

# Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Kindness Quilt Reflection      Lesson # 1      Date: Nov. 27, 2024  
 Name: Marlee Tremblay      Subject: ELA      Grade(s): 5/6

**Rationale:**

This lesson is important because it incorporates social-emotional learning with a collaborative language arts project promoting a sense of community and reflecting on the importance of kindness in the world.

**Core Competencies:**

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <li>- Connecting and engaging with others about the video presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting and assessing how the video made them feel or if they can connect it to their own life experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing personal values and choices in the video and relating to how they can spread kindness in the students' own lives.</li> </ul>

**Big Ideas (Understand)**

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

**Learning Standards**

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> <li>• Use personal experience and knowledge to connect to text and develop understanding of self, community, and world.</li> <li>• Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text.</li> <li>• Access information and ideas from a variety of sources and from prior knowledge to build understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will know how to apply their metacognitive strategies, specifically reflecting to develop awareness of self as a reader and as a writer.</li> <li>• Students will know to use paragraphing to organize their work.</li> <li>• Students will know how to use their reading strategies by using contextual clues to understand the material.</li> </ul>

**Instructional Objectives & Assessment**

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>• Students will be able to write one or more sentences about a connection they had to the video "Kindness Boomerang".</li> <li>• Students will be able to design a quilt square with words and pictures to show what kindness means to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be assessed on a complete or non-complete scale.</li> <li>• The students will write or create a drawing as a product of their understanding.</li> </ul>

### **Prerequisite Concepts and Skills:**

Students will need to watch the video “Kindness Boomerang” and have conversations with their classmates at the pause point the teacher has selected. They also will have to be able to write a sentence or more about a connection or label a photo that they have drawn.

### **Indigenous Connections/ First Peoples Principles of Learning:**

The First Peoples Principle of Learning for this lesson is learning requires exploration of one's identity. To create meaningful connections, the student must try and understand their own personal emotions and experiences to relate them to the video, exploring and expanding the understanding of one's identity.

### **Universal Design for Learning (UDL):**

- Let students choose how they contribute to the quilt (e.g., drawing, writing, collaging).
- Relate the kindness quilt to real-life scenarios, such as acts of kindness they've experienced or performed.
- Offer social opportunities: Encourage collaborative work where students can share their ideas with peers or work together to create pieces.
- Show examples of kindness quilts or provide visuals of acts of kindness for inspiration.
- Use various materials (e.g., markers, crayons, fabric, digital tools) to ensure accessibility.
- Provide sentence starters, word banks, or visual aids for students who may struggle with writing.
- Allow students to express their kindness story through drawing, verbal storytelling, or digital media instead of only writing.
- Display the quilt in a shared space or create a short class presentation to showcase contributions.

### **Differentiate Instruction (DI):**

- Encourage peer collaboration where students can help each other brainstorm and create their quilt pieces.
- Provide different examples of acts of kindness based on students' comprehension levels (e.g., simple tasks like sharing for younger students or more abstract ideas like empathy for older/more advanced learners).
- Provide vocabulary lists or sentence starters for students who need help with writing or verbal expression.
- Allow students to work on kindness examples that match their ability levels—e.g., identifying, describing, or analyzing acts of kindness.
- Group students based on readiness or learning preferences for brainstorming acts of kindness or creating quilt squares collaboratively.
- For students needing extra support, model how to create a quilt square step-by-step, then guide them through the process.
- Let students decide how to represent their act of kindness (e.g., writing a story, drawing a picture, creating a digital design, or dictating their idea to a peer or teacher).
- Offer partially completed quilt square templates for students who need additional structure.
- For students with advanced skills, encourage more detailed or layered contributions, such as adding a reflection or connecting their example to a broader theme (e.g., community or global kindness).
- Allow students to work individually, with a partner, or in small groups in spaces where they feel comfortable.

## Materials and Resources

The materials required for this lesson are:

The YouTube video “Kindness Boomerang” provided by the teachers.

Pens or pencils and erasers.

