

MODULE

6

**THE KINDNESS
EXPERIMENT**



MODULE 6

The Kindness Experiment

MODULE OVERVIEW

In Module 6, students put their kindness skills and knowledge into strategic action, as they design and conduct a scientific experiment to answer the Big Question (first introduced in Module 1): “*Does being kind make us happy?*” To do this, students will be provided with a scientific inquiry procedure that will guide them through a three-part process of planning their experiment, conducting it, and making meaning of the results.

This module is the core of the Learn Kind curriculum and will give students the opportunity to both perform kind acts and increase the kindness culture of your classroom community. It also allows them to use scientific inquiry to understand the impact of kindness in action. As a facilitator of inquiry-based learning, it is important to guide students but leave student analysis and conclusions as open-ended as possible.

Module 6 consists of four parts

- Part 1: Plan Your Experiment
- Part 2: Act and Observe
- Part 3: Analyze and Reflect
- Part 4: Answer the Big Question

LEARNING OBJECTIVES

- Students will be able to design and carry out investigations to produce data to serve as the basis for evidence to answer a real-world question.
- Students will be able to use self-awareness, empathy, and relationship skills to plan and execute kind acts.
- Students will be able to analyze and interpret data resulting from scientific investigation, to draw conclusions.
- Students will be able to construct a scientific explanation based on reliable evidence obtained from their own experiments.
- Students will be motivated to perform kind acts in connection to their investigation.



Estimated Total Time

150–180 minutes

Module 6 consists of four parts that are designed to be completed over several class sessions.

Parts 1–3 may be completed independently if detailed overview and instructions are provided.

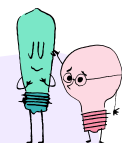


Materials

- Student Journals
([pdf download](#) | [copy Google Slides](#))
- Kind Acts Bank (Part 1)
- (Optional) Sticky Notes
- (Optional) Chart Paper
- [Graph](#)

STANDARDS AND CORE COMPETENCY MAPPING

- (CASEL) Self-Awareness - Identifying Emotions, Self-Efficacy, Confidence
- (CASEL) Self-Management - Organizational Skills
- (CASEL) Social Awareness - Empathy, Perspective-taking, Respect for Others
- (CASEL) Relationship Skills - Communication, Social Engagement, Relationship-building, Teamwork
- (NGSS) With guidance, plan and conduct an investigation in collaboration with peers (for Kindergarten).
- (NGSS) Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons.
- (NGSS) Record information (observations, thoughts, and ideas).
- (NGSS) Use and share pictures, drawings, and/or writings of observations.
- (NGSS) Compare predictions (based on prior experiences) to what occurred (observable events).



FACILITATION TIPS

Learn Kind recommends that Module 6 be conducted in-person and as a whole group if possible. However, all four parts can be facilitated individually, in small groups, or as combined as desired.

If you are facilitating virtually

- Parts 1-3 can be introduced *asynchronously* via recorded video and assigned for independent completion.
- Some discussion can be facilitated asynchronously through tools like Flipgrid, Google Docs, or other discussion board platforms (rather than live or whole group instruction).
- Learn Kind recommends that Part 4 be facilitated *synchronously* through a virtual whole group session.

Note: See *Teacher Rx, Section 2* for student accessibility tips.

Reflection Options: Throughout the module you will see a number of opportunities for students to reflect on their learning. These opportunities are included in the Student Journals, but you may choose to facilitate reflection in a variety of ways. Consider small group discussions, exit tickets, recorded responses, discussion boards, and others. Consider the major takeaways you want your students to have and facilitate reflections accordingly.

PART 1

Plan Your Experiment



Estimated Total Time
15-25 minutes

SEL Skills: Self-Management: Organizational Skills

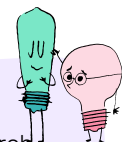
Overview: In Part 1, guide students to choose the kind act they want to test, craft their hypothesis, and plan their experiment. Students will complete their experiments individually, unless you determine that partners or small groups will be more effective given classroom dynamics. Students may complete their experiments within the context of the physical classroom or school (recommended), virtual learning environments, or independently as circumstances allow.

