

ICEKit

#14

Pages

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## Be Kind

Pat Zietlow Miller & Jen Hill  
(Roaring Brook Press, 2018)

### ICEKit Summary

This ICEKit accompanies the picturebook *Be Kind* and enables children to explore Focal Field 1: Socially responsible behaviour when interacting with others. The activities start by activating the children's schemata of being kind and doing kind acts using either a book trailer or a song about kindness. This leads to children engaging in peritextual ponderings where they explore the dedication, title and/or blurb to predict what might happen in the picturebook. These predictions also help the children to reflect more deeply on kind actions and think about kind people.

After the read-alouds, the creative activities enable the children to consider the kind actions they might also like to take in the future. These include the options of creating a kindness mission map and/or a dramatised freeze of a kind opening from the picturebook and/or a kindness calendar. The ICEKit culminates in the *eTwinning* cycle where the children create a pop-up Helpdesk focused on kind acts and invite members of the community to take away the children's suggestions of kind acts and incorporate these reminders in their own lives.

**Target Learner**

- » Upper primary (age 9 – 12)

**ICE Focal Fields**

- » 1: Socially responsible behaviour/ interaction with others

## ICE Outcomes

*By the end of the ICEKit task and activity cycles, children will have opportunities to:*

- » explore ways to be kind and consider the consequences of kind and unkind actions
- » relate to and empathise with others
- » reflect on and compare kind ways of living
- » stand up for others who are treated unkindly
- » develop examples of kind communication and interaction

## Cross-Curricular Outcomes

*By the end of the ICEKit task and activity cycles, children will have opportunities to:*

- » produce a service that can be shared with people in the community (Citizenship)
- » create a mission map or a kindness calendar (Arts and Crafts)
- » act out a silent scene and a dialogue from the picturebook openings (Drama)
- » develop social skills through sharing with schools in different countries/contexts and local community (Citizenship)

## Language and Skills Outcomes

*By the end of the ICEKit task and activity cycles, children will have opportunities to:*

**Grammar & Lexis**

- » understand and use lexical chunks to talk about kindness and ways to be kind
- » understand and use adjectives to describe the feelings and emotions of the characters
- » understand and use verbs to describe what actions people can take to be kind towards others

**Reading**

- » predict what happens in the picturebook based on peritextual features (the title and the front cover, blurb)
- » show global understanding during the first read-aloud and when responding to questions
- » show detailed understanding during the second read-aloud by answering questions in more depth
- » infer the emotions and feelings of the characters based on the teacher's use of sentence stress and intonation while reading aloud
- » identify a lexical set of words related to kind actions in the picturebook text ...

### Listening

- » show global understanding by checking their predictions during the first read-aloud
- » show detailed understanding by responding to questions during the second read-aloud
- » identify key words during the read-alouds

### Speaking

- » make predictions about what they think will happen and share these ideas orally
- » give ideas for kind acts in the community
- » respond personally by giving umbrella ratings and sharing reasons for their rating
- » respond to questions about ways to increase kindness in the community

### Writing

- » brainstorm kind things to do and write these in a kindness calendar
- » write a mission map representing kind actions
- » complete a short review about their ICE-learning and action taking

