister didn't understand the social slights and racial slurs of other kids, and you had to explain them to him/her?
8. Your parents wouldn't let you date a person you really liked because of hi/her race?
9. People were always getting impatient-even angry-with you because your heavy accent when you speak?
10. Others who less qualified than you are chosen to run for the Student Council because of your race?
11. You were never invited when your friends went to a swimming party at a private club?
12. Your parent gently suggested that you spend less time with your friend of a different race?

CREATE YOUR OWN KINDNESS ACTIVITY

Type of Activity: All School, Classroom or Counseling group activity

Grade Level: K-8

Curriculum Connections: You can combine your activity with any class

Objective(s) of Activity: To encourage the users of this program guide to submit additional kindness activities

Materials Needed: Whatever you need for activities you create.

Procedures:

1. Following the suggested framework of the other activities in this section, record any additional kindness activities that you have used successfully in your school.
2. Using the blank form "Kindness Activity Report Form," write your kindness activity. Be sure to include your name and the school where you are working. Duplicate this blank form and use it to record each kindness activity.
3. Submit as many activities as you wish. If they are chosen, they will appear in the next edition of this Program Guide.
4. Submit your cooperative learning and kindness activities to: The Kindness Campaign, P.O. Box 5020, Asheville, NC 28813.

Expected Outcomes: Additional successful cooperative learning and kindness activities to be used in the next edition of this Program Guide.

Evaluation: Count the number of new activities being submitted.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

Name of Activity _____

Type of Activity:

Grade Level:

Curriculum Connections:

Objective(s) of Activity:

Materials Needed:

Procedures:

- 1.
- 2.
- 3.

Expected Outcomes:

Evaluation:

Submitted by:

SERVICE LEARNING ACTIVITIES

Introduction to Service Learning Activities

By Cathy Holt

According to the National Commission on Service Learning, service-learning:

- Links to academic content and standards,
- Involves young people in helping to determine and meet real, defined community needs,
- Is reciprocal in nature, benefiting both the community and the service providers by combining a service experience with a learning experience,
- Can be used in any subject area so long as it is appropriate to learning goal, and
- Works at all ages, even among young children.

The National Service Learning Clearinghouse gives the following definition:

“Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.”

The intent of these activities is to change and benefit both the recipient and the provider of the service. This is done by linking the task to self-reflection, self-discovery, and the acquisition of values, skills, and knowledge. For example: Students collect trash from an urban streambed, then analyze what they found and possible sources, and then share the results with neighborhood residents along with suggestions for decreasing pollution. They are not only providing an important community service, but also learning about water quality and practicing their communication skills.

According to Eyler & Giles, 1999: Service learning can include building partnerships between schools and community-based organizations; addresses complex problems in complex settings rather than simplified problems in isolation; offers opportunities to acquire habits of critical thinking; requires teamwork and cooperation; promotes deeper learning with greater personal meaning to participants; challenges values as well as ideas; and supports social, emotional and cognitive development.

Some of the service learning activities listed here require that students leave the school (for example, to visit a senior residence and interview elders for their life histories), hence transportation and parental permission will need to be arranged in advance. Some activities also involve more than one classroom session.

These activities can be utilized throughout the school year or they can be part of a special week at school that focuses on community service. For example, National Make A Difference Day is in October, World Kindness Day is November 13 and the week of Valentine’s Day in February is Kindness Week in many cities. These are excellent times to introduce some of these activities.

ADOPT A HALLWAY PROJECT

Type of Activity: All school service learning activity

Grade Level: K-8

Curriculum Connections: Homeroom

Objective(s) of Activity: To increase students' responsibility for the care of school property.

Materials Needed: Signs indicating the classes who are adopting this part of the school property.

Procedures:

1. Develop a list of what activities students need to do to care for a portion of the school property.
2. Divide the school property into sections that each homeroom or classroom can adopt.
3. Have each homeroom teacher or classroom teacher get his or her class to select a section of the school property to take care of.
4. Post signs to indicate the classroom or homeroom that is in charge of each section of the school property.
5. The names of the classrooms or homerooms in charge of each section should be published in the school newsletter.
6. A regular inspection of these areas by the school custodians is part of the monitoring and feedback to the students.
7. Each week one classroom or homeroom should be recognized for their efforts. The custodians can select one section each week that is the best-kept section.

Expected Outcomes: A cleaner and better-kept school property

Evaluation: A significant reduction in the amount of vandalism, graffiti or other signs of lack of care by students.

Submitted by: Susan Keneski, Counselor, and Martha Crisp, Former Teacher, Horace Mann Middle School, Colorado Springs School District #11

SPREADING KINDNESS ALL OVER THE WORLD

Type of Activity: All school and small group (Gifted and Talented) and Student Council

Grade Level: K-12

Curriculum Connections: Geography

Objective: To promote acts of kindness beyond our community.

Materials: Collection containers, Map of Louisiana

Procedures:

1. The Student Council sponsored a service project to gather money for the hurricane victims in New Orleans, as part of our Campaign to “Spread Kindness all over the World.” This activity could be used for a variety of service projects. The Student Council requested that students bring the same number of “cents” as their weight: 56 pounds =56 cents. If families want, they can even send the entire families weight in “cents.”
1. Participation is voluntary.
2. The class with the best response won a 30-minute free recess.
3. Small groups led by the counselor color a banner made on the printer, “Spread Kindness All Over the World.”
4. Hand the banner over the graphs of predictions and a map of Louisiana in the hallway.
5. Student Council members provide a container for money in each classroom.
6. A letter can be sent home to parents describing the World Kindness effort.
7. After the money is collected, it can be taken to a credit union for counting.
8. An American Red Cross Representative can come to the school to receive the money from the winning grade Student council representatives.

Expected Outcome/Evaluation: Students response and amount of money collected.

Submitted by: Jan Schley, Kathy Degi, Mary Bowman, Frontier Elementary School, Air Academy School District #20, Colorado Springs

HIGH SCHOOL KINDNESS WEEK ACTIVITIES

Type of Activity: Classroom, all school or community activity

Grade Level: 9-12

Curriculum Connections: Language Arts, Art, Social Studies, etc.

Objective(s) of Activity: To create special school activities in honor of Kindness Week in your community.

Materials Needed: It depends on what activities you do.

Procedures:

1. The Random Acts of Kindness Foundation sponsors an annual Random Acts of Kindness Week each November. It is scheduled for the first or second week in November and one day during that week is World Kindness Day. That date is November 13.
2. Read over the list of activities and pick out the ones that fit your school (see attached list).
3. Assign students in your class to pick out one activity to do during Kindness Week, and report back to the class.
4. In some schools, a group like the Student Council takes charge of developing Kindness Week activities. Give them this list of activities and have them choose which ones they want to do during Kindness Week.

Expected Outcomes: More awareness of the importance of being kind for the rest of the year. More personal experience with how it feels to do kind acts.

Evaluation: Depending on which activities you choose, build in a way to measure its impact. This could involve designing and administering a survey or questionnaire, or simply observing the results or getting testimonials from people you have helped.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

CHEER FOR SICK CHILDREN

Type of Activity: Classroom and field trip

Grade Level: 5 - 8

Curriculum Connections: Arts & crafts

Objective(s) of Activity: Students will create a special gift for a sick child

Materials Needed: Depends on the craft project chosen: examples are mobiles (need stiff colored paper, scissors, string, sticks), paper dolls (card stock, paper, markers), or homemade coloring books (paper, pen, stapler, colored markers to make a cover)

Procedures:

1. Students discuss what it's like to be a young child in the hospital; some may tell their own stories of being hospitalized.
2. They make a craft project using one of the ideas above, or other idea from teacher
3. Students are given transportation to a children's hospital and deliver the items
4. Afterwards, hold a discussion of how it felt to give the handmade gifts.

Expected Outcomes: Students gain greater empathy for the plight of ill children, experience the joy of giving something they create themselves

Evaluation: Student level of participation; response of hospitalized children (and staff)

Submitted by: Cathy Holt, Volunteer Coordinator, The Kindness Campaign

KINDNESS QUILT & RAFFLE

Type of Activity: classroom

Grade Level: 4 - 8

Curriculum Connections: Arts & crafts, math

Objective(s) of Activity: Students learn how to make a quilt; students think about images of kindness; students learn how to hold a raffle fundraiser; students decide which charity should receive the funds

Materials Needed: plain cloth squares of varying colors, tape measures, scissors, fabric paints, needles and thread for stitching squares together (or sewing machine & thread), paper for making raffle tickets

Procedures:

1. Students research what is involved in making a quilt, with some guidance from teacher, and what charity or cause they wish to donate to
 2. They measure and cut out squares (math)
 3. Discussion on acts of kindness and symbols of kindness to depict in the quilt
 4. Each student receives a square and decorates it with fabric paints
 5. Squares are stitched together
 6. Students create raffle tickets and sell them (to family, friends, adults in the community)
 7. Raffle drawing is held and quilt is given; proceeds are donated to the students' chosen charity
- (Variation: making the quilt and donating it to an organization that can then raffle it)

Expected Outcomes: Students gain skills in math, crafts, and fundraising for a good cause

Evaluation: Level of student participation; funds raised

Submitted by: Cathy Holt, Volunteer Coordinator, The Kindness Campaign (Source: RAK)

KINDNESS CAR WASH

Type of Activity: Service learning for classroom or all school

Grade Level: 4 - 8

Curriculum Connections: Social studies, language arts

Objective(s) of Activity: Students raise funds with car wash to donate to a relief agency

Materials Needed: water spigots, hoses, carwash attachments (brushes), soap, clean cloths, window squeegees, Windex

Procedures:

1. Students decide which charity or relief agency they would like to donate to, and how much to charge
2. Students select a good site for a car wash on the school grounds, collaborating with custodial staff; or at a local church or gas station.
3. They create publicity: posters, announcements in the local paper, PSA's for radio stations
4. They post the flyers around the school neighborhood
5. On the day of the car wash, they wear old clothes to school and have special signs on their hats, "Get clean for Kindness"
6. Car-wash can occur at end of school day so that parents coming to pick up their kids can get their cars washed (or just their windows washed) and staff can get their cars washed
7. Funds are counted the next school day, and donated with a letter describing the fundraiser
8. Students write a letter to the editor of the city newspaper about the success of their project

Expected Outcomes: Students will gain experience in media relations, collaboration with school custodial staff, satisfaction of raising funds for a good cause; lots of good clean fun!

Evaluation: Level of student participation and enthusiasm, extent of involvement of adults outside the school staff and parents

Submitted by: Cathy Holt, Volunteer Coordinator, The Kindness Campaign

KINDNESS PUPPET SHOW

Type of Activity: Classroom; can be shown to other classes, especially younger children

Grade Level: 5 - 8

Curriculum Connections: Arts & crafts, language arts/theater

Objective(s) of Activity: Students write their own puppet show, design the hand puppets and the set, and perform it

Materials Needed: Storybooks about kindness such as *Horton Hatches the Egg* or *The Lion and the Mouse*. Newspaper and paste for paper mache; poster paints and brushes; yarn for puppets' hair; cloth or felt scraps for puppet costumes; needles and thread for stitching costumes; large pieces of cardboard and poster paints, staple gun, scissors, for puppet theater; large pieces of cloth and wire for curtains

Procedures:

1. Hold a discussion of favorite stories of kindness—either from books read by the students, or from their own experiences
2. Students select a story that lends itself to acting out with puppets, and can be understood by younger children
3. Students re-write the story as a play
4. Some students collaborate on creating the puppets from paper mache, yarn, and cloth scraps
5. Others create the stage and curtains from cardboard, paint, cloth
6. While some students operate the puppets, others speak for them; rehearse
7. Perform in class, then take it to younger grades; possibly lead a discussion with the young students afterwards
8. Discuss how it felt to perform for younger students

Expected Outcomes: Students gain skill in writing, experience artistic creation and expression, collaborative decision-making and problem solving, and perform a service for younger children while enjoying themselves.

Evaluation: Enthusiasm of students for the project, response of younger audiences

Submitted by: Cathy Holt, Volunteer Coordinator, The Kindness Campaign

LIFE HISTORIES

Type of Activity: Field trips to senior residence, with classroom follow-up

Grade Level: 5 - 8

Curriculum Connections: Language arts, history, art, computer technology

Objective(s) of Activity: Students will gain greater understanding of aging process and of the history of their community, and develop more empathy for older people

Materials Needed: Tape recorders, pad and pen, word processors, colored markers, paper, staples

Number of Weeks: At least 4-5 weeks to complete

Procedures:

1. With the collaboration of the activity director from a senior residence, students are assigned to seniors and have a “get to know you” meeting the first time (perhaps senior residence provides cookies and juice)
2. Students return and interview their seniors about their memories of what the community was like when they were young, and/or their life histories, using tape recorder and/or pad and pen. This will require several sessions.
3. Students return to school and type up their recorded notes on computer.
4. Students create a drawing or a decorative cover for their “book” and staple it together.
5. On next visit, students present their seniors with a beautiful book of memories.

Expected Outcomes: Students gain empathy for older people and deeper understanding of local history; they experience the joy they give; they may gain a friendship.

Evaluation: Level of student participation and enthusiasm; response of seniors

Submitted by: Cathy Holt, Volunteer Coordinator, The Kindness Campaign (Source: RAK)

THANK YOU TO SCHOOL SUPPORT STAFF

Type of Activity: Classroom

Grade Level: 3 - 8

Curriculum Connections: Arts & crafts

Objective(s) of Activity: To involve students in expressing gratitude to school support workers such as cafeteria staff, custodial staff, secretaries, librarian, aides, school crossing guards, etc.

Materials Needed: paper, crayons or markers, old magazines to cut up for collage, scissors, glue sticks

Procedures:

1. Have a list of all the support staff (names and positions).
2. Hold a discussion about how each of the support staff contributes to the well being of the students and smooth functioning of the school.
3. As a class, decide who will make a card for whom (so that each support worker receives a card and no-one is left out)
4. Students are encouraged to make cards using collaged words and images from magazines and then write a personal thank-you note using the person's name
5. Each student is then asked to deliver his or her card in person and note the reaction of the receiver
6. The next day, a discussion is held about how it felt to give the card.

Expected Outcomes: Students gain greater appreciation of the role of support staff and student-staff relations are improved

Evaluation: Student level of participation; response of support staff

Submitted by: Cathy Holt, Volunteer Coordinator, The Kindness Campaign

SISTER CITIES OUTREACH

Type of Activity: classroom

Grade Level: 3 - 8

Curriculum Connections: Geography, Social Studies, Language Arts

Objective(s) of Activity: Students will study a city in another country, write letters to school children there, discover their needs and meet them in some way; e.g., collect books or other needed items and send them.

Materials Needed: Internet, world map, writing paper, envelopes, postage

Procedures:

1. Students will research what city is their “sister city” and study about the city before writing
2. Students will find the name of a school and write requesting the names of students in their same grade level
3. Students will write letters to schoolchildren there
4. Teacher encourages students to imagine what would make those children’s lives better, and carry out a project to do that.

Expected Outcomes: Students will gain greater understanding of what life is like for students their age in a city in a different country. Students will undertake some form of gifting to their sister city peers.

Evaluation: Number of students’ letters; response of students in “sister city.” type of project students create

Submitted by: Cathy Holt, Volunteer Coordinator, The Kindness Campaign

RECYCLING

Type of Activity: Classroom

Grade Level: 6 - 12

Curriculum Connections: Math, science, ecology, public speaking

Objective(s) of Activity: Students take responsibility for recycling resources

Materials Needed: Internet

Procedures:

1. Students research how much aluminum, paper, and other recyclable items are currently being thrown away at their school. This might include interviewing custodial staff, kitchen staff.
2. They research what resources are being used to create these items, e.g., smelting of aluminum.
3. They research where these things end up and what that costs the community (landfill)
4. They calculate how much money would be saved and to whom by recycling, as well as any other benefits such as cleaner air.
5. Students research health effects of polluted air.
6. They create a plan to recycle part of the school's waste stream and implement it.
7. Students give a talk to the whole school about recycling, how it is kinder to the earth and to people.

Expected Outcomes: Students learn about recycling and resources; other students' awareness is raised; school saves money

Evaluation: Number of students participating in this project; actual money saved by the school

Submitted by: Cathy Holt, Volunteer Coordinator, The Kindness Campaign

VALIDATION DAY (ALTERNATIVE ACTIVITY FOR VALENTINE'S DAY)

Type of Activity: Classroom

Grade Level: 3 - 8

Curriculum Connections: Language Arts, Art

Objective(s) of Activity: Students learn how to validate and appreciate people, and the effect it has

Materials Needed: Paper, markers or colored pencils

Procedures:

1. Teacher leads a discussion on what validation means; appreciating people for their skills, character traits, or actions. Discuss the difference between praise and appreciation/validation. Appreciation means expressing how you feel, and what it was about the other person or their actions that triggered the feeling. Teacher can tell a story about validation such as "Who You Are Makes a Difference." (See section 1, Kindness Activities)
2. Discuss: "How do you know when a person really receives your appreciation?"
3. Students are asked to pick someone on the school staff (librarian, teacher, custodian, aide, crossing guard, cafeteria worker, secretary, etc.) and make a Validation Day card for that person.
4. Students present the cards to the staff members.
5. On the following day, students report back about how it felt to give their card.

Expected Outcomes: Students gain understanding of the importance of appreciating and validating others. Relationships between students and school staff are enhanced.

Evaluation: Number of students that complete this project; record of staff responses to students' cards

Submitted by: Cathy Holt, Volunteer Coordinator, The Kindness Campaign

KINDNESS TO PEOPLE IN NEED

Type of Activity: Classroom

Grade Level: 3 - 8

Curriculum Connections: Language Arts

Objective(s) of Activity: Increase awareness of the effects of kind actions toward those in need

Materials Needed: pencils, pens and paper, colored pencils or markers

Procedures:

1. Students are asked to perform an act of kindness for a person who needs it. Example: Showed a new student around the school and introduced him/her to my friends.
2. They then write one or two paragraphs about the experience: how it made them feel, and the reaction of the person who received their kindness.
3. They might also draw a 3 or 4-frame color cartoon about their kind act.
4. Students read their essays aloud so that everyone can share in the good feelings and learn about the possibilities for kind acts, and their effects; cartoons can be displayed on classroom wall.

Expected Outcomes: Students will be inspired to perform more acts of kindness (to people in need, and others).

Evaluation: Level of student participation. Pre-post measures of Bullying Survey and Put-down Report Form

Submitted by: Cathy Holt, Volunteer Coordinator, The Kindness Campaign (Source: RAK)

COMMUNITY OUTREACH

Type of Activity: Counseling groups or classroom service learning activity.

Grade Level: 3-6

Curriculum Connections: Any class

Objective(s) of Activity: To let students reach out to community members during Kindness Week, World Kindness Day or Make a Difference Day & other days.

Materials Needed: Kindness Stamps, Labels, Buttons - pledge forms

Procedures:

1. Gain permission from community location to set up a booth. Students come up in shifts of two or three at a time.
2. Make stickers at school using stamps and labels. Discuss kindness with students as you do so.
3. Distribute to public at pre-approved site.
 - a. Give them a sticker.
 - b. Inform them of the Kind & Safe Schools Initiative.
 - c. Ask if they would like to join the campaign by signing a pledge card.
4. Take pictures of students on videotape - display at school.

Expected Outcomes: Increase awareness of Kind & Safe Schools Initiative in the community. Give students a sense of ownership in the campaign. Notice response of community members to students. See how many join the Campaign.

Submitted by: Janet Oliver, Social Worker, Roosevelt Elementary School, Colorado Springs School District #11

Service Learning Activity Form

NAME OF ACTIVITY _____

Type of Activity:

Grade Level:

Objective(s) of Activity:

Materials Needed:

Procedures:

- 1.
- 2,
- 3.

Expected Outcomes:

Evaluation:

Submitted by:

COOPERATIVE LEARNING
AND
KINDNESS ACTIVITIES

INTRODUCTION TO COOPERATIVE LEARNING AND KINDNESS ACTIVITIES

by
Carolyn Griffis

Kindness and cooperative learning are two activities that truly go hand in hand. Cooperative learning certainly cannot be successful without kindness and kindness is always a sign of cooperation. Cooperative learning and the teaching of kindness both allow the students to become involved as thinkers, participants and listeners. The two are a perfect match for helping our citizens of tomorrow become more aware of the advantages of working together and getting to know our neighbors. Students who work in cooperative learning groups improve interpersonal skills, learn more about one another, learn the content area and become aware of their individual strengths.

What is a Cooperative Learning Group?

Before implementing the following activities, the students need to understand the procedures and purpose of a cooperative group. A cooperative learning group works together for a common purpose or goal. The members of the group make decisions, teach each other, talk things out and work together to meet the group's goal. The group is concerned with all members. If someone needs help, the group works together to help solve the problem. The group must learn to share ideas as well as materials and supplies. Most of all, the members must respect each other's ideas.

In cooperative learning groups everyone in the group has a job. There are many different jobs that may be assigned according to the goal, grade level and type of project. The teacher may designate the specific duties or the students may decide which job is best for them.

Following is a list of some of the possible:

- Encourager
- Reader
- Checker
- Recorder
- Runner
- Facilitator
- Reporter
- Time Keeper
- Someone in charge of noise control

Working in cooperative learning groups takes practice. Students need to learn to listen, speak quietly, take turns, and encourage one another. Working cooperatively is a skill that will be used in all aspects of life. When there is cooperation with kindness, the benefits are endless.

The following activities are lessons that combine the teaching of kindness in cooperative learning groups. These are only a few of many possibilities. Please create some of your own that incorporate cooperative learning and kindness. When implementing them into a curriculum, always adjust the format to meet the needs, abilities, and grade level of the students. Always use the student's input to improve or expand on any of the projects.

KINDNESS REPORTERS

Type of Activity: All School activity

Grade Level: 6-8

Curriculum Connections: Art/Creativity, Language Arts, or Drama

Objective: To make the whole student body aware of the Kindness Campaign.

Materials Needed: Cameras, posters, paper, markers.

Procedures:

1. This project could be implemented right after the Kind & Safe Schools Initiative has been introduced to the school or possibly later on in the year when it may need to be emphasized again.
2. The counselor may ask for volunteer groups or specific groups to become the Kindness Reporters. The groups can brainstorm about all the ways they could report how kindness is being shown in the school.
3. Examples could be:
 - a. Taking candid photographs of students showing kindness and displaying them on a bulletin board or trophy case.
 - b. Cutting pictures from magazines of teenagers showing kindness and making a mural or collage.
 - c. Publishing a Kindness Newsletter
 - d. Making a daily or weekly announcement telling of someone showing kindness to a classmate, teacher, staff member, animal or the environment.
 - e. Have a kindness assembly awarding teachers, students and staff members for their acts of kindness.

Expected Outcome: The school population will become aware of the Kindness Campaign and all will want to take part so they could be recognized.

Evaluation: Pre- and post-evaluations could be conducted as to the overall atmosphere of the school environment.

Submitted by: Carolyn Griffis, Broadmoor Elementary School, District #12

KINDNESS CARD SHOP

Type of Activity: All school activity

Grade Level: K-8

Curriculum Connections: Art/Creativity

Objective: To create greeting cards students can give to parents, friends, faculty, staff

Material Needed: Paper, markers, rulers, pens, crayons.

Procedures:

1. The counselor will introduce the project to each classroom by leading a discussion about the giving and receiving of greeting cards. Depending on the grade level, questions could include:
 - a. Why do we give greeting cards?
 - b. When do we give greeting cards?
 - c. How do you feel when you receive any sort of mail?
 - d. Would you like to give a birthday card to one of your friends?
 - e. How often do you give a card to a friend or an adult?
2. The counselor will explain how they are going to start a greeting card shop in the school. The students will make all the cards that will be available.
3. The store could be located in the school store, the library, cafeteria or office. When a friend has a birthday the students can go to the card shop and purchase a card. If a teacher seems to be having a bad day, a student or fellow teacher could cheer them up with a card from the card shop.
4. The Student council could be in charge of its management or another group selected by the counselors or teachers. The counselor could begin the project by developing cooperative learning groups in each classroom to start designing and making of the cards.
5. After the groups are formed, jobs can be give to each of the members of the group. The jobs could include the following as determined by the grade level:
 - artist
 - writer
 - designer
 - folder
 - one who colors
 - one who determines the price
 - inspector
6. Each group can determine if they want to make a variety of cards or stay with one theme. Later clubs could be formed with the purpose of making cards for the store.
7. Money made from the store could be used for the school or given to a local charity.

Expected Outcome: Students will become involved in designing, marketing and selling of greeting cards. Student who do not take part in other activities may be involved because of their artistic or business abilities.

Evaluation: Number of cards contributed, sales generated.

Submitted by: Carolyn Griffis, Broadmoor Elementary School, District #12

KINDNESS CALENDAR

Type of Activity: Classroom group, cooperative learning groups or whole school activity.

Grade Level: 3-8

Curriculum Connections: Language Arts

Objective: The students will write one act of kindness that they would like to share with a fellow student, family member or pet. All the acts will be compiled to form a calendar.

Materials Needed: Unlined index cards, markers, pencils, pens.

