

# My Kindness Journal (Levels F-3)

# WRITTEN

To build students' understanding of kindness by recording, reflecting, and sharing kind acts, supporting emotional literacy and social connection.



## Learning Intentions

### Identify kindness:



To recognise different acts of kindness in my life and community.

### Express kindness in words and pictures:

To record acts of kindness through writing and drawing.

### Reflect and share:

To explain how kindness affects myself and others.



## Success Criteria

I can record at least three acts of kindness (writing, drawing, or both).

I can explain how showing or receiving kindness made me feel.

I can share one act of kindness with the class or a small group.



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**Duration:** 10–15 minutes

## Objective

To build students' understanding of kindness by recording, reflecting, and sharing kind acts, supporting emotional literacy and social connection.

## Materials

- Notebook or blank paper
- Coloured Pencils
- Stickers or emoji symbols for students who need support

## Setup

- Provide each student with a notebook or page to record their reflections.
- Prepare a wall or display space for a collective *Kindness Wall*.
- Set up space for circle time to share responses.

## Gameplay / Activity Steps

### 1. Kindness Brainstorm (Group Warm-Up):

Teacher asks: "What is something kind you have done, received, or seen this week?"

2. Students share ideas with the class.

### 3. Record Kindness:

Students write or draw three acts of kindness:

- one they gave
- one they received
- one they would like to try

### 4. Reflection Writing:

Students add a short sentence or phrase explaining how it felt ("I felt proud," "It made me happy," "They smiled").

### 5. Sharing Circle:

Students share one of their journal entries with the group, a partner, or through the Kindness Wall.

## Reflection / Debrief

### • Prompts to ask students:

- "How does kindness change the way people feel?"
- "Why is it important to be kind to yourself and others?"
- "What act of kindness will you try tomorrow?"



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## Variations

- **Group Variation:** Create a *Kindness Wall* or *Kindness Chain* (each student adds a link with their act).
- **Peer Support Edition:** Students work in pairs to record and share examples of kindness.
- **Family Edition:** Students record acts of kindness they do at home and bring them back to share.
- **Cartoon reel:** Students can create a short cartoon sequence using drawing and/or cut outs from the internet to help create a story line that involves an act of kindness.

## For Wheelchair Users / Accessibility

- Students may use drawing, writing, stickers, voice recordings, or assistive tech to record their ideas.
- A peer or adult can help with scribing if writing is difficult.
- Ensure classroom sharing is inclusive by allowing multiple forms of contribution (verbal, visual, digital).

## Notes for Inclusion

- Accept different levels of writing or drawing ability, focus on the *idea* of kindness.
- Provide sentence starters (*"I was kind when..."*, *"I felt happy when..."*).
- Use visuals (emoji cards, kindness picture cards) to support students who need concrete prompts.
- Encourage students to celebrate each other's contributions to foster a sense of belonging.

