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## channel kindness Curriculum Outline

## General Overview:

- Total preperation time for each lesson: 15 minutes
- Total duration of time for each lesson: 45 minutes

45 min

- Instructors should start all lessons with a reminder that this is a safe space. (Refer to the 'Brave Space Agreement.')
- This curriculum can be adjusted for classrooms, organizations, and nonprofits. Our target demographic is high schoolers/college classes with an emphasis English, Language Arts, Journalism, and Philanthropic Management classes. This course could also be used in addition to Capstone.
- Social and Emotional Learning (SEL) is a core focus for $\mathrm{K}-12$ and we want to embed those concepts into this curriculum.

Learning Objectives: At the end of this lesson, students will be able to:

- Define kindness in the context of this curriculum
- Articulate why kindness is important and the benefits it brings to oneself and others
- Identify the relationship between kindness and advocacy (advocacy for self and others)


## Lesson Plan:

## Review Brave Space Agreement: 5 minutes

Activityl: Check out two-three examples of Channel Kindness videos: 10 minutes

- As the videos play, prompt the students to think about how they would define kindness.
- Define kindness in the context of this curriculum + ask students to turn to a partner or have them discuss as a group the following question:
- What's the difference between being 'kind' and being 'nice'?
- Answers may include how being "nice" is surface level, whereas kindness is an active action and consistent approach to life.

Activity 2: Kindness and advocacy: 15 minutes

- Break out in discussion groups to talk about how kindness, equity, and advocacy are all related. Be sure students have explored what we mean by equity in the context of the curriculum, and have students brainstorm three ways we can be kind and advocate for others and themselves then come back as a larger group to discuss.

Closing: 10 minutes

- Have students end the class with a self-reflection about the power of kindness and its ability to make a difference in the world, and how they can be kind in their own lives.
- Identify 3 ways kindness makes a difference in the world and 3 ways they can be kind in their own lives.


## Optional homework:

- Share BTWF's kindness research key points sheet for students to read over and identify three interesting facts they found.

Kindness + Mental Health

Learning Objectives: At the end of this lesson, students will be able to:

- Identify the relationship between kindness and mental health
- Feel empowered to engage in safe and healthy conversations about mental health
- Identify reliable mental health resources


## Lesson Plan:

## Review Brave Space Agreement: 2 minutes

The previous class, students learned about the importance of kindness and for homework they read the research about kindness and mental health. Today, students will learn more about how the two are related.

Activity 1: Discuss homework of the BTWF research about the connection between kindness and mental health. 15 minutes

- In small group, ask students why it's kind to talk about mental health and review a mental health language guide similar to this.
- What does the article identify as an important part of talking about mental health with someone?
- What does the article warn against when approaching someone you are hoping to help? etc.

Activity_2: Discuss how to find valid and reliable health resources on the internet - these resources can be websites, apps, social accounts, hotlines, etc. 20 minutes

- Break out students into groups and put on the BeThere.org 5-minute video in which students witness people their age talking about their mental health.
- Ask students to explore BeThere.org, and in groups, make a list of other mental health resources before bringing the group back together and compiling a class list.


## Closing: 5 minutes

- As a larger group, discuss the connection between mental health conversations and the stigma surrounding mental health.
- Based on BTWF research, people who describe their environments as kind are more likely to be mentally healthy.
- Optional homework: Have students self-reflect by journaling about what they're feeling now, how they'd describe their mental health, and what the last thing they did to be kind to themselves.


## Self-Care

## Learning Objectives: At the end of this lesson, students will be able to:

- Learn about self-care in the context of this curriculum
- Identify 3 ways to take care of their mental health + practice self-care
- Create a self-care plan they can follow if they're struggling with their mental health


## Lesson Plan:

## Review Brave Space Agreement: 2 minutes

The previous class, students learned about the importance of kindness, and for homework they read research about kindness and mental health. Today, students will learn more about how the two are related.

Activity 1: Self-care discussion: 20 minutes

- Define self-care in the context of this curriculum + ask students what it means to take care of oneself.
- Discussion: Go around the room and have students share one thing they do to be kind to themselves + create your classroom's self-care list.


