



A Mind to be Kind Introductory Unit OVERVIEW



*Details of 'Check In' and 'Try This' activities are on the separate key stage planning.
A survey is delivered at the beginning and the end of the unit to monitor the impact of the sessions.*

Week	Rationale	EYFS	KS1	KS2
Week One Introductory Session 1	To introduce the 3 main strands of 'A Mind to be Kind': <ul style="list-style-type: none"> Acts of Kindness Living without Harming Others Respect 	<u>Key Questions</u> <ul style="list-style-type: none"> What is a group? How does it feel to belong to a group? <u>Activity</u> Sorting themselves into groups using 'favourites' as criteria.	<u>Key Questions</u> <ul style="list-style-type: none"> How does it feel to be sorted into groups? How do you feel when you are in a group? How do you think the other group feels? <u>Activity</u> Discussion on the groups we belong to in and out of school.	<u>Key Questions</u> <ul style="list-style-type: none"> How does it feel to be sorted into groups? How do you feel when you are in a group? How do you think the other group feels? <u>Activity</u> Discussion on the groups we belong to in and out of school and groups in the wider community.
Week One Introductory Session 2	To introduce the 3 main strands of 'A Mind to be Kind': <ul style="list-style-type: none"> Acts of Kindness Living without Harming Others Respect 	<u>Key Questions</u> <ul style="list-style-type: none"> Which groups do you choose to belong to? Which ones do you have no choice about? <u>Activity</u> Begin a class Mind Map called 'Great Groups'.	<u>Key Questions</u> <ul style="list-style-type: none"> Which groups do you choose to belong to? Which ones do you have no choice about? <u>Activity</u> Discussion on the meaning of the themes: Acts of Kindness, Living without Harming Others and Respect. Teacher begins a class 'Mind Map'.	<u>Key Questions</u> <ul style="list-style-type: none"> Which groups do you choose to belong to? Which ones do you have no choice about? <u>Activity</u> Discussion on the meaning of the themes: Acts of Kindness, Living without Harming Others and Respect. Teacher begins a class 'Mind Map'.

Week	Rationale	EYFS	KS1	KS2
Week Two Acts of Kindness Session 1	To understand what is meant by kindness and explore the motivation behind it.	<u>Key Questions</u> <ul style="list-style-type: none"> - What is kindness? - When was someone kind to you? - What did they do? - How did you feel? <u>Activity</u> Discussion of a short story and film clip.	<u>Key Questions</u> <ul style="list-style-type: none"> - What is kindness? - How do you feel when you give and receive kindness? <u>Activity</u> Discussion of a short story and film clip.	<u>Key Questions</u> <ul style="list-style-type: none"> - What are acts of kindness? - What does kindness mean to you? - How does kindness feel? <u>Activity</u> Video clip showing various acts of kindness – what is the message of the animation?
Week Two Acts of Kindness Session 2	To understand what is meant by kindness and explore the motivation behind it.	<u>Key Questions</u> <ul style="list-style-type: none"> - How do we feel when we are kind to others? <u>Activity</u> Exploring photographs of acts of kindness. Sharing acts of kindness with a partner.	<u>Key Questions</u> <ul style="list-style-type: none"> - Why are people kind? - Do people expect a reward if they are kind, or is it a pure act of kindness? - What is the difference in how you feel if you perform an act of kindness which no-one knows about? <u>Activity</u> Discussion: does the reason behind an act of kindness affect how you feel about it?	<u>Key Questions</u> <ul style="list-style-type: none"> - Why are people kind? - Do people expect a reward if they are kind or is it a pure act of kindness? - What is the difference in how you feel if you perform an act of kindness which no-one knows about? <u>Activity</u> Discussion: does the reason behind an act of kindness affect how you feel about it?