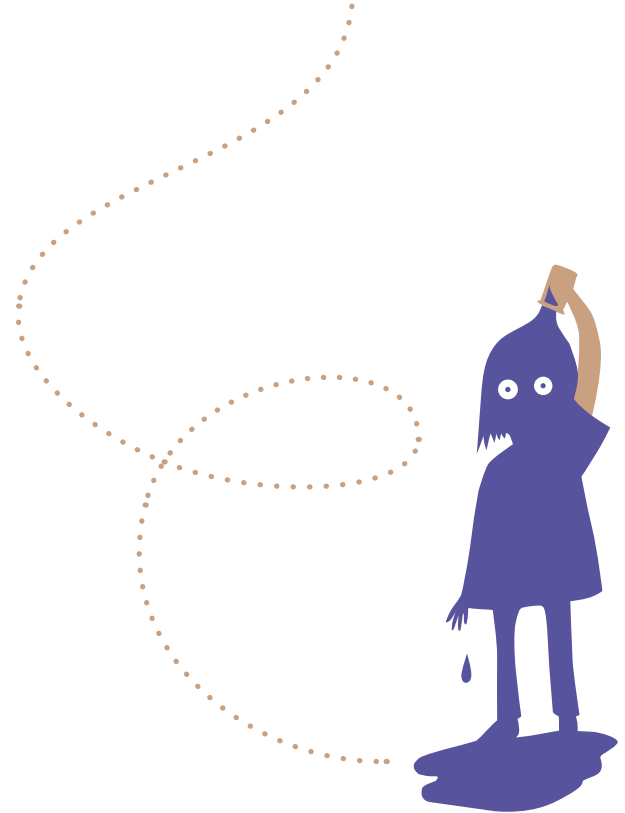
## Preparation and materials

#### For the ICEKit lesson(s), you will need:

- » A copy of the picturebook
- » Class copies of the picturebook, if possible
- » Audio and video equipment

#### For the tasks and activities, you will need:

- » A variety of stationery including coloured pens and pencils
- » White and coloured paper in different sizes
- » Props for the Helpdesk such as a table, a throw and some colourful balloons
- » Poster paper for making the umbrella poster
- » Marker pens



## Assumptions and Prior Knowledge

### Intercultural Citizenship Education

- » Children are aware that kind and unkind actions have certain consequences.
- » Children can recognise how the settings in the book provide clues to everyday life elsewhere.
- » Children are able to recognise how the images of settings in the book provide clues to diverse ways of living.

### Language and Skills

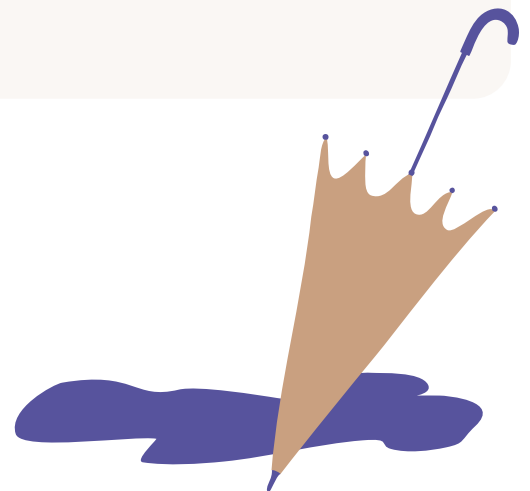
- » Children have some experience of making predictions in English based on visual input.
- » Children are familiar with looking at picturebooks to notice the characters and the setting and describing these simply in English.
- » Children can give simple opinions in English in response to the story settings, characters and theme.
- » Children are able to recognise and use adjectives to describe their opinions. ♦

## Language toolbox

*By the end of the ICEKit task and activity cycles, children will have opportunities to use some or all of this language if appropriate to their age and the curriculum*

- » Lexical chunks for giving examples of kind acts, e.g., *when you help someone in need / plant a little seed / when you give a pal a hug / gently hold a ladybug / when you listen and stay calm / bake a cookie for your mom / when you scratch a puppy's ear / help to wipe away a tear.*
- » Making suggestions to express ways to be kind at home, at school and in the neighbourhood with 'verb+ing', e.g., *At home, we can be kind by... +ing...' / 'At school, we can be kind by... +ing...' / 'After school, we can be kind by... +ing...' / In the neighbourhood, we can be kind by... +ing...'*
- » Playful chunks to talk about a mission: *We're on an action taking mission! / We're making a magical mission map!*

