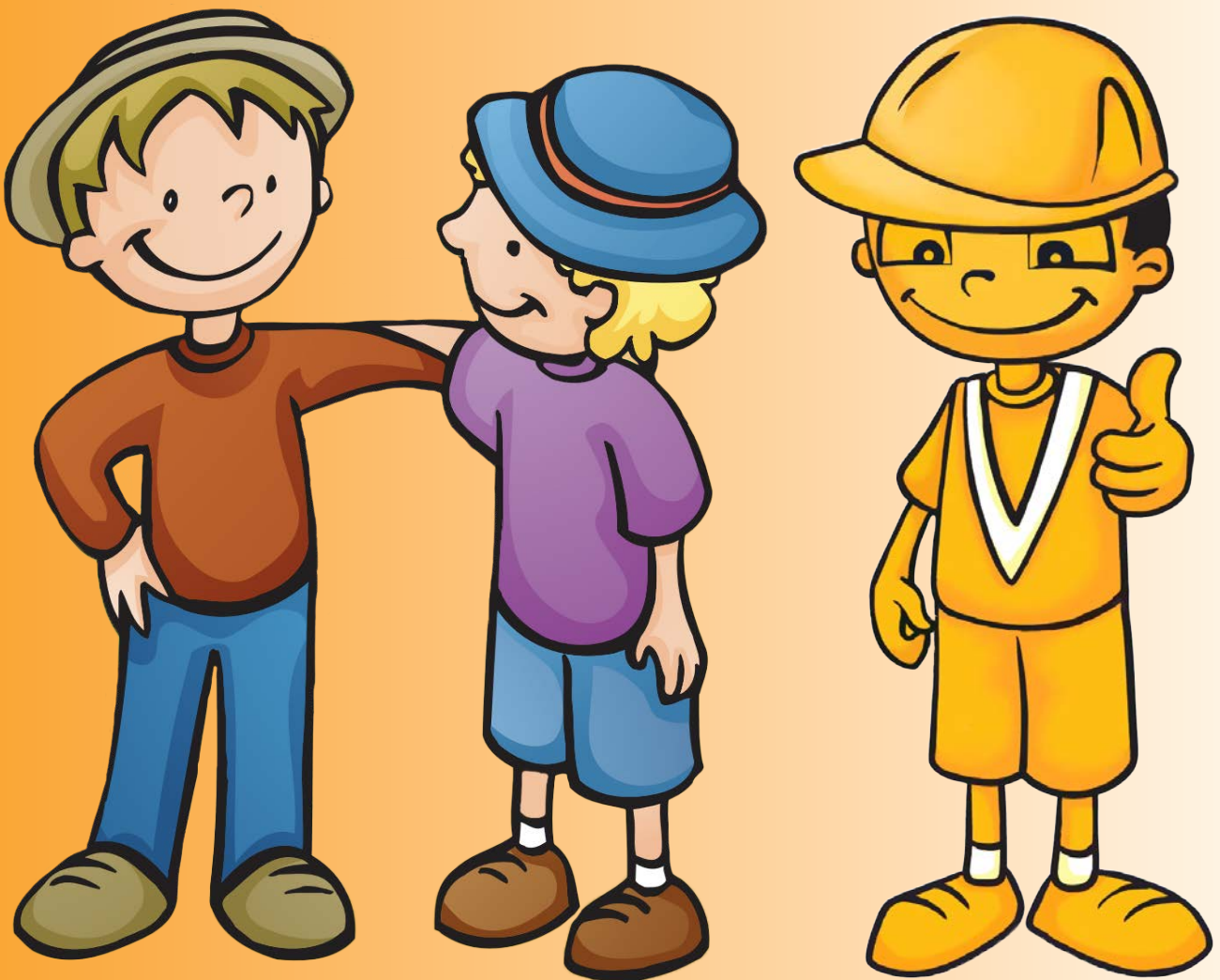


SEEMORE KINDNESS

Suggested Activities



SeeMore Kindness is a program that supports the health and safety of children and the environment through the act of kindness

All activities are designed in relation to the National Early Childhood Education and Care Learning Framework, 'Belonging, Being and Becoming' and will link to learning outcomes 1-5.

SEEMORE KINDNESS

Session 1: Nice And Kind - What Is The Difference?

Framework Links:

- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 3.1 Children become strong in their social, emotional and mental wellbeing
- 3.3 Children are aware of and develop strategies to support their own mental and physical health and personal safety
- 5.2 Children engage with a range of texts and gain meaning from these texts

Resources:

- 'SeeMore Kindness' book
- Large sheet of cardboard or paper for poster
- Marker/Texta to write with

Session Plan:

Book Reading: Read 'SeeMore Kindness' to the group

Discussion: Today the discussion will be focusing on the difference between NICE and KIND.