Week	Rationale	EYFS	KS1	KS2
Week Three Acts of Kindness Session 1	To explore the differences between giving and receiving kindness.	<u>Key questions</u> <ul style="list-style-type: none"> - How do you feel when you receive a present? - How do you feel when you give a present? - Is there a difference? <u>Activity</u> Use a wrapped-up present as a stimulus for discussion.	<u>Key Questions</u> <ul style="list-style-type: none"> - When do we give or receive presents? - Is there any difference in how you feel when you give or receive a present? - Does a present always have to be an item which you give to people? <u>Activity</u> Discussion.	<u>Key Questions</u> <ul style="list-style-type: none"> - Can you think of examples when people give and receive kindness? - Is there any difference in how you feel between giving and receiving? - Which do you prefer? Why? - Has anyone been given or received kindness from someone who they didn't know? <u>Activity</u> Discussion.
Week Three Acts of Kindness Session 2	To explore the differences between giving and receiving kindness.	<u>Key Questions</u> <ul style="list-style-type: none"> - Can words be a gift? - How can we be kind in the way we respond to others? - How can our body language 'speak' to others? <u>Activity</u> Ping-Pong conversations to model kind words and responses.	<u>Key Questions</u> <ul style="list-style-type: none"> - How does the body language of others make us feel? - How can we be kind to others in how we respond as a listener? <u>Activity</u> Ping-Pong conversations to model kind words and responses.	<u>Key Questions</u> <ul style="list-style-type: none"> - How does the body language of others make us feel? - How does this link to kindness? - How can we be kind to others in how we respond as a listener? <u>Activity</u> Ping-Pong conversations to model kind words and responses.

Week	Rationale	EYFS	KS1	KS2
<p>Week Four</p> <p>Living without Harming Others</p> <p>Session 1</p>	<p>To explore the meaning of harming others and understand that it can be physical or mental.</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - How do we feel when others are unkind? - Can you harm people with words? <p><u>Activity</u></p> <p>Use of The Little Red Hen as a stimulus for discussion.</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - What is meant by harm? - How do people feel when others harm them or their property? - Is harm always physical? <p><u>Activity</u></p> <p>The use of traditional tales e.g. The Three Little Pigs and Cinderella to explore the questions.</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - What is meant by harm? - Can you hurt someone without touching them? - How can we harm others in the cyber world? <p><u>Activity</u></p> <p>Discussion.</p> <p>Can you identify examples of harm to others in the local (or global) community?</p>
<p>Week Four</p> <p>Living without Harming Others</p> <p>Session 2</p>	<p>To explore the meaning of harm and understand that it can be physical or mental.</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - How can we speak to others in a kind way (without harm)? - How do you think people feel when we speak in a kind way? <p><u>Activity</u></p> <p>Your Turn – My Turn: modelling kind responses to The Little Red Hen.</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - Have you regretted saying something harmful to someone else? - How did you feel at the time? - What could you have done differently? <p><u>Activity</u></p> <p>Role play situations with or without harmful words. How do our feelings compare?</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - Have you regretted saying something harmful to someone else? - How did you feel at the time? - What could you have done differently? - What is emotional/mental harm? <p><u>Activity</u></p> <p>Role play situations with or without harmful words. How do our feelings compare?</p>

Week	Rationale	EYFS	KS1	KS2
<p>Week Five</p> <p>Living without Harming Others</p> <p>Session 1</p>	<p>To explore how we can live without harming others in the groups we belong to.</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - How can we help each other in a group? - How can we behave so that we don't harm the group? <p><u>Activity</u> Paired team challenge.</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - How can we help each other in a group? - How can we behave so that we don't harm the group? - What sorts of things can we do to help our family group? <p><u>Activity</u> Group team challenge.</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - How can we help each other in a group? - How can we behave so that we don't harm the group? - What sorts of things can we do to live without harming others in our community (or global) group? <p><u>Activity</u> Group team challenge.</p>
<p>Week Five</p> <p>Living without Harming Others</p> <p>Session 2</p>	<p>To explore how we can live without harming others in the groups we belong to.</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - How can we share different opinions in a kind way (without harm)? <p><u>Activity</u> Sharing favourites (e.g.TV programmes) and modelling how we can state preferences without insulting the other group.</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - How can we be part of a group without harming other groups? - How can we express different views politely without harming the feelings of others? <p><u>Activity</u> Role play – modelling sharing opposing views in a respectful way.</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - How can we be part of a group without harming other groups? - How can we express different views politely without harming the feelings of others? <p><u>Activity</u> Role play where opposing views are expressed whilst at the same time saying something positive about the opposing view.</p>

