

Welcome to InnerFit's Kindness Webinar



Kindness: What is it?

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InnerFit Education



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1976 - 1993

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InnerFit Education - History

It's not another thing... just another way

RAK Dodgeball Tag

Learning intention / Object of the lesson:
 To have fun and exercise while developing character through games.

Resources:
 Dodgeballs, cones, a large open area.


How to play:
 The team is divided into two equal groups. They are given 10 minutes to prepare a strategy for their team. They then play a game of Dodgeball Tag. The team that has the most players left at the end of the game wins. The team that has the most players left at the end of the game wins.

Character Development Questions:
 How did you feel about your team's strategy?
 How did you feel about your team's performance?
 How did you feel about your team's teamwork?
 How did you feel about your team's communication?
 How did you feel about your team's leadership?

- Origins of CJK.. picture of one of the modules and character themes covered. Health and PE Resource
- Game Play Approach teaching Character through Games. Manuals included games accompanied by powerpoints around key character messages
- Developed games into new templates to make it easier for teachers....really any game can be used to teach character.
- Working with teachers to implement into their H& PE curriculum
- But today's revamped version is all about developing Social and Emotional Learning both inside and outside the classroom....still involves games as that's a strong context In which students learn practically and experientially...but this new material represents a far more integrated approach.
- **KEY MESSAGE:** It's not another thing but another way (1 min)

21st Century Learning Skills

- Self Awareness
- Relationship Skills
- Critical Thinking
- Problem Solving
- Creativity
- Connections to Real Life



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When we think of 21st Century Learning skills we think more of the **how** and **why** of learning as being central and far more important than the **what** or **who** of past models.

Referring to the skills and technologies that will position our students to succeed in a world that ever increasingly requires collaboration, critical thinking, adaptability, grit, perseverance and relies less on the learning of facts and data.

Self-awareness: This focuses on helping our tamariki (students) to manage their emotions, be self-directed learners with a positive attitude and an ability to make good judgements by considering options and consequences for actions using

compassion and common sense.

Relationship Skills: Developing in students strategies and techniques for effective communication. The ability to recognise, respect and take other perspectives and opinions. To be able to share their own feelings and understand the feelings of others.

Critical Thinking: This is a significant factor in today's classrooms. Helping our tamariki (students) to be curious, to effectively determine what information is needed and how to evaluate, apply and communicate it.

Problem Solving: Games are all about problem solving...where it be technical, strategic or relationally. Problem solving also plays a major role in the classroom. Helping students to formulate problem solving strategies that can apply across different contexts. Helping students to clearly and effectively define and implement a process using the Experiential Learning Cycle.

Creativity: Giving students opportunities to generate and introduce new ideas and processes. As well as to evaluate the effectiveness of these new ideas. This is used effectively in the game play situations as students co-construct many of the games during the playing of the game.

Connections to Real Life: We want our students to be able to make connections across different learning areas and to make connections back into real life through being able to reflect on one's thoughts, actions and attitude. In a season of so much change in our lives, we need our students to successfully and resiliently respond and adapt to unexpected changes. (2 mins)



“Capabilities for living and lifelong learning.

KC's are actually more about Life Skills. Building these key competencies is key in today's 21st Century Curriculum design which is what our NZ Curriculum is modelled on.

- **Thinking creatively and critically...**learning to process information, experiences and ideas. Developing problem solvers who seek, use and create knowledge. The Experiential Learning Cycle is used extensively in our approach to Game Play activities.
- **Using Language Symbols and Texts:** This area represents to biggest change in our new material with character themes such as Kindness integrated across literacy in to reading, writing, speaking, listening and viewing learning experiences. **As one DP of a large school in South Auckland says...we need to build oral competencies in our students as well as the more traditional and academic areas of reading and writing.**
- **Managing Self:** Teaching our tamariki to have a 'can-do' attitude where they see themselves as competent and confident learners able to be resourceful, reliable and resilient. They have abilities that enable them to meet challenges head on with confidence.
- **Relating to Others:** Developing abilities that will enable our students, our tamariki, to effectively interact with others. To listen to the perspectives of others as well as being able to articulate their own perspectives well. To work effectively with others through the sharing of ideas and completion of activities together.
- **Participating and Contributing:** Enabling our tamariki to contribute positively to the different people groups across a variety of different contexts....thus building up a strong sense of belonging and confidence. (2 mins)

Why Kindness?

"Kindness is something students learn by feeling it."

Teaching kindness in school means:

- Happy tamariki
- Increased peer acceptance
- Greater sense of belonging/improved self esteem
- Increased feelings of gratitude
- Better concentration and improved academics
- Less bullying
- Reduced depression



Retrieved from <https://www.teachthought.com/edtech/8-reasons-for-teaching-kindness-in-school/>

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I love this quote: "Kindness is something students learn by feeling it."...so giving them authentic ways to experience both the giving and receiving of kindness to give them this feeling of experiencing kindness.

Research also tells us that teaching kindness produces:

- Happy tamariki
- Increased acceptance by peers
- A greater sense of belonging and improved self esteem
- Increased feelings of gratitude
- Better concentration that results in improved academics
- Less bullying...as kindness is the antidote to bullying
- Reduced depression in our tamariki.

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Success Starts Within

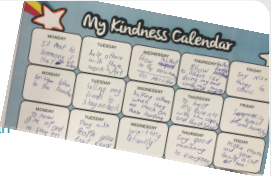


InnerFit Educational Resources: Kindness

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Question: What differences have you observed in your children at your school?

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Feedback from teachers involved in the Kindness trial



Students are more calm and settled because it is an expectation that we are showing kindness in class. We are holding each other accountable and I am trying to model this each day (walking the talk).

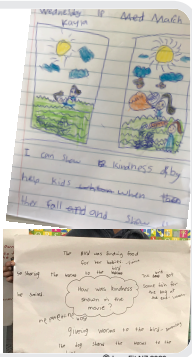
I am hearing less complaining about other students and now they are wanting to come and tell me different situations where someone has shown kindness to them or if they have carried out an act of kindness.

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Question: How do you think this will impact on your children in this current situation we find ourselves in? (March 2020 Pre Corona Lockdown)

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Feedback from teachers involved in the Kindness trial



I am confident that the children will remember all the key ideas we have been talking about in school and transfer this to their own individual 'bubbles'.

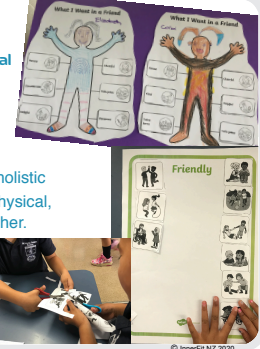
Jacinda (NZ Prime Minister) talks about showing kindness each day whenever she is addressing the media and this won't be anything new to our students as they have been talking, learning and showing this all year.

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Question: What difference have you seen in since using InnerFit's resources?(Yr 2 Teacher)

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Feedback from teachers involved in the Kindness trial



- Students all seem to have more/sharper tools in their "toolbox" for self-management/regulation & getting along with others.
- Felt motivated and empowered to take more of a holistic approach to planning and teaching for InnerFit - physical, mental, emotional and social fitness working together.
- Students enjoyed integrating InnerFit with writing.
- Some students seemed to become more resilient and some seemed to speak up more assertively either for themselves or others.

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Questions / Reflections



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