## Activity 2: Have every student create a Self-Care plan: 20 minutes

- Discussion: Go around the room and have students share one thing they do to be kind to themselves + create your classroom's self-care list.


## Closing: 5 minutes

- Have students journal about what their self-care plan will be when they feel too stressed or overwhelmed + share a list of mental health resources with the entire class.
- From our BTWF research, we know that young people turn to their peers in times of crisis, so have them also list people (friends, family members, etc) they can turn to for help.

Optional homework: Have students create their own mental wellness playlist of 10 songs + reflect about what song they're most identifying with in this moment.

## Telling your story

Learning Objectives: At the end of this lesson, students will be able to:

- Craft their own story with a middle, beginning, and end
- Confidently articulate their own story verbally or in writing
- Respectfully edit a peer's story without judgment or bias



## Lesson Plan:

## Review Brave Space Agreement: 2 minutes

Activity 1 : Writing your story: 20 minutes

- The previous class, the students learned about the power of storytelling + how to tell stories. Today students will be instructed to draft their own one-page story. This can be about an experience they had, their life under the pandemic, a story about their mental health,etc. Include optional prompts about certain topics or themes. Examples include: Create a story about the last time you were brave/Create a story about the last time you were kind.


## Activity 2: Peer-review: 15 minutes

- Pair up students and instruct them to peer-edit each other's work + provide feedback. Remind students to be respectful of each other's story + of the Brave Space Agreement.


## Closing: 5 minutes

- The entire classroom returns together and students are applauded for their willingness to tell their stories and share it with someone else.

Optional homework: Have staudents finish writing their story + have the option of submitting it to ChannelKindness.org.

The Power of Storytelling

Learning Objectives: At the end of this lesson, students will be able to:

- Explain and identify what elements make a story successful
- Interview others with respect, empathy, and compassion
- Honor someone else's story by practicing the cues of active listening and reporting on it with sensitivity.



## Lesson Plan:

## Review Brave Space Agreement: 2 minutes

Activity 1: Learning Successful Storytelling Elements: 20 minutes

- The previous class, the students learned about the power of storytelling + how to tell stories. Split students up into three to four groups and have each of them discuss a Channel Kindness story. The Channel Kindness stories can be in video, audio, or written form. (Find examples here.)
- Have students discuss the elements that made this story successful
- Return to the entire class and have student groups share what they found about each story.
- Review what key elements make a story successful + how to remain sensitive when asking people about their story. (Refer to guide - which we'll provide.)

Activity 2: Learning Interviewing Skills: 20 minutes

- Have students pair up with a partner and have them each interview the other with this prompt question in mind: What is a struggle you experienced last year that you overcame? (2020). Instruct students to write down interview questions first and ask follow up questions when they talk to their partner. Remind students about the safe space agreement and that they should only share what they feel comfortable sharing.


## Closing: 5 minutes

- Have students journal about why it's important to tell stories and ask them to reflect upon the activity they did today.

Optional homework: Students should write a story about their partner based on the information their partner provided them, keeping in mind to not judge their story and to not speak for them.

## Recap + conclusion

## Learning Objectives: At the end of this lesson, students will be able to:

- Explain the connection between kindness, mental health, and storytelling
- Identify 3 reputable resources that can provide mental health support
- Articulate their biggest takeaway from the course and the impact it will have on their behavior


## Lesson Plan:

## Review Brave Safe Space Agreement: 2 minutes

Activity 1: Review Curriculum + Closing Discussion 10 minutes

- Remind students what they learned last class, about how being kind is about being kind to yourself, others, and your community + have them discuss the ways in which they plan to be kind in the future.

Activity 2: Survey to gather feedback: 30 minutes

- In a survey, ask students to assess what they learned about kindness, storytelling, and mental health awareness. Allow students to choose how they'd like to express what they learned through whatever medium they believe is a fit - writing, drawing, rapping, creating a poster, a PSA, etc.
- In a written/electronic form, we'll ask teachers to assess the efficiency and efficacy of the lessons, the discussions they had with students, and the impact they feel they had on their students. We'll also ask them for ways we can improve the curriculum and for any recommendations they'd make.


## channel kindness