What are some of the things in the book that were NICE or KIND.

- SeeMore gives Millie a special birthday present
- Eleven Eleven tries to cheer up the little girl who is crying, by making her feel happy with a rainbow in the sky
- In the ice cream shop, SeeMore let the other people go before him because he was buying lots of ice cream
- SeeMore offers to pay for the other peoples ice cream when they couldn't find their money

We are going to make a poster today with 2 columns, one for NICE behaviours and one for KIND behaviours. We can work together to decide which behaviours go in which column.

- NICE is doing things to please those around you. Being pleasant, agreeable and delightful.
- What are some things that you might do that you think are NICE?
- How does it feel when someone does something NICE for you?
- KIND is listening, feeling and understanding others needs and trying to help meet those needs. Showing empathy and being willing to stand up for what is right
- What are some things that you might do that you think are KIND?
- How do you feel inside when someone is KIND to you?

Activity:

Create a poster together as a class with a column for 'KIND' and a column for 'NICE'.

Have the children think up and suggest ideas of what would go in each column. Depending on the age group or the abilities of the children in the group, either you as the teacher writes these down on sticky notes and the children stick them on OR offer pre-written ones and go through them one at a time and discuss which side they would go on.

Home Extension:

Today your child has been learning about kindness, in particular the difference between KIND and NICE, and how each of these different behaviours/emotions make us feel. You can support your child by instilling good habits, like using manners, expressing gratitude or compassion, and doing random acts of kindness.

SEEMORE KINDNESS

Session 2: Accomplishment Jar

Framework Links:

- 1.1 Children feel safe, secure and supported
- 1.2 Children develop their emerging autonomy, inter-dependence, resilience and agency
- 1.3 Children develop knowledgeable confident self-identities, and a positive sense of self worth
- 5.2 Children engage with a range of texts and gain meaning from these texts

Resources:

- 'SeeMore Kindness' book
- Jar or other clear container you might like to use
- Post-it notes or small pieces of paper
- Markers/Textas

Session Plan:

Book Reading:

Read 'SeeMore Kindness' to the group

Discussion:

Today the discussion will be about RESILIENCE and how we can manage when things don't go the way we hoped or thought they would.

- Has anyone heard the word RESILIENCE before?
- Resilience means how you cope and what you do when things go wrong or not how you wished they would have gone. (Reinforce to the children that it is perfectly normal to feel negative emotions, but it is how to handle them and cope with them that show how strong we can be).
- Who can tell me something they do when they are happy with how something turned out? (cheer, smile, laugh, high 5 friends, celebrate)
- Now who can tell me something that you might do when something doesn't turn out so well? (sulk, cry, get upset or angry, say mean things to other people)
- Some of the things that we can do when we are frustrated and upset at something are...
 - Take a deep breath
 - Talk with your teacher or parent/caregiver about how you feel
 - Go outside in the fresh air
 - Embrace your mistake and not see it as a BAD thing
 - Give your favourite toy a big hug

Activity:

Create an accomplishment jar that the children (and teachers) can add to and reflect on their success/mistakes. This is an ongoing activity that will help build a growth mindset. Throughout the day, encourage the children to write down (or you write for them) what thing they have done that they are proud of, or something that they learnt when doing something else, and then pop it in the accomplishment jar (initially this might be very teacher led, with you observing and then reminding them 'hey why don't we put that down on some paper in the accomplishment jar'). At the end of the day or week (or whatever time you deem to be appropriate) you can go through and read out all the accomplishments or learning/growth experiences, and discuss how it make them feel and what we can all learn from them.

Home Extension:

Today your child was learning about resilience and ways that they can bounce back after challenges and times where they felt like things didn't go their way. Resilience develops when children experience challenges and learn to deal with them positively. Some things you might like to do at home to help build resilience include talking to your children, listen to their concerns and fears when they address them with you and let them know you are there for Them. Children learn about resilience from watching how you and other important people in their lives respond to tough times and setbacks, When your child sees you try again, let anger go, or think positively in difficult situations, they learn that they can do the same.

SEEMORE KINDNESS

Session 3: Kindness Rocks

Framework Links:

- 1.3 Children develop knowledgeable confident self-identities, and a positive sense of self-worth
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 3.1 Children become strong in their social, emotional and mental wellbeing
- 5.1 Children interact verbally and non-verbally with others for a range of purposes
- 5.3 Children express ideas and make meaning using a range of media

Resources:

- 'SeeMore Kindness' book
- Large stones that the children have collected or ones that teacher has sourced
- Paint, googly eyes, other collage materials of choice
- Markers/Textas

Session Plan:

Book Reading: Read 'SeeMore Kindness' to the group

Discussion: Today we are going to be making kindness rocks or a face stone!