Procedures:

1. The teacher or counselor will lead a discussion about daily acts of kindness.
2. He or she will explain the calendar project by showing the class an example of a small daily flip calendar.
3. The students' job will be to think of one act of kindness that they can write on an index card.
4. The class will brainstorm to think of what they could do to show kindness.
5. When each student develops one act of kindness the cards can be put together by punching holes at the top and using rings to hold them together.
6. The calendar can be placed in the room for the children to read, enjoy and be reminded of what they can do to show kindness to one another.
7. The students can work in cooperative learning groups or individually. If they divide into groups, each group could collectively make a list of their ideas. The jobs could include a person to punch the holes, one person to write the ideas on the cards, one or two person to illustrate each card and a person to write the dates on the cards.
8. The dates will have to be assigned by the teacher or counselor.
9. This could possibly be a school activity coordinated by the counselor with each class being responsible for a different month.
10. Copies could be made to share with parents, the community or other schools.

Expected Outcome: A daily calendar will be developed to remind the students of all the acts of kindness they can show to others. Students will refer to the calendar and think of all the possible acts of kindness that they can show to their friends, animals and families

Evaluation: Observations will be made of the students referring to the calendar.

Submitted by: Carolyn Griffis, Broadmoor Elementary School, District #12

GIVE AND TAKE

Type of Activity: Classroom group or Counseling group activity.

Grade Level: K-4

Curriculum Connections: Circle Activity

Objective: To help the students learn how to give and receive Kindness Buttons.

Materials Needed: Kindness Buttons

Procedures:

1. Invite Leo the Kind-Hearted Lion, the counselor or the classroom teacher to introduce the students to the Kind & Safe Schools Initiative.
2. After the presentation, ask the counselor or teacher to lead a discussion about how to give and receive a Kindness Button. They may use a role-play to demonstrate how to do this activity.
3. Then break up students into cooperative learning groups previously selected by the teacher, with 4-5 students per group.
4. Within each group the students will select a giver, a receiver, a witness and a monitor. Each of the students will have an opportunity to have each one of the positions.
5. Example:
 - a. Giver: “It was so nice of you to help me clean up my desk so that I can have my free time. I would like to share my Kindness Button with you. I hope you will pass it on when you see someone doing something kind.”
 - b. Receiver: “It was fun helping you. Thank you.”
 - c. Witness: May smile or acknowledge the act of kindness in anyway appropriate.
 - d. Monitor: (Watches to make sure everyone does their job correctly. Praises participants when completed.)

Expected Outcome: The students will give and receive Kindness Buttons appropriately and with ease.

Evaluation: The teacher or counselor will record the number of acts of kindness students show each other before and after the project has been introduced.

Submitted by: Carolyn Griffis, Broadmoor Elementary School, District #12

RECOGNIZING KINDNESS

Type of Activity: Classroom group or counseling group activity

Grade Level: 3-8

Curriculum Connections: Language Arts, Circle Activity

Objective: To make the students aware of the acts of kindness that can be recognized.

Materials Needed: Chart paper, markers

Procedures:

1. The teacher or counselor leads a discussion on recognizing acts of kindness. Questions could include:
 - a. What does kindness mean?
 - b. When would kindness be seen?
 - c. Why do people treat others with kindness?
 - d. How should we react when someone is kind to us?
2. Form cooperative learning groups. Roles of the group might include facilitator, recorder, person to gather the materials and speaker.
3. Each group will make a list of all the possible acts of kindness that they have witnessed at school or home. They may want to put them into categories as to where they witnessed them, the type of act, or why someone showed kindness to another classmate, friend or family member.
4. The recorder will list the suggestions on the chart paper in any creative form they may design as a group. When all groups are completed, the speaker will present the lists to the large group. The counselor or teacher may want to display the charts for students to observe and refer to them throughout the year.

Expected Outcome: Students will easily recognize and share acts of kindness with classmates, friends and family.

Evaluation: The counselor or teacher will observe the students exhibiting more acts of kindness to others.

Submitted by: Carolyn Griffis, Broadmoor Elementary School, District #12

ANOTHER WORD FOR KINDNESS

Type of Activity: Classroom or counseling group activity

Grade Level: 4-8

Curriculum Connections: Language Arts

Objective: To help students identify words that describe kindness.

Materials Needed: Dictionary, thesauruses, computer, Franklin Speller

Procedures:

1. The teacher or counselor will lead a discussion of the importance of expanding vocabulary related to the Kind & Safe Schools Initiative.
2. Discussion could include a listing of words that the students already have in their vocabulary that may describe words or acts of kindness. These words or phrases could be listed on the board for a start.
3. Questions in the discussion could include:
 - a. Why should we build our vocabulary?
 - b. How will it be beneficial to us?
 - c. What must we do to increase our vocabulary?
 - d. Who needs to build their vocabulary?
4. Each group will research words or phrases that may describe acts of kindness. These words and phrases can be put into a dictionary format, collage, poster, poem or story. Or the groups may put them into categories, alphabetical order, length of word or part of speech.
5. Examples:

-kindness-	-giving-
-share-	-support-
-compassion-	-good deeds-
-loving-	-offering-
-unselfishness-	-gifts from the heart-
-make a difference-	-joy-
-expressions of gratitude-	-benevolence-
6. Each group should consist of a recorder, encourager, monitor and someone to gather the materials needed. All participants in the group should have access to a dictionary, thesaurus, or Franklin Speller .
7. As the members of the group find words and phrases, they will give them to recorder who will keep track of the list. When all have contributed the group will decide the format in which they would like to present their list to the class.

Expected Outcome: The students will expand their vocabularies and become aware of new words and phrases that describe acts of kindness.

Evaluation: The teacher or counselor will observe the students using expanded positive vocabulary in their written and oral language as compared to their writing before the activity.

Submitted by: Carolyn Griffis, Broadmoor Elementary School, District #12

GETTING TO KNOW YOU

Type of Activity: Classroom or counseling group activity

Grade Level: K-8

Curriculum Connections: Language Arts/Art/Creativity

Objective: To help students get to know one another more personally. Students that know each other can learn about one another.

Materials Needed: Magazines, tag board, colored paper, markers, scissors, glue.

Procedures:

1. The teacher or counselor leads a discussion about the importance of getting to know our neighbors whether at school or at home. Questions could include:
 - a. How do we get to know our neighbor?
 - b. When would be a good time to get to know our neighbors?
 - c. How do you think a person feels when s/he is new to a school or neighborhood?
 - d. What can we do to help them feel more comfortable?
2. After the discussion, the teacher or counselor will explain how the class is going to get to know each other better with artwork.
3. The students will work in pairs. Both students will design a poster or collage that describes their partner. To get to know each other they may ask about their favorite food recreation, hobbies book, TV show, subject in school, vacation place, store, words that describe their personality and looks and any other topic they may think will describe their partner.
4. After they have gathered enough information about each other, each student will cut pictures, word or phrases from magazines or newspapers and place them on the tag board in the form of a poster collage, wanted poster, advertisement news headline, or any other form they think will best describe their partner.
5. They may illustrate or write descriptive paragraphs. When completed each student will have an opportunity to introduce their partner to the class by showing and explaining their design.

Expected Outcome: Students will get to know more about their classmates and begin to develop better friendships by finding out about common interests and hobbies.

Evaluation: The teacher can personally interview new students to the class before the activity to get a feeling for how they are being accepted into the class. After the activity, the teacher can discuss with the new students any changes they have witnessed or felt in how the class has accepted them.

Submitted by: Carolyn Griffis, Teacher, Broadmoor Elementary School, Cheyenne Mountain School District #12

KINDNESS BOARD GAME

Type of Activity: Classroom or counseling group activity

Grade Level: 3-8

Curriculum Connections: language Arts/Art/Creativity

Objective: To work cooperatively in a group while reviewing acts of kindness.

Materials Needed: Poster board, markers, rulers, flash cards.

Procedures:

1. The counselor or teacher leads a discussion to review acts of kindness.
2. He or she will give an example of a possible board game that the individual groups may design.
3. Example:
 - a. Each member of the cooperative group will write an act of kindness on the back of at least five index cards and three behaviors that would not be recognized as an act of kindness.
 - b. Each card will also include instructions as to how many moves the player may take when the card is drawn.
4. The groups may design a board where each player has a pawn and moves through the spaces from a start to finish as illustrated below.
5. Any format should be acceptable as long as the main objective of the game is to recognize acts of kindness.
6. After the games are made the teacher may want to laminate them so the students can play them in their free time.
7. They also may want to teach the games to younger students in the building.

Expected Outcome: Students will be reminded of acts of kindness while developing and playing their original games.

Evaluation: Student will make of list of acts of kindness before they design the game. After, have them make another list. The post list should contain more ideas and examples of acts of kindness.

Submitted by: Carolyn Griffis, Teacher, Broadmoor Elementary School, District #12

DAILY KINDNESS NEWS

Type of Activity: Classroom or counseling group activity

Grade Level: 3-8

Curriculum Connections: Language Arts

Objective: To help students identify acts of kindness that are reported in the newspaper.

Materials Needed: Newspapers, scissors, tag board, glue.

Procedures:

1. The class will collect as many different kinds of newspapers for a week.
2. The counselor or teacher will lead a discussion on what would be an example of an act of kindness that they may find.
3. Students form into cooperative learning groups of four or five.
4. Each group should select a monitor, someone to gather the materials, someone to glue the articles to the tag board and a reporter to present the project to the class.
5. All the members of the group will scan the newspaper to look for articles or photographs that tell or show acts of kindness.
6. When the poster is finished the reporter will present them to the class for further discussion.
7. They should be displayed so that other students in the school can witness acts of kindness that are taking place in the neighborhood, and world around us.

Expected Outcome: Students will become more aware of acts of kindness in their neighborhoods as well as around the world.

Evaluation: After the groups have presented their projects the counselor or teacher may ask the following questions:

1. Are there any special projects in your community that you were not aware of?
2. Did you learn of any programs that you would like to become involved in?
3. Do you think that the newspaper reporters should include more positive information in the newspaper?
4. Was it difficult finding reports or pictures displaying acts of kindness?

Submitted by: Carolyn Griffis, Broadmoor Elementary School, District #12

CARTOON KINDNESS

Type of Activity: Teacher or counselor directed with large or small groups.

Grade Level: 3-8

Curriculum Connections: Language Arts

Objective: To help students become aware of acts of kindness in the cartoons.

Materials Needed: Cartoons from daily newspaper and Sunday papers, glue, tag board, scissors.

Procedures:

1. The students collect newspaper cartoons for two or three weeks from as many different newspapers as possible.
2. The teacher or counselor will lead a discussion on the types of acts of kindness that they will be looking for.
3. He or she should show the class an example of one.
4. The class will break into cooperative learning groups consisting of four to five students.
5. Each group should select a monitor, one to gather the materials, one to glue the cartoon strips to the tag board and one to report to the class.
6. All students in the group will look for strips that describe acts of kindness.
7. They will cut them out and give them to the person in their group responsible for gluing them on the tag board.
8. When completed the reporter will share what they have found with the class.

Expected Outcome: Students will become aware of the many cartoon strips that do not depict acts of kindness.

Evaluation: The counselor or teacher may want to lead a discussion about the types of acts of kindness that were found. Discussion may include kindness that was shown to animals as well as people.

Submitted by: Carolyn Griffis, Broadmoor Elementary School, District #12

KINDNESS TO ANIMALS

Type of Activity: Teacher or counselor directed to small or large groups.

Grade Level: K-3

Curriculum Connections: Art/Creativity

Objective: To make the students aware of the many ways that they can show kindness to pets and other animals.

Materials Needed: Markers, paper, crayons.

Procedures:

1. The counselor or teacher will lead a discussion about the importance of being kind to pets and other animals.
2. If possible a person from the Humane Society could come and speak to the students on proper treatment of animals.
3. The students will break into cooperative learning groups of four or five.
4. Each group will have a monitor, an encourager, a reporter and a person in charge of noise control.
5. The monitor will ask each member in the group to tell about something they have done to show kindness to animals.
6. Each student will then draw a picture of their story and a picture of the other student's stories on a large paper folded into fourths.
7. The teacher or counselor will want to walk among the groups to make sure all students have an opportunity to share.
8. A timer might be set so no one student takes too long.
9. When all are completed the monitor can explain what the students have drawn to the rest of the class.
10. Pictures can be displayed in the classroom to remind the student of showing kindness to animals.

Expected Outcome: The students will become aware of the importance of kindness to animals and learn new ways to show kindness to their own pets.

Evaluation:

1. After the activity the teacher or counselor may lead a discussion to list all the way the students learned animal kindness.
2. The list of suggestions could be posted next to the students' pictures.

Submitted by: Carolyn Griffis, Broadmoor Elementary School, District #12

GRAPHING ACTS OF KINDNESS

Type of Activity: Classroom or counseling group activity

Grade Level: 3-8

Curriculum Connections: Math

Objective: To make the students aware of the acts of kindness that take place in their home and school.

Materials Needed: Notepads, graph paper, markers colored pencils.

Procedures:

1. The teacher or counselor will lead a discussion on the types of kindness that are shown at school and home.
2. He or she will explain how the students are going to play detectives for a week to watch for acts of kindness being displayed at school and home.
3. Then they will construct a graph to illustrate their findings.
4. During this large group instruction, the teacher or counselor may want to review the types of graphs that could be used.
5. The students should not tell their friends or family members that they are looking for acts of kindness.
6. When the students witness an act of kindness, they can write it down in the notebook.
7. After a week of detective work, the students will divide into their cooperative learning groups. Each group should include a facilitator, a recorder, a person in charge of noise control and a person to keep track of the time. Each member in the group will share what he or she has observed during the week. When all have shared, the facilitator will lead a discussion to develop categories that describe the acts that were observed.
8. Examples might be kindness shown to family members, kindness shown to younger children, kindness shown to adults or kindness shown to animals. When the categories have been selected the cooperative learning group will graph the number of kindness acts that fall in each category.
9. When all the groups have completed the graphs the reporter will present the findings to the large group. Discussion should follow comparing the groups' findings and looking for any patterns or specific types of kindness that were observed in all the group. A follow-up activity might include combining all the data and constructing a graph showing what all the groups have observed.
10. This activity should be broken into three or four sessions depending on the grade level of the class, their knowledge of graphing and amount of data collected.

Expected Outcome: The students will become more observant of acts of kindness that may go on within their school and home environment.

Evaluation: Following the activity the students could write a paper addressing what they observed. It could contain their thoughts addressing if they were surprised by the kindness being shown or not being shown in their homes and school and what they could do to help to make a change if necessary.

Submitted by: Carolyn Griffis, Broadmoor Elementary School, District #12

WHAT DOES KINDNESS LOOK LIKE? SOUND LIKE?

Type of Activity: Teacher or counselor directed with small or large groups.

Grade Level: K-8

Curriculum Connections: Language Arts

Objective: To develop a T chart listing what kindness looks like and sounds like.

Materials Needed: Markers, chart paper, paper and pencil.

Procedures:

1. The teacher or counselor will lead a discussion discussing what kindness might look like then what it might sound like.
2. This can be done with all age groups, grades three through eight should break into cooperative learning groups to continue to expand on the lesson.
3. A T-chart will look like the following:.

KINDNESS

SOUNDS LIKE	LOOKS LIKE
- Thank you	- Smiles
- Please	- Pat on the back

4. Grades 3-8 can break into cooperative learning groups consisting of four to five members. Each could have a facilitator, a recorder, a reporter, and an encourager. The groups can continue to think of what kindness looks like and what it sounds like.
5. The suggestions could be included in a chart that lists what all the groups have contributed. The chart should remain posted in the classroom for further discussion and as a reminder to the class of what they consider kindness to look and sound like.

Expected Outcome: The students will become more observant of the difference acts of kindness that occur in their schools and homes.

Evaluation: The students could write a reactionary paper explaining what they observed during the project, if they were pleased with the amount of kindness that is taking place and what they could do to change or increase the amount of kindness shown to one another.

Submitted by: Carolyn Griffis, Broadmoor Elementary School, District #12

PICTURES OF KINDNESS

Type of Activity: Classroom teacher or counselor directed.

Grade Level: K-2

Curriculum Connections: Art/Creativity

Objective: To make the students aware of acts of kindness that they have shown to others.

Materials Needed: Crayons, markers, drawing paper folded into fourths.

Procedures:

1. The counselor or teacher will ask the class to share anything that they think might have been a kind thing to do for someone else.
2. During the discussion the teacher or counselor may have some of the students role play showing acts of kindness.
3. When the teacher feels students understand what is meant by an act of kindness, they will break into cooperative learning groups previously determined by the teacher.
4. In each group there could be a person to gather materials, an encourager, a leader and a person to make sure all are talking in a soft voice.
5. Each student will have a turn to tell about an act of kindness that they have shared with a friend, animal or family member.
6. All the students will draw four different acts of kindness on their paper, one in each of the four sections of the paper.
7. The teacher should roam the room to make sure there is a variety and not all the students are illustrating the same acts.
8. The students may also want to label the picture.

Expected Outcome: The students will become aware of the many acts of kindness that they already share with their friends, pets and family members. They may learn of new ideas that they may want to think about with others.

Evaluation: The teacher will observe the many different pictures that were illustrated. The class could actually count the number of ideas they illustrated.

Submitted by: Carolyn Griffis, Broadmoor Elementary School, District #12

KINDNESS COUPONS

Type of Activity: Classroom or counseling group activity

Grade Level: K-8

Curriculum Connections: Art/Creativity

Objective: To allow the students to give an act of kindness as a gift.

Materials Needed: Strips of paper the size of a grocery store coupon, markers, stapler

Procedures:

1. The counselor or teacher will lead a discussion about the many acts of kindness that can be given to our families.
2. Students could share experiences they have had when someone has done something nice for them as well as when they have done something for someone else.
3. The students' goal in this project will be to make a coupon book of kindness activities.
4. This coupon book can be given away as a birthday present, Mother's Day or Father's Day gift or as a way to say thank you to a family member. Included in the book will be individual coupons that can be redeemed by the receiver.
5. An example might be similar to the following:

To _____

THIS COUPON IS WORTH ONE FREE NIGHT OF DISH WASHING.
WHEN PRESENTED YOU WILL NOT HAVE TO DO THE DISHES AND
MAY TAKE THE NIGHT OFF.

From _____ Expiration Date: _____

6. The teacher may want to bring in real coupons so the students can see the actual format and make their coupons as creative as they wish.
7. The coupons can be given out individually or in a bundle. Younger students can do the same but draw pictures of what they would like to give.
8. This could be done in cooperative learning groups where the students discussed what they could give as a group or individually.

Expected Outcome: Students will enjoy the gift of sharing and learn what it is like to show kindness to family members.

Evaluation: Students will share their ideas with the class. Discussion could follow addressing who will receive the coupons and what gifts of kindness will be shared.

Submitted by: Carolyn Griffis, Broadmoor Elementary School, District #12

KINDNESS BOX

Type of Activity: Classroom and whole school activity organized by the counselor

Grade Level: K-8

Curriculum Connections: Art/Creativity

Objective: To help the students observe acts of kindness in their school and give recognition to students who go out of their way to be kind to someone else.

Materials Needed: A decorated Kindness Box, paper, pencil

Procedures:

1. The teacher or counselor will lead a discussion about the acts of kindness that are witnessed each day at school.
2. The discussion could include the following questions:
 - a. What have you seen at school that you thought was a nice thing for a person to do for someone else?
 - b. What would be a good way to recognize the nice things people do for each other at our school?
 - c. Is it necessary to always get recognized for doing something nice?
 - d. How would you feel if someone recognized something you did for someone else?
3. These questions may lead to many ideas about recognizing acts of kindness.
4. Use what the students have suggested or explain the idea of the Kindness Box.
5. With this activity, the students will write down acts of kindness that they have observed and put the entries in the Kindness Box located in a convenient location for all.
6. At the end of the day or when appropriate, the principal will randomly select an entry and read it over the school intercom.
7. This could be a class project. The cooperative learning groups could each be in charge of one aspect of the project. One group could design and decorate the box, another group could format the entry forms, two or three groups could visit the individual classrooms and explain the program to the students.
8. Another group may visit the younger students to help them fill out their entries.

Expected Outcome: The school will become more observant to acts of kindness shown to each other. The students will look forward to hearing the act of kindness announced by the principal.

Evaluation: the counselor, teachers and principal as to will note Observations the quality and amount of entries entered in the Kindness Box. The counselor may ask the students about the success of the Kindness Box, how they could improve it and if they want to continue with the project.

Submitted by: Carolyn Griffis, Broadmoor Elementary School, District #12

FAIRY TALE KINDNESS

Type of Activity: Classroom or counseling group activity

Grade Level: 4-8

Curriculum Connections: Language Arts

Objective: To allow the students to think of alternative choices that could have been made in the writing of Fairy Tales.

Materials Needed: Copies of a variety of Fairy Tales, paper, pencil.

Procedures:

1. The teacher or counselor will read "Little Red Riding Hood." While the story is being read, the students should note the number of times that violence and trickery were used.
2. A discussion could follow of how acts of kindness could be rewritten into the story to substitute the violence often present in Fairy Tales.
3. Break the students will break into cooperative learning groups.
 - a. Each group could consist of a reader, a recorder, a facilitator and a writer. The groups can select a Fairy Tale of their choice to rewrite using kindness instead of violence.
 - b. The reader will read the story orally to the group while the other members listen for areas they would like to rewrite.
4. After the story is read, the recorder will write down the suggestions made.
 - a. The group should discuss how they would like to change the story with the facilitator leading the discussion.
 - b. The group may want to divide the story into sections and each member can rewrite a portion. The writer may want to write the whole story as the members dictate their ideas.
 - c. When the story is completed the reader can read the new version to the class. This activity may take to or three sessions depending on the grade level of the students.

Expected Outcome: Students will become aware of how to change violence and trickery into acts of kindness. New and interesting stories will be written to share with the class and other classes.

Evaluation: After listening to the stories, the class can discuss the value of the new stories, if the they have improved or if they enjoyed them more in the original form.

Submitted by: Carolyn Griffis, Broadmoor Elementary School, District #12

ENVIRONMENTAL KINDNESS

Type of Activity: School project coordinated by the counselor.

Grade Level: 6-8

Curriculum Connections: Environmental/Community Service

Objective: To help the students become aware of their environment and concern for keeping the environment clean and beautiful.

Materials Needed: Poster board, markers, chart paper, trash bags.

Procedure:

1. The counselor will lead a discussion on how and why it is important to be kind to the environment and keep it clean.
2. This will lead to asking, "What can the students do to be kind to the school environment?"
3. The counselor will explain that the class will be divided into cooperative learning groups.
4. Each group will be responsible for a designated area of the school. The counselor may want to assign the areas or the large group could give suggestions of how to distribute the sections.
5. When the class has been broken into the groups, they should decide what they could do to improve their area of the school.
6. Some suggestions might be:
 - a. Daily trash pick up
 - b. Painting the trash cans to make them more attractive
 - c. Planting flowers
 - d. Pulling weeds
 - e. Planting a tree
 - f. Painting a mural
 - g. Putting up artwork
7. The groups should write down their plans, list the materials they will need and submit their proposal to the counselor.
8. Each group should also make sure everyone has a job
9. This project could be an on-going activity for the school year involving the whole school.

Expected Outcome: Students will become excited about improving their area and will begin to take ownership and pride in what they have done.

Evaluation: The students, faculty and staff will begin to take notice of the improvements done to the school. A survey could be distributed asking how the students feel about the improvements made to the school.

Submitted by: Carolyn Griffis, Broadmoor Elementary School, District #12

KINDNESS ARTWORK

Type of Activity: Classroom or Counseling group activity.

Grade Level: K-8

Curriculum Connections: Art/Creativity

Objective(s) of Activity: To help students become more aware of the gift of giving to others.

Materials Needed: Paper, Markers, Paint, newspaper

Procedures:

1. The teacher or counselor will lead a discussion about children who have to stay in the hospital. Questions many include:
 - a. Have many of you had to stay overnight in the hospital?
 - b. What were your experiences?
 - c. What did others do to help your stay to be as pleasant as possible?
 - d. What could we do to help children who are in the hospital?
2. Actually visit a children's ward or a medical worker could come to the school to give the students a better understanding of what it is like to have to stay in the hospital.

Expected Outcomes: The art projects will brighten up the children's ward and teach the students the joy of giving to others.

Evaluation:

1. Before the project is presented the students will be asked to make a list of reasons why it would be kind to help other children who are in the hospital. The same will be asked after the project .
2. The final list should include suggestions that are more sensitive to the children's need and difficulty of being in the hospital. After the discussion, the class could brainstorm all the ways they could show kindness to children in the hospital.
3. These ideas should be listed on the board. The class will divide into cooperative learning groups of four to five students. Each group should include a person to gather materials, facilitator, artist, encourager. The group will divide what type of are project the group will produce. When completed the projects will be taken to the hospital. Examples of projects include:
 - a. Murals
 - b. Greeting Cards
 - c. Paintings
 - d. Books
 - e. Flip Books
 - f. Puppets
 - g. Paper Dolls
 - h. Cartoons

Submitted by: Carolyn Griffis, Teacher, Broadmoor Elementary School, Cheyenne Mountain School District #12

FOOD FOR KINDNESS

Type of Activity: Classroom or Counseling group activity.

