## Primary Lesson Plans

**Ideal for Grades K-2**

Eight lesson plans featuring the concept of ‘Paying-It-Forward’ through kind actions.

### Book Title and Author

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| **Kindness is Cooler, Mrs. Ruler**<br>Margery Cuyler<br>Illustrated by Sachiko Yoshikawa | - Write and Color: Student ideas on how to keep kindness going  
- NED’s Number Line: Use to count acts of kindness in the classroom | Encourage Others  
Acts of Kindness  
Sharing & Helping  
Happiness & Joy |
| **The Kindness Quilt**<br>Nancy Elizabeth Wallace | - I did it! Writing about an act of kindness with the five Ws  
- Kindness Jar Label: Collect acts of kindness and celebrate success | Service Projects  
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Pay-It-Forward |
| **Each Kindness**<br>Jaqueline Woodson<br>Illustrated by E.B. Lewis | - Pay-It-Forward Kindness Chart: Brainstorm and record ideas  
- Ripples of Kindness: Start a ripple with an act of kindness | |

### K-6 Video & Lesson Plan

**Color Your World with Kindness**<br>2:13 mins<br>©2013 by A Better World

- Flow Chart: Record kind acts as they are passed along

### Pay It Forward Kids: Small Acts, Big Change

**Nancy Runstedler**

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Is it possible to Color Your World with Kindness? This delightful, two-minute animated video by “A Better World” demonstrates that small acts of kindness can indeed change feelings and attitudes of others the whole world ‘round!

Animated video: ©2013 by A Better World
Learn more about A Better World at ABetterWorld.com

Discussion Starters

1. Recall the four events that kept kindness going in the video.

2. Describe how each kind act impacted the recipient.
   Answers with vary. Stopped crying, went from sad to happy, smiles, gained confidence, heartwarming, less grumpy, contented, polite, joyful, etc.

3. Why do you think the video was titled “Color Your World with Kindness”? When color was added to the video – what feelings were conveyed?
   Answers will vary.

4. Have you ever had someone do a kind act like this for you? How did you feel when someone did something unexpectedly kind for you?
   Allow students to share similar stories.

5. How does it feel when someone is unkind to you? How does it feel when you are unkind to someone? What do you gain by saying and doing unkind things?
   Answers will vary.
Video Lesson Plan
Color Your World with Kindness

6. Describe the relationship between the person who acts kindly and the person who receives kindness, from each scenario in the video. The boy and girl were probably students at the same school and knew each other – they were sitting next to each other at lunch. Others did not seem to even know each other.

7. Should we only be kind to kids we know? Why or why not? How could it help make our school a safer place if more kids were kind to others? Teacher Note: Be prepared to discuss “stranger danger” and only doing acts of kindness to strangers in the presence of a safe adult.

8. Should we be kind to kids at school who are unkind to us? What about being kind to a bully?

9. What might happen if everyone was kind to the school bully? Do you believe that kindness has the power to change how a bully feels and acts?

Activities

More than Nice!
Brainstorm a list of positive, “feel good” words appropriate for the age of your students. Create a class word chart so that students have multiple word choices to use when talking and writing about positive feelings. Suggest older students create their own wordle (see the free word cloud generator at www.wordle.net).

Pay It Forward
What can you do to keep kindness going? Kindness has the power to change how people feel, think, and treat others. Try being kind to someone who has been unkind to you and see where it goes. Record each act on the printable provided.

Additional Bullying Prevention Support
Have a discussion with your students about NEVER GIVING UP on helping their school to be safe. ENCOURAGE them to be Upstanders when they see unkind acts and DO THEIR BEST to be kind to all kids – even a bully. Could a simple act of kindness have an impact on how a bully thinks, speaks, and acts? What if all kids in the school were kind to the bully? For more support - Use NED’s Preventing Bullying video and lesson plans at www.thenedshow.com/bullying.

For more info...
A Better World website: ABetterWorld.com

Create a Kindness Day at Your School!
Check out all the activities, available at www.thenedshow.com/kindness, for creating an all-school celebration of kindness at your school! Daily announcements, a poster, a bulletin board kit, kindness cards and more can help kick start a Kindness Day!

Kindness Button
Did you know you can purchase NED’s kindness buttons for your class? Visit www.thenedshow.com/shop_ned. Use them as a reward or incentive to encourage your students as they pay kindness forward!
Directions: Show someone kindness! Then, describe your act of kindness in the first box and pass the paper on to someone else in order to keep the kindness going!
When your school had The NED Show, most likely it was gifted to you by another school. So…when you bought a yo-yo after the assembly, you helped pay--it--forward to the next school. Now that's keeping kindness going!

