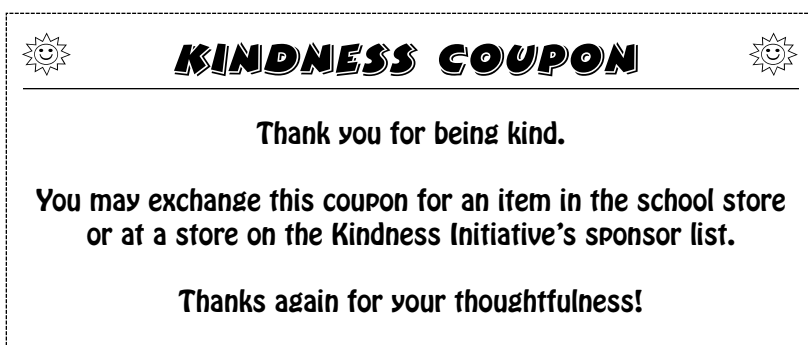


## Using Kindness Coupons

- Purpose**      ▷ To reward students who perform kind acts and the students who recognize them
- Materials**      ▷ Small items with which to stock a school store (pencils, erasers, toys from a fast-food chain, gum, and so on)  
▷ Copies of the Kindness Coupon
- Preparation**      ▷ Establish and stock a school store at which students may redeem their coupons.
- Directions**
1. Brainstorm possible sponsors who could either contribute directly to the purchase of small items or allow students to exchange Kindness Coupons at their stores.
  2. Contact and compile a list of local sponsors who accept the invitation to participate in the coupon exchange. Let potential sponsors know that each coupon will be worth 50 cents to a dollar. (Most businesses offer drinks or candy bars for redemption.)
  3. Make the coupons available to staff and faculty. A sample follows; the text of your coupon(s) may vary.



4. Encourage staff and faculty to distribute the coupons to any students who demonstrate kind acts. (They should strive to give out at least two per day.)
5. Notify students of the availability of coupons and the ways they can be redeemed (school store or local businesses). Encourage students to give their coupons to other students who appear to need a kind act.

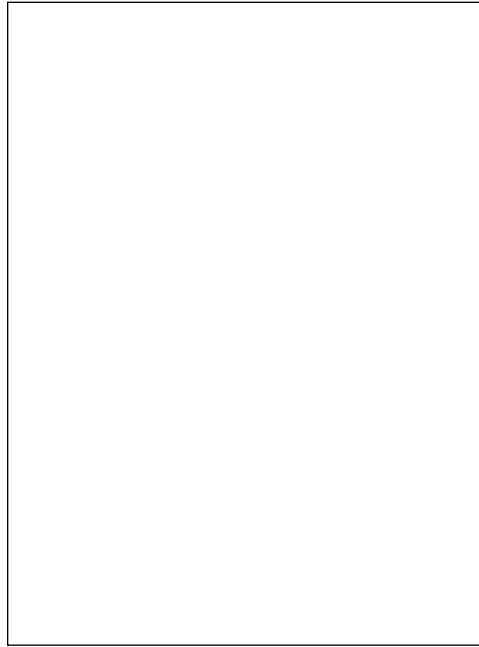
## Program Components

- Task Force:** A group of students, teachers, staff, and community members meeting regularly to review process and make plans
- Program Vision:** Involving creation of a slogan and/or graphic, development of a mission statement, and identification of measurable objectives
- Calendar:** Updated regularly to list program events over the school year
- Action Groups:** Groups that take on special projects, composed of five or six individuals from the campaign's constituents (staff, students, community members)
- Posters and Signs:** Located throughout the school to remind students of the Kindness Pledge and the Three Basic Rules.
- Events:** Designed to promote kind behaviors:
  - Kick-off event
  - Five days of kindness
  - Quarterly events
  - Other events
- Kindness Boxes:** Located around the school, in which students and staff can anonymously put notes reporting kinds acts
- Kindness Coupons:** Coupons that students "caught being kind" receive, with which they can purchase small items from a school store or local participating businesses
- Kind Buddies Connections:** A schoolwide buddy program in which older and younger students are paired in order to connect on a regular basis at special buddy events
- Study Buddies:** Pairs of older and younger students, in which the older students help the younger students with their schoolwork on a regular basis
- Student Service Team:** A group of students who can be called on to perform acts of service throughout the year (ushering, cleanup, special projects, and the like)
- Student Media Team:** A group of students who design audio or audiovisual productions promoting kindness in the school
- Guest Speakers:** Community members who are promoting positive change in the community and are willing to speak with students
- Student Speakers:** A group of students who are willing to speak to local community groups about the program