Grade Level: 6-8

Curriculum Connections: Environment/Community Service

Objective(s) of Activity: To learn to help others less fortunate than themselves.

Materials Needed: Paper, Pencils, Computer, Telephone

Procedures:

1. The counselor will lead a discussion about the homeless people in the community. The introduction might include a video about homeless. The poem, "Home, It's Warm Inside" by Prelutsky could be read.
2. A person from the Department of Social Services could come to the school and discuss the plight of the homeless. After the introduction the class could Brainstorm about activities that could be done to help the homeless.
3. Divide the class into cooperative learning groups. Each group will appoint jobs to the members and select a specific activity. The groups will outline what they plan to do, what resources are needed, a time line of events and materials that will be needed.
4. Examples might be:
 - a. Collect food from the school for a local food bank.
 - b. Visit a soup kitchen and volunteer to help.
 - c. Collect clothing.
 - d. Collect blankets.
 - e. Contact business asking if they could donate leftover food instead of throwing it away.
 - f. Collect toys.
 - g. Collect school supplies.

Expected Outcomes: The students' awareness will be highlighted concerning the homeless there needs, reasons for being homeless and wants. Students will become more concerned for the homeless and want to help.

Evaluation: The students will write a few paragraphs about how they feel about the homeless and if it is their responsibility to help them. After the project the students will write a reaction paper about their feeling concerning the homeless.

Submitted by: Carolyn Griffis, Teacher, Broadmoor Elementary School, Cheyenne Mountain School District #12

CREATE YOUR OWN COOPERATIVE LEARNING AND KINDNESS ACTIVITY

Type of Activity: All School, Classroom or Counseling group activity

Grade Level: K-8

Curriculum Connections: You can connect your activity to any subject or class

Objective(s) of Activity: To encourage the users of this program guide to submit additional cooperative learning and kindness activities

Materials Needed: Whatever you need for activities you create.

Procedures:

1. Following the suggested framework of the other activities in this section, record any additional cooperative learning and kindness activities that you have used successfully in your school.
2. Using the enclosed blank form "Cooperative Learning and Kindness Activity Report Form," write your kindness activity. Be sure to include your name and the school where you are working. Duplicate this blank form and use it to record each kindness activity.
3. Submit as many activities as you can. If they are chosen, they will appear in the next edition of this Program Guide.
4. Submit your cooperative learning and kindness activities to Barry K. Weinhold, Director, The Kindness Campaign, c/o CICRCL, P.O. Box 5020, Asheville, NC 28813

Expected Outcomes: Additional successful cooperative learning and kindness activities to be used in the next edition of this Program Guide.

Evaluation: Count the number of new activities being submitted.

Submitted by: Dr. Barry K. Weinhold, Prof. Emeritus, Univ. Of Colorado at Colorado Springs

NAME OF ACTIVITY _____

Type of Activity:

Grade Level:

Objective(s) of Activity:

Materials Needed:

Procedures:

- 1.
- 2.
- 3.

Expected Outcomes:

Evaluation:

Submitted by:

**POWER OF POSITIVE
STUDENTS ACTIVITIES**

INTRODUCTION TO THE POWER OF POSITIVE STUDENTS

By Ken and Cheryl Carrigan

One teenager will commit suicide every 90 minutes. Over 500,000 students will attempt suicide this year - over 5,000 will succeed. One out of every four teenagers will become alcoholics and approximately one out of four teenagers will drop out of school. Forty percent of teenage girls will become pregnant before leaving their teenage years. In the next thirty minutes, 29 children will attempt suicide, 57 kids will run away from home, 14 teenage girls will give birth to illegitimate babies, 22 girls under 19, will receive an abortion, 68 teenagers will take some form of narcotics... all of them regular drug users, 188 young people will experience a serious drinking problem, 285 children will become victims of broken homes, 228 children will be beaten, molested or otherwise abused by their parents.

Those are startling statistics - but true. The primary causes are negative attitudes and low self-esteem. As a society we do have major challenges in effectively raising and educating our youth. However, research does teach us at least one thing - attitudes are responsible for 90% of one's success and we are not born with attitudes. Attitudes are learned and acquired through daily living; therefore, attitudes can be taught in the home, school and community.

What is POPS?

What is **POPS**? **POPS** is one individual helping another to become the best he/she is capable of becoming. What are the ABC's of **POPS**? Attitudes + Basic Life Skills = Competency. A wise philosopher once stated "It is a funny thing about life, if you expect only the best out of life that is quite often what you receive". We believe in the **POPS** Program, we've seen the difference it can make.

The **Power of Positive Students Program** originated in a school system in South Carolina where the educational leaders were faced with many alarming statistics, not unlike those referenced above. The leaders decided that if attitudes were central to success, and they believed that to be true, then the solution to many problems was helping all educators, students, and parents in acquiring positive attitudes. Out of that desire the **POPS** Program developed, and today the nonprofit **POPS** Foundation continues to develop resource materials and assist schools in implementing the **POPS** Program. Thousands of schools in all fifty states, Canada and numerous foreign countries have successfully used the **POPS** model and materials. A recent study in the state of Wisconsin shows that over 90% of all educators have heard of the **POPS** Program thanks to the networking and volunteering of the educators in that state.

Schools that use the **POPS** Program and teach the **POPS** principles report significant positive improvement in the areas of academics, attendance, climate, and morale. They also report reduced vandalism, dropouts, absenteeism, graffiti, and other negative behaviors.

POPS believes that the key to performance and behavior is self-esteem. Students who become effective citizens must have basic knowledge and skill, but they must also believe in themselves and learn to commit themselves to what they believe. They must be convinced that they make a difference, not only to themselves, but also to their community and friends. **POPS** teaches a student how to integrate life skills (communication, human relations and coping), with a positive attitude and how to work toward competence. With positive attitudes and life skills, students are able to respond creatively and intellectually to ever-changing problems that confront our modern world.

Just as students must learn to believe in themselves, to like who they are and to feel that they make a difference, teachers and support personnel must also feel that their jobs are important and that they are valued as individuals and as workers. Whether in the business world, responding to daily demands or in the classroom preparing to enter the working world, each person needs to feel that he is somebody special. **POPS** believes that everybody IS somebody! But how do we make sure that everybody KNOWS just how important he or she is? The **POPS** Program, a comprehensive school/community program focusing on staff development and community involvement has been designed by **POPS** to meet this challenge.

The **Power of Positive Students International Foundation** is a non-profit educational foundation begun under the leadership of Dr. William Mitchell, the founder of **POPS**. The major functions of the Foundation are: to acquaint interested individuals with details of the program's structure and execution; to create and make available materials which assist in the understanding and implementation of the program; to provide workshops, seminars and keynote addresses on **POPS**; to serve as a clearing house for compiling and disseminating data about self-esteem and related areas of concern; and to share successful activities, strategies and ideas with educators all across the world. "The Positive Ink" newsletter published by the **POPS** Foundation is a valuable tool in helping to share and disseminate information among **POPS** supporters.

The **POPS** International Foundation exists for the benefit of educators, education and ultimately, society. We hope you believe you are an important part of making the **POPS** Foundation and Program successful, because you are! The strength of the Foundation lies in the sharing of ideas, information and common goals among educators. Together, we **will** make a difference.

The Goal of POPS Program

The goal of the **POPS** Program is to build positive attitudes and basic life skills in three interrelated areas. These 3 areas are staff development, classroom and home/community. This goal is achieved by utilizing the five **POPS** tools:

Team Building - an organizational and management tool designed to ensure systematic progress towards the **POPS** Goal and to insure involvement and a feeling of ownership by all (teachers, students, staff, parents and community).

Positive Climate - an atmosphere of caring, trust, respect and pride in which self-esteem can grow. A positive climate, whether at home, in school, or in business, is where people and surroundings of an area are positive and inviting. A positive climate enhances productivity and achievement.

Conditioning, Modeling and Positive Reinforcement - powerful psychological tools used daily in classrooms, schools, and homes. The **POPS** Program details ways in which they can be used positively to develop positive self-concepts and aid in the acquisition or enhancement of the five vital attitudes and three essential basic life skills of the **POPS** Program in a systematic, theme-of-the-month approach. These 5 attitudes and 3 basic life skills are, Belief in Self, Self-Confidence, High Expectations, Goal Setting, Self-Esteem, Human Relations, Communications and Coping. Successful schools, educators and parents learn to focus on successes not failures, potential not limitations, strengths not weaknesses, positives not negatives.

POPS is a systematic, school-wide program that attacks the root causes of most self-destructive, anti-social behaviors. These root causes are negative feelings of self-worth and negative attitudes. The **POPS** approach is two-fold: 1) prevent the destruction of self-worth and the acquisition of negative attitudes, and 2) help to build feelings of self-worth and positive attitudes.

POPS and The Kind & Safe Schools Initiative

The **POPS** Program and the Kind & Safe Schools Initiative go hand in hand by promoting the positive and encouraging all individuals to be kind and courteous. By reinforcing positive and kind acts, we inspire students, faculty, staff and parents to develop positive attitudes, basic life skills, competence and the feeling of self-worth.

The beauty of the **POPS** Program is that it is an affordable, simple, systematic program that focuses on helping students, parents, and employees build positive attitudes, life skills and competencies that will enable them to have a pleasant and productive journey through life. There is no right or wrong way to use the **POPS** material included in this guide and can easily be integrated into existing curriculums. All exercises included in this program guide were found in materials available through the **POPS** Foundation and are used with their permission. The **POPS** Program helps everyone in the schooling process to grow personally and develop the attitudes that are needed in all professions, in all walks of life.

Since the **POPS** Program produces positive results in many areas, ranging from drop-out prevention to self-esteem enhancement, and since the **POPS** Program involves staff, students and parents, the program meets the criteria for many programs and grants.

For Faculty:

BUILDING SELF-CONFIDENCE

Grade Level: 4 - 8

Curriculum Connections: Any class

Objective of Activity: To provide teachers with ways to develop self-confidence in their students

Materials Needed: Pen, pencil, paper

Procedures:

1. Create a concrete plan to implement the “10 ways to Develop Self-Confidence In Your Students” listed below:
 - a. Develop the student’s self-esteem.
 - b. Provide students with opportunities to succeed.
 - c. Use positive encouragement and praise.
 - d. Identify the best traits in each student.
 - e. Encourage students to do their best.
 - f. Set a positive example.
 - g. Develop ways to weave these into your daily lesson plans.
 - h. Use students to lead classroom activities.
 - i. Help students set and reach realistic goals.
 - j. Develop high, yet realistic, expectations of students

POPS Tools Used: Positive reinforcement, Positive Climate, Modeling

Expected Outcomes and Evaluation: Students will display more and more signs of self-confidence and approach learning with this attitudes.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

For Faculty:

RAISING SUCCESS EXPECTATION IN YOUR STUDENTS

Grade Level: 4 - 8

Curriculum Connections: Any class

Objectives of Activity: To raise the levels of expectations for success in your students' performance in your classroom.

Materials Needed: Pen, Pencil, Paper

Procedures:

1. Develop a concrete plan for raising your students' expectations of success in your classroom. Make use of the list of suggested ways to raise expectations.
 - a. Analyze your seating arrangements. Make sure all students can see the board and can be seen and heard. Be sure students seated in the back of the class are involved in class discussions.
 - b. Call on low-achievers when you know they might know the answer.
 - c. Provide enough time for response from all students.
 - d. Give positive feedback to all student responses.
 - e. Be a "good finder" - catch students doing or saying good things.
 - f. Focus on student success, not failure.
 - g. Develop clear and explicit goals for student learning each day.
 - h. Encourage all students to participate. Make it a goal each day.
 - i. Tell students what you expect of them in a warm, positive manner.
 - j. Ask for student input about what they expect of you as their teacher.

POPS Tools Used: Positive reinforcement

Expected Outcomes and Evaluation: Students will begin to experience more success in your class. Their grades will improve and their participation will increase.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

For Faculty:

BUILDING POSITIVE SELF-ESTEEM

Grade Level: 4 - 8

Curriculum Connections: Any class

Objective of Activity: Develop concrete ways to build positive self-esteem in your students.

Materials Needed: Pencil or pen, paper

Procedures:

1. Develop a concrete plan for building positive self-esteem in your students.
2. Consult the list below for ideas.
 - a. Make sure all students participate in class every day.
 - b. Make sure all students are involved in a school activity of their choice.
 - c. Give students opportunities to express their feelings.
 - d. Make sure each student experiences some success in your classroom everyday.
 - e. Be a positive role model-make sure you have high self-esteem.
 - f. Catch students doing things right.
 - g. Clearly communicate your expectations for successful actions.
 - h. Be specific, simple, concrete and consistent.
 - i. Find ways to reward a positive behavior in each student everyday.
 - j. Provide ample opportunities for all students to experience success everyday.

POPS Tools Used: Positive reinforcement, Modeling

Expected Outcomes and Evaluation: Look for specific evidence of an increase in positive self-esteem, higher grades, more happy faces, more willing participation in the learning process, etc.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

“LET’S PLAY”

Type of Activity: All school

Grade Level: 5 - 8

Curriculum Connections: Gym

Objective: To foster the sense of being a peer group member.

Materials: Various types of sporting equipment.

Procedures:

1. Intramural activities should be highly developed in grades 5 - 8. Each grade level or similar unit should have several basketball teams with games after school. The same should be true of many other activities and sports.
2. Teachers should be the “coaches” of these teams. Everyone should have some job to do associated with the activities.
3. If a large school has several sections of the 6th grade, one might have six basketball teams. Tournaments could be organized with recognition and trophies given to winners in various categories such as “Hustle Award,” “Best Free-Throw Percentage,” “Most Improved,” “Most Cooperative,” “Least Penalized,” “Most Enthusiastic Team and Player” as well to the winning team(s).
4. Much in-class discussion should be given to the responsibility of the individual as he operates as a member of a group.

POPS Tools Used: Positive Reinforcement

Expected Outcome and Evaluation: As a result of being a team member, students will learn that everyone on the team regardless of talent or skill is valued and needed.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

POPS PALS

Type of Activity: All School or Classroom

Grade Level: K - 8

Curriculum Connections: Language Arts

Objective: To allow students to communicate with students they don't know and form friendships.

Materials: Paper, pencils, pens.

Procedures:

1. Find another class (at a different campus or in a different city) to be POPS PALS with your class.
2. Give the students a chance to write each other several times during the year in order to develop a relationship through the mail. (The POPS Foundation can assist with this project, suggesting schools in different states or possibly even a different country.)

POPS Tools Used: Modeling

Expected Outcome and Evaluation: Students will learn that we all have fears, desires, successes and failures, but that we can all be successful if we work together and be friends.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

GRANDPARENTS DAY

Type of Activity: All School or Classroom

Grade Level: K- 8

Curriculum Connections: Social-emotional intelligence

Objective: To help children gain feelings of inner security and a sense of self worth.

Materials: None

Procedures:

1. Have a Grandparents Day.
2. Invite the grandparents of each child to come to the classroom for a few hours.
3. Have a question and answer session where children can ask questions of the grandparents about school, dress, transportation or anything else of interest that occurred during the time the grandparents were in school.
4. Schedule the grandparents' visit to include lunch. This allows children to continue the dialogue with the grandparents.
5. Hopefully, each child will have a grandparent that can visit at least once during the school year.
6. If a child has no grandparents who can attend, extend the offer to another of the child's relations such as an uncle or aunt; also, retired persons from the community who have no local grandchildren may be invited to attend.

POPS Tools Used: Positive Reinforcement

Expected Outcome and Evaluation: Students will feel more important and valuable. They will also learn that adults value them as people too.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

POST IT

Type of Activity: All School or Classroom

Grade Level: K - 4

Curriculum Connections: Circle Activity

Objective(s): To help the children learn to be good finders.

Materials: Post It notes.

Procedures:

1. Provide several adhesive backed note pads for each classroom.
2. For 1 week the children are to look for good manners and behavior in other children. (They can only post notes about other children.)
3. Each time they spy something "good," they record the child's name and a brief description on the note.
4. The note is then attached to the classroom door of the good deed child.
5. It's exciting to watch the door fill with good deeds! Leave them on a while to be read and reread.
6. When you're finished let each student take home his/her notes to share with parents.

POPS Tools Used: Positive Reinforcement, Conditioning

Expected Outcome and Evaluation: Students will cut down on finding fault or negatively harassing others. This will also develop an atmosphere of kindness and teamwork school wide.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

REMEMBERING FRIENDS

Type of Activity: All School or Classroom

Grade Level: K - 8

Curriculum Connections: Circle Activity

Objective: To help students learn how to cope with disappointments.

Materials: Paper, pencils, pens, markers, crayons, binders.

Procedures:

1. Friends help us cope with many of the disappointments and difficult decisions in our lives. Often at the end of school we leave our friends and teachers and do not get to see them again.
2. Make “Good-bye Books” or “Autograph Books” so the students will have a chance to write something to their friends and so teachers can do the same!

POPS Tools Used: Team Building, Positive Reinforcement

Expected Outcome and Evaluation: This allows students the opportunity to be able to access positive memories of fun activities they shared with classmates during times when they may be feeling sad or lonely.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

H.O.P.E.

Type of Activity: All School

Grade Level: K - 8

Curriculum Connections: Circle Activity

Objective: To encourage students to use positive encouragement.

Materials: None

Procedures:

1. Start the H.O.P.E. club as a means to encourage each other. H.O.P.E. stands for "Hand Out Positive Encouragement."
2. To become a member of the club, the child must be observed by a teacher or fellow student giving positive encouragement to another person at least twice.
3. To remain a club member in good standing, you must be observed by a teacher or fellow student giving positive encouragement to another person once each week.
4. Examples:
 - You can do it,
 - You're a winner,
 - I believe in you,
 - If you think you can - you can,
 - Starting begins by taking the first step...

POPS Tools Used: Team Building, Positive Climate, Modeling, Positive Reinforcement

Expected Outcome and Evaluation: Students will break negative patterns and habits and fill the void with positive self-talk.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

HUG CHAIN LETTER

Type of Activity: All School

Grade Level: K - 8

Curriculum Connections: Social-emotional intelligence

Objective: To encourage students to start their day in a positive manner.

Materials: Paper, pencils, pens.

Procedures:

1. Start a "Hug Chain Letter."
2. Design your own chain letter that begins... "In order to have a good day today, you must hug at least three people you see."
3. When you have hugged three people (remember, teachers are people, too) pass this letter on to someone else so they can have a good day, too!
4. The penalty for not following these directions is a trip to the principal's office where you will be assigned twice as many hugs!"
5. You can substitute things for hugs such as: a wink, smile, say hello, shake hands, pat on the back, or the 3 H's (a hug, a hand shake, or a high five).

POPS Tools Used: Positive Climate, Positive Reinforcement, Modeling

Expected Outcome and Evaluation: By starting their day in a positive manner, students will develop friendships where none were before, make each person feel special and wanted, and encourage others to be positive also.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

POSITIVE TALLY SHEET

Type of Activity: All School or Classroom

Grade Level: K - 8

Curriculum Connections: Language Arts or Drama

Objective: To encourage communication

Materials: Paper, pens, pencils.

Procedures:

1. Have each student keep a tally sheet to record the number of positive comments or statements, and the number of negative comments or statements, they hear in a single day. Encourage them to keep a pen or pencil with the tally sheet so no matter where they are they can record on the sheet.
2. These comments can come from a variety of sources, including friends, family members, teachers, the radio and casual conversations.
3. Create a list, with your students' involvement that identifies positive words and expressions of praise, encouragement, support, and gratitude.
4. Allow the students to add to this list daily.
5. Some teachers create two lists, one of positive words and one of negative words, and post both lists for a period of two or three weeks.
6. You may call the positive "Eagle Talk" and the negative list "Chicken Talk".
7. Students should be encouraged to add words to both lists, but at the end of the allotted period, the "Chicken Talk" lists come down and are torn up and thrown away!
8. Leave the "Eagle Talk" up for a few more weeks so the students can learn many of the words.

POPS Tools Used: Positive Climate, Conditioning

Expected Outcome and Evaluation: Students will become more aware of their surroundings as well as their own inner conversations (self-talk). This will also help students to break negative thought and verbal patterns.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

COMPLIMENT BOX

Type of Activity: All School

Grade Level: K - 4

Curriculum Connections: Social-emotional intelligence

Objective: To help students communicate.

Materials: Box, paper, crayon, markers.

Procedures:

1. Decorate a box and call it your Compliment Mailbox.
2. Children can “mail” letters to others in class or at school.
3. Write a few letters as a group so they get the idea of a compliment, then let them write on their own.
4. They can even decorate their own stationery and make their own envelopes. Designate two children to be “mail carriers” to deliver the letters at the end of each day.

POPS Tools Used: Positive Climate, Modeling, Positive Reinforcement

Expected Outcome and Evaluation: By allowing each student to get a chance to be the Mail carrier, they will develop trust, confidence, and self-worth. This also develops spirit between classes and allows students to make new friends.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

BONDING ACTIVITY

Type of Activity: Classroom

Grade Level: K - 8

Curriculum Connections: Cooperative Learning or Circle Activity

Objective: To allow children to receive and give affection and to form friendships.

Materials Needed: Paper, pencils or crayons.

Procedures:

1. Have children work in small groups for a period of time (approximately 1/2 hour a day for several days) to help develop closer friendships and affection among the group members.
2. This may be used as subject area groups to develop games, crossword puzzles, et cetera, to help review and reinforce the subject area materials.
3. Regroup after a few days to permit every student to work with every other student.

POPS Tools Used: Conditioning

Expected Outcome and Evaluation: Students will learn and understand that affection can come from many places and people. Each child will form strong bonds with other students, which in turn will develop lasting friendships.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

POSITIVE BELIEFS IN SELF

Type of Activity: Classroom

Grade Level: 4 - 8

Curriculum Connections: Circle Activity

Objectives of Activity: To help students generate ways they can develop positive beliefs and behaviors

Material Needed: Paper, pens and pencils

Procedures:

1. Ask students to brainstorm a list of ways they can develop positive beliefs and behaviors. Ask them: "What helps you develop positive attitudes and beliefs in yourself?"
2. "What you need to say to yourself or do for yourself?"
3. "What do you need others to say to you or do for you?"
4. Select the best answers.
5. Post the list to remind students of what they can do for themselves and others.

POPS Tools Used: Positive reinforcement, Positive Climate

Expected Outcomes and Evaluation: Students will begin to use the suggestions on the list with themselves and in their interactions with others.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

TOPICS FOR DISCUSSION

Type of Activity: Classroom

Grade Level: K - 8

Curriculum Connections: Circle Activity

Objective: To help children learn to make decisions and take responsibility for their actions.

Materials: Poster board or chalkboard.

Procedures:

1. Develop a group of topics such as:
 - a. Students should be allowed to drop out of school anytime they wish.
 - b. Twelve year olds should be allowed to work in factories.
 - c. A person should be allowed to drive on the highways as fast as he wishes.
 - d. A person should be allowed to build anything he wants on his land.
2. Students can help you write these statements.
3. List the topic and have the class list as many possible consequences.
4. Then have the class decide and list who is responsible to regulate the topic.
5. List the reasons why there would be laws & rules that regulate the topic.

POPS Tools Used: Conditioning

Expected Outcome and Evaluation: Helps each student understand that laws and rules are designed for their own protection. Each student will see that poor decisions, as well as positive ones will have a direct result on the outcome.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

LEADERS IN THE COMMUNITY

Type of Activity: Classroom

Grade Level: K - 8

Curriculum Connections: Social Studies, Language Arts, Environment/Community Service

Objective: To develop proper attitudes and understanding toward society and its institutions.

Materials: None

Procedures:

1. Bring in members of the community and institutions as resource people to help students understand the community and its resources, and to explain what positive influence others may have had in making them successful in their profession.
2. Make a list of available resource people early in the year and schedule them as needed. Look for elected officials, law enforcement and probation officers, ministers, local members of universities and colleges, pilots, soil conservation personnel, county agents, people in community who have traveled outside the United States, personnel representing banks and other financial institutions, leaders from business and industry, et cetera.

POPS Tools Used: Conditioning, Modeling

Expected Outcome and Evaluation: By hearing over and over, it will become realistic to students how each positive thought and belief in self has an influence on becoming successful.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

ALL ABOUT ME

Type of Activity: Classroom

Grade Level: K - 8

Curriculum Connections: language Arts

Objective: To emphasize the positive in all phases of the classroom and to develop independence and a feeling of self-worth and acceptance.

Materials: Paper, pencils, pens, crayons, markers.

Procedures:

1. Have children write an essay about themselves describing what they like to do-- read, eat, like about themselves, watch on television, their favorite movie, comic strip character, etc.
2. Let children describe their families. It is important to know that others are interested in them and care about their lives outside of school.
3. Note: younger children can draw pictures to describe these things.

POPS Tools Used: Positive reinforcement

Expected Outcome and Evaluation: Each student will realize that they are valuable and that there are other people who respect and care about them.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

FAMOUS SUCCESS STORIES

Type of Activity: Classroom

Grade Level: 5 - 8

Curriculum Connections: Language Arts or Drama, Math /Science

Objective: To foster the desire to achieve and to be competent.