Even kindergartners can make a difference when they all work together to do acts of kindness. Mrs. Ruler’s class builds a kindness bulletin board but they soon find that their classroom isn’t big enough to show the many different ways that kids can be kind to others. Author Margery Cuyler inspires children of all ages to have a heart and pay kindness forward.

**Kindness is Cooler, Mrs. Ruler**
by Margery Cuyler and illustrated by Sachiko Yoshikawa

**Themes**
Encourage Others
Pay-It-Forward
Acts of Kindness
Service Projects

**Key Vocabulary**
Kindness: doing something nice or good or caring for someone else
Scowled: to make an angry frown
Good Deed: a good act, action or work
Doing something nice for someone else
Grated (cheese): to rub against a tool with small sharp edges, cutting the cheese into small pieces
Blackboard: smooth, hard, writing surface to write on with chalk. Often black.
Canes: a stick that helps someone walk
Bravo: a saying that means good or well done
Exclaimed: to say in a loud voice
Congratulate: to praise when a good thing happens
Gerbil: small mouse-like creature with a furry tail
Community: your neighborhood. Usually includes homes, schools and businesses
Hooray: something you say when you are excited or encouraging someone
Manners: proper behavior, polite conduct

**Count on me:** do what is expected, or what was promised to do
**Puppy chow:** food for a young dog
**Shelved books:** to put the books away on a bookcase
**Skinned her knee:** scraped the skin off her knee, a boo-boo
**Ran for cover:** what you might say when running away for protection

**Discussion Starters**

1. **Why was the class “jumpy and grumpy”?** It was rainy all week and they hadn’t been able to move and play outside. What kinds of things were they doing? Teacher Note: encourage students to use illustrations and text to provide answers. Whispered during story time, staring off in space, falling asleep, playing with paper, throwing things, playing ball, swinging legs, kicking ball, looking out the window, pulling hair, stealing hat. Has our class ever been like that? What kinds of things do we do when we are jumpy and grumpy?

2. **What was the consequence for the five kids who Mrs. Ruler kept in from recess?**
She challenged them to perform five acts of kindness for their families and then share with the entire class.

**Pay-it-Forward**
When your school had The NED Show, most likely it was gifted to you by another school. So…when you bought a yo-yo after the assembly, you helped pay--it--forward to the next school. Now that's keeping kindness going!

**Aligned to Common Standards**
For correlation information for all of our lesson plans, please visit theNEDshow.com/lessonplans

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3. What did it mean when Mrs. Ruler said “Good deeds fill needs”? 
   Answers will vary: Look for something that someone else needs done. When you help, you are 
   doing a good deed.

4. What were some of the examples of the good deeds that Anaya and Tawana did at 
   home? They made special placemats, drew hearts on napkins to say they loved their mom, grated 
   the cheese for dinner, helped make the salad, loaded dishwasher, etc. What was their mom’s 
   reaction to their good deeds? It put her in a good mood and then they wanted to do more nice 
   things for her.

5. What good deeds did David do on the first day? He didn’t do any. What was Mrs. Ruler’s 
   reaction? She encouraged him to not give up and try harder

6. Share some of the ways that Raquelita and Connor practiced being kind. 
   Walked the dog, played ball with the dog, filled his water dish, played blocks with little brother, 
   helped carry groceries in the house.

7. What did David finally do to be kind to others? 
   Complimented his brother and shared his comb.

8. Why did Mrs. Ruler make it a class project instead of just for the 5 kids? The other kids 
   wanted to try it too. What did they do with all their acts of kindness? Wrote them on hearts 
   and make a bulletin board.

10. The E in NED’s name stands for Encourage Others. What are some ways you could 
    encourage others in our school and our community by paying forward kindness? 
    NOTE: The story itself does NOT tell what the kids and their families did in the community but 
    the author listed 100 Acts of Kindness in the back of the book. Help your kids think of kind things 
    they could do to PAY-IT-FORWARD and keep kindness going!

Writing Prompt

Discuss ways to be kind to other students in the class. Then have each student pick their favorite 
action and draw it. Use dictation or kid writing to have students talk about their pictures and write 
the words that they use to talk about their pictures.

