



Grade 6: The Kindness Crew

Term 3: Weeks 1-4

Crew members: _____

Mission: How can the Community Kindness Crew identify a group in need, address their challenges with creativity and teamwork, and share our experience with our friends.

Keep track of how you are doing. At the end of each step, tick the block if you are satisfied

Lesson and Date	What am I doing?	Tick
Lesson 1: Date: _____	Welcome to the Kindness Crew! In this fun lesson, you'll pick a group or individuals to help and create a set of interview questions to learn more about them.	
Lesson 2: Date: _____	Time for interviews! Chat with your chosen group, individual or animal group to discover their needs and how you can help.	
Lesson 3: Date: _____	Let's analyse the interview info! Dive into the details you gathered to find out what matters most.	
Lesson 4: Date: _____	Get creative with acts of kindness! Brainstorm ideas for your special act of kindness and choose the best ones to bring to life.	
Lesson 5: Date: _____	Prep time! Get everything ready for your act of kindness, whether it's making something, researching, or planning.	
Lesson 6: Date: _____	Kindness in action! Carry out your act of kindness and make a difference in someone's life.	
Lesson 7: Date: _____	Time to reflect! Think about your experience and what you've learned about the needs and struggles of your chosen group, about empathy, and how to show kindness to others.	
Lesson 8: Date: _____	Share your journey! Present your poster, booklet, storybook, song, or skit to the class and complete a self-reflection to wrap up your amazing kindness adventure.	



3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

Instructions



Your teacher will read this to you or you can read it aloud in your groups.

- Hi there! This is a project where you and your friends collaborate on a journey to grow empathy, **compassion**, and **kindness** towards **others** and **animals** in your community.
- To make this happen, you will need to communicate well with your friends and interview different group of people and surf the internet to discover activities involving caring for **people** or **animals** within your community or school.
- After you selected a group of people or animals who need help, and to find out more about the needs of this group or individual and challenges, you will be able to display your knowledge of your care group in an exciting and creative way.
- You will also get to practice different kinds of thinking skills, like remembering information, understanding new ideas, and solving problems.
- At the end you will present what you have learned.
- When you do the worksheets please look at the picture on the left because each means different things:



Do this on your own



Do this in pairs



Do this in small groups

Have fun and be kind!

Lesson 1: Ice breaker



In groups:

Read the scenario below about “**Community Kindness Crew**” and answer the questions that follow.

Scenario:

You and your friends live in a diverse community with people facing various challenges. As a team of kind young learners, you decide to form a group called “The Community Kindness Crew.” Your objective is to learn about the unique challenges faced by a specific group of people or animals within your community or school and find a way to offer assistance or perform an act of kindness.

Derived from untitled source

1. Go to the front page of the project and find the big mission for the Community Kindness Crew.
2. Write down the mission in the box and create a logo for your Crew:

Our Mission:

Logo:

Lesson 1: Worksheet 1



In the innermost circle, write the Mission or “Big Question”.

In the large circle, around the smaller circle, write key words that help to solve the problem in the Mission.

Frame of reference:
How do I know this information?



Pin the acts of kindness in the ice-breaker activity on the wall to introduce the topic, e.g. sharing good experiences of kindness in or outside the classroom.

Explain the driving question and what a logo resembles, cf for the previous worksheet if there is uncertainty (the Mission/Logo of the Crew). Go to p. 7 in the Project Overview.

