

## Week 6

# New Friends and Kindness Pals

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### STUDENT OBJECTIVES:

Demonstrate another way of deep breathing; demonstrate the purpose and routine of Kindness Pals; practice basic communication skills of facing, greeting, speaking, and listening to a partner

### MATERIALS NEEDED:

Bell or chime, pre-made Kindness Pal list

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#### ASCA Standards:

B-SS 1. Use effective oral . . . communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

**TEACHING TIP:** Consider using an electronic spreadsheet or table to list each class's student names for Kindness Pals in two columns. When changing Pals, you can simply cut and paste one column to a new position to match up with a new student.

**Opening:** *Hello, wonderful wizards! Last week we learned about how to focus. Who noticed yourself focusing on something like we did in the game last time? Did you use your mindful breathing to help you focus on a story your teacher was reading, or a drawing you were doing, or something else? Who did more rainbow breaths?*

**Call on students** who have something to share about focusing their attention and/or using rainbow breaths.



**Feelings Check-In:** *Remember, every time we meet we will do a quick feelings check-in, so you can show me how you are feeling as we begin our class. You can choose one of four gestures to show me how you're doing. Here's how we do it:*

- *If you are feeling good, calm, happy, and ready for Peace you will give yourself a hug (demonstrate hugging yourself).*
- *If you are feeling tired, bored, or shy you will stretch your arm over your head from side to side (demonstrate arm stretches over your head.)*
- *If you are feeling upset, sad, worried, or angry, place your hands on your belly and breathe in and out like you're blowing up a balloon (demonstrate*

taking a belly breath with your hands on stomach.)

- If you are feeling something else, put your hands on your head (demonstrate hands on head.)

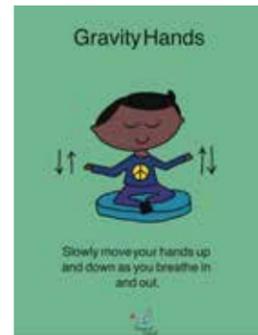
**Say:** Thanks for showing me how you're feeling as we get started today!



### Mindfulness Practice - Gravity Hands

**Say:** Today during our Mindful Moment we are going to learn one more way of deep breathing. Today we will learn how to do Gravity Hands. Who knows what "gravity" is?

**Call on** several students who want to share. Then explain that gravity is a force in the Earth that pulls us down towards the ground. Model raising your hands up high in front of you, palms facing upward, and then turn your hands over so palms face the ground as you let gravity pull them back down. Breathe in as you raise arms up, and out as gravity pulls them back down.



Ready? Let's all get in our mindful bodies, close or cover our eyes if you'd like to, and stretch out your hands and raise them up as we breathe in. Now turn them over and breathe out as we gently let gravity bring them back down....**Repeat at least twice more.**

Notice what's happening right now. You may notice how your arms feel after doing gravity hands, or sounds inside the classroom, your breathing, or something else. We will tell what we noticed in a few moments after I ring the bell and we raise our hands. For now, we will continue to be quiet....

**After a period of quiet**, ring the bell, raise your hand when it stops, and open your eyes.

**TEACHING TIP:** It can be very useful to count seconds to yourself to monitor the amount of time between your final words and the bell ringing. This time can always be adjusted for specific classroom needs, but in general children should be able to sit quietly for increasingly longer seconds as time goes on. It can be hard to gauge how much time has passed if you do not count, however.

**Ask:** Who would like to share something you noticed in your body?

**Call on all students** who raise their hands and give affirmations to all who share something, even if it is not a feeling or body related. Many will likely still name sounds they heard.



### Lesson

**Say:** Today we are going to start practicing kindness. When we practice something, we get better at it. We are going to practice kindness every time we have **Peace of Mind** class from now on!

**Ask** students to share something they practiced a lot and then got better at. Explain that being kind works the same way. The more we practice, the easier it gets for us, too.

**Say:** To help us practice kindness, each student in the class is going to get a Kindness Pal, someone else in your class that I've matched you up with. In each **Peace of Mind** class we have from now on, we will work with our Kindness Pals. However, before I give you your first Kindness Pal, there are a few things we need to practice.

