

# My Kindness Journal (Levels A-B)

WRITTEN

To support students in noticing, expressing, and sharing simple acts of kindness using accessible communication methods and multimodal expression.



## Learning Intentions

### Recognise kindness:

Students aim to notice when someone is kind to them or others.

### Express kindness:

Students aim to show or communicate kindness using a drawing, gestures, AAC, or simple words.

### Share kindness:

Students aim to participate in a short sharing moment with an adult or peer.



## Success Criteria

I can show or communicate one act of kindness I experienced or gave.

I can use drawing, pointing, or AAC to express how it made me feel.

I can participate in sharing with a partner or adult.



# My Kindness Journal (Levels A-B)

WRITTEN

**Duration:** 5–8 minutes

## **Objective**

To support students in noticing, expressing, and sharing simple acts of kindness using accessible communication methods and multimodal expression.

## **What You Need**

- Paper or notebooks
- Coloured pencils
- Stickers or stamps
- Picture cards of kindness (sharing, helping, hugging, waving) (found in PDF resource)
- Optional - magazines/newspapers for cutting images out (for students who may struggle to draw).

## **Setup**

- Seat students in a small group at a table or on the floor.
- Provide each student with paper and a small set of drawing or sensory-friendly materials.
- Display 3 - 4 visual prompts (e.g., sharing a toy, helping hand, smiling).
- Have AAC devices ready with “kind”, “help”, “share”, “happy”, “thank you”, “I like this”.

## **Gameplay / Activity Steps**

### **1. Warm-Up: Notice Kindness**

Teacher shows 2 - 3 kindness visuals and says:

“Kindness is when we help someone or make them feel good.”

Prompt students:

- “Who helped you today?”
- “Who made you smile?”
- Students can point, nod, reach toward a picture, or vocalise.

### **2. Draw or Create Kindness**

Students create one picture showing:

- Something kind they did or something kind someone did for them

Students may use:

- Pencils or coloured pencils
- Stickers/stamps
- Magazine/Newspaper images to cut out and stick onto page

Adults model:

- “Look, I’m drawing when someone helped me pick up blocks.”



# My Kindness Journal (Levels A-B)

WRITTEN

### 3. Add Simple Words or Symbols

Staff support students to add a word, symbol or AAC button that represents the act:

- "help"
- "share"
- "hug"
- "happy"

For students unable to mark paper:

- Staff can scribe their gestures, vocalisations, or AAC responses.

### 4. Sharing Circle

Students gather in a small circle or remain at the table.

Each student shares their picture by:

- Showing their page by holding it up for others to see
- Pointing to their page on the table or floor space
- Using AAC ("kind", "happy"),

Or adult-supported description.

- Teacher affirms each student and if required holds up their picture creation for others to see. "Thank you for showing your kindness picture Zoe" or "Thank you for letting me show others your kindness picture Zoe."

### Reflection / Debrief

Ask 1 - 2 simple prompts:

- "How did being kind make you feel...?" (Offer visuals: happy, calm, smile, safe.)
- "Who can you be kind to today?"

Allow responses via pointing, gesture, AAC, or drawing a quick symbol.

### Variations

#### 1. Kindness Discovery Pictures (Highly Supported Version)

The teacher shows 3 images: sharing, high-five, helping hands.

Students pick one image and glue it onto their page.

Students decorate around it with pencils, shapes, stickers, or stamps.

#### 2. Kindness Object Match

Provide small objects or photos such as:

- A toy (sharing)
- A tissue (helping if sad)
- A heart (kindness)
- Students match the object to their drawing OR create a simple collage.
- Reinforces joint attention and early symbolic thinking.



# My Kindness Journal (Levels A-B)

WRITTEN

## Sensory-Seeking Learner Variation

For learners who benefit from movement, tactile input, or sensory play:

### Kindness Stamping Walk

- Place 3 stations around the room: **Share, Help, Smile.**
- Students walk, crawl, hop or wheel to one station.
- They collect a sticker/stamp/image from that station and add it to their journal page.
- The teacher narrates: "You chose 'Help'. That is kindness."

This supports regulation, gross-motor engagement, and SEL meaning-making.

## AAC-Specific Supports

Include the following programmed or preset buttons:

- "kind"
- "help"
- "share"
- "thank you"
- "happy"
- "I like this"

Students can participate by tapping a button during sharing.

- Model each AAC button before expecting students to use it.
- Provide wait time for selection.

## For Wheelchair Users / Accessibility

- Ensure drawing tools are accessible (grip adapters, stamps, high-contrast markers).
- Students may use eye-gaze boards, yes/no cards, or partner-assisted scanning.
- A peer or adult can help scribe or draw based on the student's chosen symbol, gesture, or AAC response.

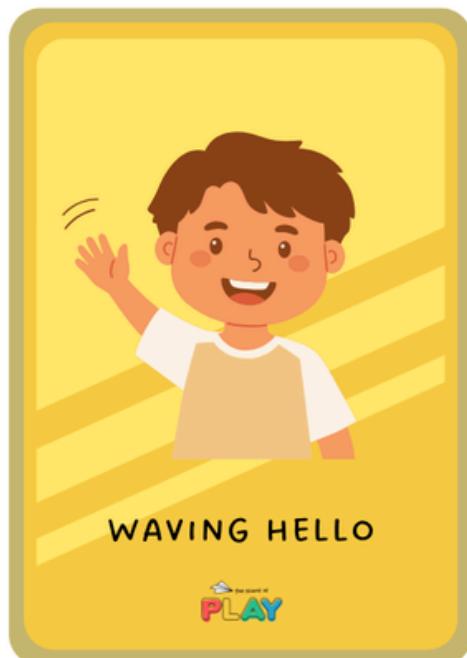
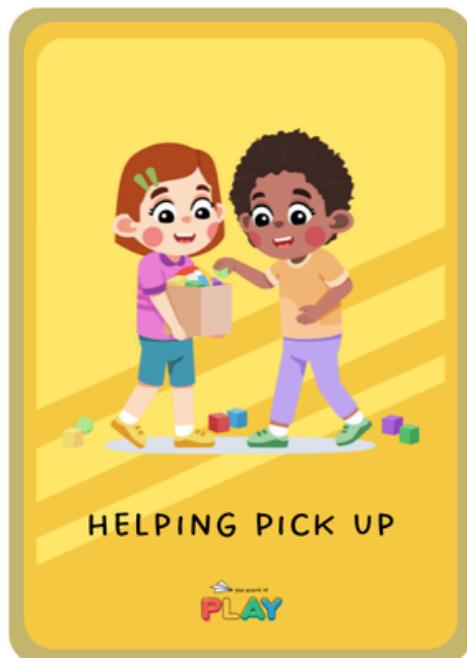
## Notes for Inclusion

- Accept all forms of communication: vocalisations, gestures, pointing, objects of reference, AAC, or simple marks.
- Use one clear prompt at a time.
- Reinforce emotional safety and belonging ("Your idea matters", "You showed kindness today").
- Link back to Levels A - B SEL focus areas: noticing others' actions, sharing moments of kindness, building basic social awareness.



# PICTURE-CARDS

CUT OUT THE CARDS AND PLACE THEM IN A SMALL BASKET FOR STUDENTS TO CHOOSE FROM. STUDENTS USE THE CARDS TO SHOW AN ACT OF KINDNESS THEY NOTICED, FELT, OR DID. USE THE CARDS DURING DRAWING TIME OR REFLECTION TO SUPPORT STUDENTS WHO COMMUNICATE THROUGH VISUALS, GESTURES, OR AAC.



# PICTURE-CARDS