This activity is a communication activity and activates the social interactions and purpose in

© E C I A L

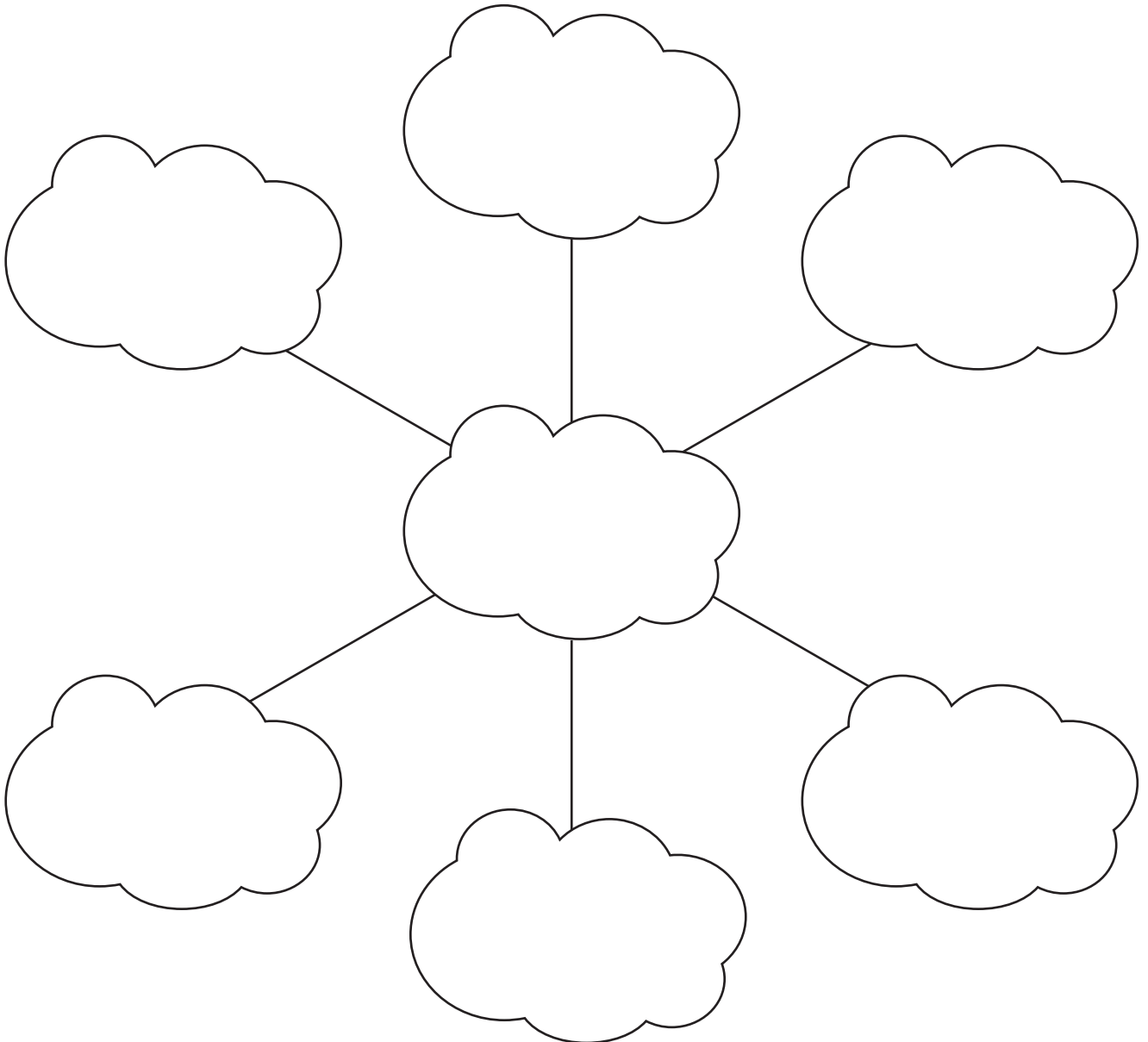
Lesson 1: Worksheet 2



(Brainstorming interview questions)

Research the chosen community, animals or individuals' needs, by first creating a set of interview questions. Your team will need to come up with some questions to ask the community group.

Write the chosen group in the centre of the brainstorm bubbles, then the interview questions around the main bubble.



Research questions are generated (p. 8 and 9 in the Project Overview).

Listen to the conversations and observe the critical thinking.

