

**Connect with Kindness Language Arts Extensions Age-Range:
4-10 years of age**

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The following Language Arts learning extensions have been created to help educators deepen their students’ understanding of key concepts and/or vocabulary learned in each theme of Connect with Kindness. All these activities can involve writing, drawing, speaking, sharing, and role-playing/performing, depending on time and students’ maturity and abilities.

Vocabulary:	Extension Activity:
A pot of kindness	Ask students to think about this idea: a pot of kindness. What would this pot look like? What might be inside? Or ask students what they would put into their own pot of kindness. Tell students to write a poem, make a list and/or draw a picture.
A smile can move mountains	<p>Ask students why a child would say that a smile can move mountains. Discuss the metaphor and what “moving mountains” means and ask students to think of any example when “a smile did move mountains” and explain why they think so. To avoid confusion, you might choose to start with an example of your own. Ask students to share ideas with a partner and then, using a spider-web graphic organizer, have them complete one together, noting all the attributes of how/why a smile can move mountains on the “legs” and then, again together, write one paragraph on how/why a smile can move mountains. Each team can read their paragraph aloud.</p> <p>Pairs can be asked to think about, discuss, and then introduce to others a short story or a scene to demonstrate this saying, and then discuss it together.</p> <p>Ask students to share this phrase with their families – parents, grandparents, siblings, and if the response is received, let them share it next week with their classmates.</p>
ALOHA spirit	<p>Discuss the meaning of Aloha with your students. Aloha “is the word used to say both ‘hello’ and ‘goodbye’ in Hawaiian, but it means much more than just a simple salutation — aloha is a way of life... It means mutual regard and affection and extends warmth in caring with no obligation in return. “Aloha” means to hear what is not said, to see what cannot be seen and to know the unknowable.”</p> <p>Ask students to work in pairs and exercise in saying Hello and Goodbye in their native language and then repeat the exercise and extend it to saying Aloha and say/do something extra that will help them to feel and understand the difference.</p> <p>Ask students to share examples of real life or situations described in books that illustrate ALOHA spirit.</p>

Bird's singing	<p>Ask students why they think another student said that bird's singing was kindness or felt like kindness. Play birds singing from the Internet for students while they carefully listen, then ask them to reflect upon why another student described kindness in this way through writing and/or drawing and sharing.</p> <p>If someone has a bird as a pet at home, let them describe how they feel about their bird's singing and what kind of feelings it brings to them, and how having a bird has changed their life, if so.</p>
Breathe in fresh air	<p>Ask students to think about why taking time to breathe in fresh air is important. Why would you do this? Where might you go? Who else might go with you? Ask students to share this information in writing as a short story or verbally to a partner, or both!</p>
Cheer-up	<p>Ask students to think about someone that they know who needs to be cheered-up. Draw them a picture or write them a short letter to cheer them up. If the message was prepared for a real person your students know, ensure it is delivered. Ask the student who delivered the letter share their feelings with their classmates.</p>
Empathy	<p>Ask students to think about someone that they are concerned about who might be having a hard time. It could be someone they know or someone they know about, like from the news or an event that has occurred in the community. Once they have a person in mind, ask them to write down three ways that they can show empathy towards them. Ask students to share with the class and to share their plans for showing empathy to this person or group.</p>
Encourage	<p>Ask students what it means to encourage someone else. Ask them to share an example of when someone has encouraged them with a partner. If students are very young it will be helpful for the teacher to give an example of what it means to encourage someone. Once there has been a rich discussion ask each student to write an encouraging phrase that they plan to say to a member of their family after school. Ask each student to share what they plan to say with the class while sitting in a circle.</p>
Flower	<p>Talk with students about the tradition of presenting flowers on different occasions but especially emphasize the occasions when a flower could be just a sign of kindness and not because of a holiday or birthday.</p> <p>Ask students to draw a flower they would like to receive and a flower they would like to present. Invite students to explain the difference if there is any.</p> <p>In small groups discuss the possibility of establishing a Flower Day once a month/term when every student brings a flower to school, it could be a fresh or faux flower, or a drawing of a flower, or a paper flower. You can share with them paper flowers which younger children, age 4, from South Korea created in support of Ukraine, check at the bottom of this page.</p>

<p>Friendship/ Friendliness</p>	<p>Ask students to write down three things they like about someone they know or play with in the classroom and to share what they wrote with that person.</p> <p>Ask students to discuss either as a class or in small groups what unites “friendship” and “kindness”.</p> <p>Ask students to discuss such topics as, are you always kind to your friends? Does friendship mean to never criticize your friend or point out when they are wrong? How do you express kindness to your friends?</p>
<p>Giving</p>	<p>Ask students if they could give their time to ANYONE to help them do something, who would it be and what would they do? (Students do NOT need to know this person; for example, it could be a nurse or a bus driver.) Ask students to share ideas with the class and then write or draw a picture of helping a specific person.</p>
<p>Gratitude</p>	<p>Ask students to think of an object that they are grateful for that helps them in their lives every day, like a car, a toothbrush, anything. Then engage students in writing a short thank you note to the inventor of the object or, the people who make or create the object, telling them why they are grateful for this object and how it makes their life easier.</p> <p>Ask students to think of the people who make their lives more comfortable – parents, grandparents, school technicians, shop assistants at the local grocery, cashiers at the movie theatre, and the like. Ask them to choose one person and write a note of gratitude to this person using two to five out of the following words/phrases (see below). If appropriate, arrange for this letter being passed along.</p> <ul style="list-style-type: none"> • Help • Provide for • Share • Spread kindness and care. • Respect • Gentle • Limitless • Supportive • A smile is contagious. • ALOHA spirit.

<p>Greet others</p>	<p>Ask students what it means to greet someone else. Ask them to stand and give examples for an appropriate greeting in various places such as school, the library, a place of worship, a football game, etc. Then discuss why it is so important to modify how one might greet someone in different scenarios; how some greetings may be inappropriate for various settings and how well the students know the people they are greeting. Ask students to write or draw how they would greet people in various places and to then role- play, in small groups, with each other.</p> <p>Ask your students to discuss local traditions of either greeting everyone who passes by on the street, even strangers, or never do it. Why is it important? Does it make one feel better or is it mostly done out of mere politeness or local culture?</p>
<p>Kindness starts with you – you can't wait for someone else to give it out first</p>	<p>Ask students to think of and write down the situation when due to their kindness, something was improved/changed, or brought to life.</p> <p>Introduce the difference between the notion of 'being nice' and 'being kind'.</p> <p>Ask students to recreate or imagine situations when they approached someone with kindness and discuss such situations and their consequences with a partner.</p>
<p>Laughter</p>	<p>Tell the students a funny story or show them a funny photo, and after they react with laughter, talk about different types of laughter which could be kind and comforting, or hurtful and upsetting. Discuss the necessity to be mindful when they are joking not to hurt feelings of others.</p> <p>Ask students to split into small groups of four and share their thoughts on the difference between "laughing with someone" vs. "laughing at someone."</p>
<p>Love and care</p>	<p>Ask students if they could show love and care to any animal in the world what animal would it be and why. What would they do? Why is this important? Ask students to write a short story about them showing love and care to this animal.</p> <p>Ask students to talk about their love towards their own pets and demonstrate how their love and care of their pets changed their lives, and possibly how they changed the lives of their pets.</p>
<p>Make a goal to say one kind thing to someone everyday</p>	<p>Ask students to think about this goal and how, as a group, the class could accomplish it. For example, the class could make a list of people they want to say kind things to and then place that person's name on the calendar and the class then decides when and who will say something kind. Or perhaps the class agrees to just let the ideas come each day and at a certain time of day the class decides who they want to say something kind to and then they do so. Conduct and brainstorm and then put into action this goal for a month. After the month is over ask students to reflect, by writing or drawing, how it felt to purposely say kind things to people.</p>

Notice others	Ask students to think of a time when they felt like they were being ignored or not noticed. Share what happened with a partner and then write three sentences or a short essay about how it made them feel. (Note that for students who have been marginalized, this extension could surface trauma, so it is important to understand the impact before proceeding.)
Share	Ask students to think about something really fun they did with a friend. Where did you go? What did you do? Who was there? Why was it fun? After thinking about this, ask students to share their story with a partner.
Smile	Ask students to think about a person who has a great smile and to write three sentences about their smile and why they think it is special. Draw a picture of the smile and tell the class who this person is and why they love their smile.
Think of/Reflect	Ask students to think about something they did that might have been disappointing or upsetting to someone else. What happened? Are they sorry? If they could get in a time machine all the way back to right before this situation occurred, what might they do differently to prevent the situation from happening? Tell a partner or write what they'd do differently.
You spread your tenderness, kindness, care, and love around the house	Share this quote from a young child with your class. This was used to describe how a grandparent makes their home feel. Ask students to think about how they make their home feel, is it similar? Different? Ask them to write a list of things they can do to help their home feel like this quote makes this young child feel.