Materials: Books, Magazines, et cetera.

Procedures:

1. Have students search for success stories ("Horatio Alger" types) in each subject area.
2. You may want to divide the class into groups (Language Arts group, Social Studies group, Science group and Mathematics group) to find two or three success stories in each.
3. Each group presents the stories of successful people that they have selected.
4. Have a class discussion on what it takes to be successful.
5. Make a list of the things that each person discussed did in order to move to the top in his area.
6. List and talk about the rewards that high achievers obtain.
7. Have students make a list of the most successful people in each of several present day occupations or career areas (medicine, education, television, automobile industry, utilities, et cetera). Read the life story of several of these people.
8. Discuss the steps each took in attaining his success.
9. Be certain to include both men, women and minorities in the discussion.

POPS Tools Used: Positive Reinforcement

Expected Outcome and Evaluation: Students will understand the value of hard work and set backs, and will realize that many famous people may have struggled to succeed, but never give up.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

POSITIVE DESCRIPTIONS

Type of Activity: Classroom

Grade Level: K- 4

Curriculum Connections: Language Arts

Objective: To help children find positive “describing” words that tell about each other.

Materials: None

Procedures:

1. Help children think of a wide variety of positive describing words that have a happy, positive feeling.
2. See if you can match a describing word with the same beginning sound to your name.
3. This can be an individual or group project.
4. You might come up with Awesome Amy or Jazzy Joshua.

POPS Tools Used: Positive Reinforcement

Expected Outcome and Evaluation: Students will develop a more positive vocabulary.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

BIRTHDAY BOX

Type of Activity: Classroom

Grade Level: K - 4

Curriculum Connections: Circle Activity

Objective: To recognize student birthdays.

Materials: Small box, wrapping paper.

Procedures:

1. Wrap a small box and its lid separately. Place a small slit in the box lid. The box sits on the desk of the birthday person all day to remind the class who's birthday it is.
2. Inside the box can be a ticket for a free draw in the treasure chest, a birthday certificate, a coupon from a local merchant who offers free birthday specials for children, et cetera.
3. All students are encouraged to write a positive birthday wish for the honored student and to drop the wish into the birthday box.
4. At the end of the day, the box can be put away and saved for the next birthday child.

POPS Tools Used: Positive Climate, Positive Reinforcement

Expected Outcome and Evaluation: This will reinforce to students that they each are a valuable part of the class, and that school can be a very positive experience.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

ENCOURAGEMENT FEAST

Type of Activity: Classroom

Grade Level: K - 4

Curriculum Connections: Circle Activity

Objective: To develop a feeling of being special and to help others feel that they are special too.

Materials: None

Procedures:

1. Seat children in a circle.
2. The teacher begins with the person next to her on the left (or right). S/he says "I think you're neat. What I really like about you is that...." (Tell something you like or LOVE that is unique to that child.)
3. Continue around the circle until all have had a turn. If the class is too big you can finish it two sessions. It should be fast paced, but sincere.
4. Encourage children to be specific with their encouraging remarks.
5. Look for comments that reflect personal qualities such as, "I like to play with him because he shares," or "She has a nice smile and smiles a lot."

POPS Tools Used: Positive Reinforcement

Expected Outcome and Evaluation: Students will learn to give and accept compliments with a simple "thank-you".

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

POPPIN' GOOD

Type of Activity: Classroom

Grade Level: K - 4

Curriculum Connections: Social-emotional intelligence

Objective: To recognize and reward students for appropriate behaviors.

Materials: Jar, Popcorn

Procedures:

1. Decide on a specific positive behavior or achievement your class will work toward.
2. Every time the positive behavior is noticed put kernels of popcorn into a jar.
3. When the jar is filled you can have a popcorn party for a "Poppin' Good Class." Everyone can enjoy the benefits.

POPS Tools Used: Positive Climate, Conditioning

Expected Outcome and Evaluation: Teaches that small steps are important and that by taking small steps towards a goal, you can get big results.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

CREATE A SONG

Type of Activity: Classroom

Grade Level: K - 4

Curriculum Connections: Music

Objective: To allow children to express their uniqueness through music.

Materials: None

Procedures:

1. Sing through several old familiar tunes with your class.
2. Choose one that is the easiest for you and your class.
3. Count out the syllables needed to fit in each line.
4. Make up a song using ideas from the whole class. Songs like "Old MacDonald," "The Farmer in the Dell," and "London Bridge" work very well.
5. Sing your song to start and/or end each day.
6. Example Tune: Old MacDonald

I am special that's for sure

Yes, oh, yes I am. (repeat first two lines)

I'm special at school, I'm special at home, special everywhere I roam,

I am special that's for sure

Yes, oh yes I am.

POPS Tools Used: Team Building, Conditioning

Expected Outcome and Evaluation: Students will have fun working towards a common goal, and realize that everyone can have different thoughts and ideas to attain it.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

THE GIFT OF ENCOURAGEMENT

Type of Activity: Classroom

Grade Level: K - 4

Curriculum Connections: Circle Activity

Objective: To help students encourage others.

Materials: Bulletin board, construction paper.

Procedures:

1. Draw a large present on a bulletin board.
2. Write in a few encouraging statements.
3. Let the students make suggestions on what other things could be included and fill up the rest of the package with their contributions.
4. Examples:
 - You are #1 !,
 - Priceless,
 - First Class,
 - Grand,
 - Great Work!,
 - Stunning,
 - You're a Jewel...

POPS Tools Used: Positive Climate

Expected Outcome and Evaluation: Teaches that giving encouragement will result in getting encouragement.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

SHINING STARS

Type of Activity: Classroom

Grade Level: K- 4

Curriculum Connections: Art/ Creativity

Objective: To help children understand that they are special.

Materials: Construction paper, picture, scissors, glue, glitter, et cetera

Procedures:

1. Have each child decorate a star and add the child's picture to the center.
2. On each point the child can write something special about him or herself.
3. Use the stars to decorate a door, room or bulletin board.
4. Examples:
 - I believe in me,
 - I am the greatest,
 - I am a winner,
 - I have a positive attitude,
 - I treat others with kindness,
 - I am unstoppable,
 - Nothing can hold me back except myself...

POPS Tools Used: Positive Reinforcement

Expected Outcome and Evaluation: Students will develop a strong and lasting belief in themselves and their positive attitudes.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

SELF-COLLAGE

Type of Activity: Classroom

Grade Level: K - 8

Curriculum Connections: Art/Creativity

Objective(s): To help students believe in themselves.

Materials: Paper plates, crayons or markers, old magazines.

Procedures:

1. Have your students make a “self collage.”
2. Give them a paper plate and ask them to divide it into four sections with a pencil or marker. (Illustrate the correct technique on the chalkboard, or with a paper plate.)
3. Have each student cut out or draw pictures in four different categories:
 - a. My favorite food.
 - b. What I like to do at school.
 - c. What I like to do at home.
 - d. My favorite color.
4. When finished be sure the child’s name is on the back and hang each plate from the ceiling in a corner of your classroom.
5. Discuss with the children how everyone forms opinions about various things, including our opinion about whether we are smart or not.
6. Tell the students that they should always believe that they can be successful if they study and prepare.

POPS Tools Used: Positive Climate, Conditioning

Expected Outcome and Evaluation: Teachers will understand better what kind of nutritional and nurturing climate students have at home and be able to encourage them positively.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

A "YOU CAN" ATTITUDE

Type of Activity: Classroom

Grade Level: K - 4

Curriculum Connections: Art/ Creativity

Objective: To encourage students' self-confidence.

Materials: Artwork, crayons or markers.

Procedures:

1. Encourage your students to develop a "can-do" attitude, which means being willing to try new things.
2. When a student models this behavior and attitude, recognize him/her by placing a cutout of "You can Toucan" (enlarge artwork on the following page) on their desk.
3. Have your students help to color the cutout.
4. Emphasize to the students that you can only acquire self-confidence through attempting something and gaining experience.
5. Even if the experience is not completely successful, the student can develop confidence from the attempt and from any incremental successes.
6. Variation: Place the cut-out of "You can Toucan," or use a stuffed toucan purchased from a toy store, on the desk of any student who is having a problem with a task. Tell the student, "With a little help and practice, I know YOU CAN!"

POPS Tools Used: Positive Climate, Positive Reinforcement

Expected Outcome and Evaluation: "You can Toucan" becomes a friend and role model for students and shows them that with hard work they will get positive results.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

SECRET PAL

Type of Activity: Classroom

Grade Level: K - 8

Curriculum Connections: Circle Activity

Objective: To build self-confidence and positive relationships

Materials: None

Procedures:

1. Choose a POPS pal for the week (like a secret pal) for each student.
2. If there are an odd number of students in your class, you can be the extra person needed. Instruct the students to do nice little secret things for their POPS pal each day.
3. Say something nice, push in their chair, smile.
4. On Friday, the students take turns guessing who their secret pal was that week. Nothing builds self-confidence like doing something for someone else.

POPS Tools Used: Team Building, Positive Climate, Modeling

Expected Outcome and Evaluation: Students will learn that by doing kind things for others, they will feel better about themselves at the same time. This type of behavior carries over week to week and becomes a habit for all students.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

COMPLIMENTS

Type of Activity: Classroom

Grade Level: K - 4

Curriculum Connections: Art/Creativity

Objective: To help build students' self-esteem.

Materials: None

Procedures:

1. Being able to give compliments is a good indicator of someone with healthy self-esteem. You can encourage your students to be compliment givers by practicing the following two activities:
 - a. When you have that little bit of time before lunch or break, have the children turn to their partner and tell them something they like about him/her or have them say "I'm glad you're in this class."
 - b. Place a stack of "Happy Grams" or plain notes in a location where children can get them easily. Encourage the children to write "happy" notes to each other when they have finished their work. Don't forget that it's OK for teachers to give and receive happy notes, too!

POPS Tools Used: Positive Climate, Modeling, Positive Reinforcement

Expected Outcome and Evaluation: Students and teachers will develop healthier self-esteem and will work better and in a timelier manner.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

WARM FUZZIES

Type of Activity: Classroom

Grade Level: K - 4

Curriculum Connections: Art/ Creativity

Objective: To encourage students to give affection.

Materials: Paper, crayons, markers, pom-poms, wiggly eyes, pipe cleaners and feathers.

Procedures:

2. Let the children make a card for their parents entitled: "For All That You Do... This Warm Fuzzy's For You!"
3. They could also make and distribute them to other important people in their lives such as a sister, brother, grandparent, or friend.
4. You could also turn this into an art project by using pom-pom balls for the Fuzzies and decorating with wiggly eyes, pipe cleaners and feathers.
5. But remember, Warm Fuzzies must be given away!

POPS Tools Used: Positive Climate, Positive Reinforcement

Expected Outcome and Evaluation: Students will learn how good it feels to give and this will also bring family and friends closer.
Students will develop more love and compassion for others.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

EVERYDAY HEROES

Type of Activity: Classroom

Grade Level: K - 8

Curriculum Connections: Language Arts or Drama

Objective: To encourage communication with others outside the classroom.

Materials: None

Procedures:

1. Ask your students to interview someone they know (a friend or family member) who has done something they think is courageous or outstanding.
2. They should find out some interesting facts to share with the class, along with the reason they think this person is an everyday hero.
3. They should also be prepared to tell how they are alike or different from the person they choose.
4. Teachers should explain to children the difference between a celebrity and a hero.

POPS Tools Used: Modeling

Expected Outcome and Evaluation: Students will learn that they can succeed with desire, expectations and goals.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

COMMON CLICHÉS

Type of Activity: Classroom

Grade Level: K - 8

Curriculum Connections: Language Arts

Objective: To encourage creative communication.

Materials: None

Procedures:

1. Communication is more than the spoken word, it is the written word as well.
2. Take some old sayings that the children may not be familiar with.
3. Leave out part of the saying and see what they fill in instead.
4. Compare their versions of the sayings with the originals.
5. Discuss what they are really supposed to mean.
6. Examples:
 - a. A bird in the hand (is worth two in the bush.)
 - b. A stitch in time (saves nine.)
 - c. Don't count your chickens before (they hatch.)
 - d. Birds of a feather (flock together.)
 - e. A penny saved (is a penny earned.)
7. When you're finished, encourage your students to use more picturesque language in their written communication.

POPS Tools Used: Conditioning

Expected Outcome and Evaluation: Students will be allowed to access their imagination and creativity.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

TAKE 5!

Type of Activity: Classroom

Grade Level: 4-8, Teachers

Curriculum Connections: Circle Activity

Objective: Encourage goal setting.

Materials: Paper and pen or pencil.

Procedures:

1. Set a timer for five minutes and have your students list everything that has to be done today--in and out of school.
2. Then, have them look at the list and chose the five things they think are more important to do today.
3. Write these down and cross each one out as it is finished.
4. This can become a daily habit for teach and students alike.
5. Discuss later how students feel about finishing the goals they considered important.

POPS Tools Used: Conditioning

Expected Outcome and Evaluation: Students and teachers will gain self-worth by experiencing how it feels to set and attain goals.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

STUDENT TEACHERS

Type of Activity: Classroom

Grade Level: 4-8

Curriculum Connections: Any Class

Objective: Change of pace, encourage students to try something different.

Materials: None

Procedures:

1. Gather several children together in cooperative learning groups to teach a lesson to the rest of the class.
2. Provide needed materials for them including the “sacred” teacher’s manual.
3. Their lessons could include the use of the overhead, drawing pictures, lecture, chalkboard, etc.
4. This allows students to actually learn more about a subject and gain a sense of pride and accomplishment in doing something on their own.

POPS Tools Used: Team building, Modeling

Expected Outcome and Evaluation: Students will have a sense of accomplishment and feel good about themselves for delivering such an important task.

Submitted By: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

BOOK OF ACCOMPLISHMENTS

Type of Activity: Classroom

Grade Level: K - 8

Curriculum Connections: Circle Activity

Objective: Encourage students and teachers to keep a positive image of self.

Materials: Small notebook

Procedures:

1. Instruct your students to keep a small notebook for listing all their accomplishments.
2. Each day take a few minutes to list anything they've done that they're proud of:
 - a. gotten a good grade on a test or project,
 - b. helped a friend with a problem,
 - c. was on time for class,
 - d. made the volleyball team,
 - e. got up this morning and came to school.
3. Encourage the students to read these warm personal fuzzies anytime, but especially before they begin something new or feel fear about something.
4. It will give them a chance to think about the things they have already accomplished.

POPS Tools Used: Conditioning, Positive reinforcement.

Expected Outcome and Evaluation: Students and teachers at any time can pick up their notebook and read things to make them feel good about themselves.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

STUDENT OF THE DAY

Type of Activity: Classroom

Grade Level: K - 8

Curriculum Connections: Circle Activity

Objective: To end the school day and send students home on a positive note.

Materials: Certificate

Procedures:

1. Design a "Student Of The Day" certificate.
2. Choose a different student each day to receive this honor.
3. Hand out the certificate and allow other class members five minutes to describe the honored individual in positive words.
4. Post a list of adjectives to help student describe the individual - kind, athletic, intelligent, helpful, fun loving, friendly...

POPS Tools Used: Team Building, Positive Climate, Conditioning, Modeling, Positive Reinforcement.

Expected Outcome and Evaluation: Student will feel good about themselves by being kind to one of their classmates.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

PROMOTING POSITIVE ATTITUDES

Type of Activity: Classroom

Grade Level: 4-8

Curriculum Connections: Circle Activity

Objective: To encourage students and teachers to be conscious of their thoughts.

Materials: Questioner and pencil or pen

Procedures:

1. Pass out a questionnaire with the following questions:
 - a. List some of the negative things you have heard, seen, or experienced in the last twenty-four hours.
 - b. List some of the positive things you have heard, seen or experienced in the last twenty-four hours.
 - c. What positive inputs will you work toward putting into your mind during the next three days?
 - d. What people are a positive influence on your thinking? Why?
2. How would you rate your own attitudes? (circle one)
 - a. very negative
 - b. negative
 - c. somewhat positive
 - d. positive
 - e. very positive
3. After it is completed, have a classroom discussion.

POPS Tools Used:

Expected Outcome and Evaluation: Teacher and students will be more aware of how outside influence can affect their thoughts creating either a positive or negative attitude.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

GOAL SETTING

Type of Activity: Classroom or Counseling Group

Grade Level: 7 - 12

Curriculum Connections: Social Studies

Objective: To teach children to establish a goal and work toward reaching that goal.

Materials: Paper or 3 x 5 index cards and pen or pencil.

Procedures:

1. Discuss with students the need for establishing goals and planning strategies for meeting them.
2. Have each student select a personal goal for one day and outline a plan or strategy for reaching that goal.
3. Students may, if they choose, read their goal and present their outline for reaching it to the class. Allow class members to help refine it.
4. Have students talk about how they reached goals (at the end of day or next day).
5. Example: There is a school dance, and a boy would like to ask a certain girl to go out with him.
 - a. He writes down the name of the girl he wants to ask, and imagines the end result of having a wonderful time with his friend.
 - b. He uses positive statements of reassurance to himself (self-talk) such as I can and I will and imagines how proud he is of himself for being a positive and take-charge person.

POPS Tools Used: Conditioning

Expected Outcome and Evaluation: Students will become more aware of how important goal setting is and how easy it is to reach them by writing them down.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

“I AM GOOD AT...”

Type of Activity: Small group counseling

Grade Level: K- 8

Curriculum Connections: Circle Activity

Objective: To help students understand and appreciate themselves as individuals.

Materials: None

Procedures:

1. Have students get in groups of five and discuss the major area in which each person excels.
2. Have them discuss the fact that different people have different areas in which they excel.
3. One student may excel in mathematics and another in basketball, or art, music, helping others, spreading kindness, role modeling for younger children, smiling, or sharing love.
4. Discuss the fact that each person can use his strength areas to build in other areas.

POPS Tools Used: Conditioning

Expected Outcome and Evaluation: Students will get a positive mindset and realize that the only thing holding them back are the limitations they place on themselves. It will help them to develop an “I can, I will” attitude.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

GOOD FRIEND CORNER

Type of Activity: Small group counseling

Grade Level: K- 8

Curriculum Connections: Circle Activity

Objective: To allow children opportunities to receive and give affection and to form friendships.

Materials: Bulletin board, photographs, ribbon, yarn.

Procedures:

1. Place 2 or 3 chairs or pillows together in a corner of the room where a child and one or two of his friends can read together and discuss what they have read.
2. Decorate the area in a colorful way with photographs of friends placed together.
3. The photographs could be circled with yarn or ribbon placed on the bulletin board.
4. The entire board could be entitled "GOOD FRIENDS," "PALS" or something similar. This area could also be a place for friends to go and have a short conversation during the day.

POPS Tools Used: Conditioning

Expected outcome and Evaluation: This will help students build strong bonds with other students. They will realize that friends are people that like and accept you, even though you may not always agree with each other, and that friends build each other up, not tear each other down.

Submitted by: Ken and Cheryl Carrigan, POPS Instructors, Colorado Springs

CREATING YOUR OWN POPS ACTIVITY

Type of Activity: All school or classroom or counseling group activity

Grade Level: K - 8

Curriculum Connections: Any class

Objective: To encourage the uses of this Program Guide to create and submit additional POPS activities.

Materials: Whatever materials you need for the activities you create.

Procedures:

1. Following the suggested framework of the other activities in this section, record additional POPS activities that you have used successfully in your school.
2. Using the enclosed blank form, "POPS Activity Report Form", record your POPS activities. Be sure to include your name and the school where you are working (you may duplicate two blank forms and use it to record each POPS activity).
3. Submit as many activities as you can. If they are chosen, they will appear in the next editions of this Program Guide.
4. Submit your POPS activities to The Kindness Campaign, c/o CICRCL, P.O. Box 5020, Asheville, NC 28813.

POPS Tools Used: None

Expected Outcome and Evaluation: Additional successful POPS activities to be used in the next edition of this Program Guide.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

POPS Activity Report Form:

NAME OF ACTIVITY _____

Type of Activity:

Grade Level:

Curriculum Connections:

Objective(s):

Materials:

Procedures:

- 1.
- 2.
- 3.

POPS Tools Used:

Expected Outcome and Evaluation:

Submitted by:

**BULLYING & PUT-DOWN
PREVENTION ACTIVITIES**

INTRODUCTION TO ACTIVITIES FOR REDUCING PUT-DOWNS AND BULLYING BEHAVIOR IN SCHOOLS

Dr. Barry K. Weinhold

The problem of put-downs and bullying behavior in schools has been around for a long time and very little has been done to correct the problem. Children are afraid to tell and even if they do report, no one comes forward to help them. Teachers and administrators often have trouble distinguishing true bullying behavior from normal peer aggression and teasing. Many teachers believe that children should learn to solve their own problems and are reluctant to intervene. The prevailing attitude of many teachers is that bullying is just “kids being kids” or that it is some sort of “rite of passage.”

Many children do not tell because they were told not to “tattle” on others or they fear retaliation by the bullies. Research shows that the victims of bullying are typically more anxious and insecure than other students, often being sensitive and shy. They develop negative self-images and often view themselves as failures and feel stupid, ashamed and unattractive. The victims of bullying are to a great extent neglected or ignored. Many are targets for long periods of time, sometimes for years, forcing them to go through their school years in an ongoing state of anxiety and insecurity, coupled with low self-esteem. Therefore, these victims of violence and aggression feel isolated, fearful and alone.

Typically bullies are aggressive not only toward their peers, but also toward teachers, parents and siblings. They have a positive attitude about violence and have a strong need to dominate others. They show little anxiety or insecurity and report a relatively positive view of themselves. They are usually bigger and stronger than their classmates.

Most bullies follow an antisocial path of behavior and it is essential to try to redirect them into more socially acceptable behaviors. There is no evidence that a tolerant or permissive attitude works with these kids. There have to be firm limits and rules to help redirect their aggressive impulses (Olweus, 1988, 1993). Olweus recommends a zero tolerance approach in dealing with bullies. The problem has actually gotten worse in this country because of the increased availability of guns. Bullies can now inflict lethal wounds on their victims. As a result, a larger portion of secondary school students say they fear for their safety. Teachers are also increasingly being targeted and attacked by school bullies.

Garrity, et al. (1994) contend that children who are being bullies: (1) need and deserve adult help, (2) can't solve the problem by themselves, and (3) face repeated attacks. Their book, entitled *Bully-Proofing Your School*, contains many helpful activities to deal with bullying behavior.

Below are some facts about bullies and their victims:

- 605 of boys who were identified as bullies in second grade were convicted of a felony by age 24.
- The more aggressive a boy was at age eight, the more likely he would be in trouble with the law as an adult.
- Girl bullies are more likely to become mothers who use aggressive means of punishing their own children and their children were more likely to become bullies as well.

- Three out of four students from non-urban schools report being bullied during their school years.
- 90% of all students felt that being bullied caused social, emotional or academic problems.
- 60% of victims report being bullied by boys, while 40% were bullied by girls.
- Bullying is reported as most severe in grades 7-9 with grades 4-6 next.
- 69% of all students believe schools respond poorly to reports of bullying and victimization.
- Ridicule/teasing, verbal harassment and practical jokes are the most frequently reported forms of put-downs and bullying. Physical attacks are reported less frequently.
- Students receive an average of 213 put-downs per week for an average of 30 per day.
- 44% of teachers believe disruptive school behaviors are getting worse.
- Each month, over 250,000 students report being physically attacked.
- One out of five high school students report avoiding restrooms out of a fear for their safety.
- 10% of those who drop out of school do so because of repeated bullying.
- Both bullies and victims report having problems later in life related to their experiences.
- Everyone plays a role in allowing bullying behavior to go on and everyone can play a role in helping to reduce the problem.

What are the Causes of Bullying Behavior?

While there are many known causes, the most apparent cause is being bullied or disciplined using aggressive or punitive measures. In **The Authoritarian Personality** (1950) the authors claimed that a childhood characterized by harsh punishment and little parental warmth produces a personality that glorifies parental authority and displaces anger and rage onto a variety of despised out groups. In their research, the authors showed that those scoring high on the F Scale (Fascism Scale) were disciplined "...by relatively harsh application of rules, in accordance with conventional values, and this discipline was commonly experienced as threatening or even overwhelming" (Sanford, 1971, p.337).

The link between harsh, punitive child-rearing practices and the later development of an authoritarian personality was confirmed in a longitudinal study by Frenkel-Brunswik (1954) who conducted home visits and conducted interview with parents of children as young as ten years old. Tompkins (1991) found that the manner that children are socialized or disciplined affects that child's later disposition toward anger. Those children who were "disciplined with rewards" were capable of controlling their anger as adults and those children who were "disciplined with punishments" were more likely to use anger as a way of resolving conflicts and were more distrustful toward authority.

Miller (1983) also argued that those children who were disciplined using punitive and harsh child-rearing methods were angrier towards their parents and often had to deny or repress that anger until it could be released by expressing it toward someone perceived as weaker and less likely to be able to fight back. According to Miller,

parenting characterized by physical punishment, shaming, the punishment of feelings and demands for absolute obedience to authority are pervasive can either produce a reservoir of rage that will be discharged on others who cannot fight back. Weinhold (1990) called this phenomenon the "Vicious Cycle of Cruelty."