The following are activated **S** **P** **E** **C** **I** **A** **L**

Lesson 2: Worksheet 1



Critical Thinking and Communication: Interview

As a group conduct interviews. Remember your group roles and responsibilities, as well as to take some notes. Your team will need these notes when analysing information from the interview.

Prepare an interview with 3 people from your selected group, individuals, or animal caregivers and find out more about the needs and challenges of this group or individual.

Fill in the names of the people you interview:

Person 1: _____

Person 2: _____

Person 3: _____

Use the sheet provided below to do interview questions and interview answers in the next column. Choose 5 questions from the brainstorm bubbles.

Interview Questions	Interview Answers
1.	Person 1: _____ Person 2: _____ Person 3: _____
2.	Person 1: _____ Person 2: _____ Person 3: _____
3.	Person 1: _____ Person 2: _____ Person 3: _____
4.	Person 1: _____ Person 2: _____ Person 3: _____
5.	Person 1: _____ Person 2: _____ Person 3: _____



The following are practised; active listening and empathy as learners try to understand the problems. Go to p.11 in the Project Overview. Learners can use their workbooks if there is insufficient space.

The following are activated © P E © I A L

Lesson 3: Worksheet 1



In groups, analyse the information from the interviews.

1. After our interviews we see that these main things need care:

2. Colour in the line that matters the most - this is where you will start reflection. Was the interview different from what you expected?



Go to p. 13 in the Project Overview.

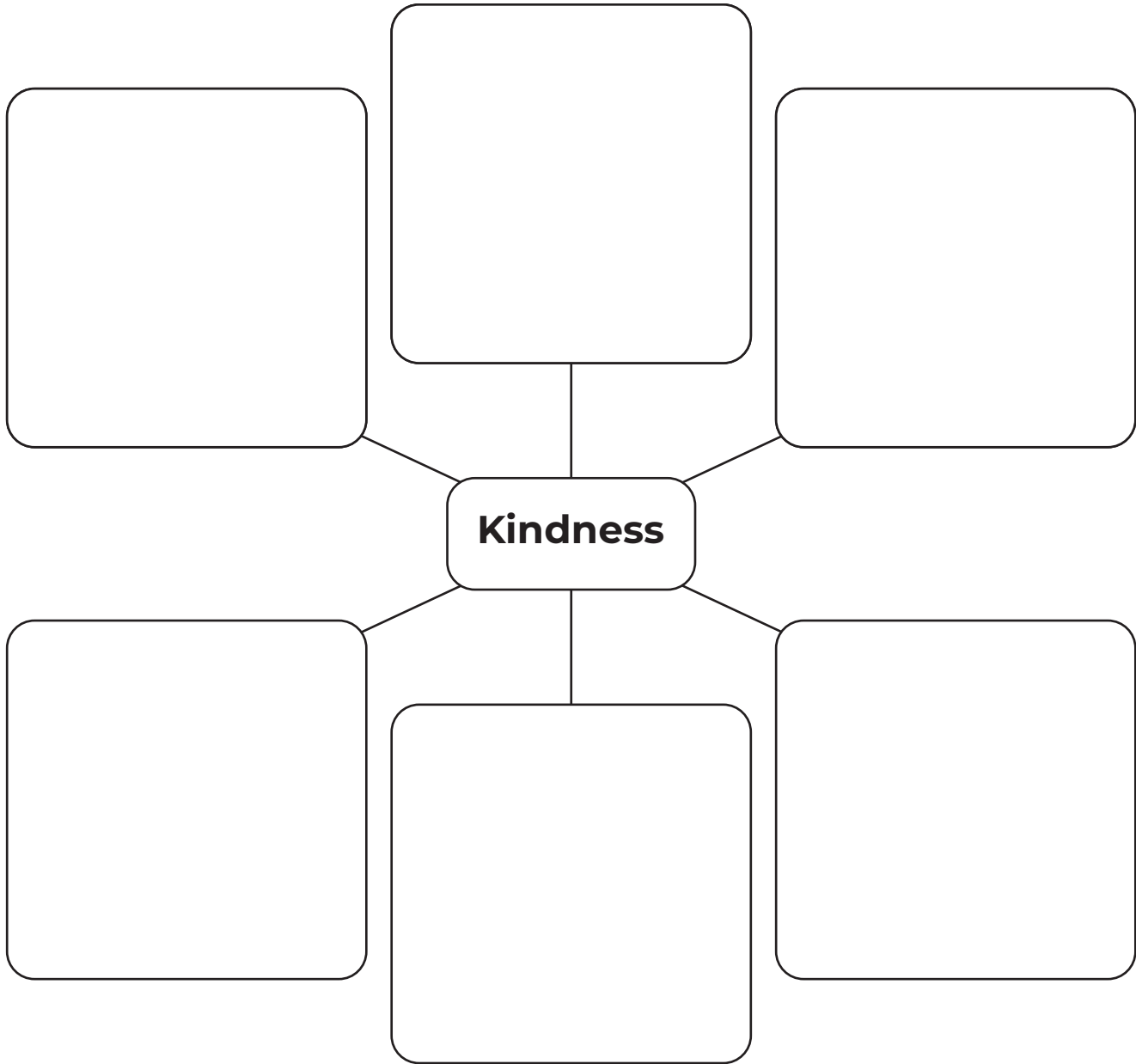
Learners analyse the information and select a realistic solution.