Can anyone guess what a kindness rock might be??

- A kindness rock is a special rock that is painted and decorated and has KIND words!

What words or sentences pop into our heads when we hear or say the word KIND?

- Examples could include love, happy, have a nice day, you are beautiful, imagine. Let's think about the SeeMore Kindness story that we just read, let's have a look at some of the KIND words and sentences that were used in the story.

- Eleven Eleven has a "kind heart and spirit"
- "Great friend"
- "Special friend"
- Rainbows can "brighten your day"
- A face stone or rock would be a rock that has a face painted on it. It might be a happy face, or a smiling face or maybe another face that you can think of.

Activity:

Children will each have their own rock to paint and decorate however they choose, and can either write their chosen word themselves or a teacher can assist them in doing this. Once the rocks have all been decorated and dried, the children can place them around the kindergarten/preschool for others to find and enjoy.

Home Extension:

Today your child has been learning about kindness and ways to demonstrate kindness with others using a range of different mediums. We made kindness rocks today, with the goal being to promote random acts of kindness in the shape of painted rocks with inspirational words! They have hidden them around the preschool for others to find and enjoy. Maybe this is an activity you could do with your children at home - you could then place them around your local community or even your home to help encourage the spread of kindness and motivation.

SEEMORE KINDNESS

Session 4: Gratitude Tree

Framework Links:

- 1.1 Children feel safe, secure and supported
- 2.1 Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- 3.1 Children become strong in their social, emotional and mental wellbeing

Resources:

- 'SeeMore Kindness' book
- Either a pre-cut out shape of tree (large) or cardboard for you to do this with the children.
- Leaf shapes
- Scissors
- Markers/Textas

Session Plan:

Book Reading:

Read 'SeeMore Kindness' to the group

Discussion:

Today we are going to be thinking about what things we are grateful for in our lives. This means what things we feel thankful for in our life.

- Our families, our friends, having lots of toys, eating yummy food, being safe and healthy

What are some things in the SeeMore Kindness book that Millie might be grateful for?

- That she has a lovely friend like SeeMore that helped her celebrate her birthday
- That she met a special new friend in Eleven Eleven who made her feel so happy
- The people at the ice cream shop might be grateful to SeeMore for paying for their ice cream when they couldn't find their money

Activity:

You can either use a pre-cut tree shape, or cut it out with the children, and then attach it to the wall somewhere that they can easily access it. The trees start barren, and then you fill in leaves with expressions of gratitude over a period of time. Today, each child can be given a leaf to decorate, and with the assistance of the teacher, or by themselves, write or draw something that they are grateful for. These can then be attached to the tree, wherever the children choose.

Home Extension:

Today your child has been learning about gratitude and we discussed the things that they are grateful for. We made a gratitude tree that is on display in our room, and we will be adding to it throughout the year. At home you could continue this conversation by talking about all the things that you as a family are grateful for.

SEEMORE KINDNESS

Session 5: Kindness Game

Framework Links:

- 2.1 Children develop a sense of connectedness to groups and communities
- 2.3 Children become aware of fairness
- 3.3 Children are aware of and develop strategies to support their own mental and physical health and personal safety

Resources:

- 'SeeMore Kindness' book
- Soft Ball or beanbag

Session Plan:

Book Reading: Read 'SeeMore Kindness' to the group

Discussion: Today the discussion will be about recognising things about other people that you like or consider to be KIND. What kind qualities in your friends and classmates do you like and value?

Ask the children what some examples are of kindness that were shown in the book.

- SeeMore lets the other people at the ice cream shop go before him
- When the other people can't find their money, SeeMore pays for their ice cream for them
- When Eleven Eleven sees the little girl crying, he gives her a big smile and makes a rainbow for her

Activity:

Get the children to stand in a circle with a ball or beanbag. An adult can model \ how the game is played.

Children then take it in turns to throw the ball to each other (making sure that everyone has a turn).

When a child throws it to someone, they also say something kind about that person, be it something good about their character, something nice they have done or something that shows they are kind.

Home Extension:

Today your child was learning about recognising kind behaviours and traits in other people. We played a game where the children threw a soft ball or beanbag to someone in the group and then said something kind about that person. As with previous activities, at home you might be able to verbally recognise these actions or behaviours that you witness. "That was so kind how you helped your brother tidy up his mess without being asked".

