

**Component 6: Compliment wall**

**What we will know after this sequence:**

Children will understand that a compliment is more powerful if it is meaningful. Children will know examples of this such as if a teammate scores a goal you might say 'well done!'. By being specific, the recipient may feel more appreciated. Children will know the steps to a meaningful compliment.

Children will have a paper 'brick' with a name of a classmate on. They then anonymously write a compliment about a classmate following the steps. We will create a wall of compliments.

**Vocabulary:**

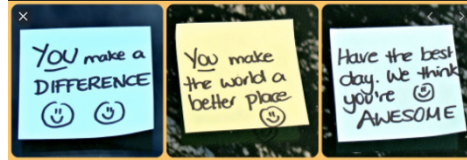
Compliment, powerful, heartfelt, appreciate, specific, praise

**SEN:**

Key words and images available.

Videos available.

Support with recording.



**Component 4: Drawing kindness**

**What we will know after this sequence:**

Children draw a picture of a person in a black and white world and a person in a colourful world. Children will consider facial expressions and write a sentence to explain the reasons for their choices.

Children look out for an act of kindness that results in another act of kindness.

**Vocabulary:**

Draw, kindness, ripple, effect, facial expression, choice

**How will this feed into my next learning:**

Children will have notice how one act of kindness leads to another.

**SEN:**

Key words and images available.



**Component 5: Human ripple**

**What we will know after this sequence:**

Children will recognise that we can show kindness to someone by giving them a compliment. Children create a word bank of positive character traits. Children give one compliment about their character. That child links arms with the friend and the chain continues. The ripple moves across the class.

**Vocabulary:**

Ripple, kindness, character, positive, chain, effect

**How will this feed into my next learning:**

Children will understand the concept of building on compliments to create a chain or wall.

**SEN:**

Key words with images available.

Support with recording available.



**Component 3: Colour Your World with Kindness**

**What we will know after this sequence:**

Children will understand the ripple effect of kindness.

Children will consider:

- Facial expressions
- Feelings
- Examples of the spread of kindness
- The effect of a smile.

**Vocabulary:**

Effect, feelings, smile, response, facial expressions

**How will this feed into my next learning:**

Children will recognise facial expressions as a response and be ready to draw this.

**SEN:**

Key words and images available.

Alternative way of recording available.



**Component 2: Kindness sorting**

**What we will know after this sequence:**

Children will read short stories about kind and unkind behaviours. Children will decide which basket each story should be put in. Children should explain the reasons for their choice clearly.

**Vocabulary:**

Kind, unkind, behaviour, decide, compare, explain

**How will this feed into my next learning:**

Children will understand the emotional responses to unkind and kind behaviours.

**SEN:**

Videos/images available to support understanding of short stories.

Alternative words for 'kind' and 'unkind' provided to expand understanding.



**Component 1: What is meant by kindness?**

**We should know:**

What is meant to be kind. Ways to be kind.

**What we will know after this sequence:**

Children will consider:

- Does kindness matter?
- Why should people be kind?
- Can anyone be kind?

Children will set 2 personal targets for the unit relating to kindness.

**Vocabulary:**

Kindness, attitudes, behaviour, response, target

**How will this feed into my next learning:**

Children will be ready to compare kind behaviour with unkind behaviour.

**SEN:**

Key words and images available.