Research supports Miller's claims about the persuasiveness of "disciplining with punishments" rather than "disciplining with rewards." In a national representative sample of 3,346 children, Vissing, Straus, Gelles, and Harrop (1991) found that 63% of children were recipients of verbal aggression by parents that was defined as "a communication intended to cause psychological pain to another person, or a communication perceived as having that intent." In another study, Gelles (1987), found that 71% of parents slapped or spanked their child as their main form of discipline. Weiss, Dodge, Bates and Pettit (1992) reported a significant correlation between harsh parental discipline during early childhood and later aggression. These children were more likely to report that they would use aggressive methods to resolve conflicts.

Milburn and Conrad (1996) reported two different studies to test their hypothesis that people who experienced a great deal of childhood discipline using punishments, especially physical punishment, as adults would hold more punitive attitudes toward others and would be more likely for example to support the death penalty, favor the use of military force, and be against abortion. The only variable that altered these results was whether or not these people had therapy or not. Those with punitive childhood backgrounds, but who had therapy, were less likely to support the death penalty, favor the use military means to achieve objectives or be against abortions. They also showed that when their respondents who were harshly punished as children were given a chance to recall their childhood experiences and could express their feelings concerning these events, their attitudes towards such things as the death penalty temporarily changed and became more moderate.

Straus (1994) in a thorough nation-wide study of corporal punishment in families and schools, concluded that corporal punishment in schools was positively correlated with student violence and homicides. Those states where corporal punishment was used extensively in the schools as a form of discipline had significantly higher rates of student violence and higher murder rates than states where corporal punishment in the schools has been banned. He also concluded from his research that children and youth who are spanked are less likely to succeed economically. He said, "... hitting children increases the probability that later in life they will have one or more characteristics that are especially damaging to success in high-level occupations--depression, an inclination to physical violence, a sense of powerlessness, and a lack of internalized moral standards. (p. 145).

All this suggests that given the likely causes of aggressive or bullying behaviors, some early intervention may be possible to help these young people change their predisposition toward anger and violence. It suggests that these children need some help in learning to understand and find more effective ways to express their feelings related to the way they have been disciplined at home and need to be exposed to "discipline with rewards" in order to change their aggressive and bullying behaviors.

BULLYING AND SCHOOL VIOLENCE: THE TIP OF THE ICEBERG

Barry K. Weinhold, Ph. D

Introduction

Because the bulk of the iceberg that the Titanic hit on April 14, 1912 was invisible to the ship's captain, this great ship sank to the bottom of the ocean. On April 20, 1999 our great nation also hit a largely invisible iceberg at Columbine High School. Since then the public eye has been focused on this metaphoric iceberg, known as the "culture of violence." Actually, the focus mostly has been on school violence, just the tip of the iceberg, while the rest of the iceberg has continued to grow and flourish. Unless this nation is able to change its course, it is surely headed for more collisions with this iceberg that cause the deaths of innocent people.

Ever since the Columbine tragedy, people have been asking, "How could this have happened?" and "What can we do to prevent this from happening again?" Unfortunately, much of the public commentary about the causes of the Columbine massacre has been focused on assigning blame and finding quick fix solutions. What might be more useful is uncovering the hidden causes of this tragedy that are related to the larger systemic problems caused by the culture of violence and then develop long-range primary prevention strategies that deal with these hidden causes. The goals of this talk are to (1) examine the hidden elements of the culture of violence present in the Columbine tragedy, (2) expose the pervasive nature of bullying in the world, (3) show how bullying and school violence are part of a larger pattern of violence that is fed by the culture of violence, and (4) describe effective long-range prevention methods that can be used to eradicate the culture of violence.

What is Below the Tip of the Iceberg?

School violence is one of the visible forms of the culture of violence that currently is being addressed, the other visible forms of the iceberg of violence also need to be addressed. They are

- youth violence,
- domestic violence,
- road rage,
- gang violence,
- hate crimes,
- community crime and violence, and
- global conflict and war.

There is ample evidence documenting the existence of the culture of violence. For example, juvenile crime is up 47% nationally, with almost 3 million violent crimes annually at or near schools. The number of violent crimes committed by young people is expected to double by the year 2010. (Perry, 1995a). Similar increases in reported child abuse and domestic violence (Portner, 1997). Over 6.9 million children suffer from abuse and neglect each year. In addition, there are 29 million physical attacks each year by older siblings on younger brothers or sisters and 19 million of those attacks would have been classified as assaults had they occurred outside the home (Straus & Gelles, 1988). Research shows that 50 percent of all married women will experience some form of

violence from their partners during their marriage and more than one-third are beaten repeatedly. (Sebastian, 1996).

Feeding this rapidly growing culture of violence are television, movies and interactive video games. World Wrestling Federation (WWF) wrestling matches on television particularly glorify violence by portraying these “bullies” as heroes. Teachers report the influence of WWF wrestling on their students, describing a marked increase in the number of children imitating aggressive WWF gestures/behaviors at school. Many of these teachers also report that parents are becoming more threatening/intimidating toward them when they come to school to complain about something they think is unfair. The important question is: “What are hidden elements of the culture of violence?”

What Are the Hidden Elements of the Culture of Violence?

There are at least six hidden elements of the culture of violence that, unless addressed, make it difficult to prevent the occurrence of another Columbine-type shooting. They are 1) the lack of understanding of the systemic nature of violence, 2) a dominator value system that supports violence, 3) an over-focus on negative behaviors, 4) the pervasiveness of bullying behavior, 5) a collective denial of the effects of bullying behavior, 6) the role of PTSD in the perpetration of violence and 7) the effects of parental neglect and emotional abandonment on our children. This article will address each one of these relatively hidden elements and describe effective primary prevention methods for dealing with these underlying causes of violence.

Hidden Element # 1: The Lack of Understanding of the Systemic Nature of Violence

Very few people understand the systemic nature of violence. For example, the people who are dealing with school violence aren't able to design programs that address the non-school elements of violence that cause school violence. They may understand abstractly that child abuse, family violence or community violence contributes to school violence, but they only address the violence that occurs at school. This is true of community agencies as well. They focus only on their part of the problem and no one is looking at the big picture. Part of the problem is that the funding streams from national, state and local sources generally carry a mandate that the agencies address only what they are funded to do. No one is funding an effort to address the problem of violence as a systemic problem. Agencies often have to compete for scarce resources so there usually is little incentive to collaborate to address the systemic causes of violence.

The main reason for this problem is that the majority of the people in this country have difficulty thinking and acting systemically. Robert Kegan from Harvard, in his book, *In Over Our Heads*, (1994) describes five developmental stages of thinking. His research confirms that more than 70% of the adult population are unable to handle the complexity of modern life, which requires that they are able to think and act systemically. People in stage one often use magical thinking while those in stage two use black/white either/or thinking. When they reach stage three they can begin to see relationships among various systems, but they still see themselves as victimized by these systems.

According to Kegan, in stage four, individuals develop a personal understanding of the systemic nature of all the events of their lives, including how their unresolved family of origin issues influences their present behavior. In stage five, they are able to actually change the systemic forces that are directing their lives. What I have found in my

research is that people must be able to apply their understanding of how systems work to their own life before they can see how to change a systemic problem outside of themselves like violence. I will cover this further tomorrow in my Conflict Resolution Workshop because conflict resolution provides an opportunity for people to learn how to make these personal shifts.

Hidden Element # 2: A Dominator Value System That Supports Violence. (Weinhold & Weinhold, 2000)

What supports this pervasive culture of violence is a system of dominator values. These values are behind the increase in aggressive and bullying behaviors. Those who live by dominator values:

- Use power plays involving violence, threats of violence, intimidation and exploitation to get their way and to bully others.
- Have very little regard for the rights, needs or even the lives of others, particularly if they see them as a threat.
- Exploit the needs and rights of others that they perceive as having less power, status or influence, including includes women, children and minorities.
- Are on the defensive and never admit mistakes.
- Blame others for causing their problems.
- Believe that “might makes right.”

As evidence of the widespread influence of the dominator system, a recent study showed that one in three women worldwide has been beaten, raped or somehow mistreated (Heise, Ellsberg & Gottemoeller, 1999). Dominator values are so tightly woven into the fabric of our culture that they are virtually invisible. For example, most Americans agreed with the United States’ bombing of Iraq and Kosovo, even though thousands of innocent civilians were being killed.

Who profits the most from the dominator values system? Dominator values are actively promoted by the sports and entertainment industry. For example, hardly anyone even questions the gratuitous violence in wrestling matches sponsored by the World Wrestling Federation or the World Council on Wrestling. These matches enjoy some of the highest ratings on cable television. Regular television channels are no better, with daytime shows such as Jerry Springer and Jenny Jones commanding huge ratings. Movies such as “The Terminator” glorify violence and pack the theatres. Violent video games such as “Doom” had considerable influence on Eric Harris and Dylan Klebold, the Columbine killers. Obviously, violence is a very profitable business. Unless these values are changed or supplanted by kinder and more humane values, the culture of violence will continue to grow and flourish in this country, undermining our democratic institutions.

The humanistic value system that supports non-violence (Weinhold & Weinhold, 2000). As a counter balance to the dominator values system, there is another value system that some call the “humanistic or democratic value system.” (Eisler, 1987). Those who espouse these values are people who:

- Strive to resolve their conflicts with others in peaceful, non-violent ways so that everyone gets their needs met.

- Use the “rule of law,” and seek common ground to settle racial, cultural, religious and political disputes.
- Understand cultural relativity and are able to show tolerance and respect towards people of different cultures.
- Seek equalitarian relationships base on mutual respect, trust and caring.
- Admit mistakes and strive to learn from them.
- Take responsibility for their actions.

These are the democratic values that we strive to teach our children, but the dominator values are undermining the very foundation of our democracy. The dominator value system lurks behind all domestic violence, child abuse, elder abuse, workplace violence, school violence, and road rage, hate crimes and wars.

Hidden Element # 3: The Effects of an Over Focus on Negative Behaviors

Another hidden aspect of the culture of violence is the over focus on negative behavior. Much of people’s behavior is motivated by a desire to meet the basic need for recognition, attention and approval. Over the past six years, the author visited over 100 schools asking students and faculty the following question: “Is it easier for you to get noticed or get attention in this school by doing something positive or something negative.” Virtually 100% of them say “negative” (Weinhold, 1999).

This consistent feedback from children and faculty indicates that children and adults learn to use negative behaviors to get recognition because their positive behaviors go unnoticed. This is not just a school problem. If someone were to ask the same question of kids in families or workers in companies or organizations such as the military, they would likely get the same answer. This focus on negativity is buried below the surface of the tip of our social iceberg and supports the visible culture of violence that we see in the media. This culture of negativity in schools, families, the workplace and the highway creates a climate that breeds violence.

A basic law of psychology says: “What you pay attention to is what you are going to get more of.” If we focus too much of our attention on negative behaviors and not enough on positive behaviors, it is easy to see why there is so much negative behavior. An overwhelmingly negative school climate is very damaging to the self-esteem of kids. For example, when kids in kindergarten were asked if they like themselves, 95% or more said “yes.”

By fourth grade, the percentage of these kids who reported liking themselves was down to 60%. By eighth grade, the percentage was down to 40% and by twelfth grade; it was down to 5% (Weinhold. 1999). Columbine High School was no exception. At this upper middle-class suburban high school, every student who was insecure about himself or herself was worried about being different in some way. A senior girl at Columbine summed it up: “It’s a rat race inside the school to see who’s going to be more popular. Everybody’s thinking: Am I going to look cool for the popular kids? Are they going to accept me?” One student said, “With all the animosity between the various social groups at Columbine, something like this was bound to happen” (Dube, 1999).

Hidden Element # 4: The Pervasiveness of Bullying.

Bullying is another hidden element of the culture of violence that contributes to the kind of school violence that happened at Columbine High School. From first hand accounts

(Dube, 1999 & Prendergast, 1999) and from the killers own videos (Gibbs & Roche, 1999) we know that Harris and Klebold were repeatedly bullied and subjected to verbal put-downs, leading directly to their plan of violent revenge. The role of bullying in Columbine situation is discussed in more detail later in this article.

Bullying is the most common form of violence in our society, driving the culture of violence. It is behind all child abuse, domestic violence, workplace violence, hate crimes and road rage. Dominating men and women bullies bully adults who are weaker and less powerful. Men bully their female partners, women bully children, older children bully younger children and younger children bully their pets.

Bruce Perry calls this phenomenon the “vortex of violence” (Perry, 1996a). He says that violence always travels from the strongest to the weakest or from the most powerful to the least powerful. People who are the object of violence absorb it, modify it and then pass it on. Young children, who are at the bottom of this vortex, often do not have anyone to pass it on to so they absorb it, accumulate it and wait until they are old enough, big enough, or strong enough to erupt in some dramatic way that hurts other people.

What is bullying?

There is some confusion about what constitutes bullying. Bullying is defined as something that someone repeatedly does or says things to gain power over or to dominate another person. The following are some of the common examples of bullying:

- Name calling, put-downs, cruel teasing;
- saying or writing nasty things about them;
- deliberately excluding them from activities;
- not talking to them;
- threatening them with bodily harm;
- taking or damaging their things;
- hitting or kicking them; or
- making them do things they don't want to do.

Kinds of bullies. There are several kinds of bullies. “Proactive bullies” need no provocation and are naturally more aggressive towards others. This group frequently has poor social and relational skills and compensates for this lack by picking on others. “Reactive bullies” have often been victimized by other bullies, and then retaliate by becoming a bully. A third group of bullies might be called “provocative victims.” These people provoke fights or aggressive encounters with others. They are quick to become oppositional or defiant and cry or display exaggerated responses in conflict situations. This group is the most rejected by peers and has the fewest friends (Marano, H., 1995). Another recent study showed that it is often difficult for even peers to identify who are the bullies and who are the victims because the vortex of violence is so prevalent and so many participate in it. (Paulk, et al., (1999).

Why is bullying important to us?

1. All school violence begins with bullying. Serious school violence starts with seemingly innocent bullying or put-downs that eventually escalates into violence involving guns or knives. The lack of respect for another person's human rights, the

most common factor in all criminal behaviors, begins with school bullying. Schools are a breeding ground for this criminal behavior and pose a serious threat to the public safety if not addressed when it first appears. It is possible to identify bullying behavior as early as pre-school or kindergarten. Schools can tell who the bullies are by the sixth week of the school year.

2. School violence is on the increase. Since 1992, there have been 250 violent deaths in schools that involved multiple victims and culminated with the Columbine massacre (Joseph, (1999)). In virtually every school shooting, bullying has been a factor. As in the Littleton shootings, most of the students who committed these violent crimes were victims of bullying who finally decided to get revenge against the bullies.

3. The role of bullying in the Columbine massacre. We must learn the lessons of the Columbine massacre if we are to prevent it from happening again. The group of Columbine students identified as the “trench-coat mafia,” which included Eric Harris and Dylan Klebold, was harassed, bullied and put-down on a daily basis for years. This was initiated by a clique of student athletes and later joined many other Columbine students. Every day when Harris and Klebold came to school, they were met at the door by a gauntlet of students that harassed them by pouring orange juice on their trench coats so they would have to wear the sticky stuff all day. Harris and Klebold and others in this group who were bullied tried to sneak into school through a side or back door to avoid this daily ritual. They were also harassed in the hallways and cafeteria and called names. Frequently the football players would throw a body block on them knocking them into the lockers or the wall and call them “dirt bags” or “dirt balls.” One 15-year-old Columbine student said, “It must have been hell for them” (Dube, 1999).

Time magazine (Gibbs & Roche, 1999) quotes a 255 lb. defensive lineman on the football team at Columbine as saying: “Columbine is a clean, good, place except for those rejects.” He added, “Sure we teased them. But what do you expect with kids who come to school with weird hairdos and horns on their hats? It’s not just the jocks; the whole school’s disgusted with them. They’re a bunch of homos, grabbing each other’s private parts. If you want to get rid of someone, usually you tease ‘em. So the whole school would call them homos, and when they did something sick, we’d tell them, ‘You’re sick and that’s wrong.’”

Even though this happened in front of many students and teachers, no one tried to stop it. The killers wore weird clothing to call attention to themselves and even wore armbands that said, “I hate people.” As they opened fire on their classmates, Harris and Klebold were heard to say, “This is for all the people who made fun of us all these years” (Dube, 1999). Even with their obvious “cries for help,” no one gave them the kind of attention they really needed. These boys were very bright and very lonely and yet no one seemed to try to redirect their behavior in more positive ways. Cliques like those that bullied Harris and Klebold at Columbine High School exist in every school in this country. In most schools, the athletes are at the top of the heap. They act out the dominator behaviors that are so valued by many school athletic programs.

How pervasive is the problem of bullying in our schools? Bullying is pervasive in most schools:

- One-half of all violence against teenagers occurs in school buildings, on school property or on the street in the vicinity of the school. Most begins as bullying or put-downs (NIDR, 1999).
- The National School Safety Center estimates that there are over 525,000 attacks, shakedowns, and robberies per month in public secondary schools in this country (Weinhold & Weinhold, 1998).
- The NEA estimates that 160,000 students miss school every day or 28 million missed days per year, due to fear of attack or intimidation by a bully (Fried & Fried, 1996).
- Students receive an average of 213 verbal put-downs per week, or 30 per day (Fried, 1996).
- In a survey of 558 students in a Midwestern middle school, the researchers found that 80 percent of the students had engaged in bullying behaviors in the previous 30 days (Espelage, (1999).
- 80 to 90 percent of adolescents report some form of victimization from a bully at school (Espelage, 1999).
- 90 percent of all students felt that bullying caused social, emotional, or academic problems for those students who were bullied (Weinhold & Weinhold, 2000).
- 69 percent of all students believe that schools respond poorly to bullying and victimization (Weinhold & Weinhold, 2000).

Conclusion: Bullying occurs in every school and in every grade in this country. There are no exceptions and anyone who thinks otherwise is being extremely unrealistic and naïve.

How pervasive is bullying outside of schools?

If you remember that bullying is a hidden part of the overall culture of violence that is supported by dominator values, you begin to see that it occurs almost everywhere.

At home:

- Older siblings often bully younger children.
- There are over 29 million physical attacks in the home by older siblings on younger siblings each year (Straus & Gelles, 1988).
- 19 million of these attacks were serious enough that they would have been classified as aggravated assaults had they occurred outside the home (Straus & Gelles, 1988).
- Bullies and victims of bullying, grow up and become batterers. Adult perpetrators of domestic violence were often identified as bullies or victims of bullying while they were in school. (Straus & Gelles, 1988).
- Over 6.9 million children are physically assaulted by their parents each year. These children in turn will bully other (Dickstein & Nadelson, 1989).

At work: (Bully OnLine, 1999)

- Bullies at school who get away with it, later become serial bullies at work.
- The child who gets bullied at school later becomes a target for bullying at work.
- Over one million U. S. workers are assaulted annually.
- The most common reasons people are bullied on the job are because they are good at their job and they are popular with other employees (the workplace bully is driven by jealousy and envy).
- UK study showed that one in three people leave their job because of bullying.

- The same study showed that 53 percent of UK employees have been bullied during their working life.

On the highway: (Nerenberg, 1999)

- Road-rage is just another form of bullying.
- 28,000 Americans died in 1996 because of aggressive driving.
- There are 2 billion episodes of road rage per year in the U. S.
- Violent incidents of road rage have increased 51 percent over the last five years.

Hidden Element # 5: The Collective Denial About the Effects of Bullying

The most common way that schools deal with bullying is ignoring it. Many teachers don't see anything wrong with bullying. One Columbine student reported, "Teachers would see them push someone into a locker, and they'd just ignore it" (Prendergast, 1999). A junior at Columbine said, "I can't believe the faculty couldn't figure it out. It was so obvious that something was wrong" (Dube, 1999). In another study, teachers were only able to identify ten percent of the students who reported being a victim of a bully (Paulk, et. al., 1999). A prevailing attitude among some teachers is that those who get bullied probably had it coming to them. In families, less than one in ten incidences of bullying involving suspected child abuse or domestic violence ever get reported and of those incidents that are reported, very few are ever investigated and almost none result in any criminal charges (Weinhold, 1997).

How does bullying differ from normal peer conflicts? The collective denial is supported by misconceptions about how bullying situations differ from normal peer conflicts. There is a big difference between these situations (Weinhold, 1999a).

In a bullying situation, there are 6 defining factors:

- **Intent to harm.** The perpetrator finds pleasure in taunting or trying to dominate the victim and continues even when the victim's distress is obvious.
- **Intensity and duration.** The bullying continues over a long period of time and the degree of bullying is damaging to the self-esteem of the victim.
- **Power of the bully.** The bully has power over the victim because of age, strength, size or gender.
- **Vulnerability of the victim.** The victim is more sensitive to teasing, cannot adequately defend him or herself, and has physical or psychological qualities that make him or her more prone to victimization.
- **Lack of support.** The victim feels isolated and exposed. Often, the victim is afraid to report the bullying for fear of retaliation.
- **Consequences.** The damage to the victim's self-esteem is long lasting and leads the victim to markedly withdraw from school or they too become aggressive.

In a normal peer conflict situation, none of these elements are present, so those who are involved in a normal peer conflict:

- Do not insist on getting their own way.
- Give reasons why they disagree.
- Apologize or offer win-win suggestions.
- Are free to bargain and negotiate to get their needs met.

- Can change the topic and walk away.

What are the short-term effects of bullying in our schools? Here are some examples of the immediate or short-term effects of bullying in schools:

- 10 percent of students who dropout of school does so because of repeated bullying (Weinhold & Weinhold, 1998).
- 20 percent of all high school students surveyed report avoiding the restrooms out of a fear of being bullied (NIDR, 1999).
- In the U. S., about 2 million teenagers carry guns, knives, clubs and razors (NIDR, 1999).
- As many as 135,000 take them to school (NIDR, 1999).
- Nearly one-third of students have heard a classmate threaten to kill someone (Langer, 1999)
- 78 percent, who knew of the threats, said they didn't report them to an adult (Langer, 1999).
- 40 percent of high school students say there are potentially violent cliques at their school (Langer, 1999).
- One in five say they personally know a classmate who has brought a gun to school (Langer, 1999).
- Of those who knew 83 percent say they did not report it to an adult (Langer, 1999).
- 54 percent say it would be easy for them to get a gun (One student said it was as easy as buying candy the corner store) (Langer, (1999).
- 67 percent say it would be easy for them to make a bomb (Langer, 1999).

What are the known long-term effects of bullying?

Dan Olweus from the University of Bergen in Norway did an extensive study of bullying and here are some of his conclusions:

On those who are bullied: (Olweus, 1993)

- Being bullied during middle school is predictive of low self-esteem 10 years later.
- By age 23, children who were bullied in middle school were more depressed and had lower self-esteem than their peers who had not been bullied.
- They feel more isolated than their peers, who often reject them out of fear that they too will become a target of bullies if they are seen with targeted students.
- This can lead to suicide.
- Often leads to eventual violent retaliation by victims.

On the bullies themselves: (Olweus, 1994)

- By age 23, about 60% of the boys identified as bullies in middle school had at least one conviction of a crime and 35% to 40% had three or more convictions.
- 50% of all identified school bullies became criminals as adults.
- Bullies at age 8 are three times more likely to be convicted of a crime by age 30.
- Bullies are less likely to finish college or locate a good job.

What causes bullying? There are a multitude of risk factors that need to be addressed if we are going to eliminate the causes of bullying. Consider the following risk factors:

Family factors:

- The home is the most violent place in the United States (Straus, 1994).
- Children from violent homes are three to four times more likely to become a bully. Contrary to popular belief, the majority of violence directed at young children in the home comes from the mother and older siblings (Straus & Gelles, 1988).
- There three primary predictive family factors: (Weinhold & Weinhold, 2000)
 - A lack of solid bonding/attachment with the young child.
 - Poor supervision and neglect of the child's needs.
 - Acceptance and modeling of aggressive or bullying behaviors by parents or older siblings.
- There are very few early identification and intervention programs to help children who show aggressive tendencies.

Personality factors:

- Children with an impulsive temperament are more inclined to develop into a bully (Olweus, 1994)
- Bullies often have attachment disorders (Weinhold, 1999).
- Boys who are physically bigger or stronger than peers of the same age are more likely to become bullies (Olweus, 1993)
- Bullies like to be in charge, dominate, and assert their power. They like to win at any costs (Olweus, 1993).
- Bullies crave attention, so they show off and act tough in order to get it from peers (Olweus, 1994).
- Bullies lack empathy for their victims and have difficulty feeling compassion. (Olweus, 1993)
- Bullies believe that the victim provoked the attack and deserves the consequences (Olweus, 1994).
- Bullying is a cry for help (Olweus, 1994).