- » 'Will' to talk about action taking: *What actions will you take at home/at school/ after school/in your neighbourhood? / We will + base verb...*
- » Asking about and justifying decisions about which kind acts to carry out: *Our class chose these kind acts because... / Why did you chose those kind acts?*
- » Sharing what happened during the action taking experience: *These are the Kind Acts we wrote. / These are the Kind Acts the community members wrote. / Can you share your Kind Acts? / What did the members of your community write? / Do you think they will do the Kind Acts? Why? / Why not?*
- » Giving opinions on the kindest acts in the picturebook: *What do you think is the kindest act? / I think the kindest act is when...*



## Picturebook summary

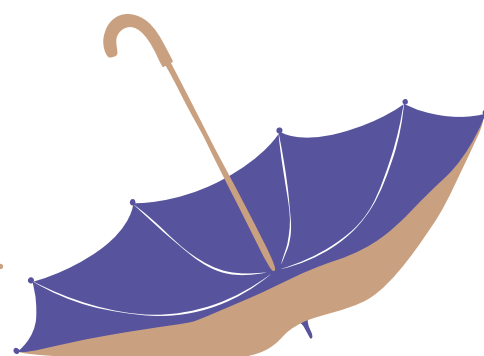
### Story

*Be Kind* is a picturebook by Pat Zietlow Miller & Jen Hill that explores different ways to be a kind person. One day, the protagonist, Tanisha spills some grape juice all over herself and her classmates laugh at her. Apart from one girl who starts thinking about all the ways she can be kind and help Tanisha to feel better.

Tanisha then reflects on how she can be kind to others in different situations. First, she focuses on the things she can do in her family, then she thinks about kind acts in her community. She realises that if everyone does one small thing it can make the world a better place.

### Beyond Words

The artwork in the picturebook supports the narrative as the illustrations mostly synchronise with the verbal text. As the story goes on, the pictures convey the acts of kindness very clearly to the child reader. The illustrations are creative and help to capture children's curiosity and Jen Hill's use of colour adds vibrancy and detail. The illustrations of the characters also reflect diversity in terms of ethnicities, races and religions in a gentle, implicit way which is accessible to the age range. ♦



# Story sharing

## Stage 1: Setting the story context

Choose **one** of these context setting activities according to class interests, resources and time

### Activity 1: Connecting to the book trailer

» Hold up the picturebook and show the children the front cover. Explain to the children that they are going to do some activities with this picturebook, but before they start, they will watch the book trailer!

» Tell the children that in the book trailer, they will see many children talking about being kind. Ask them to answer these four questions with a partner before they watch:

1. What does it mean to be kind?
2. Tell me about a time someone was kind to you.
3. Tell me about a time when you were kind to someone.
4. Who should you be kind to?

» Clarify the questions using the children's own language(s) and monitor to provide vocabulary and support.

» Ask four volunteers to report back on what they talked about with their partner, one volunteer per question.

» Prepare children to watch the clip. Explain that as they watch, they should compare their answers to the children in the clip: [shorturl.at/apHKX](https://shorturl.at/apHKX)

» Pause after each question is answered and ask the children to check in pairs. Then, elicit feedback about who had similar ideas to the children in the trailer. ...

» Replay each one, pausing and asking questions about what the children in the video say and use the children's own language(s) to clarify as necessary.

» Based on the book trailer, ask the children what they think this picturebook might be about.

### OR

### Activity 2: Connecting to a kindness song

» Ask the children how to say 'kindness' in their language(s) and use an umbrella drill to model the word in English (mime opening and closing an umbrella to model the stressed syllables).

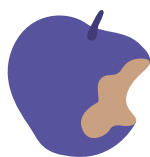
» Elicit some examples of kindness and use the children's language(s) as necessary as you recast and reformulate their ideas into English on the board.

» Hand out strips of coloured paper in the shape of petals (to represent the flower petals Tanisha gets at the end of the picturebook) and ask the children to write one idea per petal. Stick these on a poster to create a flower and use this as a viewing task.

