



Kindness is one of the human qualities that better reflects the human essence, because a kind person is essentially good, benign and benevolent. Sometimes it is related to amiability. It is the inclination to do good, and it implies affection towards fellow men, condescension, understanding towards the others.

The best human beings are usually kind; for that reason to initiate children in kind conducts from an early age is one of the most important tasks of education for peace, moral and political education, and education in its more general sense.

The child learns to be kind in the first place from the model that is offered to him by the adult, and in second place by the accomplishment of actions with implicit kind behaviours, in this way he understands that the best thing to do is to help, to understand and to cooperate, instead of attacking, snatching or mistreating. The adult models can be those near him, or those that are in the media: television, cinema, videos. In the years ahead literature is going to play an important role in this development.

Kindness can be taught in many different ways and in many different contents, and the child can learn to be kind with his equal ones, with adults, with animals, even with those who do not know him.

The early childhood center must be a place where kind conducts have their greatest expression, because they help the children to feel attracted to repeating those conducts that they observe in all those that surround them.

Activity no 1 "The other king"



Summary of the activity:

First, there will be a conversation with the children to determine what they know on kindness, in the second part we will narrate the story "The other king". In the third part of the activity the children will be asked questions on the story, and finally, in the final part, they will draw and construct inspired by the theme: "The castle of the other king."

Objective:

- That the children learn what kindness is and how kind people act.
- To reaffirm practical abilities for drawing and construction.

Procedures:

- Conversation
- Questions and answers

- Construction
- Drawing

Material Resources:

Colour pencils, watercolours, plastic or wood construction materials (blocks).
Pictures for the narration of the story.

Development of the activity:

1st Part

The educator will begin with an exploration on the knowledge that the children have on kindness, if they know some kind person, and to explain why they consider him in this way.

2nd Part

Using pictures of the plot the educator will narrate the story of "The other king".

"The other king"

People say that there was once a king who lived in a very beautiful castle, who was always in a bad mood. One day that rained non-stop on the desolate garden of the immense castle, the king observed that the scared birds hid underneath the shed to escape from the rain, and that bothered him very much because surely those large birds were going to soil the sheds.

As he was ill-humoured he called a servant and told him:

"Go immediately to the sheds and take out all the birds that you find there! And bring me one of them to give it a lesson.

"Shaking, because the servant knew the temper of the king, he left running and in a short while a cloud of birds flew away from the shed. After a while the servant brought to the king a crow that was so soaked that it almost could not move its wings.

"Ha, you wicked! The king exclaimed. I will teach you a lesson!" I am going to cut your wings so that you never fly again into my shed.

"It does not matter what you do to me" answered the crow, "My other king will help me so that my wings will grow again."

"Which other king are you talking about, large bird? Here there is no other king, and I am the king!"

"You are mistaken, the bird said, in the deepest region of the Shady Forest lives the Kind King that reigns with affection and respect in that entire region."

Another king? Then I will send my armies to pulverize him! There is no other king apart from me!"

"If you send your army surely you will lose, because all the animals of the forest, all the trees in the path, all the fairies and elves of the forest will make your soldiers get lost on their way, and they will never return."

And the king, who was sullen and bad-tempered but non clumsy, realised the truth that the crow told him, because whenever any soldier had gone in a military mission to the forest he had never returned.

For that reason he decided to disguise himself as a farmhand, and to go alone to the forest to look for the other king, because although sullen and bad-tempered he was not a coward. And it is said that he walked for several days, and he did not find the other king, and he became weak, feeling hungry and thirsty and he fainted.

And what a surprise! when he woke up he saw that he was in the cabin of a woodcutter because it had enormous axes hanging on the walls! The king was a little frightened, but soon he thought that if nothing had happened to him already, it was not going to happen to him now.

And an enormous woodcutter suddenly came into the cabin and smiling he asked him:

"Are you well, my friend? You have been sleeping for two days, you were very tired, what were you doing in these places so far away?"

I'm looking for the king that people say that lives around here, but no matter how hard I tried I could not find him, then I fainted.

"Then, stay here to recover, and when you recover your strength, you continue looking for that king that lives around here."

The days went by, and the woodcutter, who was a very kind man, shared with the king his food and his roof, until the king was better. The king, much to his regret, felt very thankful to that man, who without knowing him had helped him a lot. He even proposed to him that he went with him so that he could have a better life outside the forest.

"Outside the forest? Here I have everything that anyone can wish: all the animals and trees are my friends, the people who also come and go, here I live free and happy."