SEEMORE KINDNESS

Session 6: Kind and Unkind Sorting

Framework Links:

- 1.1 Children feel safe, secure and supported
- 2.1 Children develop a sense of connectedness to groups and communities
- 2.3 Children become aware of fairness
- 3.3 Children are aware of and develop strategies to support their own mental and physical health and personal safety

Resources:

- 'SeeMore Kindness' book
- Large sheet of cardboard or two pieces of paper for chart
- Kind and unkind cards (need to make)
- Marker/Texta to write with

Session Plan:

Book Reading:

Read 'SeeMore Kindness' to the group

Discussion:

Today the discussion will be focusing on KIND and UNKIND behaviours. Talk with the children about what they think might be a kind behaviour and an unkind behaviour.

KIND behaviours might include: making someone something, playing with someone, thanking a teacher, making someone laugh

UNKIND behaviours might include: leaving people out of a game or activity, taking something off someone when they are using it, cheating or not playing fair, making up stories or saying mean things about someone

Refer back to the SeeMore Kindness book and highlight the kind behaviours demonstrated in the book.

Activity:

Show the children the various images on the cards, each reflecting either a KIND or UNKIND behaviour. Get the children to one at a time choose whether to stick it on the KIND column or the UNKIND column.

Home Extension:

Today your child was learning about behaviours that might be classified as KIND and UNKIND. At home you might be able to use these words in your conversations in regards to an action or behaviour that you witness. "That was unkind of you to take that ball off your sister when she was playing with it".





SEEMORE KINDNESS

Session 7: Cut and Glue Rainbows

Framework Links:

- 1.1 Children feel safe, secure and supported
- 3.2 Children become strong in their physical learning and mental wellbeing

Resources:

- 'SeeMore Kindness' book
- Coloured paper for the children to cut out
- Rainbow template (optional or children can make their own)
- Scissors and glue

Session Plan:

Warm Up:

Read 'SeeMore Kindness' to the group

Discussion:

Today the discussion will be about rainbows and how the different colours in the rainbow can make us think of or feel different emotions. The sighting of a rainbow usually prompts feelings of awe, excitement, and joy, as well as magic. Talk with the children about how the rainbows were used in the SeeMore Kindness book, and what emotions the children in the book were feeling. Millie says rainbows can brighten your day and can make you smile and feel happy. Discuss what they like about rainbows and what feeling they associate with each colour, if any. Ideally the children would label their emotion with a colour, but you could give an example of each, such as:

- **Red** might provoke a sense of love or also anger
- **Blue** might make some feel calm and relaxed
- **Yellow** might be calm or happy
- **Green** could be growth

