



## Responding with Kindness

Grade 6 • Ages 11-13

### TIME FRAME

Preparation: 10 minutes

Instruction: 30 minutes

### MATERIALS

Cloudy with a Chance of Meatballs  
Movie Clip (1min 45sec): <http://www.wingclips.com/movie-clips/cloudy-with-a-chance-of-meatballs/flints-invention>

RAK Journals

[Kindness Concept Posters:](#)

Compassion, Perseverance, Self-Care

### LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.  
SL.6.1, 2

Colorado: Comprehensive Health S.3,  
GLE.1, EO.a,b,c, IQ.1; Reading, Writing  
and Communicating S.1, GLE.1, EO.d,e

SEL - Social awareness, Relationship  
skills, Responsible decision making

[Learning standards key](#)

# Lifting People Up

Students will watch a video example of someone lifting someone else up when they are feeling down and explore the parts of a positive feedback loop.

## Lesson Background for Teachers

Act of Kindness: Key to Happiness for Children and Teens <https://www.psychologytoday.com/blog/the-moment-youth/201301/acts-kindness-key-happiness-children-teens>

## Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

**COMPASSION** Being aware when others are sick, sad, or hurt and wanting to help.

**PERSEVERANCE** Keep trying even when something is difficult, not giving up.

**SELF-CARE** Taking care of yourself through kind words, actions and thoughts.

**RESILIENCE** The ability to bounce back or stay strong during times of difficulty or stress.

**REFRAMING** Looking at what's happening from a different perspective or point of view.

**SELF-TALK** The words and thoughts we use to send ourselves messages about what we believe.

**POSITIVE FEEDBACK LOOP** How one positive action can lead to more and more positive actions moving forward.



The RAK paradigm is the framework for teaching and building kindness skills.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

The **Share** step in the first lesson of each unit is intended to set the tone for teaching kindness.



## TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Creating a t-chart with a partner or in small groups to answer questions, with "Negative Feelings" in one column and "What I can do" in the other column. These responses could be used as a word bank for their RAK journal entry.
- Discussing questions in small groups before sharing with the whole group.

## Resources

Website: Malala's Story <https://www.malala.org/malalas-story>

Article from IQ Matrix: What is Framing? <http://blog.iqmatrix.com/reframing-thoughts>

Article: Resilience: List of Articles <https://www.psychologytoday.com/basics/resilience>

Beyond Malala: Six Teenagers Changing the World <https://www.theguardian.com/world/2013/oct/18/teenagers-changing-world-malala-yousafzai>

### Share (3 mins)

*Share with a partner a time you saw someone who was having a hard time and you wanted to help. If you were able to help, say what you did.*

### Inspire

#### Cloudy With A Chance Of Meatballs (5 mins)

*We are going to watch a clip from the movie Cloudy with a Chance of Meatballs. At the beginning of the clip, Flint feels bad about himself and wants to give up.*

Watch Cloudy with a Chance of Meatballs Movie Clip (1min 45sec): <http://www.wingclips.com/movie-clips/cloudy-with-a-chance-of-meatballs/flints-invention>

### Empower

#### Discussion (15 mins)

Help students discuss how they can positively influence others with the following discussion:

- Flint says he is a weirdo who can't do anything. What does his mom say that helps him **reframe** his thinking? (That he is original and that he will do big things.)
- Flint's mom shows him **compassion**, which helps him **reframe** this thinking, which helps him **persevere**, which helps him become more **resilient** to other setbacks in the future! Once Flint realizes that his mom is right, he starts to invent crazy things that don't work. Do you think it matters whether the inventions work? Why or why not?
- Did Flint have more or less success after his talk with his mom? How did his thinking change? Do you think it is difficult to **persevere** when you have negative feelings about yourself or the situation? Why or why not?
- Because of the way his mom responded to him, he was able to change his thinking too, that is called a **positive feedback loop**. What do you think you can do to help other people feel more positive?

### Wrap Up (5 mins)

Each lesson includes choice of evaluation or reflection questions, which can be written, discussed or used as journal entries. Consider writing these on the board before the lesson begins.

#### Evaluation Questions

- *What is a positive feedback loop?*
- *What led Flint to **persevere** through his negative thoughts?*
- *How can we positively influence other people?*

#### Reflection Questions

- Write about a time when you felt like giving up. Was it something you thought or something someone else said that helped you keep going?
- How can we use **perseverance** to help us take better care of ourselves?
- How do you think **reframing** and **resilience** are related?

#### Summary

*Kindness is contagious. When one person treats us with kindness and we treat ourselves with kindness it creates a feedback loop that leads to more kindness. This movie clip made it look very easy, but even though positive outcomes might not be as fast and easy as they were here, the idea is the same and kindness makes more kindness in the world.*



### Act (2 mins)

#### Kindness Minute

*Take a moment to be kind to yourself. Think of something negative you've thought about yourself and reframe your thinking!*

#### Kindness in Action

Notice three times this week when someone around you says something negative. Think about what they could have said instead and write it below. For example: If you're in the car with someone driving and they say something bad about another driver, you might write, "Everyone's just trying to get where they're going. It has nothing to do with me."