School factors:

- The amount of adult supervision is directly tied to the frequency and severity of bullying in schools (Saunders, 1997).
- A negative school climate where negative behavior gets most of the attention encourages the formation of cliques and bullying (Espelage, et al., 1999).
- Some teachers threaten, tease, shame or intimidate students to maintain control of their classroom (Olweus, 1994).
- 25% of teachers see nothing wrong with bullying and put-downs. Schools condone this behavior and do nothing to prevent bullying and put-downs (Olweus, 1994).
- The learning environment can be poisoned by bullying and put-downs, raising the fear and anxiety of all students (Johnson & Johnson, 1995).
- Lack of early identification & intervention programs. Bullies can be identified as early as pre-school (Olweus, 1994).

Community Factors: (Hawkins and Catalano, et al., 1992).

- Schools in poor urban neighborhoods experience more violence in and around the schools.
- People feel less safe in neighborhoods where there is evidence of crack houses and drug dealing and related violence. This spills over into the neighborhood schools where there is more drug dealing related violence.
- Schools located in neighborhoods with high turn over also have more bullying.
- State & local policies about early prevention, identification and intervention.

Hidden Element # 6: The Role of PTSD and Trauma as a Cause of Violence

The author's research, published in a new book on conflict resolution, (Weinhold & Weinhold, 2000), indicates that most conflict situations involve stimulus conditions that remind the parties involved of previously unresolved conflicts and traumas. In a conflict situation people frequently show symptoms that resemble a post-traumatic stress reaction or when they witness violent conflicts involving others they actually regress back to an earlier trauma or conflict. They are actually existing in two realities at once and they are largely unaware of why they are reacting the way they are.

What is PTSD:

The clinical symptoms of PTSD (DSM IV, 1995) are as follows:

- **Re-experiencing old traumas** Recurrent and intrusive recollections, distressing dreams, flashbacks, intense reactions to ordinary events
- **Persistent avoidance of triggering situations and a “numbing” effect on general responsiveness.** Compulsive efforts to avoid thoughts, feelings or people that arouse memories, depression or detachment from others, a restricted range of affect.
- **Increased hypervigilance.** Difficulty sleeping, irritability and outbursts of anger, difficulty concentrating. Hypervigilance and an exaggerated startle response.

The Activation of the Adrenal Stress Response. (Weinhold & Weinhold, 2000)

Another effect of repeated exposure to conflict and violence is that people get desensitized to violence. They dissociate in order to cope with the amount of violence they are exposed to, but they also remain in a constant hypervigilant state so they can avoid being triggered by memories of past violence. If people are in a persistent hyper aroused state, they also have adrenal hormones flowing through their blood stream and are likely to fight, flee or freeze if the current conflict situation contains even the slightest hint of an earlier conflict situation that they did not resolve. These classic adrenal stress reactions are wired into us to help deal with situations where we perceive danger. We don't even have to think about it.

When bullies pick on others, they are likely in the fight mode of the adrenal stress reaction. They hope they can discharge the accumulated fear, anger and hurt from an earlier incident where they were traumatized, by picking on those they perceive as weaker than them. Untreated symptoms of PTSD may be a major factor in why there are 250 million guns in the United States. People just don't feel safe.

Conclusions from this research: (Weinhold & Weinhold, 2000)

- Many bullies and victims of bullying show classical signs of PTSD and possibly the effects of the neglect of their basic attachment needs early in life.
- Bullying incidents usually begin with a triggering event that leads to a traumatic reenactment of previous unresolved developmental traumas or conflicts experienced by the bully and/or the victim.
- Bullies and victims need counseling that teaches them trauma reduction techniques and conflict resolution skills.

Hidden Element # 7: The Parental Neglect and Emotional Abandonment of Our Children

In psychologist Ken Magid's book, **High Risk: Children Without a Conscience**, (1989) he states that severely abused and neglected children will grow up to become violence seeking adults unless there is an intervention in their lives before age 16. He estimates up to 20 million adults fall in this category and the numbers are growing more rapidly than the population. He advises that we must do a better job of protecting these children and intervening in the lives of young children exhibiting symptoms of attachment disorder. If we don't, he predicts that "Soon there will be more of them than us and then we will be in real trouble" (Magid, 1992).

Developmental Trauma.

As a part of the author's research on conflict resolution he has identified the presence of "developmental traumas" during early childhood as the main cause of later fear of or fascination with violence. These traumas are often caused more by neglect than abuse and are therefore harder to identify because "nothing happened," except the child's needs were neglected and the significant adults disconnected from them (Weinhold & Weinhold, 2000).

What causes developmental traumas?

From the author's research, (Weinhold & Weinhold, 2000) the following are the usual causes of developmental traumas:

- Child abuse, neglect or emotional abandonment during first 3 years
- Disruptions in the normal sequence of development
- Prolonged or repeated separations between mother & child during early bonding due to illness
- Canadian study showed separations from mother of more than 20 hours per week were harmful to the child (Violate & Russell, 1994)*
- Daily small disconnects between mother & child
- Repeated encroachment of the child's physical, psychological and emotional boundaries
- A lack of understanding of the needs of the child
- Lack of support for safe exploratory behavior
- Using the child to satisfy the parent's needs

Violate & Russell, 1994 concluded from a meta-analysis of 88 studies on the effects of non-maternal care that the absence of the mother for more than 20 hours per week during infancy and early childhood increases the prevalence of poor mother/child attachments by about 50 percent.

The effects of developmental traumas.

The author's research (Weinhold & Weinhold, 2000) has shown that developmental traumas may be the cause of the following problems:

- Developmental delays - "late-bloomers"

- Attachment disorders (ambivalent or anxious/avoidant)
- Attention Deficit/Hyperactive Disorder
- Cognitive impairment due to cognitive neglect
- Primitive problem-solving strategies that involve use of violence
- Dissociation in females
- Aggressive, impulsive, reactive and hyperactive behaviors in males

The author of **Real Boys**, (Pollack, 1998) says that when parents or other adults disconnect from young boys, they learn to suffer in silence and, rather than crying tears, eventually “cry bullets.” This fits with the description of events in the lives of Eric Harris and Dylan Klebold. Their pent up abandonment rage got discharged through violence.

Dr. Bruce Perry, a neurophysiologist from Baylor School of Medicine, found through brain scans that neglected children had more damage to the cognitive functions of their brains than did abused children. The brain actually atrophies when it isn't stimulated enough. Another of Perry's findings is that children who are traumatized early in life develop more primitive, less mature styles of conflict resolution. They tend to be more impulsive and more easily triggered by stimulus events. Bullying looked at through this lens can be seen as an adaptation to the effects of early traumas and a protective mechanism the bully uses to try to feel safe again (Perry, 1996b).

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THE CRUMPLED HEART EXERCISE

Type of Activity: Classroom or school assembly activity

Grade Level: K-12

Curriculum Connections: Health class

Objective(s) of Activity: To sensitize students to the negative effects of bullying and put-downs on others. To show students how to repair any damage that bullying and put-downs might have created.

Materials Needed: A sheet of flip chart paper and a red marking pen

Procedures:

1. Draw a large heart on the flip chart paper with your red marking pen and then use the pen to shade it in.
2. Hold up the heart and talk about the fact that this is what we have in common with everybody else. Tell them that there are over 6 billion hearts beating at this moment.
3. Tell the audience that there are things that other people say and do that hurt our heart. If we are put-down, laughed at or ridiculed or hit, kicked or pushed around this can hurt our heart.
4. Ask the members of the class or assembly to give you examples of things that they heard other people say or do to someone that you know hurt that person's heart.
5. As students give you examples (i.e., called them fat, stupid, a fag, etc) and as you get each one begin to crumple up the paper with the heart on it until, if you get enough negative examples, you have a tight ball of paper in your hand. Say, "This heart is closed, anger and hurt. It is the heart of someone who has been bullied and it is the heart of a bullying."
6. Now ask students for positive "put-ups" and other ways to help people open their hearts again after they are closed down. As students give positive examples, start opening up the paper until it is back the way it was. Point out, however, that even though it is open again, it still has wrinkles or scars from the previous hurts that may take longer to heal. Say, "That is why we must be very careful about what we say and do toward others, it can leave lasting scars on their heart."
7. If you do this in a classroom, you may want to tack it up on the wall or frame it as a reminder.

Expected Outcomes: Fewer put-downs in the classroom or school

Evaluation: Pre-post count the number of put-downs you observe.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

NO BULLYING STUDENT PLEDGE

Type of Activity: Classroom or all school activity

Grade Levels: 3-12

Curriculum Connections: Health class

Objective(s) of Activity: To get students to pledge not to bully or put-down others

Materials Needed: Copies of the Student Pledge

Procedures:

1. After you have held class discussions about the harmful effects of bullying and put-downs on others, ask the students to sign a pledge to refrain from bullying and put-downs. Make sure it is voluntary and that students take their commitment seriously.
2. An example of a student pledge follows:

THE STUDENT NO BULLYING PLEDGE

I, (name), commit to becoming more tolerant of the differences in others. I will avoid put-downs and bashing of others and instead say and do kind things for others

I commit to becoming a member of the helping majority that becomes a friend to other students who are being taunted. I will include others and invite them to join me in what I am doing.

Signature _____ Date _____

Expected Outcomes: Students will work cooperatively to prevent bullying and put-downs from occurring This is a key part of any Bullying Prevention Program.

Evaluation: Pre-post measures of number of incidents of bullying and put-downs.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

BULLYING PREVENTION POLICY

Type of Activity: Classroom and all school activity

Grade Level: 3-12

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To have a classroom and all school policy that sets the standard for each classroom & school and supports the Bullying Prevention Program in your school.

Materials Needed: None

Procedures:

1. After the results of the Bullying Surveys have been analyzed, extensive discussions with students and staff will be necessary to develop a final version of this policy. Any policy should reflect what the faculty and staff and what the students will do to prevent bullying and put-downs.
2. An example of a Bullying Prevention Policy that meets this criterion follows:
 - a. Teachers and staff will confront all incidents of bullying & put-downs that they see.
 - b. Students will come to the aid of those being bullied or put-down or get adult help.
 - c. Students, teachers and staff will include everyone in their activities.
 - d. No one will be excluded or marginalized

Expected Outcomes: This policy will set a standard for everyone to follow. This is a key part of any Bullying Prevention Program.

Evaluation: Pre-post measures of number of incidents of bullying and put-downs.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

SCHOOL PUT-DOWN & BULLYING SURVEY FOR STUDENTS

Type of Activity: Classroom or all school activity

Grade Level: 3-12

Curriculum Connections: Health class

Objective(s) of Activity: To assess the nature and extent of the problem of bullying in your school.

Materials Needed: Copies of the Bullying Survey (next page)

Procedures:

1. Select a random or representative sample of students in your school and administer the survey to them (No names on the survey, but you will need some gender and grade information to make better use of the data. It is important to wait until after you have been in school for 6-8 weeks before administering the survey. This allows time for the bullying to take place.
2. Tally the number of students who report bullying others as well as the number of times that they did that in the previous 30 days.
3. Analyze the results by grade and by gender to further refine the results. You may look at specific questions that relate to "fighting" for even more specific analysis.
4. Publish or share the results with those who are involved in creating a Bullying Prevention Program to help determine which bullying behaviors to target with your program.

Expected Outcomes: A better picture of the kinds of bullying and the extent of the bullying in your school.

Evaluation: This instrument can be used before and after you start a Bullying Prevention Program to determine its effectiveness in reducing bullying and put-downs.

Submitted by: Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

TEACHER'S SURVEY ON BULLYING & PUT-DOWNS

Type of Activity: Classroom or all school activity

Grade Level: 3-12

Curriculum Connections: Sociology

Objective(s) of Activity: To assess the nature and extent of the problem of bullying in your school.

Materials Needed: Copies of the Bullying Survey for Teachers (next page)

Procedures:

1. Administer the survey to all the teachers (No names on the survey, but you will need some gender and grade information to make better use of the data. It is important to wait until after you have been in school for 6-8 weeks before administering the survey. This allows time for the bullying to take place.
2. Tally the perceptions of the teachers of number of students who bully others as well as the number of times that they did that in the previous 30 days.
3. Analyze the results by grade and by gender to further refine the results. You may look at specific questions that relate to say, "fighting" for even more specific analysis.
4. Publish or share the results with those who are involved in creating a Bullying Prevention Program to help determine the perceptions of the teachers of the bullying behaviors of students. You are likely to get a different picture of the problem from the teachers than what you get from the students. It is important to try to determine what is causing a different perception, particularly if there is a large difference between the teachers' perceptions and the perceptions of the students. This could be discussed at an in-service training with the teachers.

Expected Outcomes: A better picture of the kinds of bullying and the extent of the bullying in your school.

Evaluation: This instrument can be used before and after you start a Bullying Prevention Program to determine its effectiveness in reducing bullying and put-downs.

Submitted by: **Barry K. Weinhold**, Professor Emeritus, Univ. Of Colorado at Colorado Springs

KINDNESS PLEDGE WALL

Type of Activity: Classroom or all school activity

Grade Level: 3-12

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To get students to pledge not to bully or put others down

Materials Needed: A roll of butcher paper or similar long roll of paper. Copies of the Student Pledge.

Procedures:

1. Distribute Student Pledges and hold a discussion on the importance and seriousness of the pledge. Ask students if they will agree to sign them.
2. Collect all the signed Student Pledges and glue them to the butcher paper.
3. Find a visible place in the school to hang the Kindness Pledge Wall. A good place is the cafeteria or in the hall where all students pass by every day.
4. Leave the Kindness Pledge Wall up all year as a reminder.

Expected Outcomes: This will remind students of the pledge that they signed and reinforce the intent of the pledge. This is a key part of any Bullying Prevention Program.

Evaluation: Pre-post measures of number of incidents of bullying and put-downs.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

BULLYING AND SEXUAL ORIENTATION

Type of Activity: Classroom Activity or All School Activity

Grade Level: 6-12

Curriculum Connections: Health class, Drama

Objective(s) of Activity: To sensitize students to the effects of put-downs and bullying related to sexual orientation.

Materials Needed: Script for role-play (next page)

Procedures:

1. Select members of the class or school to read the script of the role-play.
2. Discuss the role-play with the class or school after it is completed. Use the discussion questions listed.

Expected Outcomes: To reduce the incidents of sexually-oriented put-downs and bullying of students

Evaluation: Pre-post measures of incidents of put-downs and bullying related to sexual orientation

Submitted by: Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

SKIT: Bullying & Sexual Orientation

Characters: Josh, a sophomore in high school; Amy, John, and Sam, classmates

Josh stands in the center of the stage, while Amy, John and Sam stand around Josh. All are facing the audience and speak directly to the audience.

Amy: Wimp

John: Faggot

Sam: Homo

Josh: *(Pause. To audience:)* I don't understand why they have to call me those names. I never did anything to hurt them. A day doesn't go by without one or more of them doing this. They never let up.

Amy: *(Sarcastically)* Hey Josh, you want a date with me? We could get it on, you know. What do you say?

Josh: She knows I'm gay, they all know it, but it's none of their business.

John: You're just a homo!

Josh: Why do they need to make fun of me and call me names. It really hurts, you know.

Sam: Josh, you're not normal.

Amy: *(Sarcastically)* Oh, he's such a queer. Look at him.

Josh: *(to audience)* Why don't they just leave me alone. I don't bother them. I try to avoid people like them, but it's hard and you how quickly their name-calling can turn violent.

Sam: Hey, Josh, you better not try to sit next to me in Algebra class or I'll beat you up.

John: Or me either, homo. You remember what happened to you the last time you tried that.

Josh: *(To himself)* Yes, I remember.

Amy: *(Still being sarcastic)* Oh Josh, you can sit next to me any time or better yet why don't I sit on your lap. You'd like that wouldn't you? No, I guess you wouldn't would you?

(All three of them laugh.)

Josh: *(to audience)* You know, even some of the girls are mean to me. Don't get me wrong, not everyone in the school is mean to me. I have some really great friends, both male and female and gay and straight. But I get bad vibes from some of the teachers. They look at me funny, like they are judging me.

John: Hey queer boy, where is your dress? *(all three laugh)*

Josh: Why don't you just shut up?

(All three look pleasantly surprised that he has reacted to them. This is what they were looking for all along.)

Amy: Did I hear you talking back to us?

John: What did he say?

Josh: I said why don't you leave me and my friends alone. We're not doing anything to hurt you.

Sam: Well, well, the queer was talking to us.

Amy: Are you boys going to take that from a homo?

John: Hell no, let's make him pay for his words.

(The three students look at each other, deciding what to do next.)

The three students: Let's get him and show him who is boss.

(The stage darkens as they turn to attack Josh.)

Questions for Discussion:

1. Why do you think that gay students are often treated this way?
2. What can students like Josh do to handle these kinds of incidents?
3. Should gay students keep their homosexuality to themselves?
4. What should other non-gay students do if they see this happening?
5. What if Josh were not gay, how should he handle this incident?

WHAT IS A PUT-DOWN?

Type of Activity: Classroom Activity

Grade level: K-8

Curriculum Connections: Health class

Objective(s) of Activity: To raise awareness of what put-downs and why students use them with each other.

Materials: None

Procedures:

1. Conduct a classroom discussion around the question, "what is a put-down?"
2. Solicit examples from the students.
3. If these examples are not mentioned, introduce the following:
 - a. Making fun of others
 - b. Name calling
 - c. Teasing
 - d. Giving dirty looks to others
 - e. Gossiping or telling lies
 - f. Ignoring or isolating others
 - g. Laughing at other people's mistakes
 - h. Pointing out mistakes in order to shame someone
4. Lead the class in a discussion of "why do you think children put others down?"
 - a. Have students give reasons for this behavior
 - b. Add the following examples, if they are not included in the discussion:
 - i. To show off for friends, to try to be popular
 - ii. They have low self-esteem; they put others down to try to feel good about themselves
 - iii. They are put-down by adults in their life
 - iv. They are unhappy and don't know why
 - v. They are trying to be friendly, but don't know how
5. Develop rules for handling put-downs in the classroom

Expected Outcomes: Increased awareness of put-downs and why students use them.
Reduced number of put-downs.

Evaluation: Count the number of put-downs you observe in your class prior to the discussion and then count again after several weeks.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

WHAT IS BULLYING?

Type of Activity: Classroom Activity

Grade level: K-8

Curriculum Connections: Health class

Objective(s) of Activity: To introduce the concept of bullying to students.

Materials: None

Procedures:

1. Lead the class in a discussion about “What is bullying?” Get examples from them.
2. Add the following if they are not mentioned in the discussion.
 - a. Spitting, tripping, pushing, shoving, hitting, destroying another’s property and threatening with a knife, gun or other weapon.
 - b. Gossiping, spreading rumors, racial or ethnic slurs, excluding someone from a group activity, publicly humiliating, threatening someone with isolation from a peer group.
 - c. Mocking, name-calling, teasing, intimidating phone calls, verbal threats
 - d. Graffiti, challenging others to a fight or to do something illegal, playing a dirty trick, taking away possessions, coercing someone.
3. Lead the class in a discussion of “Why do you think children bully others?”
 - a. To get power over someone
 - c. To gain popularity, attention or material things
 - d. To copy what someone else whom they admire does
 - e. They have been bullied by adults in their life

Expected Outcomes: A better understanding of what bullying is and why children bully each other.

Evaluation: Count the number of put-downs you observe in your class prior to the discussion and then count again after several weeks.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

REDUCING BULLYING BEHAVIORS IN YOUR CLASSROOM

Type of Activity: Classroom Activity

Grade level: K-8

Curriculum Connections: Health class

Objective(s) of Activity: To develop classroom rules for dealing with bullying behaviors

Materials: Poster board to make classroom posters

Procedures:

1. Introduce the idea that dealing with bullies is everyone's concern. Mention that adults in the school have special training in dealing with bullies and that everyone can help.
2. Introduce and discuss the idea that if everyone sticks together, no one is left out and a bully can't pick on anyone.
3. Discuss the difference between tattling and getting adult help. Make sure that students understand that it is not tattling to get help for someone who is in danger.
4. Give examples to discuss:
 - a. "Jerry knocked me down. Teacher, make him stop!"
 - b. "Sally is calling me names. Teacher, make her stop!"
5. Present and discuss the following rules about bullying:
 - a. We agree that no student in this class will be permitted to bully any other student.
 - b. We agree that we will come to the aid of any student who is being bullied by telling a bully to stop and/or by getting help from an adult.
 - c. We agree not to exclude any student from an activity in school or on the playground and to make every effort to include all students in our activities at school
6. Post the rules.

Expected Outcomes: A reduction in bullying behaviors in the classroom

Evaluation: Count the number of put-downs you observe in your class prior to the discussion and then count again after several weeks.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

HELPING BULLIES CHANGE

Type of Activity: Classroom Activity

Grade level: K - 8

Curriculum Connections: Health class

Objective(s) of Activity: To develop constructive ways of helping bullies develop more pro-social behaviors

Materials: None

Procedures:

1. Use a videotape, story or the Crumpled heart Activity that illustrates bullying behaviors to stimulate discussion of this question: "How can we all help bullies change?"
2. Solicit ideas from the students, including the following if they are not mentioned:
 - a. Tell them that you like them better when they are friendly and kind.
 - b. Ask them to resolve their conflicts using non-violent conflict resolution methods. Use a student mediator, when available.
 - c. Include bullies in-group activities where they can learn to cooperate and follow rules.
 - d. Give them a compliment when you see them being cooperative.
 - e. Help them find appropriate ways to express their anger.
 - f. Confront their bullying and ask them to stop.
 - g. Ask a teacher or counselor for help.

Expected Outcomes: Effective, helpful interventions with known bullies. A reduction of bullying behavior and put-downs.

Evaluation: Count the put-downs in the class before the discussion and then again after the discussion.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

THE TOOTHPASTE TRIALS

Type of Activity: Classroom

Grade Level: 4-8

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To teach students to be sensitive to the effects of verbal bullying and put-downs

Materials Needed: Overhead projector and screen, 1 overhead transparency, 2 overhead markers, 2 trial size tubes of toothpaste and 2 tongue depressors

Procedures:

1. Set up the overhead so that all students can see the screen; be sure to use a transparency because this activity will be very messy!
2. Choose two teams of three members each (It's fun to have boys vs. girls). Tell the teams that this activity will be a competition.
6. Give one person on each team a tongue depressor and an overhead marker. Have them each remove the cap to their marker and draw two straight lines down the middle of the tongue depressor. The lines should be parallel, several inches apart.
7. Give the second person on each team a tube of toothpaste. Tell them to completely cover the space between the two lines.
8. Give the third team member the tube of toothpaste and the tongue depressor. Tell each team that they have 30 seconds to use their tongue depressor to put all of the toothpaste back in the tube. (Have the rest of the class cheer on the two teams while they try to complete this impossible task)
9. Discussion: Ask the following questions:
 - a. If the toothpaste represents our words, what did you learn about verbal bullying from this activity?
 - b. When you see the mess left on the overhead, what does it represent? What can we do to "clean up" this kind of mess?
 - c. How can we keep the toothpaste of our words from hurting others?

Expected Outcomes: More awareness of the effects of verbal bullying; a reduction in verbal bullying and put-downs

Evaluation: Pre-post measures on Bullying Survey, Put-Down Report Form, Discipline Referrals and suspensions and expulsions

Submitted by: Adapted from the Walnut Middle School Character Education Program "From Chaos to Character" in Grand Island, NE

TYPES OF BULLYING

Type of Activity: Classroom

Grade Level: 4-8

Curriculum Connections: Health class

Objective(s) of Activity: To identify the different types of bullying behaviors

Materials Needed: Can use the results of the Bullying Survey on an overhead transparency

Procedures:

1. Go over the results of the Bullying Survey and point out what it means.
2. Divide into small groups and have each groups make a list of examples of bullying that they have seen in this school. Write examples on the board
3. Have students look at the list and come up with a “consensus” definition of bullying. After they have come up with their definition. Give the following one and compare the definitions: “Bullying is an act of violence. It can be physical, social or emotional in nature. Bullying in its truest form is comprised of intentionally, often very subtle but cruel acts.”
4. Use student lists to come up with the four types of bullying:
 - a) Physical – hitting, pushing, or kicking a student or taking or damaging the student’s property. Can include Sexual Assault or Assault
 - b) Verbal – using words to hurt or humiliate the student
 - c) Relational – trying to convince peers to exclude or reject a student, cutting the student off from social connections
 - d) Reactive – survivor of repeated bullying becomes a bully, hurting others the way they have been hurt.

Expected Outcomes: A more complete understanding of what is defined as “bullying” behaviors and why.

Evaluation: Pre-post measures from the Bullying Survey, The Put-down Report Form, Discipline Referrals and suspensions and expulsions

Submitted by: Adapted from the Walnut Middle School Character Education Program “From Chaos to Character” Grand Island, NE

INTRODUCING THE PURPLE HANDS PLEDGE

Type of Activity: Classroom

Grade Level: 3-8

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To introduce the “Purple Hands Pledge” to your school and to bring the principles behind your school’s character education program together with your bullying prevention program

Materials Needed: Your School Character Traits Poster (see Kindness Section for this activity)

Procedures:

1. Say to the class: “Earlier in the year we talked a lot about character traits we are going to focus on this year. Take a look at our Character Traits Poster and recall what each of these traits means. Who can define the first one?”
2. This week we will be focusing on the importance of not using our hands or words to hurt ourselves or others.
3. Looking at the Character Traits Poster, how do you think the Purple Hands Pledge fits with each of our Character Traits?
4. How do you think signing the Purple Hands Pledge will help us to remember our school’s Character Traits?