The king thought that the logic of the woodcutter was not bad, when suddenly the crow from the shed came flying and when it saw the king it started to shout: That is the king who wanted to cut my wings! And turning to the woodcutter it shouted to him: My king! It is necessary to punish him!

The first king remained stupefied. So, the woodcutter was the other king! And he was alone without his army there.

"No, crow" answered the king-woodcutter, "To do damage does not bring goodness in it. Let us leave the king go away to his castle, because kindness is the best of the man's qualities.

And it is said that the real king felt so ashamed and learned so well his lesson that from that moment he changed his behaviour with his subjects and became a kind king, he changed so much that the people of the region began to like him a lot.

But sometimes they say that, because nobody knew for sure, he went for a few days to the forest to talk with the other king, who without a castle and an army and so alone with his kindness reigned in that entire place".

3rd Part

The educator will ask the children:

Is the change that the bad-tempered king had good? Why?

How was the first king in the beginning?

And how was he after meeting the other king?

Why was the woodcutter, who had neither castle nor army, also considered as a king by everybody?

Is the woodcutter kind? Why?

How do kind people behave?

Would you like to be like the woodcutter- king? Why?

4th Part

The children will be invited to do drawings and constructions guiding themselves by the subject of the story "The other king".

Once the drawings are done there will be a group discussion to see to what extent the children understood the message of the story, and if they have known how to shape it in their works.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
In the beginning they did not know how to explain how a kind person acts.			
They extended their knowledge on kind people.			
When doing the construction and drawing activities, they related them to kind conducts.			
They expressed opinions on being kind.			
They have shown with some frequency kind behaviours.			

Activity no 2

"We complete the story"



Summary of the activity:

The idea in this activity is that the children will complete a story and later, together with the educator they will evaluate what has happened during the activity.

Objective:

- To develop in the children kind behaviours.
- To give notions to them on what kindness is.

Procedures:

- Story
- Conversation
- Questions and answers

Material Resources:

Texts of various stories, big pictures.

Development of the activity:**1st Part**

The educator will explain the activity to the children. The educator will initiate any story so that the children complete it. Later the educator will read the new story.

For the activity the educator will create the stories, for example:

First story

A child was walking along a street and saw a blind man that was trying to cross a very congested street, but he did not dare do it because he felt that there were too many cars passing by, then the child.....

Second story

There was an old man walking along the street when some children who were playing in the park hit him hard in the leg with their ball. The old man felt much pain and could not walk, it was then that a girl who was passing that way.....

Third story

A child was crying inconsolably because he had lost his ball and he could not find it, it was then that an older child passed that way and when he saw the younger one crying with so much grief.....

The educator can create the stories that he considers suitable, whenever they adjust to the subject matter planned for this activity: kindness.

2nd Part

In this part the children will complete the story and the educator will write the answers that they give in a group meeting, so that everyone can hear what the others created.

3rd Part

Next the educator will read the stories again so that the children analyze each of the answers given to complete them. Guided by the educator they will analyze the stories based on the following aspects:

- If the proposed end is coherent with the beginning of the story
- If the end that is given truly shows a kind conduct or not, and why.

This part of the activity will be summarized by the educator, who will emphasize all the feelings and kind actions reflected in the stories.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They finished the story giving it a kind ending.			
They needed help to finalize the story giving a kind ending.			
They expressed manifestations of kindness outside the activity.			
They gave opinions on observed experiences of kind conduct.			

Activity no 3

"How are kind people?"



Summary of the activity:

In the first part of the activity the educator will lead a conversation with the children to learn what they know on kindness, and he will explain what it means to be kind; he will give examples of kind people, later the educator will teach a poem to them. After learning the poem, the children will recite it and finally they will make gifts for children who need them.

Objectives:

- To develop in the children notions on kindness and how kind people act.
- To give models of kind adults for the children to imitate.

Procedures:

- Conversation
- Questions and answers
- Practical actions
- Recitation

Material Resources:

Material to make gifts, such as: cardboard, temperas, colour paper, tape, glue, paste, small clothes and ribbons for dolls, etc.

Development of the activity:**1st Part**

The educator will try to know the notions that the children have on kindness. For this he can use the following questions:

Can you say what kindness is?
 Do you know how a kind person acts?
 Have you met someone kind?
 Can you tell any story of someone who is kind?

The educator based on the answers of the children will explain what kindness is and how kind people act; he will also show examples of well-known people who are outstanding by this quality, or fairytale characters, or from cartoons.