» Say that they are going to watch a music video by Tori Kelly called 'Try a little kindness'. Ask the children to compare their ideas in the petals with the ideas in the video.

» Play the clip with the subtitles for support: [shorturl.at/bBE06](https://shorturl.at/bBE06)

» After they watch, ask the children to check in pairs and replay two or three times, also with pair checks. They should make short notes and compare with the petals. ...



## Story sharing (Stage 1)

» Take some whole class feedback on the petals and elicit the answers for verses 1 and 2, then, replay the clip one last time.

**KEY VERSE 1:** *When you help someone in need, plant a little seed. When you give a pal a hug, gently hold a ladybug.*

**VERSE 2:** *When you listen and stay calm, bake a cookie for your mom. When you scratch a puppy's ear, help to wipe away a tear.*

- » Clarify the meaning of each of the kind acts using the children's own language(s) if necessary.
- » Then, ask the children to stand up and sing along, doing the actions. At the end, ask which of the kind acts have they also done. And which ones do they want to do?
- » Finally, ask which of the kind acts in the song and in their petals might also be in the picturebook.

## Stage 2: Before reading aloud

*Choose from these peritextual features to ponder with the children – ideally explore them all. Children can respond in their languages, if so, rephrase into English, where appropriate.*

### Peritextual ponderings 1: the blurb

- » Show the children the back cover and read aloud the blurb, 'How two simple words can change the world.' Ask:
  1. *What do you think the two words might be? Why?*
  2. *How do you think the girls feel?*
  3. *What do you think they are saying?*
  4. *What do you think this picturebook is about? Why?*

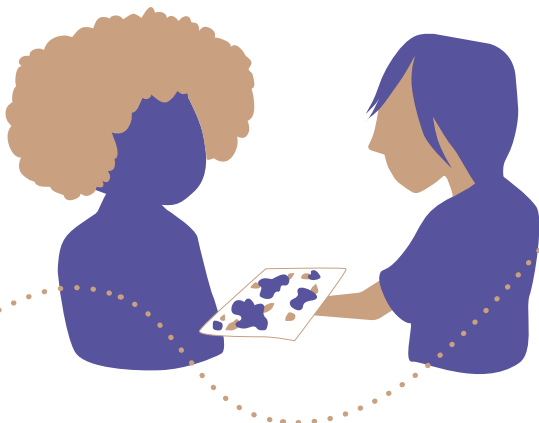
### Peritextual ponderings 2: the dedication

- » Read aloud the dedication, clarify meaning using the children's own language(s) and ask them to talk in pairs:
  1. *Who are the kindest people you know?*
  2. *What makes them kind?*

### Peritextual ponderings 3: the title

- » Point to the title on the front cover, read it aloud and ask the children to talk in pairs:
  1. *When did you last do something kind?*
  2. *What was it?*
  3. *What kind things do people do for you?*
  4. *How do you feel when people are kind?*

...



### Stage 3: While reading aloud

- » Sit or stand in a position where all the children can see you and the picturebook clearly.
- » Make lots of eye contact so you can see the children's non-verbal reactions.

#### The first read-aloud

- » Share **Opening 1** and ask the children who they think the girl might be. Ask if they recognise her from the front cover.
- » Read the question in **Opening 4**, 'What does it mean to be kind anyway?' Elicit the children's ideas and make connections to their predictions from Stages 1 and 2, including the flower petals poster.
- » Share **Openings 14, 15 and 16** and ask the children about the kind actions the people do. Ask if they also want to take those actions. *Why?/Why not?*

#### The second read-aloud

- » Share **Opening 1** and ask the children if something similar has happened to them.
- » Share **Opening 2** and ask, *Do you think the children are mean and nasty? Or, do they laugh because it is funny? Why?*
- » Share **Opening 6** and ask the children what kind things they can do at home.
- » Share **Opening 8** and ask the children to think of other kind words/phrases in English and in their own language(s).
- » Share **Opening 15** and ask the children how Tanisha felt after she gets the gift (a picture).
- » Ask if there are any gifts they could give classmates and others in their school to be kind.



