



KINDNESS & B.O.B.

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GROW YOUR MIND REFRESHER



KNOW AND GROW A STRENGTH: KINDNESS



WHAT IS IT?

Kindness is showing you care about anyone and anything. Kindness is doing good things for others even if we do not know them well. If we are growing kindness we might make it our mission every day to do at least one kind thing for someone else. When you are kind you can be generous. You can do small things that brighten people's lives.

TAKE CARE OF YOUR MIND!



do something that
brings you joy



move your body



show kindness
to someone



think about what
you are thankful for



know and grow
your strengths



take three mindful breaths



learn something new



connect with people



laugh!



sleep

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Not only is being kind good for others, but it's also a really great way for each of us to look after our own mental health. Here's 10 ways we can take care of our mind!

LESSON 1



LEARNING INTENTION: WE ARE LEARNING ABOUT THE MANY WAYS WE CAN BE KIND.

Tuning in: Find your anchor spot (flip to flourish page 22)

We all have an anchor in our bodies. We can find our anchor spot when we feel overwhelmed, distracted or are feeling any big uncomfortable emotion. This spot works like an anchor in the sea, it doesn't matter what's happening with the weather, the anchor keeps the boat grounded. Your anchor spot works the same. It's a place where you can feel your breathing. It might be your belly, your chest, your nose, etc, it's a spot you come back to when you need to focus on your breathing.

To feel your anchor spot, you can sit up or lay down. As you breathe in you silently say "in" and as you breathe out you silently say "out". Repeat this three times.

LESSON 1: HAVE YOU FILLED A BUCKET TODAY?



A WHAT? YES, A BUCKET-FILLER

Even if you are in Year 6 - read Carol McCloud's *Have You Filled a Bucket Today?*

We all carry around an invisible bucket, which is how we feel about ourselves. When our bucket is full, we feel confident and happy. When our bucket is empty, we feel sad and maybe insecure.

The easiest way to fill your own bucket is to fill someone else's bucket. For example, you could draw a picture for your friend, hold the door open for someone, or include somebody in your game. The cool thing is, kindness is contagious - just like a cold. Do something kind for someone and they may feel like being kind to someone else. But it works the other way, too: if you are unkind, this is called 'bucket-dipping'. When you 'dip', you also end up emptying your own bucket. So, make a plan. How can you be a bucket-filler today?

A bonus: Kindness is good for the heart. This is because the body releases a hormone called oxytocin when you are kind, which helps to protect and strengthen your heart.



BE A BUCKET FILLER TODAY

Go to: www.growyourmind.life

Look for: Information on the health benefits of being kind by Dr. R Hamilton.

Action: K-2: Make a giant class bucket filled with all the ways you can fill each other's buckets throughout the day.
3-6: Carry out random acts of kindness for each other for a week.



Be a bucket-filler today

Read or watch the story *Have you Filled a Bucket Today*: <https://www.youtube.com/watch?v=pOJy8-OC0iU>

LESSON 1: HAVE YOU FILLED A BUCKET TODAY?



Think/pair/square/share the following discussion questions:

- What does being a bucket filler look like in the classroom? Or in the playground?
- What does being a bucket filler sound like in the classroom? Or in the playground?
- How does it feel when someone is kind to you?
- How do you feel when you show kindness to others?

Activity: In small groups create a poster by writing down small things you can do each and every day, in the classroom or in the playground, to spread kindness. For example, I helped someone who was hurt.

LESSON 1: HAVE YOU FILLED A BUCKET TODAY?



Kindness goals: Think about the following questions and write at least one kindness goal, either in your reflection journal, on a post it note or on the worksheet:

<https://cdn.shopify.com/s/files/1/0011/0860/7012/files/Kindness-worksheets-pdf.pdf?2725>

- What are some ways you can be kind this week?
- Whose world can you light up today? How?
- What is something kind you can do for yourself today?



Kindness circle:

Sit in a circle and as you go around take turns saying something you like about yourself and something you like about the person next to you. For example, "Something I like about myself is that I never give up, even when a task is hard. Something I like about Elyse is that she is creative and always tries her best."

LESSON 2



LEARNING INTENTION: WE ARE LEARNING ABOUT THE RIPPLE EFFECT AND THAT YOU ARE NEVER TOO SMALL TO MAKE A DIFFERENCE.