Week	Rationale	EYFS	KS1	KS2
Week Six Respect Session 1	To explore what is meant by respect and how we show it.	<u>Key Questions</u> <ul style="list-style-type: none"> - What is respect? - How can we show respect for others? - How do we feel when others are respectful/disrespectful to us? <u>Activity</u> Use of puppets to model how to listen to someone respectfully.	<u>Key Questions</u> <ul style="list-style-type: none"> - What is respect? - How can we show respect for others? - How do we feel when others are respectful/disrespectful to us? - How do you know that certain behaviour is disrespectful? <u>Activity</u> Role play – demonstrating being respectful. Use of a film clip to exemplify.	<u>Key Questions</u> <ul style="list-style-type: none"> - What is respect? - How can we show respect for others? - How do we feel when others are respectful/disrespectful to us? - How do you know that certain behaviour is disrespectful? <u>Activity</u> Pairs share situations where they feel they were treated disrespectfully. How did it feel?
Week Six Respect Session 2	To explore what is meant by respect and how we show it.	<u>Key Questions</u> <ul style="list-style-type: none"> - How can we show that we are treating property with respect? - How do we feel if our special things are not treated with respect? <u>Activity</u> Use of a film clip and toys to discuss how to treat toys (and other possessions) with respect.	<u>Key Questions</u> <ul style="list-style-type: none"> - What is your most treasured possession? - How would you feel if someone damaged it? - How can we show that we are treating property with respect? <u>Activity</u> Use of a film clip and toys to discuss how to treat toys (and other possessions) with respect.	<u>Key Questions</u> <ul style="list-style-type: none"> - What is your most treasured possession? - How would you feel if someone damaged it? - Have you ever damaged someone else's property accidentally or intentionally? How did you feel? - Do your feelings about damaging someone else's property depend on who the item belongs to? <u>Activity</u> Discussion.

Week	Rationale	EYFS	KS1	KS2
<p>Week Seven</p> <p>Respect</p> <p>Session 1</p>	<p>To explore how we earn respect from different groups which we belong to.</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - How do people earn our respect? <p><u>Activity</u></p> <p>In small groups pupils take it in turns to say why the person to their left should be respected (using given phrases).</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - How do people earn our respect? <p><u>Activity</u></p> <p>Use of the story of The Honest Woodcutter to discuss earning respect. Pairs discuss who they respect in the groups they belong to.</p>	<p><u>Key Questions</u></p> <p>Can you make someone respect you?</p> <p>How do you earn respect:</p> <ul style="list-style-type: none"> • from classmates? • from your teacher? • from your family? <p>Does respect look the same for all groups?</p> <p><u>Activity</u></p> <p>Discussion</p>
<p>Week Seven</p> <p>Respect</p> <p>Session 1</p>	<p>To explore how we earn respect from different groups which we belong to.</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - Which people/groups in our community deserve respect? <p><u>Activity</u></p> <p>Using photographs/clips about well-known jobs, pupils explore why these people should earn our respect.</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - Which people/groups in our community deserve respect? <p><u>Activity</u></p> <p>Pairs tell each other about a quality they have which they think would earn them respect from others.</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - What is the difference between liking someone or respecting them? - Do we like or respect celebrities? - Is it possible to like someone but not respect them? - What reasons do we have for respecting others? <p><u>Activity</u></p> <p>Pairs tell each other about a person they respect:</p> <ul style="list-style-type: none"> • in their class/school. • in their family. • in the local/global community.

Week	Rationale	EYFS	KS1	KS2
<p>Week Eight</p> <p>Review and Reflect</p>	<p>To reflect on what has been learned and how it has changed behaviour.</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - What have we learned? - Can you give me an example of: <ul style="list-style-type: none"> a) people being kinder? b) people avoiding upsetting each other? c) people showing more respect? <p><u>Activity</u> Complete the survey as a class. What has been the impact?</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - What have we learned? - Are you behaving differently? If so in what way? Why? - Does anything feel different? <p>Can you give me an example of:</p> <ul style="list-style-type: none"> a) people being kinder? b) people avoiding upsetting each other? c) people showing more respect? <p><u>Activity</u> Complete the survey as a class. What has been the impact?</p>	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> - What have we learned? - Are you behaving differently? If so, in what way? Why? - Does anything feel different? <p>Can you give me an example of:</p> <ul style="list-style-type: none"> a) people being kinder? b) people avoiding upsetting each other? c) people showing more respect? <p><u>Activity</u> Complete the survey as a class. What has been the impact?</p>