1. INTRODUCTION (Whole Group)

Tell students: "It's time to put everything into practice and answer the Big Question: Does being kind make us happy? In this module, you'll conduct a scientific experiment to find out what effect kindness has on our happiness. The data you collect will contribute to our class' answer to the Big Question."

FACILITATION TIP

- In any scientific experiment, it is important to begin with *uncertainty* – even if previous research has demonstrated a particular outcome. **Tell students:** "Even though prior research has shown that kind acts made people happy, each experiment is different. We don't know what the outcome of this experiment will be, so it's important to pay close attention to what happens."
- You may want to begin this activity by using an anchor chart to model and discuss the scientific inquiry process with students.



2. CHOOSE YOUR KIND ACT

With support, direct students to **Part 1: Plan Your Experiment** in their journals. Tell them that in their experiment they'll compare how they feel before and after doing a kind act. Using these kind acts, students will generate the hypothesis that they will test.



Step 1: Provide an overview of each kind act with the class, giving a description and answering questions. Instruct students to select the kind act they'd like to try.

- See the Kind Acts Bank (an identical copy is in the Student Journal)
- **If Virtual**, guide students to consider who they will perform the kind act for. It may be people in their household, but it does not have to be.

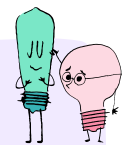
Kind Acts Bank

- ☐ Ask a new friend to play.
- ☐ Help someone with schoolwork.
- ☐ Draw a picture for someone.
- ☐ Thank someone for something they did.
- ☐ Give a gift to someone.
- ☐ Give someone a compliment

Step 2: Walk students through the process below to form their hypothesis. Tell students to write down their chosen act and select their hypothesis:

*Have students select their **hypothesis** from the following list:*

- Being kind to others will make me **more** happy.
- Being kind to others will make me **less** happy.
- Being kind to others will make **no difference** to my happiness.

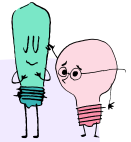


FACILITATION TIPS

- Ensure that students only select one kind act.
- You may opt to select one act that the entire class will try, though providing students choice is recommended

3. PLAN THE EXPERIMENT (Whole Group, or Individually with support)

Guide students to the **Planning Questions Table** in their journal. Overview and guide students to complete the planning process, which includes each of the following questions. If not completing as a whole group, designate a date for each kind act to be performed.



FACILITATION TIP

Some students will need support filling out their Planning Table. Note that students cannot change their choices after they have established their hypotheses.

VIRTUAL FACILITATION TIP

Visually guide students through their journal entries with a tutorial video or during a whole class meeting.

STUDENT PLANNING QUESTIONS

TEACHER DETAILS

Who will you do this kind act for?

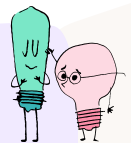
- Students may plan to complete the act for a specific student known ahead of time, or they may plan to complete the act for “someone new” or “a friend” when they see the best opportunity.

When will you do this kind act?

- When will this act be completed by?
- Guide students based on class schedule, instructional plan, and student needs.

Where will you do this kind act?

- Where will this act be completed?
- It is ok for this detail to be general (classroom, lunchroom, school) or specific (Art Class, recess, etc.)



FACILITATION TIP

- Depending on your schedule, you may choose to introduce Part 2 at this time (see page 93), or you may let students know that the next time you meet, you’ll outline Part 2 of their Kindness Experiment.

PART 2

Act and Observe



Estimated Total Time
30-60 minutes

SEL Skills: Self-Awareness: Identifying Emotions, Self-Efficacy,
Social Awareness: Empathy, Respect for Others;
Relationship Skills: Communication, Social Engagement, Relationship-Building;
Self-Management: Organizational Skills

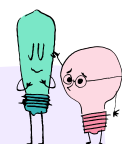
Overview: In Part 2, students will conduct their experiments and record their observations using the **Observation Table** in their journal. In addition to the learning objectives, the goal of Part 2 is for students to be able to adequately identify the effect kindness has on their happiness, as well as other effects they may have observed. *(This data will be combined with classroom data in Part 4).*

1. INTRODUCTION (Whole Group)

Tell students that in Part 2, they will conduct their experiments planned in Part 1 and record their observations. Walk students through the following procedure in their journal.