The following are activated S P E C I A L

Lesson 4: Worksheet 1: Brainstorming ideas: Acts of kindness



In groups, brainstorm acts of kindness towards you chosen group.



Examples of free acts of kindness for elderly people.

- Visit old people and chat to them.
- Write letters or cards and send them to an elderly person you know.
- Read books to elderly people.
- Play games with elderly people.



Go to p.15 in the Project Overview.

Learners take challenges they identified and think of different acts of kindness.

The following are activated © P E C T A L.

Lesson 5: Worksheet 1



Your crew has to get ready for your kindness mission.

Plan in the space below what will happen on the day.

What?	Who?
What do we need to buy/bring to school to get ready? 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Who will do what? 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Who will take us on our mission?	
Who will thank the group we cared for?	
Any other "to do" items?	



Go to p.17 and 18 in the Project Overview.

Learners plan. Will they make something or write cards? Will they pick flowers?

Ⓢ Ⓟ ⓔ ⓐ ⓐ Ⓛ and collaboration are activated.

Lesson 6: Worksheet 1: What we did.



On your own, write a short letter or Whatsapp to thank your teacher for the lovely day.

Dear,

Thank you

I really enjoyed the part where

I learned these things about myself

I am

and

Your name



Go to p.22 and p.21 in the Project Overview.

Learners go out or the vulnerable group come to school. After the day, each writes a short report (see next worksheet).

Communication, collaboration, critical thinking are activated, as well as **S** **P** **E** **C** **I** **A** **L**.

Lesson 7: Worksheet 1



Public presentation: Ordering information for final product



Complete the learner Self-reflection template to evaluate your experience of the journey of your project.

Think about what you did in this project, and how well the project went. Write your comments below:	
Your Name:	
Project Name:	
What was the Driving Question?	
What was your answer to the driving question?	
What did you learn about working with other people?	
What worked/what did you enjoy?	
What do you want to improve when you work with other people?	
How could your teacher(s) change this project to make it better next time?	