30 copies of the reflection “Kindness Quilt” worksheet provided by the teachers.

Pencil crayons or markers.

- The First Peoples Principles of Learning:  
<https://www.bced.gov.bc.ca/abed/documents.htm#curriculum>
- SoulPancake. (2013, October 28). *The science of kindness*. [Video]. YouTube.  
<https://youtu.be/nwAYpLVyeFU>

## Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <ul style="list-style-type: none"> <li>• Start the lesson by having the video start screen displayed on the board. Once students are sitting at their desks and an attention grabber is used if needed, begin by asking the students if they know what a boomerang is. What do they think a “Kindness Boomerang” means.</li> <li>• Give each student the opportunity to share and start conversations but if they chose not to then begin the activity.</li> <li>• After this conversation, hand out the “Kindness Quilt” reflection worksheet to each student.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will have the opportunity to share with the class about a time they showed kindness before we watch the video.</li> <li>• The students will be ready to listen to their peers’ connections and thoughts.</li> </ul>	<p>2-4 minutes</p>
<p>Body:</p> <ul style="list-style-type: none"> <li>• After each student has a worksheet in front of them, introduce one of the main themes of the video and ask students to subconsciously think of how they can spread kindness while watching.</li> <li>• Tell the students that after the video plays that they will be doing a reflection “Kindness Quilt” on their connections and thoughts on the video.</li> <li>• Explain that after they are done, they can bring their reflection to the front and glue it to a larger poster paper to create the “Kindness Quilt”, each piece designed by a member of the classroom community.</li> <li>• Use the attention grabber “stop-look-listen” if necessary to bring attention back to the activity and to the video that is about to play.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be using full body listening while watching the video.</li> <li>• The students will have the opportunity to share their ideas after the video before we start the “Kindness Quilt” activity.</li> </ul>	<p>3 minutes</p>



<ul style="list-style-type: none"> <li>During the activity circulate around the class, answer any questions and comment on the students</li> </ul> <p>While the students work on the activity, let them know when there is 5 minutes left for time, 2 minutes and then check with the students and if needed give them a few extra minutes.</p>		10 minutes
<p>Closure:</p> <ul style="list-style-type: none"> <li>The teachers will bring the lesson to a close after the students have been reminded about how much time is left.</li> <li>The teachers will wrap up the discussion with any final comments from the class.</li> <li>The teachers will take all the incomplete activities and place them in their designated work bin. The students will have the opportunity to finish if they need to during silent reading or another allocated time.</li> <li>Draw attention to the beautiful quilt at the front of the class and give the class a round of applause.</li> </ul>	<ul style="list-style-type: none"> <li>Students will share final ideas, comments or connections.</li> <li>Students will clap for themselves and their peers on a job well done.</li> </ul>	2 minutes

**Organizational Strategies:**

The reflection expectations have been established at the beginning of the year because this is a routine activity. Students are aware that a video or story is shown to them, and they are expected to listen. They are sitting at their desks and before the video is played the worksheet is handed out to them so they can begin to think about the prompts for reflections and connections. Once the class is presenting their active listening skills, the video will be played. The video can be paused at important points to spark inquiry, inferences and ideas from the students in quick whole class chats. After the video is watched, the reflection space is organized on the worksheet with prompts for the students to write about, along with an image for them to colour or label.

**Proactive, Positive Classroom Learning Environment Strategies:**

To create a positive learning environment, the teachers will encourage all students to feel welcome and share their thoughts. All the students should feel welcome within the classroom to feel they are able to share their connections to the video. The students will have a chance to share their connections around the classroom with their peers. A singular but collaborative project is a proactive way students can learn in a fun, positive way. This lesson is a fun way for students can further their knowledge by using writing and art.

**Extensions:**

This lesson could be extended to a project-based learning unit about spreading kindness and helping others. In groups the students can come up with ways of how they can help others on small or large scales. They will need to develop an idea and then create an obtainable path incorporating other subjects such as math for fundraising, English for writing ideas, reading for research, etc.

Reflections (if necessary, continue on separate sheet):

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