Later he will summarize this part explaining to the children that kind people are not those who act in an interested way or to make an impression, but those that do it because when they do it they feel well.

2nd Part

Recitation of a poem on kindness created by the educator.

After the children learn the poem, the educator and the children will analyze the message of it.

3rd Part

The educator will invite the children to make gifts for the children who need them; they could be people who live in orphanages, ill children in hospitals, even those of other countries that live in disaster zones.

First he will talk with the children on the importance of making the gifts for other children; then he will explain to them that this is a good example of kindness.

A table with the necessary resources for the preparation of tokens will be needed, and the entire group will participate in the preparation for the activity.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They had at the beginning of the activity some notions on kindness.			
They extended their knowledge on kindness and how kind people act.			
They showed interest in making gifts for the children.			
Their knowledge on kindness has been enriched at the end of the activity.			

Activity no 4 "What makes people kind?"



Summary of the activity:

The activity consists of presenting several situations that the child has to solve and demonstrate notions on how kind people act.

Objectives:

- To develop in the children positive feelings towards kindness.
- To form positive experiences when doing kind actions.

Procedures:

- Conversation
- Questions and answers

MaterialResources:

Various pictures

Development of the activity:

1st Part

In the initial part of the activity the educator will read several situations that happen in daily life, he will present a picture that reflects it and will ask the children:

What would you do...

- If you only had a toy and a smaller friend wanted it.
- If you had many toys and another child who had just a few asked for one from you.
- If you see at the door of the church or in the street an old man asking for money and he asks you to help him.
- If someone asks you to do something which is unkind.

The educator can add all the situations that he thinks suitable, as long as they refer to the value that we are trying to form in this activity: kindness.

2nd Part

In this activity the educator and the children together will evaluate the solutions given, praising the good answers and clarifying erroneous ones.

EVALUATION CRITERIAL			
Observed conduct	Yes	No	Comments
They knew how to give a kind solution to the situations presented.			
They needed help to solve the situations suggested.			
Their answers show that a kind conduct is being formed.			
They praised the kind behaviours of their companions.			
They were touched before the observed kind conducts.			

Activity no 5

"Describe a kind person"



Summary of the activity:

This is a game. The children organized in group of five will have to make a story on kindness based on the description of the selected character, in this case Mother Teresa of Calcutta. Finally they will evaluate the best stories to award them.

Objectives:

- To develop in the children knowledge on kindness as a positive quality based on a real character.
- To apply the notions that they have on kindness in a coherent story.

Procedures:

- Stories
- Description
- Questions and answers

Material Resources:

Cards with a big drawing of Mother Teresa of Calcutta, or photos of her in diverse activities.

Development of the activity:**1st Part**

The educator explains the activity to the children.

This is a game in which the children will form groups of five, for this, they will look in a big box for a card with a a photo of Mother Teresa of Calcutta.

After the children have in front of them the photo of Mother Teresa of Calcutta, the educator will tell them:

"We have selected the figure of Mother Teresa of Calcutta because everybody says that she is a very kind person". He will be using the following questions:

Do you know who Mother Teresa of Calcutta is?

Have you seen her in the cinema or television?

Why do you think that we have selected her for the activity?

Later the educator will ask the children to form groups so that all the children participate.

"Now each group will prepare a story on kindness based on the figure of Mother Teresa of Calcutta, and the winner will be the group of children who prepares the best story and answers the questions well. If a group does not know the answer, the question goes to the other team, if they respond correctly then they get the point.

2nd Part

Once the children have been organized in groups the educator explains to them that among them they will make a story on Mother Teresa of Calcutta, and if they do not know her, they can choose anyone from their family, or neighbour, or someone from the community that they know, or people from the school, who usually have kind actions.

3rd Part

The educator invites the children to give their opinions on the stories to choose the best ones. This evaluation will be guided by the educator that will orientate the children what is the best story that:

- Has been expressed with clarity and coherence
- That the main idea was referred to kindness
- That the characters (Mother Teresa of Calcutta or others) have had kind conducts

