



# Superhero Class Kindness Behavior Chart lesson

## Be the 1

Adapted from [Operation Respect's Lesson 4: Conscious Acts of Caring](#)

## Preparation in Advance

Incentive charts can be great ways to improve targeted student behaviors. They reward the desired behaviors, in this case those that improve classroom climate. This lesson encourages your students to treat each other with kindness and respect. As your class works together to achieve the reward you set, they become a closer and kinder. Keys to creating incentive charts are:

- **Behaviors:** Concretely define the behavior(s) you are looking for. It is not enough to tell students to “be good” or “be kind”. They must be told what the behaviors look, feel and sound like. Focus on the behaviors you want to increase, not decrease.
- **Timeline:** Determine the time-period during which you will measure behavior. Students want to know if they are aiming for their goals every class period, day, week, or month. For students who need more reinforcement, make the time-period shorter.
- **Involve the whole class:** Make sure the whole class is invested in earning a reward. Include students in the decision process to increase motivation. Whole class rewards include movie days, ice cream parties, or dress like your favorite super hero day. These incentives also improve classroom climate since they break down barriers and increase positive student interactions.
- **Catch them behaving well:** Help students succeed by frequently catching them behaving well. Include ways for students to catch each other being kind as well.
- **Determine your behavior chart or tally methods:** Visually and concretely track behavior. For younger students, use the Be the 1 Behavior Chart and determine how you will tally the target behaviors. As students reach set tally goals, the magnet or line moves from the female super hero at the left end of the white line, to the final male super hero on the right of the line. Along the line, there are five steps represented by five other super heroes. Set the number of behaviors (acts of kindness, respect, inclusion) needed to move a step along the line. You can tally behaviors in the following ways:
  - **Basic Chalkboard Tally:** This is a low-maintenance behavior counting system where you keep a tally of points at the top of your white board or chalkboard. Each time your class exhibits the expected behavior, add a tally mark. Make sure your students see you doing so. When they get the agreed-upon number of tally marks, they get to celebrate with a reward.
  - **Goldfish Bowl:** Use an empty goldfish bowl decorated and labeled with something catchy, like 'Fishing for Good Behavior' or 'Bubbles of Kindness'. Each time students exhibit the desired behavior, put a pebble or marble into the bowl. Designate a few fill lines at which point they receive a reward.
  - **Random Acts of Kindness Bucket or Bucket Fillers Bucket:** Pair your efforts with the *Have You Filled a Bucket Today?* book. You and your students catch each other being “bucket fillers”. Then, drop a slip of paper into the bucket. Learn more with this [Bucket Fillers Lesson](#).



## Lesson Purpose

In this lesson, you and your students record and reinforce moments of kindness, respect, and compassion to become a more positive inclusive environment. Integrate this activity into your classroom routine year-round along with other [Be the 1 lessons](#) to maintain a safe and respectful classroom culture.

## Length of Lesson

Approximately one 45-minute class period, but it can be expanded to two.

## Grade

This lesson is modifiable for grades 1 through 12. For younger students, use the Be the 1 Behavior Chart do the activities as a large group. For older students, use a board tally, fish bowl, or bucket.

## Student Objectives

Participants will:

- identify caring behaviors
- create a community cultural norm of caring
- reinforce caring behaviors towards creating a caring classroom culture

## Materials Needed

- Chart or white board
- [Be the 1 Behavior Chart](#), decorated bowl, or decorated bucket
- Slips of paper for students to record acts of kindness - templates can be designed for the class or school using the school mascot, a fish with a hook for “catching”, a smiley face, or tiny buckets from this [Bucket Fillers Lesson](#)
- Optional: *The Have You Filled a Bucket Today?: A Guide to Daily Happiness for Kids*, by Carol McCloud (Author), David Messing (Illustrator) book

## Introduction & Discussion

DO: Write on the board:

- 1) A time when someone was kind and caring to me at school was \_\_\_\_\_.
- 2) A time when I was kind and caring to someone at school was \_\_\_\_\_.

Gather your students together in a circle facing each other. If Ground Rules have not yet been laid, do so utilizing the instructions from the [Class Meetings Toolkit](#).

STATE: Today we will be discussing kindness, caring, and friendship. After today, we will be looking for examples of it in our classroom. I'd like to hear from you. We're going to go around the circle clockwise. Each person will finish the sentence, “I feel cared for when....” If you are not ready to share, you can pass, and we'll come back to you.

DO: Continue until every student has contributed once.

STATE: In a moment, I'm going to break you into pairs. Once partnered, Partner A will ask partner B question 1 on the board while Partner A listens. Then Partner B will ask Partner A the same question while Partner B listens. Repeat the process with question 2.