Tuning in: Loving kindness meditation (flip to flourish page 90)

Did you know that when you send loving and kind thoughts to yourself and others you are practising something called compassion. Try saying this to yourself, “May I be healthy and strong. May I be peaceful. May I be safe.” Then spread that message to someone you care about, “May you be healthy and strong. May you be peaceful. May you be safe.” Finally think about someone who has annoyed you or who you have had an argument with recently, “May you be healthy and strong. May you be peaceful. May you be safe.”

LESSON 2: KINDNESS BOOMERANG



Read the book *Kind* by Alison Green and recap ways we can be kind to others.

Brainstorm ways we can be kind on the board or by looking at the examples on the Pride Bingo wall/door.

Random Acts of Kindness Challenge: Write your name on a small piece of paper and put it in a hat. Take turns picking a name out. If you get your own name then put it back in and pick again. Once everyone has a name, write down who your challenge is for and what you are going to do to share kindness with that person.

LESSON 2: KINDNESS BOOMERANG

Wrapping up: Watch the Kindness Boomerang video:

<https://www.youtube.com/watch?v=nwAYpLVyeFU>



Discussion points:

- Why do you think the clip is called kindness 'boomerang'?
- What do you think the main message is from the clip?
- What do you notice about the person at the end of the video?
- How did that video make you feel? Why do you think that is?
- Do you think kindness could be contagious? If yes, how?

Come back at the end of the day and sit in a circle. Take turns going around the circle to see if you can figure out who did a kind act for you and what it was.

LESSON 3

LEARNING INTENTION: WE ARE LEARNING TO RECOGNISE WAYS WE CAN
MAKE PEOPLE FEEL INCLUDED.



Tuning in: Flower Breathing

Imagine there's a beautiful flower, maybe you're holding it or maybe it's in the garden. Take a deep breath in through your nose as you smell the flower. Then as you breathe out through your mouth, pretend you're going to blow out the petals. Repeat 3 times.

LESSON 3: INVISIBLE BOY



Read the book *Invisible Boy* by Trudy Ludwig.

Think/pair/square/share ways you feel visible. Is it when someone says hi to you? Or when someone lets you join in a game?

Draw a picture of the things that make you feel visible.

Write a goal on a post it note of how can you make someone else feel visible at school. Keep it on your table until you achieve your goal.

LESSON 4



LEARNING INTENTION: WE ARE LEARNING TO CONNECT AND MAKE CONVERSATIONS WITH PEOPLE AND UNDERSTAND WHY THIS IS IMPORTANT.

Tuning in: Belly Breathing

When we focus on our breathing, it signals to our guard dog that we are safe and this allows all the other key parts of the brain to communicate effectively.

Find a space in the room to lay down. Place 2 hands on your belly, as you breathe in your belly should lift, like a balloon inflating, and as you breathe out you should be able to feel your belly go back down. Repeat 3 times.

LESSON 4: CONNECTION CHATTERBOX



It's easy to be kind to people we know.

It's easy to be kind to people who don't bug us.

It's easy to go a whole day without talking to certain people.

But we're going to challenge all of these things.

CHOOSE  KINDNESS

LESSON 4: CONNECTION CHATTERBOX



Invisible ball activity: Two people stand out the front and pass an invisible ball back and forth to each other as they ask questions and get to know each other. BUT if someone doesn't ask a question the invisible ball gets dropped and you can't keep talking. For example:

Emily: Hey, what's your name?

Charlie: Charlie.

If Charlie doesn't ask another question then Emily can't say anything, she has to wait patiently and hope that Charlie remembers to ask another question before she can talk. The ball can only go back and forth as long as each person is answering and asking a question, just like in a real conversation.

LESSON 4: CONNECTION CHATTERBOX

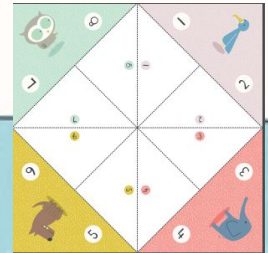


Brainstorm ways we can start conversations with people or questions we can ask others to get to know them. Try and make them original, for example what's your second favourite colour? If you could have 5 people over for dinner who would they be? If you could be any animal, what would it be and why?

Using the template provided, **create a conversation chatterbox** using suggestions brainstormed as a class or create your very own interesting questions.

<https://cdn.shopify.com/s/files/1/0011/0860/7012/files/GYMK-Chatterbox-Template.pdf?2726>

Finally, **start connecting** with people you don't normally talk to. Take your chatterbox out into the playground and get to know someone from another class or year!



LESSON 5



LEARNING INTENTION: WE ARE LEARNING TO UNDERSTAND WHAT B.O.B.
STANDS FOR AND TO THINK OF WAYS WE CAN BE OF BENEFIT.