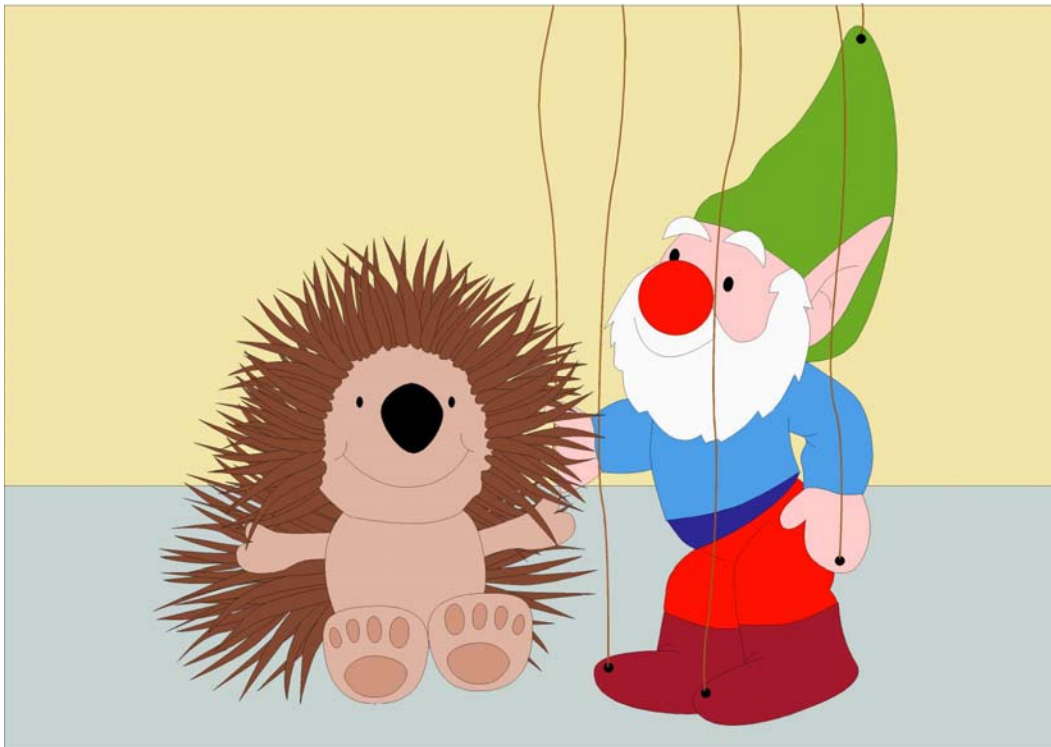
The selection of Mother Teresa of Calcutta is a decision of the educator, who can select those people that he considers representations of kindness, the important thing is to select people that are usually kind.

EVALUATION CRITERIAL			
Observed conduct	Yes	No	Comments
They knew how to make the stories with clarity and coherence.			
They reflected in their stories that they have notions on how kind people act.			
They needed help to relate the selected figure to a kind conduct.			
They made their own comments about being kind.			

Activity no 6

Critical experience for the evaluation of the block

"Solomon and his friend"



Summary of the activity:

The activity will help to evaluate what happened in class and outside by the end of the week regarding the kind conducts of the children. To do this the puppets and the children will speak.

Objective:

- From the situations that have taken place in the classroom and in the center, and guided by the puppets, the children will evaluate the kind conduct or lack of it of their classmates and themselves.

Procedures:

- Conversation

- Questions and answers
- Resources: Two puppets, the "Solomon" and its friend "Porcupine".

Development of the activity:

On Monday the educator will place in a visible place in the classroom Solomon the puppet who comes now accompanied with its friend "Porcupine" whom he will introduce to the children:

"This is my friend Porcupine ", as you can see he has many acute spines. I brought him with me because although Porcupine has so many spines, he is however, very kind with all his friends, because kindness does not have to do with being ugly or pretty, great or small, old or young".

Next the educator says that Solomon and Porcupine will be all week with them, and on Friday he will invite them to talk with the children, remembering everything that has been said in previous activities about kindness, and of how and what are kind behaviours. This conversation with the children will be on the facts that have taken place in the center during those days, so that they help to evaluate their classmates and themselves regarding their kind or unkind attitudes.

The educator, at the same time that he handles the puppets, has to guide this evaluation so that the children's conducts in relation to kindness or the lack of it are analyzed with fairness. What we want to obtain is an elementary evaluation where recommendations are given to those children who have shown some behaviour that was little or not kind at all, and to flatter those who were always kind.

In this activity the educator will take care that the evaluations are fair, and he will avoid mainly that a child is described directly as unkind in front of his classmates.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
The children self-evaluated well enough regarding their kind conducts.			
They evaluated with fairness the kind behaviours of their classmates.			
They knew how to center the evaluation in what was requested to them: kind and unkind conduct.			
They knew and showed in their evaluations the elements to characterize a kind or unkind person.			
They mentioned the desire to be kind in their daily life.			