GRAND TOTAL: 30 MARKS



Criteria	Excellent (5 marks)	Good (4 marks)	Satisfactory (3 marks)	Needs Improvement (2 marks)	Poor (1 mark)	Marks
Understanding of Needs	Demonstrates a comprehensive understanding of the needs of the chosen group/individual. Identifies and explains key needs accurately.	Shows a good understanding of the needs. Minor inaccuracies may be present.	Demonstrates a basic understanding of the needs. Some key needs are missing or inaccurately explained.	Shows limited understanding of the needs. Several key needs are missing or inaccurately explained.	Lacks understanding of the needs. Most key needs are missing or inaccurately explained.	/5
Interview Questions	Creates insightful and relevant interview questions that thoroughly explore the needs and experiences of the chosen group/individual.	Develops relevant interview questions that adequately explore the needs and experiences.	Generates basic interview questions. Some questions may not fully explore the needs and experiences.	Creates limited interview questions. Many questions do not fully explore the needs and experiences.	Produces poor interview questions. Questions do not explore the needs and experiences.	/5
Data Analysis	Analyses interview information thoroughly. Identifies important details and accurately prioritizes needs.	Analyses interview information well. Identifies and prioritizes most important details.	Provides a basic analysis of interview information. Some important details may be overlooked.	Shows limited analysis of interview information. Several important details are overlooked.	Provides poor analysis of interview information. Most important details are overlooked.	/5

Assessment Rubric



Criteria	Excellent (5 marks)	Good (4 marks)	Satisfactory (3 marks)	Needs Improvement (2 marks)	Poor (1 mark)	Marks
Creativity in Acts of Kindness	Proposes highly creative and impactful acts of kindness. Ideas are innovative and thoughtfully chosen to address the needs identified.	Proposes creative and impactful acts of kindness. Ideas are thoughtful and address most of the identified needs.	Suggests basic acts of kindness. Ideas are standard and address some of the identified needs.	Shows limited creativity in proposing acts of kindness. Ideas are not very innovative and address few of the identified needs.	Lacks creativity in proposing acts of kindness. Ideas are not innovative and do not address the identified needs.	/5
Preparation and Planning	Prepares thoroughly for the act of kindness. Planning is detailed, practical, and ensures successful implementation.	Prepares well for the act of kindness. Planning is adequate and practical.	Provides basic preparation for the act of kindness. Planning is somewhat practical but lacks detail.	Shows limited preparation for the act of kindness. Planning is not very practical and lacks detail.	Provides poor preparation for the act of kindness. Planning is impractical and lacks detail.	/5
Implementation of Kindness Act	Executes the act of kindness effectively. Makes a significant positive impact on the chosen group/individual.	Executes the act of kindness well. Makes a positive impact on the chosen group/individual.	Executes the act of kindness adequately. Makes some positive impact on the chosen group/individual.	Executes the act of kindness with limited effectiveness. Makes minimal positive impact on the chosen group/individual.	Executes the act of kindness poorly. Makes little to no positive impact on the chosen group/individual.	/5
Total Marks						/30

Teacher's Descriptors for Each Lesson and Worksheet



Lesson 1: Welcome to the kindness Crew			
	Teacher Checklist Descriptor's	Yes	No
1.	Did the learners choose a group or individual to help?		
2.	Did the learners create a set of interview questions?		
3.	Were the interview questions relevant and insightful?		
4.	Did the learners demonstrate an understanding of the group's or individual needs?		
Total Number: (4)			

Lesson 2: Conducting Interviews			
	Teacher Checklist Descriptor's	Yes	No
1.	Did the learners conduct interviews with the chosen group, individual, or animal group?		
2.	Were the interviews thorough and respectful?		
3.	Did the learners gather detailed and relevant information?		
4.	Was the interview process well-documented?		
Total Number: (4)			

Lesson 3: Analyzing Interview Information			
	Teacher Checklist Descriptor's	Yes	No
1.	Did the learners analyze the interview information effectively?		
2.	Were important details and needs identified and prioritized?		
3.	Did the learners create a summary of their findings?		
4.	Was the analysis logical and comprehensive?		
Total Number: (4)			

Lesson 4: Brainstorming Acts of Kindness			
	Teacher Checklist Descriptor's	Yes	No
1.	Did the learners brainstorm creative and impactful acts of kindness?		
2.	Were the ideas relevant to the identified needs?		
3.	Did the learners choose the best ideas for their kindness work?		
4.	Was the brainstorming process collaborative and productive?		
Total Number: (4)			