**TEACHING TIP:** You may want to model Kindness Pal skills with a puppet OR with actual students in the class. I have used both ways to model the skills listed here. If you are showing what NOT to, always use the puppet for that instead of actual students.

#### Skill 1: Responding with "Okay" and a smile

**Say:** In just a minute, I will call out two names, and those students I call will be each other's Kindness Pal. The first thing they need to do is look at each other, smile, and say "Okay!" Model this by saying your name and a student name for practice. So, \_\_\_\_ and (your name) are going to be Kindness Pals.

**Turn to the student**, smile and say Okay! Make sure the student says "okay."

#### Skill 2: How to face each other

**Say:** After I call out all the pals, you will move to sit next to each other and you will face each other. To face each other just means your faces are looking at each other.

**Turn to one student** and point your face at that student. Then let your attention and face wander away and ask the students if you are still facing your "pal!"

Turn your face back to the student and emphasize this is how we face each other.

### Skill 3: The Kindness Pal listening position

**Say:** *When you sit near your pal and face each other, you will also need to crisscross your legs, line your knees up with each other so they are almost touching, and make sure your shoulders are pointed at each other. You will need to use your whole body to listen to your pal!* You may want to use two nearby children, or yourself and another child, to model this for the class.

**Once you've established these expectations** you are ready to start the first Kindness Pal session.

#### **TEACHING TIPS ON KINDNESS PALS:**

- Since this is the first lesson where Kindness Pals (KP) take place it's important to make sure everyone is able to work with a teacher-assigned partner. If you are not the children's classroom teacher, it may be helpful to ask for input on the pairings.
- Initially very young children will not have any problems saying "okay!" enthusiastically when they hear the name of their KP. However, after they get more used to this activity and have formed closer friendships within the class, you may experience some resistance or requests for their "best friend" to be their assigned KP. If this happens, remind children they can keep any thoughts about who they would rather have *inside their thought bubbles* (a concept presented in Week 9), and do not need to say it aloud. You can use the puppet to model saying something like "Oh, I really wanted \_\_\_ to be my pal instead of (your own name)" and explain how that makes you feel to know Paco didn't want to be your pal.
- Very rarely, some children might get upset and cry over their pal assignment. If that occurs, quickly assign the pal to join another group and form a threesome, finish calling out all the pals, and then gently talk individually with the child who is crying to help him understand he is not being kind to his new pal. Remind him, and the whole class periodically, that he can still be friends with anyone in the class he wants to at recess and other free times. His Kindness Pal doesn't have to be a friend, but is another person to be kind to. The KP does not replace all the friends that children already have or

would like to have. When he is ready, he can join the threesome and continue the activity as a group of four.



#### **Kindness Pals:**

Call out each pair of Kindness Pals from your list, wait for both students to say "Okay," notice and comment when they give each other big smiles, and help them decide who should move near whom. Make sure they are in a good listening position as described above.

Once all children have been matched up and any absences accounted for, remind them all to listen for the quiet signal when they are chatting with their pal, as that will mean it's time to stop talking and listen for the next directions.

**Say:** *The first thing we will always do with our pal is to give each other a friendly greeting. A friendly greeting could be a high five, a handshake, a "hello, how are you?" or a fist bump. It could be all of those things. Ready? Go ahead and give your new pal some kind greetings right now!*

**Allow time for greetings**, then use your quiet signal.

**Say:** *I saw some wonderfully friendly and kind greetings! Now we are going to talk about some of our favorite things with our pal. Today we will tell our favorite colors and foods. Go ahead.*

**After a couple minutes**, give the quiet signal again.

**Say:** *I'd like to find out if you and your pal had anything in common. That means you both like the same favorite things. If you and your pal had something in common, put both hands on your head.*

**Allow students to share** out what they had in common, calling on pals as a unit rather than individually.

**Say:** *Our time is almost up for today. The last thing you are going to do with your Kindness Pal is give each other a friendly goodbye. That could be a wave, a "see you later," another fist bump or high five, and then return to your seats.*

