Kindness Starts With Me (Levels A-B)

WRITTEN

To nurture early social-emotional development by helping students recognise, practise, and enjoy simple acts of kindness, building emotional understanding and connection.

📖 Learning Intentions

Recognise Kindness:
Students will explore simple, concrete examples of kind actions through pictures, modelling, and role-play.

Express Kindness:
Students will practise showing kindness in ways that match their communication and physical abilities (gesture, picture, AAC, or simple action).

Reflect on Kindness:
Students will begin to notice how kindness feels, for themselves and others.

🎗️ Success Criteria

Students choose or show one kind action using pictures, gesture, AAC, or imitation.

Students participate in a brief activity to show or practise their kind action.

Students indicate how kindness feels (happy, calm, excited) using visuals, movement, or AAC.

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Duration: 15 - 20 minutes

Objective
To nurture early social–emotional development by helping students recognise, practise, and enjoy simple acts of kindness, building emotional understanding and connection.

What You Need
Notebook page or paper
Coloured pencils
Simple kindness picture cards (e.g., helping, sharing, waving, hugging, smiling, giving a toy, saying "hello") (found in PDF resource)
Emotion visuals (happy, calm, excited)
AAC devices with vocabulary such as "help," "share," "friend," "happy," "kind," "yes/no"

Setup
1. Students sit in a circle or at desks with visual supports placed in front of them.
2. Demonstrate and explain 4 - 6 kindness picture cards and verbally label each one clearly:
   - "Helping a friend."
   - "Sharing a toy."
   - "Smiling at someone."
   - "Sitting with a friend."
3. Model a simple kindness gesture (e.g., waving, giving a pretend toy to a friend).
4. Ensure AAC devices are open to core kindness and feeling words.

Gameplay
1. Think of a Kind Action (Supported Choice)
Ask the students to choose one act of kindness they want to try and show today.
Students choose from the kindness picture cards by:
• pointing to the card
• eye gaze towards the card
• touching a card or picking it up and giving it to the teacher
• using AAC
• holding a sensory object linked to the action (e.g., a toy to represent sharing)
Teacher narrates:
"You chose helping!"
"You chose smiling!"

2. Draw or identify the kind action
Students record their kindness idea using:
• drawing
• scribbling
• colouring
• pasting the kindness picture card onto their page or books
Adults may scribe while students point or tap pictures or use hand over hand drawing assistance.
Teacher reinforces:
"You chose sharing. That is a kind thing."

3. Practise the Kind Action
Students act out or show their kind idea:
• wave at a peer or sit next to them
• share a toy or picture card
• smile at a partner
• gently pass an object
• use AAC to say "hello" or "help"
All attempts are celebrated equally.

4. Reflect on the Impact
Teacher asks (one student at a time):
"How does kindness make YOU feel? Happy? Calm?"
"How will your friend feel?"
Students respond by:
• pointing
• smiling
• selecting AAC ("happy")
• making a gesture
Teacher labels emotions:
"Kindness makes you feel happy."
"Your friend feels good."

5. Celebrate
Students show their work or gesture while peers cheer, clap, smile, or give a thumbs up.

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Debrief / Reflection
Use simplified prompts and visuals:
• "Show me your kind action."
• "Point to how it makes you feel."
• "Do you want to do your kind action today?" (yes/no visuals)
Any attempt is a successful contribution.

Sensory-Seeking Learners Variation
1. Sensory Kindness Cards
Use textured cards:
• soft = share
• bumpy = help
• smooth = smile
Students choose via touch.

2. Movement-Based Kindness
Pair actions with movement:
• helping = gentle push of an object
• waving = large arm wave
• smiling = big stretch and happy wiggle
• sharing = passing a beanbag

3. Regulating Between Steps
Offer sensory breaks:
• wall push
• deep pressure
• weighted toy
• rocking or gentle bouncing

4. Multi-Sensory Reflection
Students express "happy" through:
• hand claps
• wiggles
• tapping rhythm
• hugging a soft toy

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AAC-Specific Supports
1. Prepare AAC Vocabulary
Include:
• help
• share
• friend
• smile
• kind
• happy
• feel
• yes/no
• more

2. Aided Language Input
Teacher models:
"You choose kind."
"Help friend."
"Share."
"I feel happy."

3. Supported Choice-Making
Binary prompts:
"Help or share?"
"Smile or wave?"
Students respond via AAC, gesture, or eye gaze.

4. Use AAC to Practise Kindness
Students can press:
• "hello"
• "help"
• "friend"
• "happy"
This counts as their kind action.

5. AAC Reflection
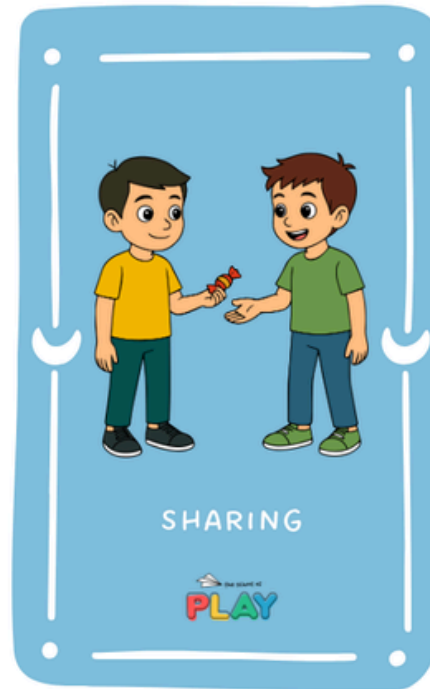Teacher supports students to say:
"I feel happy."
"I like kindness."
"More kindness."
Any activation (partial, slow, or approximate) is treated as success.

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KINDNESS CARDS

PRINT AND CUT OUT, THEN SPREAD THEM FACE-UP IN A SMALL CIRCLE. STUDENT PICK ONE CARD AND SHOW THAT ACT OF KINDNESS USING GESTURE, PICTURE POINTING, AAC, OR A SIMPLE ACTION. FINISH BY ASKING HOW IT MADE THEM FEEL AND HAVE THEM POINT TO OR SHOW AN EMOTION.

HELPING

SHARING

WAVING

HUGGING

KINDNESS CARDS

SMILING

GIVING A TOY

SAYING HELLO

SITTING WITH A FRIEND

KINDNESS CARDS

HIGH-FIVE

YOU GOT THIS!

CHEER SOMEONE ON

COMFORT A FRIEND

INVITING SOMEONE TO PLAY