

# “I Can Be Kind” Dice Game



Students will take turns rolling the die, and answering the corresponding prompt. Students will consider how they can be kind to friends, siblings, teachers, strangers, pets and parents.

## Kindness Chain

Students will construct a kindness chain describing ways that they have been kind in the past, ways that they can be kind in the future, and ways that others have been kind to them.





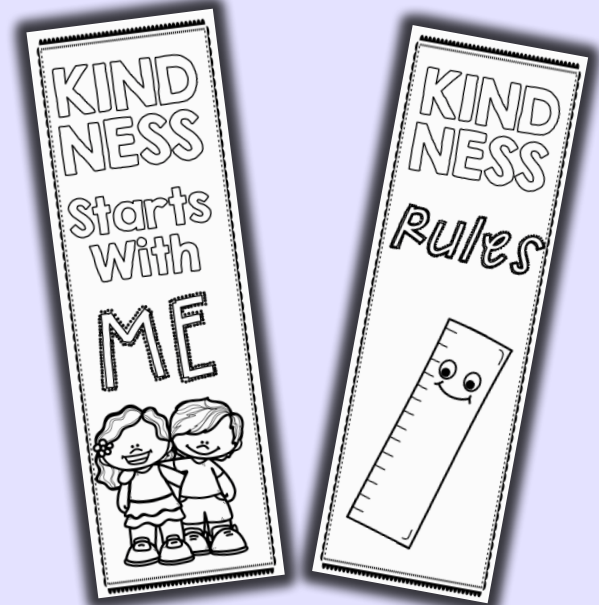


# Kind or Not Kind Sort

Students will look at 16 scenarios and decide whether the actions are kind or not. Students will then place the cards under the correct heading.

# Kindness Bookmarks

Students will choose from 4 bookmarks to color and decorate. The bookmarks can be kept by the students as a reminder of the importance of kindness.



# Kindness Note

Students will write a note of kindness to a school staff member. Students will describe what they like about the staff member of their choice. Kindness notes can then be delivered to the appropriate staff member.



Dear \_\_\_\_\_,

Thank you for what you do at our school. You make our school a better place because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Here is a picture of you helping our school:

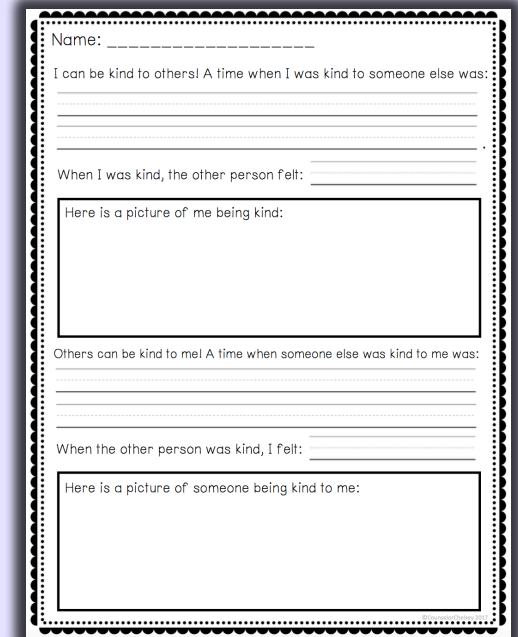
\_\_\_\_\_

Sincerely,

\_\_\_\_\_

# Kindness Worksheet

Students will describe a time when someone has been kind to them, and when they have been kind to someone else. Students will also consider how kindness makes people feel.



Name: \_\_\_\_\_

I can be kind to others! A time when I was kind to someone else was:

\_\_\_\_\_

\_\_\_\_\_

When I was kind, the other person felt: \_\_\_\_\_

Here is a picture of me being kind:

\_\_\_\_\_

Others can be kind to me! A time when someone else was kind to me was:

\_\_\_\_\_

\_\_\_\_\_

When the other person was kind, I felt: \_\_\_\_\_

Here is a picture of someone being kind to me:

\_\_\_\_\_



**This resource also includes instructions for a pre-lesson and for each center.**



**These centers are perfect for classroom lessons or small groups!**