#### Reflect and review

Use **one** of these activities to help the children to review and reflect (use their languages, as necessary):

##### Activity 1: Umbrella ratings

- » Give each child a sticky note and ask them to draw umbrellas to show how much they liked the story:

*3 umbrellas = I loved it!*

*2 umbrellas = It was okay.*

*1 umbrella = I didn't like it.*

- » In pairs/groups, ask the children to say what they liked or didn't like about the picturebook and give reasons for their ratings.

**OR**

##### Activity 2: Mini whiteboard reviews

- » Using mini whiteboards, the children write and/or draw a kind act they have done, which is also in the picturebook.
- » When time is up, ask the children to hold their mini boards up above their heads and compare actions in their class.
- » Ask the children to tell their partners which kind act on the mini boards they might want to do in the future and why. ...



## Stage 4: After reading aloud

Choose **one** of these activities according to class interests, resources and time. Then complete the reflect and review activity. **Optional:** the children could also do this activity via eTwinning with partners in other countries to enrich the intercultural exchange.

### Activity 1: Our Mission Maps

» Stick four sheets of large poster paper around the classroom a heading at the top of each one:

*Poster 1: Kind actions at home*

*Poster 2: Kind actions at school*

*Poster 3: Kind actions in activities and after school clubs*

*Poster 4: Kind actions in the neighbourhood*

» Divide the children into pairs or mini groups and give them some marker pens. Say that when the music starts, they should stand up and imagine they are in an art gallery or a museum. Ask them to walk around and add their ideas to each poster. They can draw ideas as well if they want.

» Before they start, provide speaking stems using an umbrella drill (mime the stressed words and rising intonation by miming opening the umbrella). For example, 'At **home**, we can be **kind** by... +ing...' / 'At **school**, we can be **kind** by... +ing...' / 'After **school**, we can be **kind** by... +ing...' / In the **neighbourhood**, we can be **kind** by... +ing...'

» Set a time limit, play some background music and monitor to provide help with vocabulary and spelling. If the children need more ideas, give some examples.

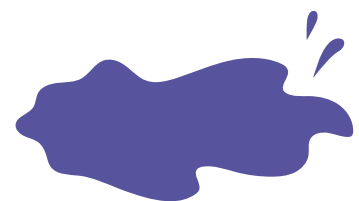
» When the time is up, bring the four posters to the front and stick them on the board. Take feedback about which ideas they might try in their own school, at home, in the neighbourhood, etc.

» Set a speaking task for groups to agree on their top three actions from each of the posters: total 12 actions.

...

- » Establish the meaning of 'to be on a mission' using children's own language(s) and eliciting examples to clarify. Say they are going to create MAPS of their group's missions with their top 12 actions.
- » They can choose how to design and illustrate their maps (on poster paper/digitally, etc). Say that they need to include the four headings in their maps: at home/at school/after school/in the neighbourhood.
- » Set a time limit and have the whole class chorus using the umbrella drill, 'We're on an **action taking mission!**' 'We're making a **magical mission map!**'
- » Monitor and provide support with ideas for layout and headings.
- » When they have finished, recreate the gallery/museum tour. Half of the class are visitors and half are guides. Set a task for the guides to stand in different parts of the classroom holding their Mission Map posters/digital devices. The visitors should walk around and ask questions about each of the maps. Use the umbrella drill to provide language support, 'What actions will you take at home/at school/after school/in your neighbourhood?' / 'We will + base verb...'
- » Feedback by asking some of the visitors to share which missions they prefer for taking action at home/at school/after school/in the neighbourhood.
- » Close the activity by asking volunteers which missions they want to share with their families.
- » *Optional extension:* each child could create an individual map with 12 actions – time permitting.

OR ...