## Group Activity

DO: Have students break into pairs. Bring them back into the group once done.

ASK: Who would like to share their stories with the group, either individually or as a pair?

DO: Go to the board and draw the following table to be completed as a class discussion.

Alternatively, this can be done by combining students into teams of four. Each team writes the table on a sheet of paper, discusses the table concepts, and writes their responses.

STATE: We are going to explore what kindness “looks like,” “sounds like,” and “feels like”.

DO: Have the class/teams brainstorm what they “see”, “hear”, and “feel” when they witness kindness.

Some examples of kindness “sounds like” are saying thank you, giving compliments, laughter, and asking “do you want to play?”

Give the class/teams no more than five minutes per item. With younger students, pictures of kindness can be drawn (smiling faces, someone holding a door). If working in teams, have a reporter from each share their work with the whole class.

Looks Like	Sounds Like	Feels Like

## Reflection and Conclusion

*Summarize key points and discuss.*

STATE: As individuals and as a class, we have SOME similar ideas as to what kindness looks like and sounds like. But we ALL have the same thoughts in terms of how it feels. It always feels good, respectful, and it's how we all want to be treated.

ASK: What, if anything, keeps us from being kind to one another?

STATE: We are going to work together to break down the barriers that keep us from acting in these ways. Most of us do kind and caring acts every day, but we don't recognize them. It would make our class an even safer, more respectful and fun place if we each worked to be more kind to each other. Therefore, for the next (*INSERT LENGTH OF TIME*), each of you and I will begin "catching" incidents of kindness, cooperation, and caring that happen with our classmates – those of us right here, right now – whether it is during class, elsewhere in the school, or online.

When we catch kindness, we will write a note (*POINT OUT STRIPS OF PAPER*) detailing the act of caring performed or witnessed. Basically, the note will state who did what for whom. Then drop the note into this (*POINT OUT THE TALLY JAR YOU WILL USE*). *If your students need encouragement to start, consider providing each student a certain number of notes, with their name on them, that they must drop into the jar. This trains students to watch for and recognize kindness.*

Every (*INSERT TALLY AMOUNT HERE*) I will move the line of kindness on the super hero chart (*POINT TO CHART*) to the next superhero. Once our class has reached (*INSERT TALLY AMOUNT HERE*) acts of kindness, we will celebrate as a class. It will be our time to really appreciate each other and have fun. *Detail the reward or brainstorm with the class and choose the most popular prize.*

We will continue to celebrate kindness all year. Once we hit our mark and have a celebration, we will begin again. *You may want to let them choose a new reward every time they reach a goal. Once the baseline behavior seems established and very consistent, consider letting the class choose a new project of kindness to complete together – for example providing meals for the homeless.*

Thank you for sharing your thoughts and feelings. I'm excited to begin catching each of you being kind.

## Optional Expansion Ideas & Lessons

- Electric Hand Squeeze (5 Minutes): Close the session by having all the students stand in a circle holding hands. Start the "electricity" by squeezing the hand of the person on your right. That person passes it on by squeezing the hand to the right. After the pulse has gone through the circle, go around a second time with a more difficult pattern (for example, do two short squeezes, or a long one following by a short one). Kindness—like the "electricity" in this activity—is infectious. So, pass it on! Have students wash their hands before and after this activity to spread only kindness, not germs.
- Art: Break students into groups of four to do cooperative art activities. Each group will create one piece of art that addresses one of the following questions (they can choose): If kindness were an animal, what animal would it be (make one up)? If kindness were a superhero, what superhero would he/she be (make one up)? What does kindness look like?
- Grades 6-12 through adults: For a period of time (several days to a week), students will be roving reporters, "catching" incidents of kindness, cooperation, and caring that happen at school or documenting actions of caring they themselves perform. All children should write and illustrate with artwork, photos or video about the act of caring they performed or witnessed. To ensure full participation, each student can be assigned a certain number of examples to record.
- Grades K-5 math: Acts of kindness and caring can be tallied or graphed each day for one or two weeks.
- Grades 6-12 social studies or history: Who were the allies of targeted groups during major historical movements and what impact did their caring have? For example, the Underground Railroad during slavery or those who helped Jews escape during WWII. Have students create fictionalized versions of a day in the life of one of these allies to better understanding their motivation, risks, and rewards.
- Grades 6-12 English or literacy: Explore themes of culture and how it is created through reading. For example, in *Lord of the Flies* a group of boys stuck on an island govern themselves through dominance and cruelty with disastrous results. Have students create an alternate plot line where kindness and respect were the story's central value.
- 6-12 Social Studies/Civics: Have students map conscious acts of caring in your community. What good deeds have resulted in educational programs, scholarships, and resources for the disadvantaged in your area?