Throughout the day – the teacher can choose one of the pictures and have the student explain 
their act of kindness. Then have all students stand up and start the pay-it-forward process by 
finding someone in the class to pay it forward to, spreading the kind act from student to student 
to student. After each child pays-it-forward – they should sit down until there is only one child 
left standing. Encourage that child to pay-it-forward to someone in another class at recess or 
after school! Remind students that they can ALL pay it forward to someone new as they become 
more like NED and keep kindness going.
**Activities**

**100 Acts of Kindness**

Many classrooms count the first 100 days of schools. Consider adding a count for each day that someone encourages others and extends kindness. Make it part of your daily calendar activity as you count 1-100. You can write them on a chart, make a heart bulletin board, have kids share, or use a special counter to keep track of kindness (using heart-shaped paperclips, etc.). Just like in the book, integrate math into your special collection of 100 hearts as you encourage your classroom to keep kindness going. This project can also be done as part of a Valentine's Day celebration in your classroom.

**Pay-It-Which-Way?**

Discuss and model the difference between back-and-forth kindness and pay-it-forward kindness. Model kindness with the demonstration described here. 

Being kind usually begins with those closest to you—big brother, mom, dad, sister, and then it can extend to kids at school that you play with and consider friends. Being kind isn’t always about being kind because someone was kind to you first. It is usually easy to be kind to someone if they are kind to you first—but what about when someone isn’t kind to you—or if they are even mean to you? Can you be kind to someone and expect nothing in return—that’s how you keep kindness going by paying-it-forward!

**Pay-it-Which-Way Demonstration:**

Model ‘back-and-forth kindness’ by saying kind words, just between each other.

1. Pick two students to come to the front of the classroom,
2. Ask them to each say something kind to the other. To emphasize the point, have them go back and forth a couple of times.
3. Then, have students model ‘pay-it-forward kindness’ by starting a linked arm chain until everyone in the class is part of the chain.
   1. Start off by saying something kind about one student.
   2. That student will join you in the front of the room.
   3. The student now calls out another student’s name and says something kind. That student joins the chain. The chain keeps growing until ALL students in the room are part of the chain.
   4. Discuss what could happen when the last student is added to the chain!

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**For more info...**

Accelerated Reading Quiz: 118479
Author website: www.margerycuyler.com

**Create a Kindness Day at Your School!**

Check out all the activities, available at www.thenedshow.com/kindness, for creating an all-school celebration of kindness at your school! Daily announcements, a poster, a bulletin board kit, kindness cards and more can help kick start a Kindness Day!

**Kindness Button**

Did you know you can purchase NED’s kindness buttons for your class? Visit www.thenedshow.com/shop_ned. Use them as a reward or incentive to encourage your students as they pay kindness forward!
Name: ________________________________

Directions: Color NED and write a sentence about how you can keep kindness going.
Minna and her classmates have been asked to work on Kindness Projects. Her acts of kindness keep growing and she can’t decide which ONE she will use for the project so she uses all 4 of them and puts them together to build a kindness square. She soon discovers that kindness can grow and grow and grow and pretty soon everyone is “encouraging others” and helping out!

**Themes**
- Encourage Others
- Pay-It-Forward
- Acts of Kindness
- Service Projects

**Key Vocabulary**
- Quilt: sewn together fabric shapes to make a new piece of patterned fabric
- Scampering: to run quickly or playfully
- Snoozing: a short nap
- Plucked: to pick off
- Scurrying: to move quickly or in a hurried way
- Gnawed: to bite or chew on again and again
- Practice: to repeat or do over and over in order to get better
- Celebrate: to party in honor of something special
- Community: people, homes, schools and businesses in the same part of town
- Litter: pieces of paper and trash scattered around where it shouldn’t be
- Moral of a fable: the good message in the story – what you can learn from the story

**Discussion Starters**

1. **What is a fable?**
   A short story that teaches a lesson, the characters are usually talking animals

2. **What was the lesson to be learned in the fable Mrs. Bloom read to the kids?**
   In the fable, the lion decided not to snack on the mouse and instead let the mouse go. Later the mouse helped the lion. This showed kindness back-and-forth between the two animals. Who was the lion kind to? Who was the mouse kind to? Use a pendulum or a teeter totter or a scale to demonstrate back-and-forth kindness.

3. **The E in NED’s name reminds us to Encourage others. How do you feel when someone encourages you with kindness? Do you feel the same way when YOU encourage others with kindness?**
   Answers will vary. Kindness makes me smile, makes me happy, feels good. Being kind to someone can me you smile, feel happy and feel good too!