2. STUDENT PROCEDURE

1. Answer the first question ("How happy are you right now?") before completing the act.
2. Complete the selected Kind Act.
3. Immediately answer the second question and add any additional observations.



FACILITATION TIPS

- It is recommended that students complete their experiments within the context of the physical classroom or school if possible.
- Tell students that no reaction or feeling is "better" than another and to do their best to record each observation as honestly as possible.

Student "Observation Table"

Observations	Before the Act					After the Act				
How happy do you feel?										
	1	2	3	4	5	1	2	3	4	5
What else did you notice during or after completing this act?										

PART 3

Analyze and Reflect



Estimated Total Time
30-40 minutes

SEL Skills: Self-Awareness: Identifying Emotions; Self-Management: Organizational Skills

Overview: For students, the rubber really meets the road in Part 3, as they analyze the data they collected during their experiments and reflect on the meaning of it. Their data will be aggregated with classroom data in Part 4, but students will first draw conclusions about their personal experience during the experiment.

1. INTRODUCTION AND PROCEDURE (Whole Group)

Have a discussion with students about what it means to *analyze* data ("What do you notice and what does it mean?"). Tell students that in Part 3, they will analyze and interpret their experiment results and explain it based on their data.

Note: Depending on your grade level, the graphing activity may vary. Several options have been provided based on your class' needs and abilities.

2. STUDENTS ORGANIZE AND GRAPH DATA

Give students time to complete their graphs independently in their journals with support as needed (see below). Ensure that students are recording their data points from their recorded observations in Part 2, and ask open-ended questions about what the data is revealing.

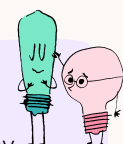
Step 1: Have students record their results in the first data table, following the example below:

HAPPINESS	BEFORE	AFTER	DIFFERENCE (AFTER-BEFORE)
Kind Act	3	4	+1



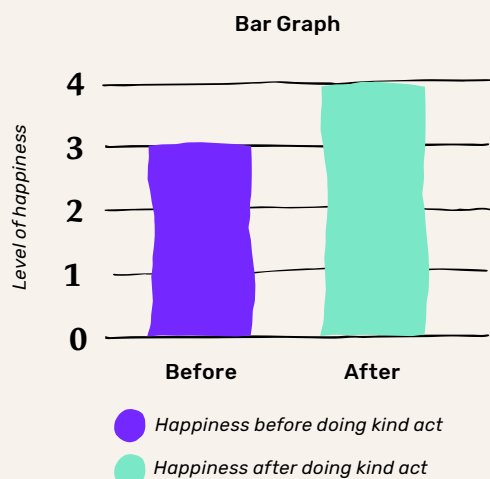
FACILITATION TIPS

- Students may need extra support during this step. Model the provided example and as many additional examples as needed. Provide counting support (manipulatives, number lines) as necessary to help students find the *difference*. Consider partnering students to review and check each others' data tables.



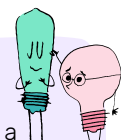
- There is a chance that students will come up with a negative difference. Be prepared to address this when they analyze results, and take the time to discuss what it means if needed.
- **If virtual**, consider having students submit their data through your digital platform so you can ensure it is correct. Younger students might need help from a parent or guardian.

(Optional) Step 2: (Student Bar Graph) Have students plot this data on the bar graph in their journals.



FACILITATION TIP

Students may have varying experience creating bar graphs. You may need to approach this step as a separate activity or you can choose to omit altogether. Student journals have an empty bar graph to capture their data. Provide the level of support most appropriate for your students during this step.

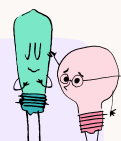


3. ANALYSIS AND REFLECTION (Individually, Small Groups, or Whole Group)

Have students thoughtfully summarize their findings, analyzing whether the results matched their hypotheses, and making meaning of the results. Depending on students' familiarity and skill level, you may choose to have students work independently or in small groups, or you may guide them through each question set one at a time.

VIRTUAL FACILITATION TIP

Students can create a virtual presentation, recording or response based on their experiment results. Use the following prompts to guide students in their analysis and reflection through your digital platform.



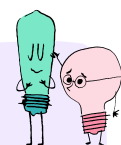
Guide students to think through the following questions:

Responses to the questions one and two will be circled in the Student Journal.