Tuning in: **Snake Breathing**

Put your palms together like you are about to clap but keep your hands stuck together. Breathe in through your nose and as you exhale make a “ssssssss” sound. Challenge yourself to make your exhale longer than your inhale. You can move your hands like a snake if you’d like.

LESSON 5: B.O.B.



Listen to the B.O.B. it up Grow Your Mind Podcast <https://pod.link/1502329273>



Complete the colouring in sheet on Page 8 of the GYM Podcast Student Journals (ages 7-9) booklet while you listen to the podcast.

Work through the reflection activities on pages 9 - 13.

Wrapping up: Share some of your best B.O.B. moments with the class.

LESSON 6



LEARNING INTENTION: WE ARE LEARNING TO UNDERSTAND WHAT B.O.B.
STANDS FOR AND TO THINK OF WAYS WE CAN BE OF BENEFIT.

Tuning in: **Mindful listening**

When you concentrate on one of your senses, you're strengthening your RAS to help make better choices on what is important to focus on. You're becoming more aware of what is coming in and what is going out. We have so many distractions, it is important to calm our bodies and minds and decide what is coming in.

Now we're going to practice by mindfully listening for 1 minute. Soften or close your eyes, and pay attention to sounds you can hear inside and outside the classroom. If you get distracted, focus on your breath, rising and falling. After the minute, share all the different noises you could hear.

LESSON 6: B.O.B. BRAINSTORM



Remember B.O.B. is not a person but a way of being.

- Find someone in the room who has different hair colour, eye colour or height to you.
- Once you have found someone, find out when that person last helped someone.
- Come back as a class back and share stories about how each of you have helped and been of benefit to others.

LESSON 6: B.O.B. BRAINSTORM

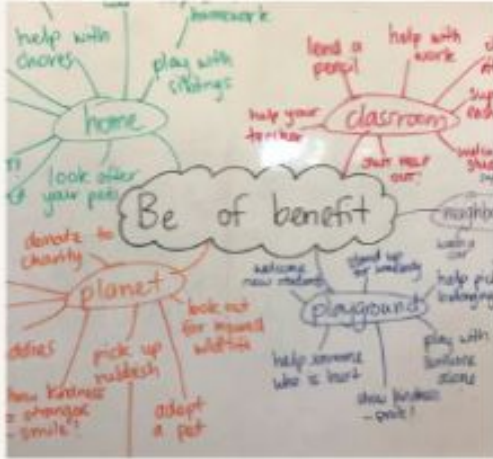


Activity

As a class **brainstorm** all of the realistic ways we can choose to be of benefit in the classroom, in the playground, at home and for the planet. Use the Flip to Flourish (p. 15) for ideas and as a way to find examples of children being of benefit e.g. Take 3 for the Sea (p. 117).

Copy the B.O.B. mind map down and add any other ideas you can come up with.

Circle one B.O.B. idea from each title (classroom, playground, home and planet) and make these your personal B.O.B. goals. You could even write them down and put them somewhere visible like your desk or on the fridge at home.



Ask Yourself:
HOW CAN I BE OF BENEFIT TODAY?

LESSON 7

LEARNING INTENTION: WE ARE LEARNING TO SPOTLIGHT INCREDIBLE HUMANS WHO HAVE BEEN OF BENEFIT FOR OUR PLANET.



Tuning in: **Finger breathing**

Sometimes it isn't possible to lie down and belly breathe, or close your eyes and listen. Finger breathing is something you can do in any situation without anyone else even knowing!

Hold one hand out and with your other hand, trace your thumb and fingers. As you trace up your finger, breathe in, and as you trace down your finger, breathe out. Focus on the touch of your finger on your hand and the slow, deep breaths going in and out of your lungs. The great thing about this is that it's portable and it allows you to take 5 big breaths anywhere.

LESSON 7: GUESS WHO? #3



Hint 1: At age 15, she started spending her school days calling for stronger action on climate change.

Hint 2: She was invited to speak at a UN climate change conference.

Hint 3: She's received two consecutive nominations for the Nobel Peace Prize.



Watch the Guess Who # 3 video lesson by Alice Peel to find out:

<https://growyourmind.life/pages/guess-who>

LESSON 7: GUESS WHO? #6



Look at the character strengths balloon. Can you spot three character strengths that Greta Thunberg has shown?

Do you share any of these?

What about anyone else you know?

Do you think striking from school is an effective way to demand change in climate policy? Why? Why not?

