



Assembly guide

Spread a little kindness

Suitable for primary age children

This resource can be adapted according to the needs of your pupils. For example, by amending section content and assembly length to suit individual needs and ages.

Aims

- 1 To understand that we all experience big and difficult feelings from time to time, that these feelings won't last forever and will change, and there are things we can do to manage difficult feelings.
- 2 To recognise the benefits of spreading a little kindness towards others and being kind to ourselves.
- 3 To explore what being kind means, and identify things we can all do to show kindness.

Time

- 45 minutes approx.

Materials required

- A story to highlight kindness - either one of these suggestions, or an alternative from your school library. You can choose to read the story aloud or use a video (see web links in Step Two)
 - "Grumpy bird" by Jeremy Tankard (under 7s)
 - "Have you filled a bucket today?" by Carol McCloud (all ages)
 - "Alexander and the terrible horrible no good very bad day" by Judith Viorst (all ages)
 - "Ordinary Mary's extraordinary deed" by Emily Pearson (all ages)
 - OPTIONAL: presentation slides suitable for older children
- Link to slides**
- An empty jar or container for each class.

Step One: Introduction

[corresponds with slide 2]

Key teaching point

We all have big and difficult feelings from time to time. We may recognise these feelings in ourselves and others. Big feelings sometimes lead to changes in behavior which can be difficult to see.

Explain that we all have ups and downs. Ups and downs can cause big feelings – some can feel good and some can feel uncomfortable.

Give a recent example of a situation that caused a range of big feelings. This could be school-based or in connection to a news event. Highlight a range of emotional responses to illustrate individual reactions. Ask pupils and staff to contribute to this.

Example: "Think about big feelings you might have when you change teacher or class, or if there is a new baby in the family. You might feel excited, nervous, happy, worried... Can different people have different big feelings when exactly the same thing happens to them? How might we recognise these big feelings in ourselves?"

Emphasise that it is normal to experience big and difficult feelings from time to time. These feelings don't last forever, they will change. But sometimes they might last for a little while. Friends may not behave towards others as they usually do when they have difficult feelings.

Suggested questions for pupils or staff:

- How might you notice a big feeling in yourself?
- How might you notice a big feeling in a friend?
- What might they say or do? How might they look?

Discuss how friends might not behave towards others as they usually do when they have difficult feelings.

Step Two **An example of kindness**

[corresponds with slide 3]

Key teaching point

Noticing a friend's difficult feelings can show you care. Being with them and not giving up on them can help. Kindness and caring doesn't mean having to 'fix' big feelings. Being kind can be beneficial for the giver and the receiver.

Tell a story that illustrates big and difficult feelings, and that can lead to a discussion about peer support and kindness.

Option one **Grumpy bird**

How did Grumpy bird's friends show kindness?

Does kindness always mean having to "fix" big feelings?

[Link to video](#)

Option two **Have you filled a bucket today?**

How might we spot when other people's buckets are empty?

What can we do to show kindness and fill a friend's bucket?

How can we keep our own buckets topped up?

[Link to video](#)

Option three **Alexander and the terrible horrible no good very bad day**

What big feelings did Alexander have?

What would you do to support Alexander?

How would you show care and kindness?

[Link to video](#)

Option four **Ordinary Mary's extraordinary deed**

How can kindness benefit both the giver and the receiver?

Is kindness 'catching'?

Is it always important to receive something back?

[Link to video](#)

At the end of the story, discuss:

- Why is kindness important?
- How might showing kindness to others make them feel?
- How might we feel if we show kindness to a friend?

Step Three Spread a little kindness

[corresponds with slide 4]

Key teaching point

There are lots of different ways we can show kindness to others.

Discuss the word kindness. Kindness can mean showing someone you have noticed them and showing them you care.

Suggested questions for pupils:

- What does kindness mean to you?
- Do you know any other words related to kindness? For example being nice, caring, compassion etc.
- How can we spread a little kindness in our school?
- How do you feel when you are kind to someone else?

Step Four Time for reflection

[no slide]

Remind all pupils if they are having a big or difficult feeling it can be helpful to talk to a trusted adult about it.

The 'spread a little kindness' challenge

Finally, hold up an empty jar. There will be a jar in each classroom. For the rest of the week draw or write on a piece of paper each time someone is kind to you. Make sure you explain how it made you feel. At the end of the week share examples or make a classroom display of all your kindness stories.

Suggested exit songs: Count On Me (Bruno Mars), With a little help from my friends (Beatles) Fill Your Bucket - Children's Song by The Learning Station.

Optional extension for older children

Being kind to ourselves

[corresponds with slide 5]

Key teaching point

Sometimes it can feel easier to be kind to others than ourselves. When we are having a difficult time or not feeling that others are being kind to us, it is especially important that we are kind to ourselves.

Discuss ways we can be kind to ourselves.

For example:

- I felt so angry I played my favourite game at break time
- I was very tired so I had a long relaxing bath and an early night
- I was feeling sad, so I went to see a friend who is good at cheering me up.

