



Be Kind

Age: Pre-Primary

Level: Pre-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 modelled to them.

Learning Outcome: PP.D1.S1.LO1 Recognize that personal behavior can have a positive or negative impact on others

Standard for Global Skill: Demonstrate an understanding of cause and effect.

Global Skill: PP.D3.S3.LO1 Identify a problem and provide at least one solution.

Sustainable Development Goal: 4: Quality Education

Part 1 (10 min)

A. Draw students' attention to the first picture. Elicit what they can see. Explain that when we share our things, we are being kind. Being kind makes us feel happy – it makes our hearts smile. Point out that both the boys are smiling and elicit that they are both happy. Point out that when we are kind, it makes other people feel happy, too. When we say the words *please* and *thank you*, we are being nice. Saying *please* and *thank you* also makes our hearts smile and makes other people feel happy, too. Have students point to the picture and say, *be kind, please, and thank you*.

Then, draw students' attention to the next picture. Have students say *take turns*. Point out that both the girls are smiling and elicit that they are happy. Explain to students that when we take turns, we make our hearts smile, and it makes other people's hearts smile, too. Ask if they take turns when they are playing with their friends. Finally, draw students' attention to the last picture. Ask, *What is the girl doing? Say, Helping*. Have students repeat. Point out that both the dad and the girl are smiling and elicit that they are happy. Elicit other situations in which students help at home or at school. Explain that when we help others, our hearts smile, and it makes other people feel happy, too.

Then say *listen*. Chant in a singsong voice the *Make Your Heart Smile!* chant. Point to the pictures as you chant. Chant again and encourage students to join in and point to the pictures too. Then have students stand up and do the actions to the song using the following body language. Have students follow you:

Make Your Heart Smile!

Make your heart smile! (Make a heart with both of your hands.)

Follow this lifestyle! (Move in your place as if you were walking.)

Share your things. (Mime handing a crayon to a friend.)

Say please, thank you. (Clasp your hands together as if saying please and mime thank you with your right hand over your heart.)

Be kind to others. (Indicate with upturned palms.)

That's the clue! (Give a thumbs up.)

Make your heart smile! (Make a heart with both of your hands.)

Follow this lifestyle! (Move in your place as if you were walking.)

Take turns. (Make a switching motion with your two hands.)

You and me. (Point to another and then yourself.)

Help someone. (Mime a handshake.)
That's the key! (Give a thumbs up.)

Make your heart smile! (Make a heart with both of your hands.)

Follow this lifestyle! (Move in your place as if you were walking.)

Part 2 (15 min)

A. Draw students' attention to the first picture. Ask students: *Is he sharing?* (Yes). Color in the happy face with a green crayon to model what students have to do.



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Have them do the same. Check and help if necessary. Then point to the child in the picture 3. Ask: *Is she sharing?* (No). Ask students how they feel when someone doesn't share with them. (sad, unhappy) Color in the sad face with a red crayon. Then ask students how they think unkind behavior can be turned into kind behavior. Repeat with the other pictures.

Answer Key:

1. happy; 2. happy; 3. sad; 4. sad

Part 3 (25 min)

A. Children will complete two picture stories. In Story 1, a girl asks to share blocks with a boy. He refuses. He continues to play alone. In Story 2, the same girl asks a different boy to share blocks. He agrees. They build a tall block tower together.

The idea is that children realize how behavior can have a positive or negative impact on others and identify a problem and relate it to a solution. In each comic strip story, frame 2 is missing. Children must find the missing picture, cut it out and paste in the correct place. The idea is that children realize how behavior can have a positive or negative impact on others and also, to identify a problem and provide at least one solution.

Draw students' attention to the first story. Elicit what they see in the pictures, and ask what they think the story is about (a girl is asking to play with blocks). Have students look for the missing picture. Ask if the boy is saying yes or no (no). Have students look at the third picture in the story and describe what they see (the boy is alone).

Draw students' attention to the second story. Elicit what they see in the pictures and ask what they think the story is about (a girl is asking to play with blocks). Have students look at the second picture. Ask if the boy is saying yes or no. (yes) Have students look at the third picture in the story and describe what they see (the boy and girl are together).

Ask students which child in the pictures shows unkind behavior (the boy in the first story who refuses to play with the girl) and which child shows kind behavior (the boy in the second story who offers to play with the girl). Ask them how the girl feels in the two stories (she's sad in the first and happy in the second) and ask why (because when someone is unkind, it makes other people feel sad, and when someone is kind, it makes other people feel happy). Ask students if they have ever felt the same way. Discuss what they can do if someone doesn't want to share something with them, and what they can do if they see a friend that is sad because nobody wants to share toys with him or her.

Students can then color the pictures. Check and help if necessary.

Answer Key: Students paste the picture of the boy sending the girl to away in frame 2 of Story 1. Students paste the picture of the boy inviting the girl to play in frame 2 of Story 2.

Extension

A. Draw students' attention to the title. Ask them what makes them happy and makes their hearts smile. Elicit from some volunteers examples of situations when they have been kind, shared, taken turns, or helped someone. Draw a frame like the one on the worksheet. Give examples of what makes your heart smile and examples of times when you have been kind, shared, taken turns, or helped someone. Draw a picture of yourself in the frame that shows you in one of these situations, modeling for students what they have to do. Students then draw a picture in their frame of themselves in a situation being kind, sharing, taking turns, or helping someone. Allow them plenty of time for drawing and coloring. Invite students to share their drawings once they have finished.

Answer Key: Students draw themselves being kind, sharing, taking turns or helping others at home, or at school.