What did you find interesting about their story?

LESSON 8



LEARNING INTENTION: WE ARE LEARNING TO UNDERSTAND THE CHARACTER STRENGTHS THAT MAY HELP US AND OTHERS BE OF BENEFIT.

Tuning in: **Finding your centre**

Stand up, with your legs hip distance apart. Put your hands by your side, take three big breaths in and out. Imagine that out of your feet roots are sprouting, into the cement, making you immovable. You are finding your centre. Your balance is strong, your breathing is calm, and nothing can shake you. I'm going to come along and gently wobble you. If your centre is strong, you won't move when I come into contact with you.

LESSON 8: SPOTLIGHTING STRENGTHS



- Find someone in the room who has the same beginning letter of your first name or surname.
- Once you find someone, answer this question, “What job do you think has the most helpful people working in it?”
- Retell your partner’s response to the class.

LESSON 8: SPOTLIGHTING STRENGTHS



Read about a few people in *Good Night Stories for Rebel Girls* and/or *Stories for Boys Who Dare to be Different*.

Discussion/reflection: sit in a circle and discuss the following questions.

- How have these people been of benefit to others?
- What character strengths do you think they have?

Activity: Complete the Know and Grow a Strength Today worksheet about yourself.

https://cdn.shopify.com/s/files/1/0011/0860/7012/files/GYMK-Knowing-and-Growing-Strengths_4f22fd77-8452-4859-ae9c-f8aaf1559469.pdf?2725


Challenge: Write a thank you letter to someone who really shines at being of benefit. Be specific in the letter - how do they help others? Why is it important? What character strengths do they have? Why do you feel thankful for them?

LESSON 8: SPOTLIGHTING STRENGTHS



Nominate a Dojo

Is there someone you have noticed B.O.B.ing it up in the classroom or playground? Why not nominate them for a dojo! Please don't just choose a friend. Keep an eye out for students who are trying their best, who are helping others or who are doing their bit for the planet right here at school! Fill out a nomination sheet and give it to your teacher. These might be read out to the class so if you want, it can be anonymous.

| <u>Dojo Nominations</u> | |
|--------------------------|---|
| |  |
| I nominate | _____ |
| For a dojo point because | _____ |
| | _____ |
| From | _____ |

LESSON 9



LEARNING INTENTION: WE ARE LEARNING TO DESCRIBE A PLAN FOR OUR CLASSROOM TO BE OF BENEFIT FOR THE PLANET.

Tuning in: **Finger breathing with gratitude hand**

Do one round of finger breathing. Now look at your other hand and silently name a person or animal you are thankful as you touch your thumb and each finger.

Always look to your hands when you feel something is unfair, when you feel upset, angry and frustrated. One hand can help you practice emotional regulation by doing finger breathing and the other hand can remind yourself that despite everything, you still have things to feel thankful for.

LESSON 9: OPERATION B.O.B.



Revisit the B.O.B. mind maps created in lesson 6 and reflect:

Have you achieved the **four** goals you set? If so, how? If not, what challenges or setbacks did you face?

Goal: As a class we are going to decide on one way we can B.O.B. it up for the planet!

Activity: After exploring some B.O.B. moments students have achieved, **think/pair/square/share** other B.O.B. moments we could achieve as a class. This can be a B.O.B. plan for the planet or ways we can be of benefit to our school specifically.

LESSON 9: OPERATION B.O.B.



Take **four** realistic ideas from the class brainstorm about our Operation BOB plan and narrow it down to **1**!

As a class come up with a specific plan on the board under the titles **WHAT, HOW, WHO**.

What: Work out exactly what it is we will be doing.

How: Figure out how we as a class will do it.

Who: Sort out WHO will be doing different tasks to make it happen. This might mean dividing the class into smaller groups with specific roles.

What: What will success look like? How will we know when we have achieved the goal?

LESSON 10



LEARNING INTENTION:

Tuning in: **Shoulder Breath**

When you're stressed, you might sometimes scrunch up your shoulders. It is important to notice when you do this and relax them. You're sending a signal to your guard dog that it's okay.

Either while sitting or standing, close or soften your eyes. Bring your shoulders up to your ears as you take a deep breath in through your nose, hold, then breathe out through your mouth. Try and make your exhale longer than your inhale. Repeat this 3 times.

LESSON 10: WRAPPING IT ALL UP



Activity: Finish your Operation B.O.B. Project.

Challenge: Come up with a creative way to share your B.O.B project with another class or even the school! This could be as a class or in small groups.