**Activity 2:** Kindest acts poems and mini freeze frames

- » Allocate groups of three and ask the children to tell their group which opening they think is the kindest act in the book. Provide a speaking frame using the umbrella drill: *What do **you** think is **the kindest act?**/I think the kindest act is when...*
- » Ask them to choose one of the three acts and say they are going to create a silent freeze frame. Explain that this is when they act out the scene without speaking or moving; they can ONLY use gestures and facial expressions.
- » Give the children some rehearsal time and space to act out their freeze frames, this could be in the playground or another area of the school. Monitor to support them with ideas and encourage them to be as expressive as possible.
- » When the time is up, bring the children back to the classroom and have each trio take turns to perform their freeze frames. As they watch, the children call out which of the picturebook scenes they think it is. When someone guesses the right scene, the trio sits down.
- » Once each trio has acted out their scenes, they work together to write a mini-poem based on the kindest acts they have seen. Start the poem with *Being kind is...* Have the trios write a list of five kind actions using verb + *ing*. Finish the poem with *Being kind is easy!*
- » Regroup the children into groups of six, so one trio reads the poem aloud to another trio. After they have read aloud their poems, they should decide, *Whose poem has the kindest acts? Why?*
- » Feedback as a whole class about which of the trios had the kindest act poem and why. Use their own language(s) as necessary.

OR ...

**Activity 3:** Acts of kindness calendar

- » Show children a weekly or monthly calendar image: either hold up realia or project a photograph of a calendar. Elicit the word 'calendar' and ask why people use these (to remind themselves of important things on certain dates). Clarify using their own language(s) as necessary.
- » Explain that they are going to make a calendar for a whole month! They are going to work as a group and plan their kind acts. Show them an example, such as: [shorturl.at/eyFHT](http://shorturl.at/eyFHT)
- » Highlight the examples in a different colour and ask the children how the acts are written: (using imperatives and short sentences with action verbs).
- » Clarify that they should decide together on ten acts of kindness spread across the month. Allocate a different month of the year to each group, you could allocate these by putting papers in a bag with the names of the months in English and have children put their hand in the bag and take out their group's month.
- » Before the children start creating their calendar, give them time to brainstorm ideas and monitor to provide vocabulary and spelling.
- » When they are ready, hand out large sheets of paper and marker pens or they can opt to create their *Kindness Calendar* digitally. First, they should draw the grid of the days and include the month as a title at the top.
- » Then, they can agree which day of their month will have an act of kindness. Monitor and support with spelling.
- » Once their *Kindness Calendars* are ready, they can stick them around the classroom and have a gallery tour or they can project their digital *Kindness Calendars* on the wall.
- » Ask the children to read each other's calendars and decide which of the months they would most like to do and why. ...

## Reflect and review

Use the 'Be Kind and me!' Record Sheet (see Photocopiable A).

### What did I do?

- » Allocate groups and hand out sets of cards with pictures representing different activities from Part 2 of the ICEKit.
- » Have the children turn all of the cards face down and then, one by one they take turns to turn them over and try to say in English what the picture shows. Monitor and provide vocabulary.
- » Once all of the cards are face up, they children should remember the order of the activities and sequence their cards.
- » Feedback by eliciting the order and encourage the children to say what they did. Recast their ideas into English as necessary.

### What did I learn?

- » Set up a think-pair-share activity for the children to reflect on three things they learned.
- » After sharing as a whole class, ask the children to write or draw them on their *Be Kind* Record Sheet.

### How did I learn?

- » Using the prompts on the record sheet, help the children reflect on the way they learned.