## Honoring Heroes

- Purpose**     ▷ To encourage students to identify adults in their lives who support them and to make closer connections with these adults
- Materials**     ▷ Hero Recognition Certificate  
▷ Colored markers  
▷ Glue  
▷ *Optional:* Photographs of the individuals students select as personal heroes
- Preparation**     ▷ Make three to five copies of the Hero Recognition Certificate for each student.  
▷ Ask students to bring in three to five photographs of people they consider to be heroes in their lives. If students are not able to bring the photos, they may draw pictures of their heroes on the certificates instead.
- Directions**     1. Distribute the Hero Recognition Certificates, markers, and glue to students.  
2. Ask students to decorate the certificates and fill in the blanks.  
3. When they have finished, ask students to glue their photographs, if they have them, onto the certificates (one per certificate).  
4. Create a classroom “Hall of Heroes” by posting at least one certificate per student.  
5. Ask students to hand deliver certificates to each of the heroes they selected.
- Discussion**     ▷ How did you decide who the heroes in your life are?  
▷ What characteristics do your heroes have?  
▷ How often do you talk with your heroes?  
▷ What special things do you do together?  
▷ What do you hope to learn from your heroes?

# *Hero Recognition Certificate*



*For the heroism you have shown in the life of*

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*you are honored for the following acts of kindness:*

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*Signature of student* \_\_\_\_\_ *Date* \_\_\_\_\_

## Character Cards

- Purpose**      ▷ To demonstrate how easily we make judgments about others on the basis of appearances and what we have been told
- Materials**      ▷ Chalkboard or easel pad  
                      ▷ Several 3-by-5-inch index cards (one card per student)
- Preparation**      ▷ Create a deck of cards with one card for each student in your class. On one third of the deck write the word *loser*, on one third *neutral*, and on one third *winner*.
- Directions**      **Part 1**
1. Ask students if their classmates hold roles in the class: prep-pie, jock, nerd, geek, and so on.
  2. List these roles on the chalkboard or easel pad, then ask the class to describe the characteristics of each role. List these as well.
  3. From volunteers, select a group of students willing to portray these roles for the class. (As much as possible, let students select the roles they will play.)
  4. Ask each student to present to the class how the character he or she chose looks, sounds, and acts. Presentations should be about a minute in length.
- Part 2**
1. Have the students form groups of five to eight students each.
  2. Shuffle the deck of cards you have made. Tell students not to look at their cards, then give each student a card.
  3. Suggest to the students that for the next few minutes they are to treat people in the following ways:
    - ▷ If the card says *loser*, avoid them, pay no attention to them, and ignore their ideas.
    - ▷ If the card says *neutral*, give them no special treatment.
    - ▷ If the card says *winner*, treat them as though they are wonderful. Let them say and do whatever they want.
  4. Ask the students to hold their cards up on their foreheads. In this way, everyone but the cardholder can see the card.
  5. Ask the students to plan a fun activity for the class: a field trip, lunch out, or a movie. (Or pretend it is the first day of school and they are meeting their classmates after summer vacation.)

6. Let students discuss for about 10 minutes, treating one another as their cards suggest.
7. Stop the students. Have them put their cards facedown, making sure they don't look at them yet.
8. Ask students individually to describe how they were treated and felt, then to guess what type of card they held. After they do so, have them look at their cards.

### **Discussion**

- ▷ How is this experience like everyday life in our class? In our school?
- ▷ How do you think people in our class and in our school choose whom to like? Is this fair?
- ▷ How should we choose the people we like and pay attention to?
- ▷ Is it necessary to like or agree with someone to include that person in your group or activity?
- ▷ What does this experience have to do with racism and discrimination of minority groups and other people with differences?
- ▷ How do you think racism and discrimination work?
- ▷ What is needed to end them?

### **Variation**

With the deck of cards created in the activity, make smaller decks of 8 to 10 cards, then give the decks to different groups of students. Have the groups create skits demonstrating how students often treat one another negatively on the basis of roles. Challenge groups to create and enact solutions to the problems they create.