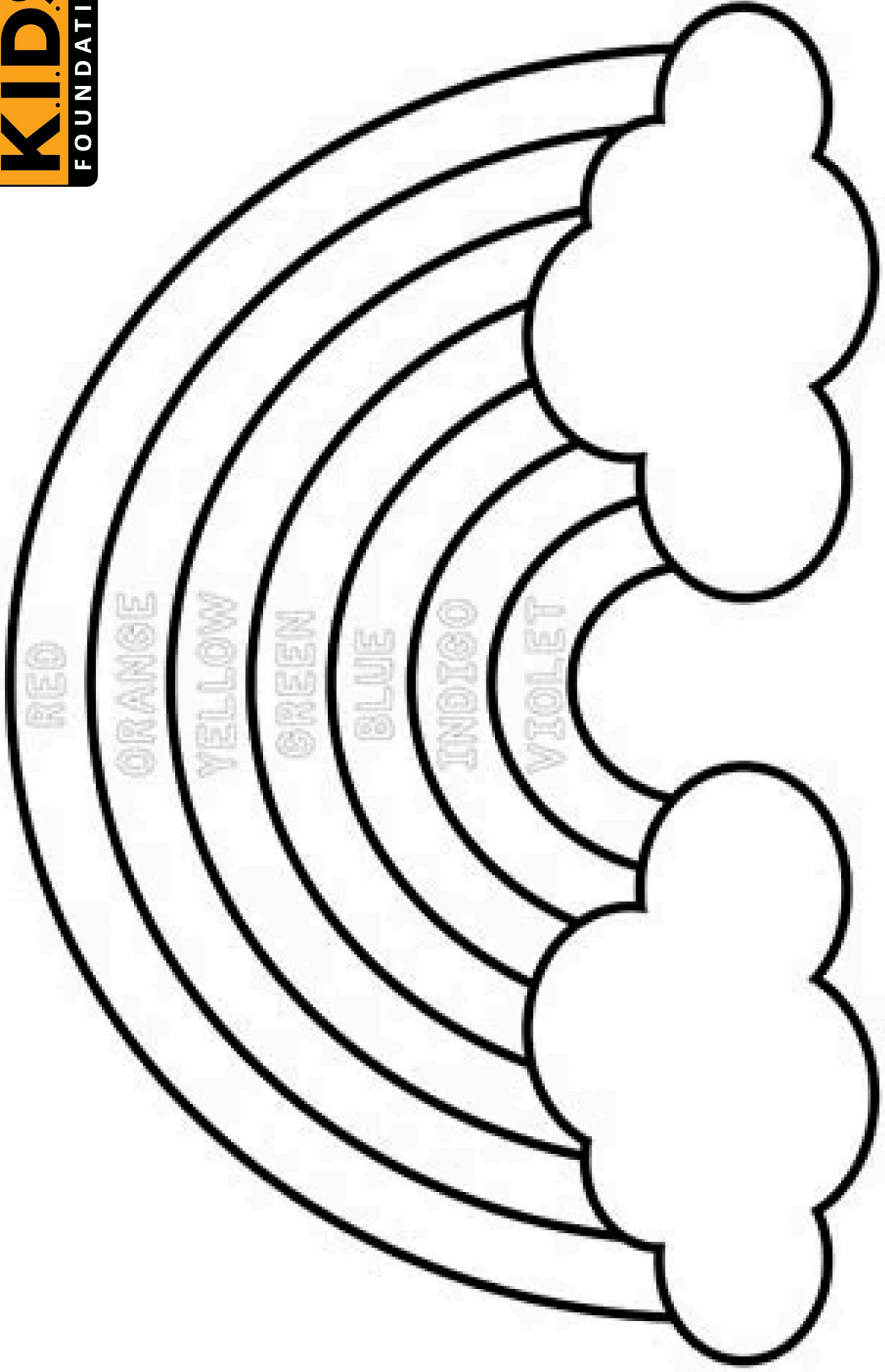
Activity:

The children use a variety of coloured pieces of paper, and cut or tear them into pieces and then glue them onto a rainbow (either the template or they can make their own).

You could also do this as a whole class activity and draw a large rainbow for the room, and the children could write feelings on the individual pieces of paper.

Home Extension:

Today your child was learning about rainbows and how different colours can evoke a different emotion or feeling within them. You might like to talk with them about which colours they can feel or label, and learn which feelings your child is feeling most often and maybe which ones they might need some help identifying or labelling.



SEEMORE KINDNESS

Session 8: SeeMore Kindness Summary

Framework Links:

- 1.1 Children feel safe, secure and supported
- 1.2 Children develop their emerging autonomy, inter-dependence, resilience and agency
- 1.3 Children develop knowledgeable confident self-identities, and a positive sense of self-worth
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 2.1 Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- 3.1 Children become strong in their social, emotional and mental wellbeing
- 3.3 Children are aware of and develop strategies to support their own mental and physical health and personal safety
- 5.1 Children interact verbally and non-verbally with others for a range of purposes
- 5.3 Children express ideas and make meaning using a range of media
- 5.2 Children engage with a range of texts and gain meaning from these texts

Resources:

- 'SeeMore Kindness' book
- 'SeeMore Kindness' Poster

Session Plan:

Book reading:

Read 'SeeMore Kindness' to the group

Discussion:

Today is the last session for the SeeMore Kindness Program.

Let's recap what we have learnt

- What are some ways we can be KIND to someone?
- What are some ways we can be NICE to someone?
- How might we feel if things don't go our way?
- How might we feel when things do go our way?
- What are some things we can do if we are upset or frustrated when something difficult or hard happens to us?
- What are some of the things that we are grateful for? How can we show people that we are grateful for what they do?

Activity:

Look at the person next to you and tell them one thing that you appreciate about them, then have that person tell you something that they appreciate about you!

Home Extension:

Today your child finished the SeeMore Kindness unit of the SeeMore Kindness program. Some of the fundamentals that we hope the children have taken out of this include;

- Recognising and demonstrating ways we can be KIND to someone
- Knowing various ways we can be NICE to someone
- Understanding about resilience, that it is perfectly normal to feel negative feelings sometimes, but hopefully now they will have learnt some tools to help them cope with these feelings, and understand that they won't last forever.
- An awareness and understanding of what GRATITUDE is and what being grateful for something means.

All of these concepts and behaviours are things that can be transferred to home as well, and become a part of your discussions and practices within the family.



Count the
rainbows and
SeeMores

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