### How well did I do?

- » Use an umbrellaratings activity and ask the children to colour the hearts on their record sheet:

*3 umbrellas = I did very well!*

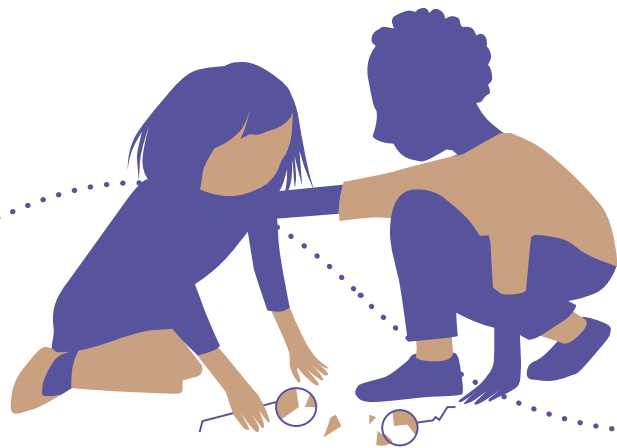
*2 umbrellas = I did well.*

*1 umbrella = I need to do better next time.*

### What actions do I need to take with my friends?

- » Have the children talk in groups and decide on three actions they each need to take to improve their learning.

Provide a place for the children to keep this record sheet to refer to later. ♦



## Taking Action Cycle

### eTwinning activities or beyond the book activities

The children complete this activity cycle on **eTwinning** (or a similar virtual exchange platform). If your school does not have access to eTwinning, the children can still go beyond the book using the activities to take action in their schools and/or communities.

Do some getting to know you and icebreaking activities for the groups of children when they first collaborate.



## Our Kind Acts Helpdesk

### Activity 1: Discover

- » Ask the children to brainstorm all of the kind acts they can remember from the picturebook.
- » Do a pyramid discussion where first, the children work alone and list their top five kind acts. Next, they share with a partner and from the list of 10 acts, see which ones are the same and which are different. They talk together and agree on their top five. Then, the pairs work with another pair and repeat the process, until the group of four have a list of 5 acts.
- » Finally, open the discussion to the whole class and have the children vote on the top five for their class. Encourage them to give reasons for their choices and use their language(s) as necessary.

### Activity 2: Share

- » Bring the children together synchronously with another class from a different country/context, who are also working with *Be Kind*. Ask them to take turns to share their class's results from the pyramid discussion.
- » Provide the children with some speaking stems to justify their decisions to the other class, '*Our class chose these kind acts because...*' / '*Why did you chose those kind acts?*'
- » Ask the children to brainstorm what words might accompany the acts. Use their own language(s) as necessary and recast into English for each of the kind acts. ...

### Activity 3: Co-Create

- » Explain to the children they are going to co-create a *Kind Acts Helpdesk* where they give advice to people about ways to be kind. Say that the pop-up Helpdesk will be set up in their own community, so they need to create an attractive booth and then, people will come and speak to them.
- » Ask the children to choose what they would like to create for the pop-up booth, for example: posters about the booth, the kindness petal notes from Stage 1, umbrellas with kind words on each tip.
- » Brainstorm with the class **a)** what they should include on the Helpdesk posters, **b)** kind words for the umbrellas, **c)** kind acts agreed with the children in the other context. Provide spelling support on the board.
- » Provide art and craft materials for their creative creations and monitor to provide support with spellings and vocabulary.
- » When they have finished creating a), b) and c), brainstorm a short slogan for a banner, to display on the front of their pop-up *Kind Acts Helpdesk*.
- » Elicit their ideas in their own language(s), prompting them to be as creative as possible and recast their slogan into English, e.g., *Be someone's sunshine: Be kind!* Use the umbrella drill and chorus the slogan but this time, give each word each stress, so the children mime the umbrellas going up and down with *gusto*. They could even invent a tune for the slogan!
- » Ask the children to agree how they would like to decorate their banner with the slogan. Give them a very large sheet of poster paper and craft supplies.
- » Once all of the materials for the booth are ready, have a class vote on where the children could set up a booth: in the entrance to the library, one of the stalls at the local market, in the foyer of the townhall building, etc. ...