Expected Outcomes: A greater awareness of how the Purple Hands Pledge relates to the Character Traits that are the focus of your school’s character education program.

Evaluation: Pre-post measures taken from the Bullying Survey, the Put-Down Report Form, Discipline Referrals, suspensions and expulsions.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs; Adapted from the Walnut Middle School Character Education Program “From Chaos to Character” Grand Island, NE

HANDS ARE NOT FOR HURTING ACTIVITIES

(How to Introduce the Purple Hands Pledge)

Monday

- Morning PA announcements should include Purple Hand” teasers
- English or Language Arts teachers: Ask students to write a paragraph about the “Golden Rule.”

Tuesday

- Read the attached Purple Hands Pledge and discuss it. Feature a short activity about one of the school’s character traits related to the Purple Hands Pledge

Wednesday

- All School Assembly –with demonstration of the “Crumpled Heart” Activity followed by an explanation of the Purple Hands Pledge. Have those on the stage trace their hands (including the Principal and other dignitaries) and then sign the pledge. These will be displayed in the office area.
- Students return to their classroom after the Assembly and do the following activity.
- Classroom Activity – “Food For Thought – Vocabulary Exercise”
 1. Have your class pair up and begin a list of “ways to communicate” – list both positive and negative ways (i.e. Positive: praise, compliments, smiles, etc, or Negative: put-downs, swearing, name-calling, etc.
 2. Have each pair share their list with the class -make a master list of responses.
 3. Lead a discussion with the following questions:
 - a. Which do you hear more often?
 - b. Which do you personally use more often?
 - c. Why do you think more negative come out of our mouths than positives?
 - d. Do you think we complain more than we thank?
 - e. What do you think would happen if we were all more careful about choosing our words?

Thursday

- Pledge Signing – Read (as a group) the Pledge Information attached. (See activity)
 1. All students draw around their left and right hands on purple paper
 2. Students then sign and date their pledge and then cut out both of the hands.
 3. Prepare a white poster with the pledge written in the middle and paste the right hand of each student around the edge of it. This stays in the classroom.
 4. Prepare another white poster with the pledge in the middle of it and ask each student to paste his/her left hand to it. This poster will be displayed in a prominent place in the school. An alternative is to make a chain of purple hand pledges to hang in a prominent place in the school. You can create a ceremony where each student pastes hand his/her pledge on the chain.

THE PURPLE HANDS PLEDGE

You are invited and encouraged to join us in helping sow the seeds of peace everywhere. Share the vision and you will make a difference.

The Purple Hands Pledge is designed to help people of all ages PAY ATTENTION to the things they say and do to themselves and others that cause pain. It is also about paying attention to what others are saying and doing to us and asking for help if they are saying or doing things to us that are hurting us.

Take the pledge and aspire to live by these words.

*"I WILL NOT USE MY HANDS OR MY WORDS
FOR HURTING
MYSELF OR OTHERS."*

Today you will get a purple pledge sheet on which you are to trace your hands. Please sign your name and add the date, then cut out your hands. Your right hand will become the border around the pledge poster that will hang in your classroom. Your left hand will be hung along with your classmates' hand, in the hallways around the building.

Peace REALLY is in your hands.

SIGNING THE PURPLE HANDS PLEDGE

Type of Activity: Classroom Activity

Grade Level: K-8

Curriculum Connections: Social-emotional intelligence

Objective(s) of Activity: To get student to make a public commitment not to hurt themselves or others.

Materials Needed: Character Traits Poster
Purple Hands Pledge Forms
Pens & scissors

Procedures:

1. Remind students that by signing their hands they are promising to live by the Purple Hands Pledge.
2. Have each student trace both their hands on the Purple hands Pledge Form, sign and date it.
3. After they have signed their pledge, cut both hands out and collect all left hands to turn in to the office so they can be part of the all school poster.
10. Keep the right hands to be placed on a classroom poster.
11. Make a poster to display the Purple Hands Pledges in your classroom.

Expected Outcomes: Students will live up to their Purple Hands Pledge

Evaluation: A reduction in student-to-student put-downs as measured by the Put-Down Report Form.

Submitted by: Adapted from the Walnut Middle School Character Education program, Grand Island, NE.

DON'T LAUGH AT ME

Type of Activity: Classroom Activity

Grade Level: 4-12

Curriculum Connections: Health class

Objective (s) of Activity: To help students become more aware of the feelings of others who are ridiculed or laughed at.

Materials Needed: VHS Video by Peter, Paul and Mary available free from Operation Respect.

Procedures:

12. Show video with the song "Don't Laugh At Me."
13. Ask students what they were feeling and thinking while they watched the video.
(Good way to gauge the level of awareness of the students)
14. Conduction Discussion: Ask the Following questions:
 - When have you seen someone's feelings hurt by people who laughed at them?
 - What names do you hear at this school that would hurt someone's feelings?
 - When have you seen people 'get pleasure' from someone else's pain?
 - What do you think the song means when they sing "Someday we'll all have perfect wings?"
 - When have YOU felt like someone in the video?
 - What did you see people in the video doing to help sad people feel better?

Expected Outcomes: More student sensitivity to the feelings of others who are put-down.

Evaluation: Fewer student-to-student put-downs as measured by the Put Down Report Form and Bullying Survey.

Submitted by: Adapted from the Walnut Middle School Character Education program, Grand Island, NE.

POP BOTTLE ANGER THEORY

Type of Activity: Classroom Activity

Grade Level: 4-12

Curriculum Connections: Health class

Objective(s) of Activity: To help students better understand how to control aggressive anger outbursts.

Materials Needed: None

Procedures:

1. Say, "Usually, violence is the result of people's feelings that are out of control. Today we are going to talk about how that can happen and what you can do to prevent it."
2. "Pretend that you go to your neighborhood convenience store and buy a 20 ounce bottle of pop. You go out in the parking lot and drink three big swallows from your bottle. Then, you put your thumb over the top and shake the bottle. What do you think will happen when you remove your thumb?" Typical Answer: "The pop will spray all over you and anybody nearby."
3. Then say, "Inside each of you is an imaginary 'pop bottle' that holds your feelings. All your feelings go into the bottle: hurt, fear, shame, sadness, etc. Like magic, if all kinds of feelings stay inside your 'bottle' long enough, they turn into what? _____. Typical answer: "Anger."
4. Then say, "Now, drink the pop until there is only a few swallows left in the bottle. When you put your thumb over the bottle and shake it again, what do you think will happen?" Typical answer: "Nothing, it will just fizz a little."
5. "What happens if someone 'shakes' your full bottle--what feelings do you think will spray out all over you and them?" Typical answer: "Anger."
6. "But if your bottle has only a few feelings in the bottom, when someone 'shakes' your bottle what do you think will happen?" Typical answer: "Not much. You may feel a little fizzy or angry."
7. Ask students to talk about how this relates to bullying and why it happens.
8. Then say, "Remember that we've learned that anger is a feeling and bullying or hurting someone with your anger is a choice. How could your understanding about the feelings bottle you have inside of you keep you from letting your anger turn into bullying or violence?"
9. Ask: "How do you know when your feelings bottle is full? Who can you trust to help you when you have a full feelings bottle? What can you do when you feel your feelings bottle filling up?"

Expected Outcomes: Students will better understand what happens when they bottle up their feelings and they will be able to think of ways to handle their angry feelings.

Evaluation: Less fighting, bullying or putting down others, suspensions & expulsions as measured by the Bullying Survey, Put-Down Report Form and office records.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs; Adapted from the Walnut Middle School Character Education Program "From Chaos to Character," Grand Island, NE.

WHO ARE THE SURVIVORS OF BULLYING?

Type of Activity: Classroom Activity or Counseling Group Activity

Grade level: K – 8

Curriculum Connections: Health class

Objective(s) of Activity: To raise awareness about who are the students who are bullied and why they are picked on.

Materials: None

Procedures:

1. Lead a classroom discussion on, “What kinds of kids get picked on by bullies?”
2. Solicit reasons from the students. Include these examples if they are not mentioned in the discussion:
 - a. Are different in some way (appearance, race, dress, speech)
 - b. Have poor social skills or are shy.
 - c. Have learning disabilities or physical challenges.
 - d. Stay alone or isolate socially.
 - e. Physically weak or smaller than classmates.
 - f. Are withdrawn or insecure
3. Help students distinguish between
 - a. Passive victims – doesn’t fight back, which may provoke bullies to attack
 - b. Provocative victims – provokes attacks by bullies and then tries unsuccessfully to fight back.
 - c. Both need help in dealing with bullies.
4. The discussion should also include the question, “Why bullies pick on others?” (see “What is Bullying?” Activity).
5. Refer to “How to Help Survivors of Bullying” activity.

Expected Outcomes: More awareness on the part of students about who gets picked on and why.

Evaluation: Count the number of put-downs you observe in your class prior to the discussion and then count again after several weeks.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

HOW DO SURVIVORS OF BULLYING FEEL?

Type of Activity: Classroom Activity or Counseling Group Activity

Grade level: K - 8

Curriculum Connections: Health class

Objective(s) of Activity: To develop awareness of how it feels to be bullied.

Materials: Feeling faces sheet

Procedures:

1. Show a video or read a story or use the Crumpled Heart Activity about the effects of bullying that emphasizes the feelings of the survivor.
2. After the video, story or activity ask, "How do you think a person who experiences bullying or put-downs feels?"
3. Have the class brainstorm feeling words. Supply some common words such as "scared," "lonely," "hurt," "sad."
4. Ask some of the following leading questions:
 - a. How many of you have felt this way?
 - b. How many of you have been bullied by someone?
 - c. What would you do if this happened to you?
 - d. How many of you have felt lonely sometimes?
 - e. How many of you have felt scared sometimes?
 - f. How many of you have felt sad sometimes?
5. It may be helpful to have students just think about these questions or they can volunteer their answers if they like.

Expected Outcomes: More awareness and empathy for the feelings of survivors of bullying.

Evaluation: Ask the students before and after the activity to identify the feelings of a student who was bullied.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

HOW TO HELP SURVIVORS OF BULLYING

Type of Activity: Classroom Activity or Counseling Group Activity

Grade level: K - 8

Curriculum Connections: Health class

Objective(s) of Activity: To develop strategies for students to use to help survivors of bullying situations.

Materials: Poster board materials

Procedures:

1. Using a video or story as a stimulus, ask students this question: "How can we help someone who is bullied?"
2. Have the class make suggestions and write them on the board. Add any of the following if they are not mentioned:
 - a. Tell the bully to stop, that you don't like what they are doing.
 - b. Tell the bully that s/he is violating the no-bullying rules and that you are going to report them to the teacher.
 - c. Give support to the survivor. Stand up for the survivor's rights.
 - d. Get adult help. Ask your teacher to step in.
 - e. Ask the bully to use kinder ways to resolve their conflicts.
3. Decide on some ways to help survivors and write them on a poster.
4. Post these ideas and refer to them as needed.

Expected Outcomes: Effective strategies for helping those who are survivors of bullying.

Evaluation: Count the number of put-downs you observe in your class prior to the discussion and then count again after several weeks.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

HELPING SURVIVORS HELP THEMSELVES

Type of Activity: Classroom Activity or Counseling Group Activity

Grade level: K -8

Curriculum Connections: Health class

Objective(s) of Activity: To teach survivors of bullying how to help themselves.

Materials: Poster board

Procedures:

1. Using a video or story as a stimulus, ask the question: “What can survivors do to help themselves when they are being bullied?”
2. Have students brainstorm ideas and write them on the board. Add the following if they are not mentioned:
 - a. Talk to their teacher or counselor to get suggestions.
 - f. Invite someone to do an activity with them at recess, lunch or whenever they typically get bullied.
 - g. Learn a skill or hobby to share with others.
 - h. Help them identify what they are good at.
 - i. Encourage them to be assertive—tell the bully to stop.
 - j. Ask an adult for help.

Expected Outcomes: To develop a list of ways that survivors can help themselves.

Evaluation: Count the number of put-downs in the classroom before the discussion and then again after the discussion.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

MY BASIC HUMAN RIGHTS

Type of Activity: Classroom or counseling group

Grade Level: 6-12

Curriculum Connections: Social Studies, Health class

Objective(s) of Activity: To help students identify their basic human rights and to learn effective ways to assert those rights.

Materials Needed: A copy of “My Basic Human Rights” and “Know Your Rights.”
(next page)

Procedures:

1. Distribute a copy of “My Basic Human Rights” to each student. Read and discuss the rights, one by one.
2. Give a personal example of a time you chose to assert your basic human rights. Ask the students to refer to their copy and identify the basic human right(s) you were asserting in the situation. Then encourage the students to generate examples of similar situations in their own life, and ask the class members to identify the right(s) being asserted. Give them a copy of “Know Your Rights.” Give them a few minutes to fill out the sheet and then to go over their answers as a class.
3. Ask students to think of current situations where they would like to assert their rights, but find it difficult to do so. Ask them to think about the reasons why it is hard to stand up for their rights. Write their ideas on the chalkboard and discuss what they could do to overcome these barriers.
4. Some possible reasons why your students might find it difficult to assert their basic human rights:
 - a. Friends might resent your telling them things they don’t want to hear.
 - b. Standing up for your rights in a public place draws attention to you.
 - c. Standing up to sexual harassment might make members of the opposite sex dislike you.
 - d. A little voice tells you that you deserved the treatment you got.
 - e. Standing up for your rights takes energy and you may not get what you want.
 - f. Some people don’t think that young people should have the same rights as adults and will criticize you for asserting your rights.

Expected Outcomes: Students will assert their rights more often, more effectively.

Evaluation: Design a survey with all twelve basic human rights asking students how often they have asserted themselves in each “rights” areas in the past 30 days. Compare pre-test and post-test results.

Submitted by: Barry K. Weinhold, Prof. Emeritus, Univ. Of Colorado at Colorado Springs
*Adapted from an exercise by Arnold Goldstein from “The Prepare Curriculum”(1999)
pp 295-298.

MY BASIC HUMAN RIGHTS

I have:

1. The right to act in ways that promote my dignity and self-respect as long as the rights of others are not violated.
2. The right to be treated with respect.
3. The right to say “no” and have my wishes respected.
4. The right to experience and express my feelings in age-appropriate ways.
5. The right to take time to slow down and think about what I want.
6. The right to ask for what I want.
7. The right to change my mind.
8. The right to refuse help and assistance.
9. The right to ask for information.
10. The right to make mistakes.
11. The right to feel good about myself.
12. The right to do less than I am humanly capable of doing, if I choose to.

KNOW YOUR RIGHTS

Which “right” is being exercised in each of the following situations? Using the Sheet “My Basic Human Rights” as a guide put the (1-12) next to each item below.

- ___ Telling your teacher that you need clearer directions on an assignment.
- ___ Telling your boyfriend/girlfriend that you are annoyed by his/her constant company.
- ___ Asking your parent for more allowance.
- ___ Asking someone to go with you.
- ___ Saying you’d rather not participate in an activity with your friends.
- ___ Telling someone who is pressuring you that you aren’t ready for a decision.
- ___ Objecting to someone’s labeling or stereotyping you by disability, race or gender.
- ___ Not staying up till 2:00 a.m. in order to get an A on a test.
- ___ Saying that you don’t want to go to the game after all.
- ___ Reporting an incident in which you were sexually harassed.
- ___ Refusing to make a decision until more facts are available.
- ___ Acknowledging that you screwed up without feeling guilty.
- ___ Enthusiastically describing an accomplishment to someone.

MAKING THE RIGHT OR WRONG RESPONSE

Type of Activity: Classroom or Counseling Groups

Grade Level: 6-12

Curriculum Connections: Social Studies, Health class

Objective(s) of Activity: To sensitize students to the impact that their lack of sensitivity might have on others.

Materials Needed: Activity on next page about Roger Wrong

Procedures:

1. Read each of the situations where Roger Wrong stepped on someone's feelings
2. For each situation, ask the students to tell you what Roger should have said or done and why.

Expected Outcomes: Students will be more aware of the impact that their words might have on others.

Evaluation: Use selected questions from the Bullying and Put-Down Survey before and after doing this exercise to determine changes in patterns of put-downs.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

WHAT COULD ROGER HAVE SAID OR DONE DIFFERENTLY?

1. Roger was walking home with his friend George when some older kids rode past in a car and shouted, George, you are fat! George looked really upset. Roger said, "George, you really should think about going on a diet."
2. Roger was in the cafeteria when he saw his friend Sally sitting alone and sobbing. Roger asked, "What's the matter, Sally? Did your boyfriend dump you?"
3. Roger was waiting in his history class for the teacher to show up. It was almost time to start class. The teacher showed up just as the bell rang and he looked upset. He began to look through his briefcase for something he seemed to have lost. Roger walked up to the teacher and said, "You gave me a D on that report and I don't think that was fair. I tried really hard on that one."
4. Roger was walking down the hall when he saw Ann slip and fall on the floor. She immediately looked around to see if anyone saw her fall. Roger looked at her and began to laugh saying, "Wait until I tell your friends how funny you looked."
5. When Roger got home from school his older brother, Sam, was sitting in the living room. He looked happy and said to Roger, "Guess what, I made the football team. Isn't that great." Roger just smirked and walked out of the room, saying nothing to his brother.

CREATE YOUR OWN ACTIVITY (PUT NAME OF ACTIVITY HERE)

Type of Activity: Indicate whether it is a classroom, all school or counseling activity

Grade Level: Indicate the grade level you think this activity is best suited for

Curriculum Connections: Indicate the content areas where this would fit

Objective(s) of Activity: State objectives of this activity

Materials Needed: List the materials needed

Procedures:

1. Following the suggested framework of the other activities in this section, record any additional activities to reduce put-downs and bullying that you have used successfully in your school.
2. Using the enclosed blank form, "Put-Down and Bullying Activity Report Form," write out your activity. Be sure to include your name and the school where you are working. Duplicate this blank form and use it to record each kindness activity.
3. Submit as many activities as you can. If they are chosen, they will appear in the next edition of this Program Guide.
4. Submit activities for reducing put-downs and bullying to The Kindness Campaign, c/o CICRCL, P.O. Box 5020, Asheville, NC 28813

Expected Outcomes: Additional successful activities for reducing put-downs and bullying to be used in the next edition of this Program Guide.

Evaluation: Count the number of new activities being submitted.

Submitted by: Dr. Barry K. Weinhold, Professor Emeritus, Univ. Of Colorado at Colorado Springs

Name of Activity _____

Type of Activity:

Grade Level:

Curriculum Connections:

Objective(s) of Activity:

Materials Needed:

Procedures:

- 1.
- 2,
- 3.

Expected Outcomes:

Evaluation:

Submitted by:

APPENDIX

KINDNESS SUGGESTIONS

Below are some suggestions of how you might spread kindness:

- As you walk through the neighborhood, pick up any trash on the sidewalk or gutter.
- Put your shopping cart back in its appointed place in the parking lot or store.
- Make a list of things you can do to bring more kindness into your family, neighborhood, school, work place or community.
- Send a letter to someone you look up to letting them know what a difference they have made in your life.
- Dedicate a song on your local radio station to all those who smiled at or who were kind to strangers today.
- Offer to tutor younger students or help them with their homework.
- Share your lunch with someone who forgot their lunch money.
- Welcome a new student to your school; introduce yourself, sit with the new person at lunch.
- Offer to help a neighbor or parent by running an errand for them.
- Organize some friends to spring clean an elderly neighbor's yard.
- Offer to shovel snow or mow a sick or elderly neighbor's yard.
- Offer to baby-sit for a neighbor's children so they can take a break.
- Organize your friends or schoolmates to gather used clothing and donate it to homeless shelters.
- When someone new moves into your neighborhood, go over and welcome them.
- Help turn someone's frown into a smile.
- Give someone you know a big hug.

Kindness Quotations

Great for reading over the P.A. System, or to start off a class! (Source: Random Acts of Kindness website, www.ActsofKindness.org)

"If you have not often felt the joy of doing a kind act, you have neglected much, and most of all yourself."

Author: A. Neilen

"When I was young, I admired clever people. Now that I am old, I admire kind people."

Author: Abraham Joshua Heschel

"Life is mostly froth and bubble; Two things stand like stone: - Kindness in another's trouble, Courage in your own."

Author: Adam Lindsay Gordon (1833-70)

"No act of kindness, however small, is ever wasted."

Author: Aesop

"The ideas that have lighted my way have been kindness, beauty and truth."

Author: Albert Einstein

"Only a life lived for others is worth living."

Author: Albert Einstein

"Sometimes our light goes out but is blown into a flame by another human being. Each of us owes deepest thanks to those who have rekindled this light."

Author: Albert Schweitzer

"Constant kindness can accomplish much. As the sun makes ice melt, kindness causes misunderstanding, mistrust and hostility to evaporate."

Author: Albert Schweitzer

"Kindness is the kingpin of success in life, it is the prime factor in overcoming friction and making the human machinery run smoothly."

Author: Andrew Chapman

"Kindness has always mattered to our father. He taught us to honor people, and he has encouraged us since before I can remember to empathize with human suffering. When I was a teenage he'd say, 'Ann, go do something that helps people. Do something of service. It will always make you feel good about your life.'"

Author: Ann Curry, news anchor

"How wonderful it is that nobody need wait a single minute before starting to improve the world."

Author: Anne Frank

"To give without any reward, or any notice, has a special quality of its own."

Author: Anne Morrow Lindbergh

"Blessed is he who speaks a kindness; thrice blessed is he who repeats it."

Arabian Proverb

"Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world."

Author: Archbishop Desmond Tutu

"Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but rather we have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit. Type of Activity: Counseling or Classroom Ed. note: This is true of many values, including kindness.]"

Author: Aristotle

"Wise sayings often fall on barren ground; but a kind word is never thrown away."

Author: Sir Arthur Helps

"Kindness is for all times in all situations -- not just when it suits you."

Author: Andrew Landrum

"For attractive lips, speak words of kindness."

Author: Audrey Hepburn, when asked about her beauty secrets

"Love and kindness are never wasted. They always make a difference."

Author: Barbara Dangles

"I have learned about opening the heart, being more understanding, more loving, kinder."

Author: Barbra Streisand

"Remember not only to say the right thing in the right place, but far more difficult still, to leave unsaid the wrong thing at the tempting moment."

Author: Benjamin Franklin

"Isn't it amazing how often we can touch someone's life, and enrich our own, by a very simple act? Kindness, pass it on...what a wonderful way in which to pattern our lives!"

Author: Betty, Community Organizer, WA

"Random Acts of Kindness is the most exciting thing I've ever done. It has changed my life. People are so receptive. It just grows and grows!"

Author: Betty, Community Organizer, WA

"Give to another human being without the expectation of a return."

Author: Bill Bradley

"Kind words do not cost much. Yet they accomplish much."

Author: Blaise Pascal

"Kind words produce their own image in men's souls; and a beautiful image it is. They soothe and quiet and comfort the hearer. They shame him out of his sour, morose, unkind feelings. We have not yet begun to use kind words in such abundance as they ought to be used."

Author: Blaise Pascal

"In the midst of global crises such as pollution, wars and famine, kindness may too easily be dismissed as a "soft issue," or a luxury to be addressed after the urgent problems are solved. But kindness is the greatest need in all those areas — kindness toward the environment, toward other nations, toward the needs of people who are suffering. Until we reflect basic kindness in everything we do, our political gestures will be fleeting and fragile. Simple kindness may be the most vital key to the riddle of how human beings can live with each other in peace, and care properly for this planet we all share."

Author: Bo Logoff

"People will forget what you said, people will forget what you did, but people will never forget how you made them feel."

Author: Bonnie Jean Wasmund

"'Wherever there's a human being, there's an opportunity for kindness.' You don't have to plan some big event. You can be strolling the hall in school and say 'hi' to a stranger. Simplicity is the way, you know?"

Author: Bo, high school student

"The value of kindness cannot be measured in human terms. An act of kindness enriches the heart of both the giver and the receiver."

People who have received a little act of kindness so small as a grain from another, tasted it and then, even if they receive an unkind act or word bigger than a palm tree, when they think of that little grain of kindness, the palm tree of unkindness will disappear.

So powerful is the act of kindness. Let us plant it in the centre of our hearts."

Author: Bo. Arockiam, kindness website builder

"There's something wonderfully rewarding in being part of an effort that does make a difference."

Author: Brian O'Connell

"Power is the ability to do good things for others."

Author: Brooke Astor

"In Compassion lies the world's true strength."

Author: Buddha

"If you light a lamp for somebody, it will also brighten your path."

Author: Buddhist saying

"Kindness is more than deeds. It is an attitude, an expression, a look, a touch. It is anything that lifts another person."

Author's Neil Strait

"Kindness is like sugar, it makes life taste a little sweeter."

Author: Carla Yerovi - RAK member

"Random Acts of Kindness has brought more meaning into my life, and I am committed to help spread the word."

Author: Carol, State Parent Facilitator, HI

"As much as we need a prosperous economy, we also need a prosperity of kindness and decency."