- ① **Summarize your findings:**
 - Based on my experience, doing kind acts did / did not make me happy.
- ② **Did this match what you thought would happen (hypothesis)?**
 - These findings did / did not support my hypotheses.
 - The experiment did / did not work as I expected.
- ③ **Reflect on what this means:** A written response is optional for this reflection, but ensure that students take time to reflect. This can be done with a partner in lieu of a written response if in person, or in breakout groups if virtual:
 - Why do you think you got the results that you did?

FACILITATION TIP

Be sure to let students know that the goal of scientific inquiry is not to have a “correct hypothesis” – in fact, scientists often learn the most from an incorrect hypothesis! Tell students that a hypothesis is similar to a compass or map; it helps us know which direction to go next.

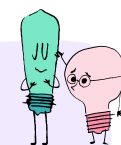


4. REFLECTION (Individual)

This final reflection is key for students to synthesize and deepen what they’ve learned through this experiment. Students can work through one question at a time, or overview all and have students respond to the set in their journals.

FACILITATION TIP

You may opt to approach the reflection as a class discussion first, but students should reflect independently or with partners as well. Use these prompts to help guide student reflection.



- ① How are you feeling now that you’ve completed these kind acts?
- ② Do you think you will perform more kind acts on your own in the future?

5. WRAPPING UP (Whole Group)

If you didn’t already reflect as a whole class, facilitate a brief whole group discussion with students, allowing them to share their experiences throughout the investigation, and their major takeaways.

PART 4

Answering the Big Question



Estimated Total Time
40-50 minutes

SEL Skills: Self-Awareness: Identifying Emotions;
Social Awareness: Empathy, Respect for Others;
Relationship Skills: Teamwork

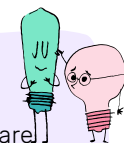
Overview: Students will now combine and analyze the class-wide results of the kindness experiments. Guide students to add their results to the class data set, analyze the data through a graph, and create explanations based on their evidence. Through the process, students will compare their experience with others, and collectively answer the question, “Does being kind make us happy?” based on their data. Part 4 wraps up the Kindness Experiment with a class reflection and ideation of how to use their new knowledge moving forward.

Preparation: Student data from Part 3 will be used to answer various questions. Prepare a space to create a graph in your classroom. Your class will use their data to answer the following questions and create a graph:

- Did Performing Kind Acts Make Us Happy?

FACILITATION TIP

Graphs can be created using chart paper, interactive whiteboard, or whiteboard/chalkboard. If you are using sticky notes, students can help “build” the bar graph (each sticky note represents student data and can be placed one above the other to visually construct the bar graph), or as a tool to physically collect the data.



VIRTUAL FACILITATION TIP

Graphs can be created digitally using the provided materials or with your preferred digital tool. You can collect class data prior to meeting virtually or build graphs during whole class virtual meetings.

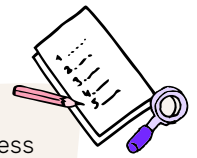
1. INTRODUCTION (Whole Group)

Tell students: “Now that you’ve conducted your experiment and reflected on your own data, let’s bring it all together to answer the Big Question. Since scientific research needs many data points to provide real understanding, we’re going to combine all of our data into a class set. Then we can analyze and explain the results, and ultimately, answer the Big Question.”

(Optional) “When we’re finished analyzing our data, we’ll [share our results](#) with [kindness.org](#) as a part of a larger study on kindness in classrooms.”

2. GRAPH: DID KIND ACTS MAKE US HAPPIER? (Whole Group)

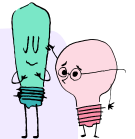
Start with the question, “Did Kind Acts Make Us Happy?” Students will respond in one of three ways: yes (positive difference), no (negative difference), or no change (zero difference). Each student will provide one response. If using sticky notes, every student will need one.



Step 1: Students will review their observations and write on their sticky notes **yes** if their happiness increased, **no** if their happiness decreased, or **no change** if their happiness stayed the same.

VIRTUAL FACILITATION TIP

Model giving a thumbs up for yes, thumbs down for no, and thumbs sideways for no change. Have students share their results in your whole class meeting (with their camera on) while you collect their data. Or, have them share an emoji!