Teacher's Descriptors for Each Lesson and Worksheet



Lesson 5: Preparing for Acts of Kindness			
	Teacher Checklist Descriptor's	Yes	No
1.	Did the learners prepare thoroughly for their act of kindness?		
2.	Were all necessary materials and resources gathered?		
3.	Was the planning detailed and practical?		
4.	Did the learners demonstrate readiness for implementation?		
Total Number: (4)			

Lesson 6: Implementing Acts of Kindness			
	Teacher Checklist Descriptor's	Yes	No
1.	Did the learners carry out their act of kindness effectively?		
2.	Was the implementation smooth and well-coordinated?		
3.	Did the act of kindness make a significant positive impact?		
4.	Was the chosen group/individual appreciative of the effort?		
Total Number: (4)			

Lesson 7: Reflecting on the Experience			
	Teacher Checklist Descriptor's	Yes	No
1.	Did the learners reflect deeply on their experience?		
2.	Were insights about empathy, needs, and kindness discussed?		
3.	Did the reflection show growth in understanding and skills?		
4.	Was the reflection honest and comprehensive?		
Total Number: (4)			

Lesson 8: Presenting the Journey			
	Teacher Checklist Descriptor's	Yes	No
1.	Did the learners present their journey creatively and effectively?		
2.	Were visual aids or performance used to enhance the presentation?		
3.	Did the presentation engage and inform the audience?		
4.	Was a self-reflection completed to wrap up the project?		
Total Number: (4)			



How did the project help _____ (name of learner) grow his/her skills?	Yes	No
<p>Critical Thinking: is about asking questions to understand the world, it is also about trying to make sense of information, evaluating it and connecting it to other pieces of information.</p> <ul style="list-style-type: none"> Was there a difference from the start to the end of the project in the learner's critical thinking skills? Did the learner ask questions? Did the learner find the relevant and appropriate information, evaluate, and analyse it and apply it to solve a problem? Did you notice a change in learner's critical thinking skills? <p>COMMENTS: What else did you notice ? _____</p> <p>_____</p>		
<p>Creative Innovation: is the ability to come up with many different ideas and apply them to find realistic solutions to problems.</p> <ul style="list-style-type: none"> Did the learner grow his/her creative innovation through the project? Was there a difference from the start to the end of the project in the learner's critical thinking skills? Did the learner generate ideas and seek solutions? Did the learner transfer his/her knowledge of and experience about culture to find solutions? Did you notice a change in the learner's creative innovation skills? <p>COMMENTS: What else did you notice ? _____</p> <p>_____</p>		
<p>Collaboration: is when people work with each other to complete a task. It involves co-operation and teamwork and the sharing of ideas to reach the same goal.</p> <ul style="list-style-type: none"> Did the learner grow his/her ability to collaborate through the project? Was there a difference from the start to the end of the project in the learner's collaboration? Did the learner show an ability to compromise, be considerate of others, and be positive in a conflict situation? Did the learner leverage on the strengths of others? (Pool their collective resources in terms of strengths and knowledge) Was the learner willing to listen, empathise, and give and receive useful feedback to the team? Did you notice a change in the learner's creative innovation skills? <p>COMMENTS: What else did you notice ? _____</p> <p>_____</p>		
<p>Communication: is all about sharing information, it is about what we say (verbal communication) and how we say it (non-verbal communication).</p> <ul style="list-style-type: none"> Did the learner grow in his/her ability to understand non-verbal cues such as tone of voice, body language through the project? Was there a difference from the start to the end of the project in how the learner spoke (articulation) e.g. stopped mumbling, talked at the right speed, used the right tone, etc. Did you notice a change in learner's ability to try and understand things from other people's perspective, e.g. empathy skills? <p>COMMENTS: What else did you notice ? _____</p> <p>_____</p>		