Author: Caroline Kennedy Schlossburg

"The everyday kindness of the back roads more than makes up for the acts of greed in the headlines."

Author: Charles Kuralt

"The greatest pleasure I know is to do a good action by stealth, and to have it found out by accident."

Author: Charles Lamb (1775-1834), British essayist

"Somewhere, every time of the day, there will be someone doing a random act of kindness. The Dalai Lhama said, "My religion is very simple. My religion is kindness." I try to be as kind as I can. Everyday, it doesn't matter who it is or who they are, they are

worth it. I live by that."

Author: Chelsea, high school student

"Be nice and smile to everyone you meet. You don't know what they are going through, and they may need that smile, and treasure it."

Author: Christine M. Huppert

"It is our special duty, that if anyone needs our help, we should give him such help to the utmost of our power."

Author: Cicero

"Forget injuries, never forget kindnesses. "

Author: Confucius

"Is there any one maxim which ought to be acted upon throughout one's whole life? Surely the maxim of loving kindness is such."

Author: Confucius

"To be able to practice five things everywhere under heaven constitutes perfect virtue... gravity, generosity of soul, sincerity, earnestness, and kindness."

Author: Confucius (551-479 BC)

"It is difficult to give away kindness. It keeps coming back to you."

Author: Bo Flint

""True beauty emanates from a selfless heart.""

Author: Cristina Munoz

"My religion is very simple. My religion is kindness."

Author: The Dalai Lama

"If you want others to be happy, practice compassion. If you want to be happy, practice compassion."

Author: The Dalai Lama

"This is my simple religion. There is no need for temples; no need for complicated philosophy. Our own brain, our own heart is our temple; the philosophy is kindness."

Author: The Dalai Lama

"When we feel love and kindness toward others, it not only makes others feel loved and cared for, but it helps us also to develop inner happiness and peace."

Author: The Dalai Lama

"The various features and aspects of human life, such as longevity, good health, success, happiness, and so forth, which we consider desirable, are all dependent on kindness and a good heart."

Author: The Dalai Lama

"All of us are born for a reason, but all of us don't discover why. Success in life has nothing to do with what you gain in life or accomplish for yourself. It's what you do for others."

Author: Danny Thomas

"He who sees a need and waits to be asked for help is as unkind as if he had refused it."

Author: Dante

"When you do a kindness for others with the purest of intentions, you are letting its essence trickle out of you. If you do it enough it becomes a river. And I'm betting that its source is endless. I don't think you have to worry about giving too much of it away."

Author: Dave, Community Organizer, FL

"Once you begin to acknowledge random acts of kindness--both the ones you have received and the ones you have given--you can no longer believe that what you do does not matter."

Author: Dawna Markova

"Giving connects two people, the giver and the receiver, and this connection gives birth to a new sense of belonging."

Author: Deepak Chopra

"The kindness and affection from the public have carried me through some of the most difficult periods, and always your love and affection have eased the journey."

Author: Diana, Princess of Wales

"The smallest good deed is better than the grandest good intention."

Author: Duguet

"A good heart is better than all the heads in the world."

Author: Edward Lytton

**"So many gods, so many creeds,
So many paths that wind and wind,
While just the art of being kind
Is all the sad world needs."**

Author: Ella Wheeler Wilcox

"I have never been especially impressed by the heroics of people convinced that they are about to change the world. I am more awed by...those who...struggle to make one small difference after another."

Author: Ellen Goodman

"Kindness is an inner desire that makes us want to do good things even if we do not get anything in return. It is the joy of our life to do them. When we do good things from this inner desire, there is kindness in everything we think, say, want, and do."

Author: Emanuel Swedenborg

"Seek not good from without; seek it within yourselves, or you will never find it."

Author: Epictetus (2nd century)

"Kindness can become its own motive. We are made kind by being kind."

Author: Eric Hoffer

"If a man be gracious and courteous to strangers, it shows that he is a citizen of the world, and that his heart is no island cut off from other lands, but a continent that joins to them."

Author: Francis Bacon

"Human kindness has never weakened the stamina or softened the fiber of a free people. A nation does not have to be cruel to be tough."

Author: Franklin D. Roosevelt

"The one who will be found in trial capable of great acts of love is ever the one who is always doing considerate small ones."

Author: F. W. Robertson

"We must be the change we wish to see in the world."

Author: Gandhi

"How beautiful a day can be when kindness touches it."

Author: George Alliston

"Nice, how we never get dizzy from doing good turns."

Author: George Bengis

"Just do what must be done. This may not be happiness, but it is greatness."

Author: George Bernard Shaw

"Our deeds determine us as much as we determine our deeds."

Author: George Eliot

"A word of kindness is seldom spoken in vain, while witty saying are as easily lost as the pearls slipping from a broken string."

Author: George D. Prentice

"How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and strong. Because someday in your life you will have been all of these."

Author: George Washington Carver

"There are no unimportant jobs, no unimportant people, no unimportant acts of kindness."

Author: H. Jackson Brown, Jr.

"The fragrance always stays in the hand that gives the rose."

Author: Hadia Bejar

"When you carry out acts of kindness you get a wonderful feeling inside. It is as though something inside your body responds and says, yes, this is how I ought to feel."

Author: Harold Kushner

"When you are kind to others, it not only changes you, it changes the world."

Author: Harold Kushner

"I am only one; but still I am one. I cannot do everything, but still I can do something. I will not refuse to do the something I can do."

Author: Helen Keller

"Kindness is gladdening the hearts of those who are traveling the dark journey with us."

Author: Henri-Frederic Amiel

"Have you had a kindness shown? Pass it on; 'Twas not given for thee alone, Pass it on; Let it travel down the years, Let it wipe another's tears, Till in Heaven the deed appears, Pass it on."

Author: Henry Burton

"Goodness is the only investment which never fails."

Author: Henry David Thoreau

"Three things in human life are important. The first is to be kind. The second is to be kind. And the third is to be kind."

Author: Henry James

**"Kind hearts are the gardens,
Kind thoughts are the roots,
Kind words are the flowers,
Kind deeds are the fruits.**

**Take care of your garden
And keep out the weeds,
Fill it with sunshine
Kind words and kind deeds."**

Author: Henry Wadsworth Longfellow

"We need a new ethos of greater responsibility and caring."

Author: Hillary Rodham Clinton

"Help your brother's boat across, and your own will reach the shore."

Hindu Proverb

"A kind word never broke anyone's mouth."

Irish Proverb

"Do good and care not to whom."

Italian Proverb

"Of all the ways you can think of, none has a sixteenth part of the value of loving kindness. Loving kindness is a freedom of the heart which takes in all the ways. It is luminous, shining, blazing forth. "

Itivuttaka Sutta

"A second quality of mature spirituality is kindness. It is based on a fundamental notion of self-acceptance...."

Author: Jack Kornfield

"Those who bring sunshine into the lives of others cannot keep it from themselves."

Author: James Matthew Barrie

"Kindness builds self-esteem. It provides students with an opportunity to feel pride in who they are and in what they do."

Author: Janice, Teacher, NJ

"One kind word can warm three winter months."

Japanese Proverb

"It really is much easier to help people and causes than what most people seem to think. You just go out and take that first step and things start falling in place. If they don't, you change direction, but you never pull over and park!"

Author: Jason Crowe, founder (at age 11) of The Cello Cries On, Inc.

"What wisdom can you find that is greater than kindness?"

Author: Jean Jacques Rousseau

"Kindness is the golden chain by which society is bound together."

Author: Johann Wolfgang Von Goethe

"Kind words, kind looks, kind acts and warm handshakes, these are means of grace when men in trouble are fighting their unseen battles."

Author: John Hall

"Giving is the secret of a healthy life. Not necessarily money, but whatever a person has of encouragement, sympathy and understanding."

Author: John D. Rockefeller, Jr.

"Do all the good you can. By all the means you can. In all the ways you can. In all the places you can. At all the times you can. To all the people you can. As long as ever you can."

Author: John Wesley

"It is well to give when asked, but it is better to give unasked, through understanding."

Author: Kahlil Gibran

"Tenderness and kindness are not signs of weakness and despair, but manifestations of strength and resolution."

Author: Kahlil Gibran

"As perfume to the flower, so is kindness to speech."

Author: Katherine Francke

"Love has nothing to do with what you are expecting to get — only what you are expecting to give."

Author: Katherine Hepburn

"When students are frustrated or get involved in put-down behavior, Random Acts of Kindness works beautifully."

Author: Kathy, Teacher, CA

"There is no tally sheet in the exchange of small kindnesses; but there is shared memory and, from each person, the assurances of good things to come."

Author: Lady Borton

"Kindness in words creates confidence, kindness in thinking creates profoundness, kindness in feeling creates love."

Author: Blaise-Tzu

"The majority of us lead quiet, unheralded lives as we pass through this world. There will most likely be no ticker-tape parades for us, no monuments created in our honor.

But that does not lessen our possible impact, for there are scores of people waiting for someone just like us to come along; people who will appreciate our compassion, our unique talents. Someone who will live a happier life merely because we took the time to share what we had to give.

Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have a potential to turn a life around. It's overwhelming to consider the continuous opportunities there are to make our love felt."

Author: Leo Buscaglia

"Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around."

Author: Leo Buscaglia

"There are times that when truth and kindness conflict, one ought to choose kindness, especially when a little honesty is better than a lot."

Author: Leroy Jack Syrop

"A kind deed a day, like little drops of rain, Makes a mighty ocean and a gracious nation. "

Author: Lin Hsiu Nei

"Kindness is free, so why not give some out?"

Author: Lisandra Piercey (13), RAK member

"It's only me, but I can change a life."

Author: Liz, high school student

"One can pay back the loan of gold, but one lies forever in debt to those who are kind."

Author: Malaysian Proverb

"Waste no more time talking about great souls and how they should be. Become one yourself!"

Author: Marcus Aurelius

"Appreciation can make a day - even change a life, Your willingness to put it into words is all that is necessary."

Author: Margaret Cousins

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

Author: Margaret Mead

"We must not, in trying to think about how we can make a big difference, ignore the small daily differences we can make which, over time, add up to big differences that we often cannot foresee."

Author: Marian Wright-Edelman

"Change the world one act of kindness at a time. Remember, our kindness is our power!"

Author: Maribel - RAK Kindness Coordinator

"Kindness is a language which the deaf can hear and the blind can read."

Author: Mark Twain

"The best way to cheer yourself up is to try to cheer somebody else up."

Author: Mark Twain

"Life's most persistent and urgent question is, "What are you doing for others?""

Author: Martin Luther King, Jr.

"A person's true wealth is the good he or she does in the world."

Author: Mohammed

"If you can't feed a hundred people, then feed just one."

Author: Mother Teresa

"Kind words can be short and easy to speak but their echoes are truly endless."

Author: Mother Teresa

"Let no one ever come to you without leaving better and happier. Be the living expression of God's kindness: kindness in your face, kindness in your eyes, kindness in your smile."

Author: Mother Teresa

"There is hunger for ordinary bread, and there is hunger for love, for kindness, for thoughtfulness, and this is the great poverty that makes people suffer so much."

Author: Mother Teresa

"If someone were to pay you ten cents for every kind word you ever spoke and collect five cents for every unkind word, would you be rich or poor?"

Author: Nonpareil

"Each person has inside a basic decency and goodness. If he listens to it and acts on it, he is giving a great deal of what it is the world needs most."

Author: Pablo Casals, Spanish Cellist

"Kindness is the light that dissolves all walls between souls, families, and nations."

Author: Paramahansa Yogananda

"Kindness generates pride, a sense of accomplishment, a "Hey, look what we did!" feeling."

Author: Patrick, Teacher, PA

"It has taken a long time for me to learn to open my heart to kindness, but the journey was well worth it."

Author: Paula S., RAK Member

"Compassion for others begins with kindness to ourselves."

Author: Pema Chodron

"After RAK Week, there is more laughter, more unity, less gossip, more openness and honesty."

Author: Peter, Teacher, NM

"Kind deeds help empower children. They get to see a direct connection between their deeds and the reactions of others."

Author: Peter, Teacher, NM

"Always be kind, for everyone is fighting a hard battle."

Author: Plato

"Just because an animal is large, it doesn't mean he doesn't want kindness; however big Tigger seems to be, remember that he wants as much kindness as Roo."

Pooh's Little Instruction Book (inspired by A.A. Milne)

"You can accomplish by kindness what you cannot by force."

Author: Publilius Syrus

**"If you were busy being kind,
Before you knew it, you would find
You'd soon forget to think 'twas true
That someone was unkind to you.**

**If you were busy being glad,
And cheering people who are sad,
Although your heart might ache a bit,
You'd soon forget to notice it."**

Author: R. Foreman

"It is one of the most beautiful compensations of this life that no man can sincerely try to help another without helping himself."

Author: Ralph Waldo Emerson

"We must be as courteous to a man as we are to a picture, which we are willing to give the advantage of a good light."

Author: Ralph Waldo Emerson

"Life is not so short but that there is always time enough for courtesy."

Author: Ralph Waldo Emerson

"You cannot do a kindness too soon, for you never know how soon it will be too late."

Author: Ralph Waldo Emerson

"Caring is a reflex. Someone slips, your arm goes out. A car is in the ditch, you join the others and push...You live, you help."

Author: Ram Dass

"Kindness is tenderness. Kindness is love...Kindness is good will. Kindness says, I want you to be happy."

Author: Randolph Ray

"A little kindness from person to person is better than a vast love for all humankind."

Author: Richard Dehmel

"Giving of ourselves is the way we change the world at the end of our fingertips."

Author: Richard F. Schubert

"I decided to get involved with kindness because it is the foundation of what a safe community is based on."

Author: Rita, Education Administrator, CO

"Few will have the greatness to bend history itself, but each one of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation. "

Author: Robert Kennedy

"Man is honored for his wisdom, loved for his kindness."

Author: S. Cohen

"Kindness is never wasted. If it has no effect on the recipient, at least it benefits the bestower."

Author: S. H. Simmons

"Great opportunities to help others seldom come, but small ones surround us every day."

Author: Sally Koch

"To cultivate kindness is a valuable part of the business of life."

Author: Samuel Johnson

"Kindness is in our power, even when fondness is not."

Author: Samuel Johnson

"Compassion, kindness, and concern can be found everywhere in America. And if we have learned nothing else from the Sept. 11th tragedy, we have learned that our time on earth is short, so there is simply no time for hate."

Author: Sandra Dahl, wife of Jason Dahl, pilot of Flight 93

"Every day I see at least one person who is struggling or having a hard day, and I try to smile or say, 'Hi,' even if I don't know them. Sometimes that simple 'Hi' — that reaching out to them in a friendly way — could change how they're feeling. Someone once wrote, 'Make yourself a blessing to someone. Your kind smile or pat on the back just might pull someone back from the edge.' I live by that."

Author: Sara, high school student

"Love all. Serve all. Help ever. Hurt never."

Author: Sathya Sai Baba

"Remember there's no such thing as a small act of kindness. Every act creates a ripple with no logical end."

Author: Scott Adams

"Wherever there is a human being, there is an opportunity for kindness."

Author: Seneca, philosopher (4 BC)

"In a classroom where kindness is emphasized and unkindness is not tolerated, students feel free to ask questions."

Author: Sherry, Teacher, MS

"Kindness gives birth to kindness."

Author: Sophocles (447 BC)

"One who knows how to show and to accept kindness will be a friend better than any possession."

Author: Sophocles

"He who sows courtesy reaps friendship, and he who plants kindness gathers love."

Author: St. Basil (330-379), Greek religious leader

"The center of human nature is rooted in ten thousand ordinary acts of kindness that define our days."

Author: Stephen Jay Gould

"I expect to pass through this world but once. Any good, therefore, that I can do or any kindness I can show to any fellow creature, let me do it now. Let me not defer or neglect it for I shall not pass this way again."

Author: Stephen Grellet, Quaker missionary

"I've found what's truly sacred in life's small things...Hopefully, the world can be changed through acts of kindness, acts of affection and love--the idea of doing normal, everyday things that actually have an effect down the line...Be kind. Because the opposite works as well. You can send your hatred to the future. And we all know the end result."

Author: Sting

"Deeds of kindness are equal in weight to all the commandments."

Author: The Talmud

"Kindness is a tool that everyone possesses but some choose to leave it in their tool box. Take it out and use it today."

Author: Teresa A. Vitelli, RAK Member

"Only your compassion and your loving kindness are invincible, and without limit."

Author: Thich Nhat Hanh

"Though we all have the fear and the seeds of anger within us, we must learn not to water those seeds and instead nourish our positive qualities — those of compassion, understanding, and loving kindness."

Author: Thich Nhat Hanh

"Right actions for the future are the best apologies for wrong ones in the past."

Author: Tyron Edwards

"We wildly underestimate the power of the tiniest personal touch of kindness."

Author: Unknown

"There is a wonderful, mystical law of nature that the three things we crave most in life -- happiness, freedom, and peace of mind -- are always attained by giving them to someone else."

Author: Unknown

"Give what you have. To someone, it may be better than you dare to think."

Author: Unknown

"Speak only the truth. Act with only the best intentions. Once you get into the habit, you can live by this code."

Author: Unknown

"Don't wait for people to be kind, show them how."

Author: Unknown

"Treat everyone with politeness, even those who are rude to you, not because they are kind, but because you are."

Author: Unknown

"A candle loses none of its light by lighting another candle."

Author: Unknown

"Strive to be first: first to nod, first to smile, first to compliment, and first to forgive."

Author: Unknown

"No one needs a smile as much as a person who fails to give one."

Author: Unknown

"Today, make an investment in someone else's happiness."

Author: Unknown

"One of the most difficult things to give away is kindness; it usually comes back to you. "

Author: Unknown

"Kindness and honesty can only be expected from the strong."

Author: Unknown

"There's good in everybody. Boost. Don't knock."

Author: Warren G. Harding

"A kind heart is a fountain of gladness, making everything in its vicinity freshen into smiles."

Author: Washington Irving

"We're here for a reason. I believe a bit of the reason is to throw little torches out to lead people through the dark."

Author: Whoopi Goldberg

"When you are kind to someone in trouble, you hope they'll remember and be kind to someone else. And it'll become like wildfire."

Author: Whoopi Goldberg

"A kind and compassionate act is often its own reward."

Author: William John Bennett

"How far that little candle throws his beams! So shines a good deed in a weary world."

Author: William Shakespeare

"Tell them, that, to ease them of their grief, Their fear of hostile strokes, their aches, losses, Their pangs of love, with other incident throes That nature's fragile vessel doth sustain In life's uncertain voyage, I will some kindness do them. "

Author: William Shakespeare

"The best portion of a good man's life: his little, nameless, unremembered acts of kindness and love."

Author: William Wordsworth

"We make a living by what we get. We make a life by what we give."

Author: Winston Churchill

"Little kindnesses...will broaden your heart, and slowly you will habituate yourself to helping your fellow man in many ways."

Author: Hadia

We thank the Random Acts of Kindness Foundation for permission to reprint this excellent bibliography of books on kindness.

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ANNOTATED BIBLIOGRAPHY

In this bibliography, you'll find kindness-related books for both students and teachers.

BOOKS FOR STUDENTS

Aesop. *Androcles and the Lion, and other Aesop's Fables*. Paxton, Tom (ed.). New York: Morrow Junior Books, 1991.

Aesop. *The Lion and the Mouse*. Garden City, NY: Doubleday, 1979.

Aliki. *The Twelve Months*. New York: Greenwillow Books, 1978. [The poor widow who finds good in every month of the year is rewarded while her complaining rich neighbor receives a jar of snakes.]

Bang, Molly. *The Paper Crane*. New York: Greenwillow Books, 1985. [An honest and hard-working father and son own a restaurant that has fallen on hard times. One day a stranger comes to the restaurant, and though he cannot pay for his meal, he is fed like a king.]

Bunting, Eve. *Magic and the Night River*. New York: Harper & Row, 1978. [A Japanese boy and his grandfather fish successfully with their cormorants because they have treated the birds with kindness.]

Bunting, Eve. *Smoky Night*. San Diego: Harcourt Brace, 1994. [When the Los Angeles riots break out in the streets of their neighborhood, a young boy and his mother learn the value of getting along with others no matter what their background or nationality.]

Canfield, Jack L., Mark Victor Hansen, et. al. *Chicken Soup series*. Deerfield Beach, FL: Health Communications, Inc. [Personal accounts that touch the heart and lift the spirits.]

Carlson, Nancy L. *Arnie and the New Kid*. New York: Viking, 1990. [Top cat Arnie teases Philip because he is confined to a wheelchair. Yet when Arnie falls down the school steps and breaks a leg, twists a wrist, and sprains a tail, he begins to see life from a different perspective.]

Colf, Mary K., and Len Oszustowicz. *301 Random Acts of Kindness: A User's Guide to a Giving Life*. Arlington, TX: Summit Publishing Group, 1994. [Challenges readers to tackle the list and actually commit themselves to take concrete steps toward the creation of a better world.]

Cooney, Barbara. *Miss Rumphius*. New York: Penguin Putnam, 1985. [As a child, Great-aunt Alice Rumphius resolved that when she grew up she would go to faraway places, live by the sea in her old age,

and do something to make the world more beautiful — and she does all those things, the last being the most difficult of all.]

Cosby, Bill. ***The Meanest Thing to Say***. New York: Scholastic, Inc., 1997. [When a new boy in his second grade class tries to get the other students to play a game that involves saying the meanest things possible to one another, Little Bill shows him a better way to make friends.]

Daugherty, James Henry. ***Andy and the Lion***. New York: The Viking Press, 1938. [In this retelling of Androcles and the Lion, Andy meets a lion on the way to school and wins his friendship for life by removing a thorn from his paw.]

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Grimm, Wilhelm, and Jacob Grimm. ***Snow White and Rose Red***. Englewood Cliffs, N.J.: Prentice-Hall, 1984. [A bear, befriended by two sisters during the winter, returns one day to reward them royally for their kindness.]

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Hoff, Syd. ***Little Chief***. New York: Harper, 1961. [An Indian boy's kindness encourages a group of frontiersmen to settle in the same green valley as the Indians.]

Hughes, Shirley. ***Dogger***. New York: Lothrop, Lee & Shepard Books, 1988. [Dave and Dogger go everywhere together, but when Dave discovers Dogger is missing, big sister Bella's help is needed.]

Hurwitz, Johanna. ***Aldo Ice Cream***. New York: Morrow, 1981. [Aldo is working through the summer, trying to earn enough money to pay for the ice cream machine his sister wants for her birthday.]

Hyde, Katherine Ryan. ***Pay It Forward***. New York: Pocket Books, 2000. [Trevor chooses three people for whom he will do a kind act and tells them that instead of paying him back they should each pay it forward with acts of kindness to three more people.]

Jaffe, Nina. ***Older Brother, Younger Brother: A Korean Folktale***. New York: Viking, 1995. [After being turned out by his greedy older brother, Hungbu and his family manage to prosper when his kindness to an injured sparrow is richly rewarded.]

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Kroll, Steven. **Happy Mother's Day**. New York: Holiday House, 1985. [One day when Mom returns home, she is greeted by surprise after surprise from each of her six children and her husband.]

La Fontaine, Jean de. **The Lion and the Rat**. Oxfordshire, England: Oxford University Press, 1984. [A small rat is the only animal capable of saving the life of the king of the beasts.]

Lorbiecki, Marybeth. **Sister Anne's Hands**. New York: Puffin, 2000. [Seven-year-old Anna has her first encounter with racism in the 1960s when an African-American nun comes to teach at her parochial school.]

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COOL TO BE KIND

Words and Music by Francis Warman c2000

Dedicated to Barry Weinhold and the Kind & Safe Schools Initiative

Chorus

Well, it's cool to be kind, cool to be kind
Cooler than cool to find peace of heart and mind
Don't be a fool, follow the rule, never be cruel
It's cool to be kind

Hey there you bully on the playground
How would it feel if someone put YOU down?
No one has to win; no one has to lose
Try to put yourself in your enemy's shoes

Repeat Chorus

To be or not to be kind, that is the question
I hope you don't mind a simple suggestion
When you're frustrated and need to unwind
To fight is outdated, but it's cool to be kind

There's a season to be young, a season to be old
But the cup of human kindness never gets cold
Stop the pollution of hate that never ends
Conflict resolution is the way to make friends

Kindness is cool; it's a very precious tool
That you can use at home and you can use in school
When you're feeling angry and you need to complain
Don't make a fist, you can resist,
That is the gist of the Kindness Campaign

Repeat Chorus

Now I know that some of you out there are thinking to yourself:
This song is for sissies
Well, I'm here to tell you my friend
Being kind is the most courageous thing you can do

Any old fool can be mean and cruel
It takes a real hero to stand up against bigotry and hate
Kindness toward others starts by being kind to yourself

And you don't have to twist a wrist or be
Masochistic or sadistic, embarrassed, harassed or
Blame or shame just to have your way

At every season, use your reason
At every age, control your rage
Take a choice, raise your voice
Throughout the year, make it clear

It's time to speak your mind
It's cool to be kind and it's cool to be kind
It's cool to be kind, It's cool!

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