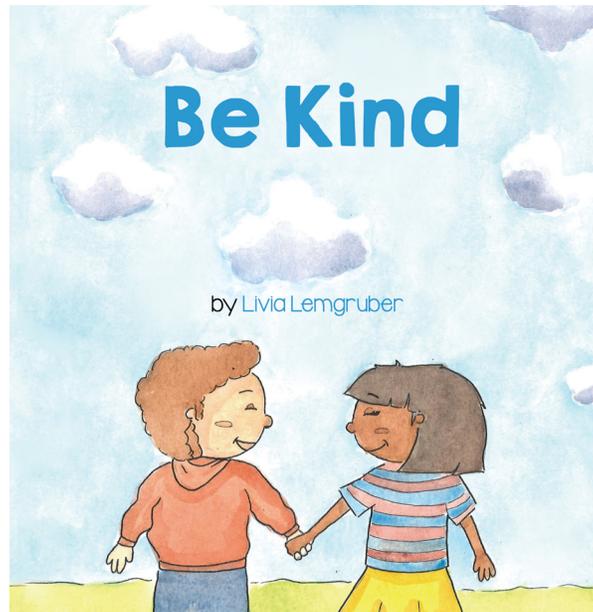


THEME: LIVING IN HARMONY

Topic: Kindness, Friendship, Community



Goal: Provide children with examples and an understanding of the ways in which humans can show kindness to themselves and others. The examples in the book and discussions will provide children with skills and strategies to foster relationships built on kindness, respect, equality, empathy, and understanding.

Book Used In Lesson: *Be Kind*

By Livia Lemgruber

This book is available in English-only and in many bilingual editions with text in English and one other language. Please visit Language Lizard (www.LanguageLizard.com) to see a full list of available languages.

Snapshot of Lesson:

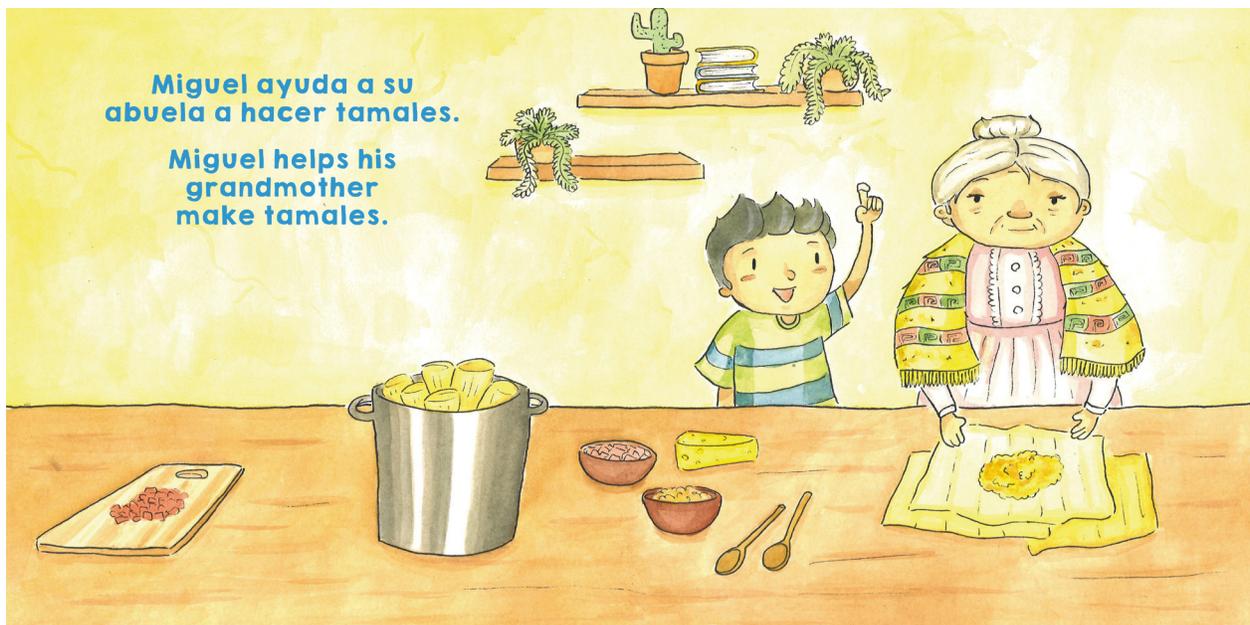
- Discussion of ways to be kind
- Vocabulary and word identification games.

- **Brainstorming words that are synonyms for kindness**
- **Prediction activities**
- **Extension activities**

Background Information & Discussion Points for Facilitator

'Be Kind' depicts racially diverse, culturally diverse, and linguistically diverse families. It also portrays different family structures, and different ways of life. The book highlights the importance of finding ways to support one another through acts of kindness. It also provides opportunities to discuss similarities and differences that can be used to strengthen children's understanding of diverse communities locally and globally.

The facilitator should be aware of the various family structures and cultural backgrounds of the children. They should also attend to the purpose of each illustration in order to prevent misunderstandings about diverse families and cultures. The lesson facilitator can consider pre-teaching vocabulary and constructing vocabulary cards in multiple languages representative of the students with whom the facilitator is working. As each page in the book is carefully planned to reflect diverse cultures, people, and places, it may be helpful to understand the illustrator's intention behind each illustration. The following notes may be of assistance to the facilitator.



Miguel ayuda a su abuela a hacer tamales.

Miguel helps his grandmother make tamales.

Miguel and Grandmother - In this picture, Miguel is assisting his grandmother to make tamales. Facilitators can discuss the importance of intergenerational relationships, assisting in home tasks, the nature of food sources (corn husks, masa, beans, cheese, salsa, chicken), based on geographic region (Mexico) and the symbolism of the grandmother's shawl in representing traditional Oaxaca clothing and designs.

Making tamales:

<https://www.history.com/news/what-goes-into-a-hot-tamale>

<https://tastesbetterfromscratch.com/mexican-tamales/>

Ivanna in Cafeteria - In this illustration, one child invites another to sit at the same table. The facilitator may choose to connect this with the importance of including all peers as we are all one community. This simple act of kindness establishes a positive and supportive environment for all.

Annya and Su-Wei - In this illustration, Annya plays with Su-Wei, sharing her doll. The doll is based on a traditional Taiwanese doll from the 1970s. The children are dressed in modern clothes with hints of Taiwanese culture as evidenced in the red tones of the clothing. Facilitators can discuss the commonalities of toys and importance of cultural symbolism. They may discuss the importance of including others and sharing as acts of kindness.

<https://collections.museumvictoria.com.au/items/251530>

Maia and Kauri - In this picture, two children sing to cheer up their father. The clothing in this image is based on the culture of the Maori in New Zealand, depicting modern wear mixed with traditional patterns and dress. Facilitators may discuss with children that we can extend kindness at all times. They can discuss with children that we may or may not know when someone is experiencing challenges like sadness or fear, and that acts of kindness may go far in supporting people we see every day.

<https://www.cnn.com/travel/article/maori-businesses-new-zealand/index.html>

<https://soldiersrd.nz/portraits-2/>

Rafik and Nadia - In this picture, one child is helping his cousin shop at a market in Morocco.

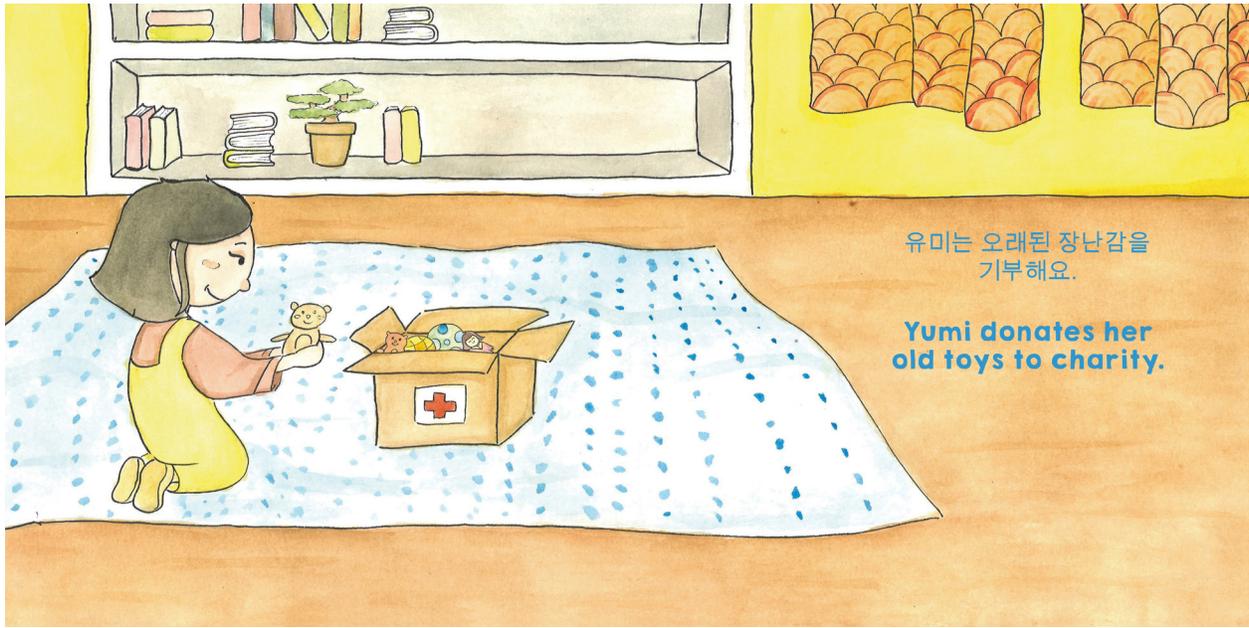
Facilitators can use this image to discuss how life is similar and different across the globe; that we all need to secure resources and that within communities we help one another to access resources that we cannot create for ourselves. The clothing portrayed here is mostly modern and the architecture of the city can be viewed in the background.

<https://www.journeybeyondtravel.com/morocco/architecture>

Raimi and Penpal - In this illustration, Quechua (Peruvian) clothing is depicted. The facilitator may discuss how many cultures have patterns, colors, or materials that are relevant to a particular culture historically and how those same patterns, colors or materials may be included in contemporary clothing. They may examine the similarities and differences in patterns, clothing, and colors depicted in the earlier illustrations in the

book and consider what patterns, clothing, and colors they associate with their own family and cultural histories. They may discuss how connecting and communicating with others, in writing or verbally, can be a simple act of kindness connecting humans near or far.

<https://threadsofperu.com/pages/quechua-symbols-patterns>



Yumi Donates Her Toys - In this illustration, Yumi is donating toys to others in need. The illustration is based on Japanese culture depicting Japanese patterns, Kiku and Shibori, on the carpet and curtains. The facilitator may discuss with children how we may support one another through donations of various resources including time, new materials, and resources that we no longer need. They may discuss with students ways in which they may volunteer or donate time or resources to others as an act of kindness.

<https://kirikomade.com/blogs/our-fabrics/japanese-patterns-1>

Anyango and Sister - In this illustration, children are carrying water, depicting the Luo culture. The clothing in this illustration represents more general Kenyan dress, including Khangas (cloths worn around the body in different patterns) as seen in several Kenyan cultures. Facilitators may discuss with the children that in communities across all continents, people are charged with the task of finding resources for daily living. In some areas, we experience privilege or challenge in securing resources (water, food, education, healthcare) based on our geography. Facilitators may also discuss with children that a single image representing a group of people does not represent everyone in that country. They may choose to show images of city life vs. rural life in many nations around the world in order to show diversity and disparity, as appropriate for the age of the child. Like in the

image of Miguel helping his grandmother, this image depicts the importance of kindness in our daily lives.

<https://theculturetrip.com/africa/kenya/articles/an-introduction-to-kenyan-traditional-dress/>

<https://babogenglish.wordpress.com/2016/01/14/kenya-general-information/>

<https://study.com/academy/lesson/moroccan-architecture-style-elements.html>

Isabela and Paulo - In this illustration, two children are constructing a puzzle together. The puzzle depicts Sugarloaf mountain in Rio, Brazil. The facilitator may choose to discuss kindness, sharing, compromise, and individual interests as well as common interests that bring people together. They may choose to emphasize natural landforms or landmarks that we associate with different geographic locations.

https://en.wikipedia.org/wiki/Sugarloaf_Mountain

Lesson Plan: *Be Kind*

Grade Level: K-3 (Note: the activities in this lesson plan can be tailored to suit the needs of the specific group of children, at the discretion of the facilitator.)

Time Frame: 30-40 Minute Session

Objectives:

Knowledge:

- Define the word *kind* and provide synonyms for the word.
- Investigate the different gestures of kindness demonstrated in the book.
- Establish and understand that we as humans can all be kind.
- Discuss and learn about the traditions and cultures highlighted in this book.

Skills:

- Compare, contrast, and explore how being kind to those around you provides mutual benefits for both the person being kind and the person in receipt of the kind gesture.
- Use language to explain and describe.
- Practice discussion skills that respect all voices and views.

Attitudes:

- Foster an understanding of the concept that we all speak the language of kindness.
- Identify the value of being kind.
- Appreciate similarities and differences in cultures and individuals' lives.

Essential Questions:

- How is diversity portrayed in this picture book?
- How can kindness help us build a community?
- In what ways can we demonstrate kindness every day and to all people?

Materials and Resources:

- *Be Kind* by Livia Lemgruber
- Chalkboard or posterboard
- Vocabulary flashcards

Linkage and Integration Across Subject Areas:

Language Arts: Vocabulary development, reading, using language to explain and describe, using language to formulate and answer questions.

Art: Illustrating or selecting images.

Geography: Locating cultural traditions around the globe.

Music: Listening to music from various cultural traditions.

Vocabulary to be developed in this lesson:

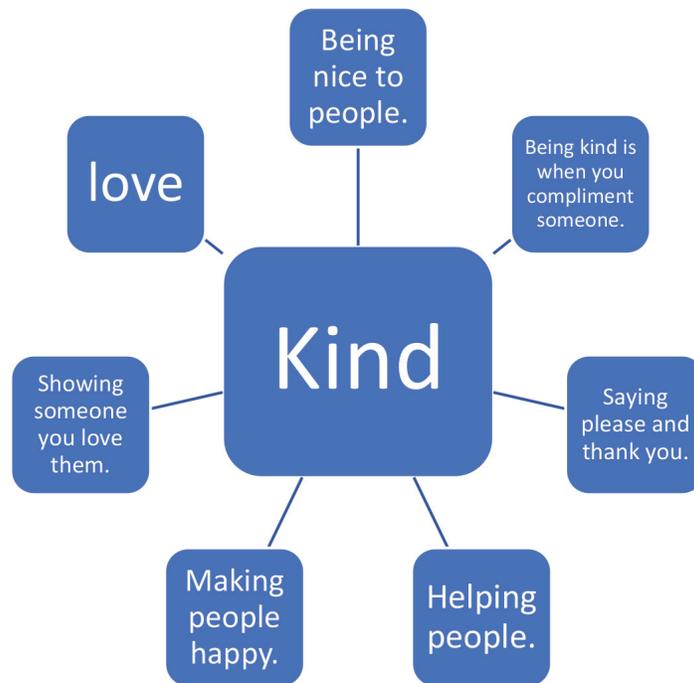
Familiar Vocabulary	Less Familiar Vocabulary
<ul style="list-style-type: none">• Kind• Student• Play• Cheer• Market• Letter• Carry• Water• Bakery• Puzzle• Kindness	<ul style="list-style-type: none">• Local• Tamales• Invite• Penpal• Donate• Charity• Language• Empathy• Compassion• Tolerance• Generosity

Procedure:

Introduction:

1. Begin the lesson by offering one kind comment about each child in the group.
2. Record the word 'kind' on the board. Elicit from the children what they think the word kind means.
3. As children share their ideas about the word kind, use a word web to record all the words and ideas the children suggest.

Example:



4. Discuss the array of responses the children have given as a whole class.
5. Ask students how they felt when they were given a compliment.
6. Ask students how they have demonstrated kindness to others.

Pre-Reading activities:

7. Show the cover of the book *Be Kind* to the children. Ask the children to make predictions about the story. Encourage the children to give a reasoning behind their

prediction. Give an example for younger children, such as “I predict this book will be about someone being kind because the title has the word kind,” or refer to illustration.

Vocabulary Development:

8. Using the list of words included above or additional words determined by the facilitator, elicit known vocabulary (familiar vocabulary) on the topic of kindness from the children. This activity can be supported by the use of flashcards and/or pictures.
9. Present new vocabulary (less familiar vocabulary) to the children. Using flashcards and/or pictures, invite the children to say/read each word. Ask the children if they know the meaning of the words and encourage them to provide an explanation of the word if possible. The facilitator may need to elaborate or provide additional explanations of some words and say the word in sentences so the students can hear the word in context. The facilitator may ask the children to create their own sentences containing the words, encouraging the children to make personal connections with the word. If there are bilingual children in the group, it may be possible to ask them to say the word in their language(s) or to include flashcards that include the key terms in multiple languages.

Reading:

10. Prior to reading the story ask the children a thought provoking question. “While listening/reading this story, think of a time when you were kind to another person, or when another person was kind to you. This may be something you mentioned earlier in our discussion or something new that comes to mind while we read.”
11. Read the book *Be Kind* with the children. The facilitator may choose to read the book aloud to the children, use choral reading (facilitator and children read the story together in unison) or see-saw (popcorn) reading (facilitator reads one sentence, children read the following sentence and continue alternating reading after each sentence). It is important to read with appropriate tone, pace, inflection, and expression to engage the children as much as possible. If there are children who speak the language of the dual language book, the facilitator may ask them to read a section of the story if they would like, or share how to say one of the words or express one of the actions depicted in the story, in their first language. The facilitator may have parents, siblings, or others record the book in other languages to be played for the children.
12. During the reading of the story, engage children in making connections to their own experiences, including:
 - a time when they were kind to another person
 - a time when others were kind to them

- how it felt when they were kind to others
- how it felt when they were treated kindly by others

After Reading Discussion:

13. Once the story has been read, allow for a class discussion based on the story. The facilitator may use questions from the list below or add questions based on their knowledge of the children with whom they are working.

Literal Questions:

(Readers use information directly from the text to answer this type of question.)

- i. In what ways do the characters in this book look the same?
- ii. In what ways do the characters in this book look different? (skin color, hair color, eye color, clothing, etc.)
- iii. What examples of kindness are portrayed in this story?
- iv. How did the characters help others?
- v. What were the relationships among the characters in the story? (siblings, friends, etc.)

Inferential Questions:

(Reader must use the information in the text to deduce the answer.)

- i. Is everybody's family or friend group the same in this story? How might families be different? How might friend groups be different?
- ii. How do we know that helping someone can make others feel good? What examples can we identify from the story?
- iii. When we examine an illustration, does that illustration represent everyone from that culture? How can we learn more about the variations within a particular culture?

Evaluative Questions:

(Reader uses his/her own knowledge to explore answers to this type of question.)

- i. How can we help others?
- ii. How can our words and actions help others?
- iii. What does it mean to be kind?
- iv. How can being kind to others help our entire community?
- v. Why is kindness important?

Independent Work/Group Work Activities

14. **Independent Activity: Expressing Kindness (Art):** Inform the children that they will express the story *Be Kind* through art. Each child should be provided with a blank page and drawing equipment. Ask the children to draw an image of their favorite part of the story that shows an act of kindness. Once they have drawn this, it allows for a deeper class discussion about the kindness demonstrated in the story. The facilitator should ask each child to reason why they chose certain scenes/images from the story.

Some important supporting questions to be asked:

- Why is this your favorite act of kindness from the story?
- Do you think that kindness was demonstrated here? How do you know that?
- How do you think the person who was being kind felt?
- How do you think the person who was receiving the kind gesture felt?
- How might you demonstrate kindness in a similar way?

15. **Group Work Activity: Imagination Exercise**

Ask the students to close their eyes and imagine a time when they demonstrated kindness.

Ask the students the following thought provoking questions:

- Where were you when you were kind?
- To whom were you kind?
- What action or words of kindness did you use?
- How did you feel when you were kind?

In pairs/groups the children should recount/discuss the occasion they imagined. As the students discuss their stories, the facilitator should circulate throughout the room monitoring and listening to the children's interpretations of what it is to be kind. This will allow the facilitator to choose a variety of stories to be shared with the class. This will also allow the children to see the many ways in which we as humans can show kindness. This provides an opportunity for the facilitator to ask the children if they speak other languages at home. Next, select groups/or an appointed reporter to report their *kindness stories*. As the children recount their stories, it is an excellent time to refer back to the stories of kindness that are outlined in the book and compare and contrast their experiences.

Conclusion

16. Ask the children to review the word web that they constructed at the start of the lesson. Add to the word web, any new terms or ideas that they learned from the book, *Be Kind*.

Ask students:

- Are all people able to be kind?
- How can we each participate in treating others with kindness every day?

- What are some ways we can be kind daily, to others?

Ask the students to stand up if they know one way to be kind to others. Have them shake hands (or another selected gesture that is age and culturally appropriate such as a smile, nod, wave) with people around them, to show a community of kindness in which every member has the opportunity and responsibility to be kind to one another.

Assessment:

Facilitator Observation: Children's engagement and interaction with the lesson, engagement in discussions, engagement with facilitator designed tasks.

Facilitator Questioning: Higher and lower order questioning (i.e., literal, inferential, and evaluative questions).

Facilitator Designed Tasks: Making predictions, vocabulary games, reading fluency activities, art activity, discussion.

Accommodations/Differentiation:

Differential modes of Representation: Illustrations, flashcards, pictures/photographs.

Differential Questioning: Use of higher and lower order questioning (i.e., literal, inferential, and evaluative questions).

Differential Product/Response: Written responses, oral responses, art responses.

Students may audio record in place of writing activities, find images in place of drawing, or work with partners during each of the activities. When possible, if students are learning a new language, the lesson facilitator may provide materials including written flashcards or audio recorded materials using the child's home language. In a classroom setting, it may be helpful for the English language learners (ELLs) to take the dual language book home either before or after the lesson. The children may read the book at home in the language they speak at home. This will increase the child's confidence when talking about the book in school. If possible, ask the child's parent/guardian to read and record the book in the language they speak at home. The recording could then be played in the classroom, enabling children to hear other languages spoken by their peers at home.

Extension Activities:

- **Kindness proverbs:** Have a language extension lesson on all the proverbs related to kindness - e.g., Actions speak louder than words.

- **Random acts of Kindness:** Older classes could organize a day in which they suggest strategies to perform random acts of kindness for all classes within a school. Examples – Make/share/display art for each class, or place a meaningful piece of art somewhere. Deliver chocolates (or another treat). Stand at the school door and complement each child as they enter. Bring traditional food to share with others at snack time.
- **Community Links:** Show kindness by organizing fundraising for a charity (e.g., coffee mornings, bake sales), giving back to their community. The facilitator may help children decide on a charity that they can support through donations of time, resources, or other needs.



