



## Kindness and Respect in the Community

**Age:** Primary

**Level:** A1+

**Global Knowledge or Global Attitudes and Action:**  
Global Knowledge

**Standard for Learning Outcome:** Student encounters their responsibility for positive global outcomes or has an exercise of this responsibility modeled to them.

**Learning Outcome:** P.D1.S1.LO2 Engage with profiles of global citizens

**Standard for Global Skill:** P.D3.S1.LO1 Perform a task that contributes to a group activity

**Global Skill:** Student acquires the skills to be a collaborative citizen.

**Sustainable Development Goals:** 4: Quality Education, 10 Reduced Inequalities

### Part 1 (10 mins)

Ask students to look at the pictures and have them identify who the people are and say what they are doing. Ask students what all the pictures have in common (They all show acts of kindness.). Introduce any new vocabulary (for example: *forgive*, *mistake*) and read the sentences aloud as a class.

- A.** Explain that the activity is a puzzle. Guide students to notice that each of the pictures is numbered, and that one letter in each sentence is bold. Students should write the corresponding letter on the numbered write-on line to make a phrase. Do number 1 with them.

**Answer Key:** be kind

Engage students with the actions shown in the pictures. Ask students if they sometimes do acts like these, and if so, which ones. Allow as many students as possible to contribute. Encourage them to say how they feel when they do help others, and how they think the actions make other people feel.

### Part 2 (20 mins)

Draw students' attention to the fact that the text is about three young people from different countries whose kind actions help the community.

- A.** Ask students to read the texts to themselves, or read them aloud as a class. When they have finished reading, check that students can deduce the meaning of key words such as *glasses*, *seniors*, *recycle* from the clues in the text and photos. As needed, ask, *What do you need if you can't see well? Are "seniors" young people?*

Guide students to notice the information for matching, and work through the example before they complete the task.

**Answer Key:**

Yash Gupta, children, in the world

Christopher Nguyen, older people, in the community

Melati and Isabel Wijsen, people of all ages, in their country

- B.** Allow time for students to think about their own answers to the questions first, then have them share their ideas in pairs. Invite volunteers to share with the rest of the class.

**Answer Key: Possible answers**

1. They are kind and generous, hardworking, unselfish, talented, sensitive.
2. Students' own answers
3. Students' own answers



### Part 3 (20 mins)

**A.** Explain to students that they are going to work in groups to think of ways to help different people. Tell them they are going to build a Paper Chain of Kindness. Ask students to look at the prompts and discuss their ideas. If you feel your students need help getting started, brainstorm some ideas as a class. Encourage them to think of one action that they can do immediately in class, other things that they can do easily, and one or two things that demand a little more effort. For example:

- *your family and friends: take out the trash;*
- *people in your community: help a senior cross the street;*
- *people in your country: invite people to vote in elections;*
- *people in the world: save water and/or energy.*

Allow some time for students to think of ideas in their groups. Then ask them to choose one or two of the ideas they came up with, and they want to focus on most.

**B.** Have students work individually and write some ideas on how they can help others in the spaces provided. Encourage them to write complete sentences and have a couple of students share some with the class.

**C.** Draw students to the image in activity C. Ask them what they think that is. Explain to them that it is a Paper Chain of Kindness and each link will represent a different act they can do to help others. Each student should have eight colored-paper strips for them to write their sentences on. They should write a sentence on each. Show students how they are going to glue the tips together to create each link and connect them to form a chain. You can have students work in pairs to show each other their chains.

### Extension

**A.** This activity can be spread over a few mini assignments.

Explain the task to students and ask them to choose a person to write about. Elicit ideas about how to find out about someone they do not know, e.g. they can look in the library or research online, or ask someone in their family, or provide suggestions for people they could write about, e.g. Malala Yousafzai.

Encourage students to find pictures of the person to include in their profile and any other interesting facts, e.g. a map of the country they are from, awards they have received, etc. Have students fill out the profile in their sheets and share it with the rest of the class.

#### Answer Key: Possible answer

I chose Malala Yousafzai. She is 23 years old. She is from Pakistan. She is an activist for female education. She fights for education for women and children in her country and around the world.

**B.** Students display their work or present it to the class. After students have shared their work, have the class vote on which person is the most helpful, the bravest, the kindest, etc.