4. **Discuss the difference between ‘back-and-forth kindness’ and ‘pay-it-forward kindness.’**
   Answers will vary. Back and forth means – you are kind to me and in return, I am kind to you. Pay it Forward kindness is when you are kind to someone with nothing expected back. You may not know this person but you choose to be kind in hopes that you can make them a little happy and then they will be kind to someone else. Sometimes you are kind to others who are not kind in return. Use a scale to demonstrate balancing out kindness by going back and forth with kindness. Show how sometimes you give out kindness and get nothing in return.

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The Kindness Quilt
by Nancy Elizabeth Wallace

5. Is it easy to be kind to someone who is kind to you? How does it make you feel? Answers will vary. It is often easy to be kind back and forth. Remind students to be kind because it makes them feel good.

6. How do you feel when you are kind to someone who hasn’t been kind to you? How do you feel if someone has been kind to you and you weren’t kind to them? How does it feel when you are unkind to someone? Answers will vary. Some will say it feels strange when someone “pays back” unkindness with kindness. You may wonder why they did that. It may stop you from being unkind because you realize how odd it feels when they are nice to you for no good reason. Sometimes you can lose an enemy and make a friend by “paying back” unkindness with kindness.

7. When you pay kindness forward, you are not expecting kindness in return. Give examples from the book of how kindness was paid forward from one person to another and so on.
   Jadelyn was kind to Keisha (gave her an apple)
   Then Keisha was kind to Zack (shared the computer)
   Then Zack was kind to A.J. (helped build blocks)
   Then A.J. was kind to Minna (shared yellow cards)

Writing Prompt
I did it! Choose one act of kindness that you can pay forward today at recess or lunch. Afterwards, write in your journal about the experience and focus on the who, what, when, where and why. Don’t forget to write how you felt!

Activities
Do IT!
Have two kids come up and model kindness back-and-forth by saying kind words, just between each other. To emphasize the point – have them go back and forth a couple of times.

Then have kids model pay-it-forward (with kind words) by starting a linked arm chain until everyone in the class is part of the chain. Teacher starts by saying something kind about one student. That student joins the teacher in the front of the room. The student now calls out another student’s name and says something kind. That student joins the chain. The chain keeps growing until ALL students in the room are part of the chain.

ASK: Now what? How can we pay-it-forward from our classroom? Answers will vary. Help students brainstorm how to pay kindness forward to their families, their school and their community. Help them come up with ideas and categorize them appropriately. Have kids share new ideas throughout the week and keep the list growing.

Example:

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<tr>
<th>FAMILY KINDNESS</th>
<th>SCHOOL KINDNESS</th>
<th>COMMUNITY KINDNESS</th>
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<tr>
<td>Offer to help wash dishes</td>
<td>Pick up trash on playground</td>
<td>Pick up trash in your neighborhood</td>
</tr>
<tr>
<td>Take care of a pet (when it’s not your job)</td>
<td>Deliver message to office</td>
<td>Help neighbor with a project</td>
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<tr>
<td>Do an extra chore</td>
<td>Ask someone new to eat lunch with me</td>
<td>Donate clothes &amp; toys to those in need</td>
</tr>
<tr>
<td>Help a sibling</td>
<td>Straighten up a mess in the classroom</td>
<td>Collect pennies for a good cause</td>
</tr>
<tr>
<td>Clean up a mess someone else made</td>
<td>Share supplies with someone who has none</td>
<td>Write thank you note to police or firemen</td>
</tr>
</tbody>
</table>

Never Give Up  Encourage Others  Do Your Best
The Kindness Quilt
by Nancy Elizabeth Wallace

Kindness Jar
Create a classroom Kindness Jar. For each act of kindness witnessed, add a dried bean to the jar. When the jar is full, have a celebration. (The beans could become jelly beans and enjoyed by all students!)

NOTE: Have private conversations with kids who are doing unkind acts and explain that it’s like taking two beans out of the jar because unkindness often does a lot more damage than a small act of kindness. Encourage students to do two acts of kindness to undo an unkind act!
Name: ____________________________
I did it! Draw a picture and write a sentence about an act of kindness you did today.
Classroom Kindness Jar Label

Directions: If possible, print on full-sheet label paper. Cut out the label and attach to a jar.