- » Contact the venue and seek permissions for setting up the booth and agree the time and day. Inform the children of what has been agreed and brainstorm what they could use for the booth, e.g., *a table with a colourful throw, balloons, etc.*

### Activity 4: Take Action

- » Ask the children to draw some empty umbrella templates and decorate these for members of the community to add their own *Kind Acts* ideas in English and their own language(s).
- » On the agreed day and time, take the children to the venue with all of the equipment and supervise the setting up of the Helpdesk booth.
- » Explain that as well as giving out their umbrella templates and *Be Kind* messages to passersby, they should invite the community members to write their own messages on the umbrella templates.
- » The children should encourage the members of the community to carry out the *Be Kind* actions in their own neighborhoods, families, schools, jobs, etc.
- » Take photographs of the Helpdesk and all of the messages written by the children and the members of the community.

### Activity 5: Share

- » Collate all of the *Be Kind* messages and help the children prepare to share these with the class in the partner country/context.
- » Provide language support, *These are the Kind Acts we wrote. / These are the Kind Acts the community members wrote. / Can you share your Kind Acts? / What did the members of your community write? / Do you think they will do the Kind Acts? Why? / Why not?*
- » Have the children listen carefully to each class's sharing and find any commonalities between the *Kind Acts* in each of the contexts. Ask if this is a surprise and why? Use the children's language(s) as necessary to reformulate and clarify. ...

## Activity 6: Reflect and review

Use one of these activities to help the children to reflect and review their learning (use their languages, as necessary):

### Reflect and Review A: Smiley faces

» Ask the children to draw a smiley face on a sticky note to reflect on their experiences of working with children from other countries/contexts and of sharing their work.

*Happy mouth = I loved it!*

*Straight-line mouth = It was OK.*

*Sad mouth = I didn't like it.*

» Then, ask the children to share their sticky notes with a partner and say why they choose a happy/sad/straight-line mouth.

OR

### Reflect and review B: Umbrella reflections

» Provide each child with an open umbrella template and explain that on the umbrella, they should write or draw all the things they enjoyed about Taking Action.

» Then, they draw huge raindrops outside of the umbrella and write or draw the things they feel they need to improve.

» Finally, under the umbrella ask the children to write or draw the things they have learned.

» You could also create a big umbrella poster for the whole class to reflect and review their collective experiences of Taking Action as a class. ♦

## End-of-kit

### Reflect and review

**Head-Heart-Hands:** Use the *Head-Heart-Hands Record Sheet* (see Photocopiable B).

- » The children need to complete the sentences with nouns for the head, adjectives for the heart and verbs for the hands.
- » Elicit ideas first, then ask the children to complete the sentences.
- » If they want, they can draw their ideas too.
- » Provide a place for the children to keep a record of this activity to refer to later. ♦



**ICEPELL** is an Erasmus+ Strategic Partnership project which aims to support practitioners to confidently integrate intercultural citizenship education into English as a foreign language lessons and library sessions with children aged 5 to 12 years using picturebooks.

Project dates: September 2019 to August 2022. Project Number: 2019-1-PT01-KA203-061353

Co-funded by the  
Erasmus+ Programme  
of the European Union



ICEKit #14: *Be Kind*  
is one of 18 ICEKits prepared through  
the ICEPELL project.

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**Project website:** [icepell.eu](http://icepell.eu)

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# My *Be Kind* Record Sheet

Let's reflect and review!

Name: .....

Date: .....



## 1. What did I learn?

Write or draw three things that you learned in the *Be Kind* activities:

## 2. How did I learn?

Write or draw what helped you learn how to be kind:

## 3. How well did I do? Colour the umbrellas to show how well you did.



I did very well!



I did well!



I need to work harder!

## 4. What actions do I need to take with my friends?

Talk to your group and decide on your top action, then finish the sentence.

We need to...



# My Head - Heart - Hands reflection



During the *Be Kind* lessons, I learnt:

To *be kind* in the community, I need to:

Doing the activities about being kind made me feel:

My name is: