



ICEKit

#14

Be Kind

Pat Zietlow Miller & Jen Hill
(Roaring Brook Press, 2018)

Pages

1/15

ICEKit Summary

This ICEKit accompanies the picturebook *Be Kind* and enables children to explore Focal Field 1: Socially responsible behaviour when interacting with others. The activities start by activating the children's schemata of being kind and doing kind acts using either a book trailer or a song about kindness. This leads to children engaging in peritextual ponderings where they explore the dedication, title and/or blurb to predict what might happen in the picturebook. These predictions also help the children to reflect more deeply on kind actions and think about kind people.

After the read-alouds, the creative activities enable the children to consider the kind actions they might also like to take in the future. These include the options of creating a kindness mission map and/or a dramatised freeze of a kind opening from the picturebook and/or a kindness calendar. The ICEKit culminates in the *eWinning* cycle where the children create a pop-up Helpdesk focused on kind acts and invite members of the community to take away the children's suggestions of kind acts and incorporate these reminders in their own lives.

Focal field 1. Socially responsible behaviour when interacting with others.

ICE Outcomes

By the end of the ICEKit task and activity cycles, children will have opportunities to:

- explore ways to be kind and consider the consequences of kind and unkind actions
- relate to and empathise with others
- reflect on and compare kind ways of living
- stand up for others who are treated unkindly
- develop examples of kind communication and interaction

Cross-Curricular Outcomes

By the end of the ICEKit task and activity cycles, children will have opportunities to:

- produce a service that can be shared with people in the community (Citizenship)
- create a mission map or a kindness calendar (Arts and Crafts)
- act out a silent scene and a dialogue from the picturebook openings (Drama)
- develop social skills through sharing with schools in different countries/contexts and local community (Citizenship)

Setting the context

- Hold up the picturebook and show the children the front cover. Explain to the children that they are going to do some activities with this picturebook. Look at the title:

- **What does it mean to be kind?**

When did you last do something kind?

What was it?

What kind things do people do for you?

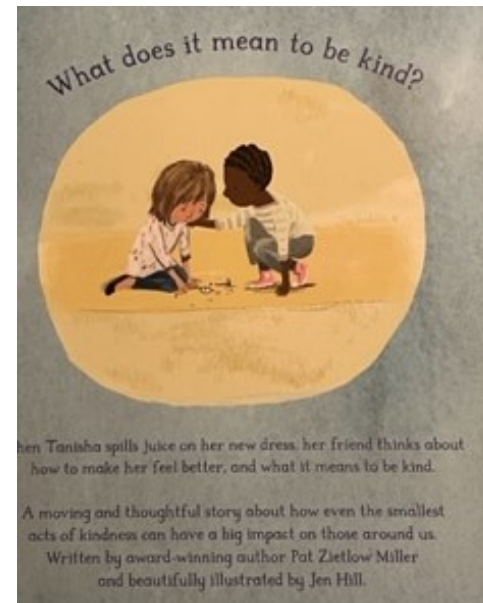
How do you feel when people are kind?

Hand out strips of coloured paper in the shape of petals (to represent the flower petals Tanisha gets at the end of the picturebook) and ask the children to write or draw an idea per petal.



Before reading aloud

- Peritextual reading: **The front and the back cover**
- *How do you think the girls feel?*
- *What do you think they are saying?*



What's this pink spot?

Before reading aloud

End papers



What's Tanisha doing?

What colour are the flowers on the poster?

What colour are your petals?

What colour is the spot on the front cover? Why?

Before reading aloud

*To two of the kindest people I know — my sister,
Pam Wells, and my friend Ellen Lawrence — P. Z. M.*

To my Mum and dad — J. H.

The dedication

Who are the kindest people you know?

What makes them kind?

While reading aloud

- **First read aloud**

Ask the children about the kind actions the people do. Ask if they also want to take those actions. *Why?/ Why not?*

- **Second read aloud**

Opening 1. Ask the children if something similar has happened to them.

Opening 2. *Do you think the children are nasty? Or, do they laugh because it is funny? Why?*

Opening 6. Ask the children what kind things they can do at home.

Opening 8. Ask the children to think of other kind words/phrases in English and in their own language(s).

Opening 15. Ask the children how Tanisha felt after she gets the gift (a picture)

After Reading aloud

- Our Mission Maps


Stick four sheets of large poster paper around the classroom a heading at the top of each one:

At home , we can be kind by...(+ing)	At school , we can be kind by...(+ing)	After school , we can be kind by..(+ing)	In the neighbourhood , we can be kind by .(+ing)
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Divide the children into pairs or mini groups and give them some marker pens.

Say that when the music starts, they should stand up and imagine they are in an art gallery or a museum.

Ask them to walk around and write/draw their ideas to each poster.

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- When the time is up, bring the four posters to the front and stick them on the board. Discuss as a class.
 - Set a speaking task for each group to agree on their top three actions from each of the posters: total 12 actions.
 - Each group has to create MAPS of its mission with the top 12 actions.
 - They can choose how to design and illustrate their maps (on poster paper/digitally, etc).
 - Say that they need to include the four headings in their maps: at home/at school/after school/in the neighbourhood.
 - When they have finished, recreate the gallery/ museum tour. Half of the class are visitors and half are guides.
 - Set a task for the guides to stand in different parts of the classroom holding their Mission Map posters/digital devices.
 - The visitors should walk around and ask questions about each of the maps.
 - Use the umbrella drill to provide language support,

What actions will you take at home /at school /after school / in your neighbourhood?’ / ‘We will + base verb...’

Miming frames



- Make groups of three and ask the children to choose the kindest act in the book. Provide a speaking frame: *What do **you** think is **the kindest** act?/I think the kindest act is when...*
- Each group has to choose one of the three acts and create a silent miming frame : they have to act out the action without speaking or moving: they can ONLY use gestures and facial expressions.
- Give the children some rehearsal time and space to act out their actions. Monitor to support them with ideas and encourage them to be as expressive as possible.
- When the time is up, bring the children back to the classroom and ask each trio to perform their actions. As they watch, the children call out which of the picturebook scenes they think it is.
- When someone guesses the right scene, the trio sits down.

BE THE – I – IN KIND



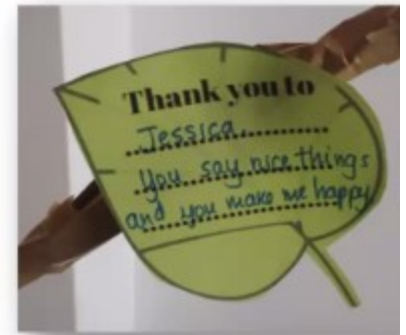
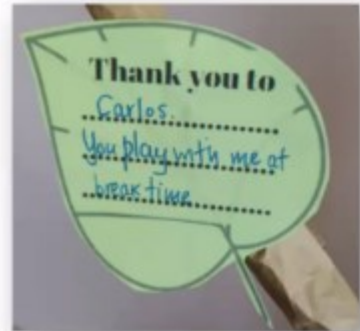
Horace Mann Primary School



Photo by Greg Willson

The kindness Tree

The Kindness Tree



Idea from Vanessa Reilly – Tesol 2022

A senses poem

A Kindness Senses poem

Kindness **looks** like my mum!

Kindness **feels** like a big hug from my son!

Kindness **smells** like my cat Fifi!

Kindness **sounds** like my favourite song!

Kindness **tastes** like a meal someone has cooked for me!

Song: <https://www.youtube.com/watch?v=F6LO3DEQBnQ>

Raising awareness Be Kind by Joe Reilly

With permission from Joe Reilly



Chorus

Use your *mind* to be kind

Be *smart* use your heart

Intend to be a friend

Then do it all over again

Use your *mind* to be kind

Be *smart* use your heart

Intend to be a friend.

Kindness never ends.

1. Even if someone acts mean to me
Kindness is my guide on how to be
I can use words that are encouraging
And pick someone up who is in need

Chorus

2. We all need someone who is listening
We can all be friends and not bully
We can use kind words like thanks and please
And be kind to the animals, plants and trees

Chorus

3. Treat others how you want to be treated
And your kindness can be repeated
In a world where you can be many things be kind
A message from your friends at Wines.

Chorus



<https://www.joereilly.org/>

Be kind song

<https://www.youtube.com/watch?v=BIleWBPWLns>



Taking action – eTwinning time

- Discuss: have the children vote on the top five kind acts from the picturebook
- Share: compare with those of a class from a different country though a videocall
- Co-create: explain they have to co-create a *Kind Acts Helpdesk* where they give advice to people about ways to be kind and it will be set up in their own community, so they need to create an attractive booth (posters, be kind messages, etc.)
- Co-create a slogan:



Take action day!

- On the agreed day and time, take the children to the venue with all of the equipment
- Explain that as well as giving out their umbrella templates and *Be Kind* messages to passersby, they should invite the community members to write their own messages on the umbrella templates



Share result of the Action

- Collate all of the *Be Kind* messages and help the children prepare to share these with the class in the partner country/context.
- Provide language support: *These are the Kind Acts the community members wrote. / Can you share your Kind Acts? / What did the members of your community write? / Do you think they will do the Kind Acts? Why? / Why not?*