- **Letter Writing:** The facilitator may engage the students in a letter-writing campaign to people in nursing homes, communities where tragedy has struck, or to individuals or communities who have demonstrated kindness. Explore with the class the idea of communicating with a penpal.
- **Classroom kindness box:** At the end of each day, students write down something kind that someone did that day.
- **Art lesson:** Draw images of something kind somebody did for them. Hang them on a kindness tree.
- **Kindness wall with classroom made kindness bricks:** As the teacher notices someone doing something kind, the teacher can ask them to record the event and add the brick to the wall. This wall should highlight to the children the variety of ways in which kindness can be expressed throughout the day. This can be used as a classroom behaviour strategy as the children will fill the wall when they receive a reward. For older children, the kindness wall can also be a metaphor to explain the concept that as someone is kind they empower others and develop

their confidence, making them stronger. The structure becomes stronger as you add more acts of kindness.

- **Kindness word cloud:** Using Apps like 'Wordle', create a kindness word cloud using words that the students provide.
- **Buddy/Mentor system:** Older classes could engage in paired reading activities with younger classes using books about kindness.
- **Research diversity:** Conduct research on a page from the *Be Kind* book, and the corresponding picture. For example, What are Tamales? In this activity, children can learn more about countries depicted in the story, patterns that represent cultures, landmarks that can be associated with different countries, and/or resources that are readily available or pose a challenge to people in different communities. Research can illustrate that within countries or regions, there is much diversity.
- **Kindness and the environment:** Create a link with kindness and the environment. Explain how we can be kind to our environment. Discuss Recycling schemes, planting trees, renewable energy, etc. Become a part of a *Green School Initiative*, raising awareness of all the ways we can be kind to our planet.
- **Music:** Learn, recite and create songs about kindness. Younger classes could sing existing songs about kindness. Older classes could create their own lyrics about kindness.
- **Mathematics:** Create bar charts about the amount of times each child showed kindness or were recipients of a kind act.
- **Language Arts:** Develop a list of synonyms for kindness and use them in sentences. Examples: affectionate, amiable, charitable, compassionate, considerate, cordial, courteous, friendly, gentle, gracious, humane, kindhearted, kindly, loving, sympathetic, thoughtful, tolerant, humanitarian, understanding, altruistic, amicable, beneficent, benevolent, good-hearted, neighborly, obliging, philanthropic, tenderhearted

All of the above extension activities will further enforce the concept that although we all speak different languages all around the world, and come from different backgrounds, we as humans can all speak the language of kindness.

Vocabulary Flashcards for Be Kind

Kind	Water	Penpal
Student	Bakery	Donate
Play	Puzzle	Charity
Cheer	Kindness	Language
Market	Local	Empathy
Letter	Tamales	Compassion
Carry	Invite	Tolerance
		Generosity

"This is an amazing resource! . . . This book will be so useful to so many!"

– *Caia Schlessinger, President of NJTESOL/NJBE*

"A tremendous resource that is practical and contains relevant literacy lessons rooted in best practice."

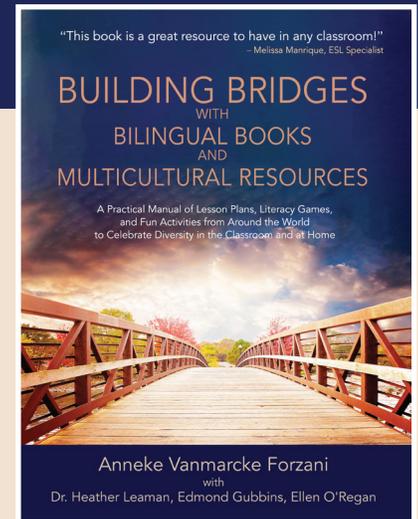
– *Lisa Gordon, Adjunct Professor, Department of Literacy, West Chester University*

"This book is a celebration of diversity in a global age."

– *Laura Harrison, Elementary School Teacher*

Building Bridges with Bilingual Books and Multicultural Resources

A Practical Manual of Lesson Plans, Literacy Games, and
Fun Activities from Around the World to Celebrate Diversity
in the Classroom and at Home



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- **Foods and Crafts** from Around the World
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- **Unique Holidays** to Promote Multiculturalism and Literacy
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