KEEP KINDNESS GOING

www.theNEDshow.com
Classroom Kindness Jar Label

Directions: If possible, print on full-sheet label paper. Cut out the label and attach to a jar.
Each Kindness  
by Jacqueline Woodson and illustrated by E.B. Lewis

Themes
Encourage Others  
Pay-It-Forward  
Kindness  
Friendship

Maya tries to befriend Chloe without success. After Maya moves away, Chloe begins to understand that small acts of kindness have a ripple effect that can change the world. Although she missed her opportunity with Maya, Chloe might be able to pay-it-forward the next time now that her heart understands more about how kindness moves forward.

Key Vocabulary
Fingers laced together: 2 people holding hands with fingers of one hand in the spaces of the other (demonstrate)
Tattered: torn and ragged, possibly piece hanging off
Secondhand store: place to be pre-used clothing and things
Ripped: to move or flow outward, starts small and gets bigger and wider as it goes out

Discussion Starters

1. Why do you think the other kids were not very nice to the new girl, Maya?
   Answers will vary. Bad appearances, clothes looked old and ragged, shoes were “spring” shoes not meant for snow, one shoe strap was broken, shy (whispered hello), already had other friends, unkind.

2. How do you think Maya felt? How did she react to their unkindness?
   Maya kept trying, even though when she smiled there was no smile in return. Maya looked towards Chloe but she looked the other way. She invited them to play with her jacks and ended up playing by herself. She invited other toys for them to play with even though they said no. Maya never gave up trying to be friends with them. She also didn’t let them stop her having fun (she played by herself). NOTE: Show students the illustrations again to see if there are visual clues to how Maya felt.

Activity: Ripple Demonstration

Model the kindness lesson the teacher did in the book. Fill a large bowl with water and drop a small stone in it. Have students describe the tiny waves that ripple out, away from the stone. Explain that kindness is like this... each little thing we do goes out, like a ripple into the world. Add to the explanation that the rings don’t always touch each other but rather they move further away from the center. Kindness can be like this if you pay-it-forward... it keeps rippling out to different people and can get bigger and bigger, touching more people.

3. Why did Chloe not drop her stone in the water?
   Answers will vary. She didn’t feel she had done anything kind, especially to Maya.

4. What changed after Maya was gone? How did she feel?
   Chloe felt regret that she had not done anything kind. She wished she had acted differently.

5. If NED were a student at the school, how could he have encouraged Chloe?

Never Give Up  Encourage Others  Do Your Best

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Writing Prompts
What Happens Next?
Teacher Note: These prompts work as an interactive class writing activity or individual writing. Brainstorm and discuss what might happen after this story ends. Chloe missed the first opportunity with Maya but she should look for the next opportunity. Will she respond differently? How will it impact others? What happens next for Maya? Is it possible for Chloe’s next act of kindness to be paid forward all the way to Maya?

Journal Writing Prompt
Ms. Albert said, “Each kindness makes the whole world a little bit better.” Write about a kindness that you can pay forward that might make the world a little bit better.

Activities
The Human Pay-It-Forward Chain
Have students model paying-it-forward! Start a linked arm chain until everyone in the class is part of the chain. Begin by saying something kind about one student. The student joins you in the front of the room. That student now calls out another student’s name and says something kind. That student joins the chain. The chain keeps growing until all students in the room are part of the chain.

Pay-It-Forward Kindness Chart
Ask: “Now what? How can we pay-it-forward from our classroom?” Answers will vary. Direct student to see that kindness can be paid forward at home, school and community. Divide students into three groups and assign each one of the columns on the printable. Have each group brainstorm and record their ideas for paying kindness forward. Each group should take five minutes to list as many ideas as they can and then pass it forward to the next group who reads their ideas and adds new ideas. Keep passing it forward until all students have contributed to all three categories.

Ripples of Kindness
Use the printable to create ripples of kindness in the classroom. Each student starts by extending kindness to someone. That student then pays-it-forward to someone else. How big can your ripple of kindness get?
Kindness can be paid forward at home, school and community. How can you pay-it-forward? Record your ideas for paying kindness forward in the three columns. List as many ideas as you can!

<table>
<thead>
<tr>
<th>Family Kindness</th>
<th>School Kindness</th>
<th>Community Kindness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set the table for dinner</td>
<td>Pick up garbage at recess</td>
<td>Collect socks for homeless</td>
</tr>
</tbody>
</table>

Name: ____________________________
Directions: Create a ripple of kindness in your classroom by writing a kind sentence about someone. Hand the paper to that person. That student then pays it forward to someone else by writing a kind sentence about someone else. How big can your ripple of kindness get?