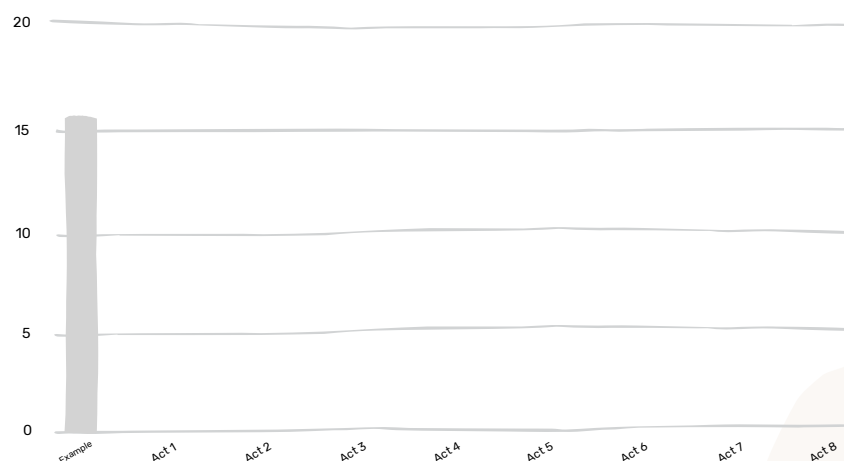


Step 2: Build the bar graph based on student responses. This graph demonstrates whether or not doing kind acts made students feel happier overall. See below for an example.



Module 6

Which Kind Acts Were Most Popular?



4. ANALYZE AND EXPLAIN (Small Groups or Whole Group)

Lead students through individual responses as a whole group, or have them work in small groups to discuss their findings.

Step 1: Display the graph.

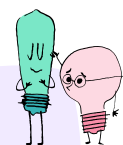
Step 2: Guide students to analyze the data using the following questions. Prompt them to provide evidence for their answers.

- Did performing Kind Acts make us happy?
- How do you know?



VIRTUAL FACILITATION TIP

Lead this discussion in a whole group meeting or through a variety of guided posts. Ensure that you're able to share your screen and the graph that were created with student data. Some questions can be posted to your digital platform for reflection along with posted graph. For younger students with limited reading ability, a recording of you sharing the graph might be more appropriate.



5. STUDENTS REFLECT

Have students reflect independently on the following questions in their journal:

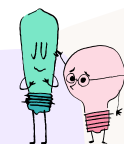
- How has your understanding of kindness changed from the beginning of Learn Kind, until now?
- Which skills were most important to use in doing kind acts?

(Optional) Student Assessment: *This portion of the student journal will serve as the “post-assessment”, helping you understand students’ progress and current understanding and perception of kindness now that they’ve gone through the Learn Kind module. You will have the option to share this data with the kindness.org team at the conclusion of the module.*

FEEDBACK REPORTING*

Kindness.org would love to learn about student’s experiences and perceptions of kindness through their kindness experiments. Take a picture of your completed class graph and [upload it here](#).

This step is optional and no identifying student data will be collected.



Choose Kindness Now

When it comes down to it, kindness is a choice – and a choice we can make over and over again. Use this simple step-by-step tool at the end of every module, or as often as needed to help students strengthen their internal kindness muscles. Since science tells us kindness is contagious, every choice can create ripples of positive impact.

1 **CHOOSE** your kind act from the list below (or choose your own!)

2 **PLAN** the WHO, WHEN, and WHERE for your act

WHO – Do it for a friend, family member, teacher, or yourself

WHEN – Choose when you will do the act (maybe it's right now!)

WHERE – Where will you do it? School, home, or somewhere else?

3 **DO** your kind act!

4 **OBSERVE** what happened and how you feel

5 **(Optional) SHARE** with the class next time you meet

☐ Ask someone to play

☐ Help someone in school

☐ Pick up litter or trash

☐ Smile at someone

☐ Give someone a compliment

☐ Thank someone for something

☐ Draw a picture for someone

☐ Help with a chore at home

☐ Go outside and enjoy nature

☐ Take a mindful moment for yourself

Congratulations! You've reached the end of Module 6.