

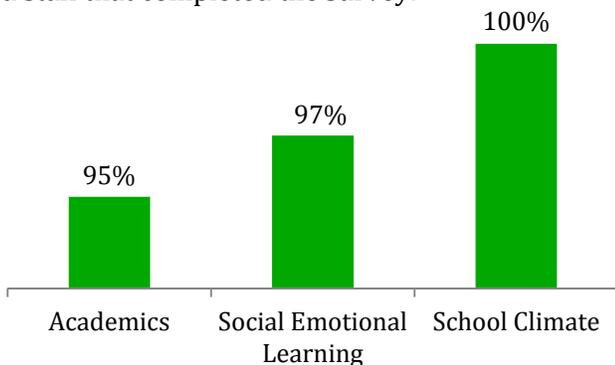
Teachers and staff shared the effect of implementing kindness instruction in their classrooms. **Some common themes included:** *heightening students' awareness of each other outside of self; teaching kindness would promote a better learning environment (students would feel safe, supported to try new things); and that it was important to expose children to kindness because they may not get this reinforcement at home.*

Teaching kindness "can have two results [for students]: 1—they will support each other more socially and academically. 2—the environment will feel safe and welcoming, allowing them to do their best learning."

-Quote from Thomson Teacher

Some teachers and staff indicated that the intentional focus on kindness was a good reminder for all students. In these instances, RAK materials functioned as a framework and common language with which to reinforce and celebrate kind words and behaviors.

At the end of the year teachers were asked about their beliefs about kindness and whether or not teaching kindness could support academic achievement, social emotional development and a better school climate. The following graph shows the percentage of agreement rates among the 40 teachers and staff that completed the survey:

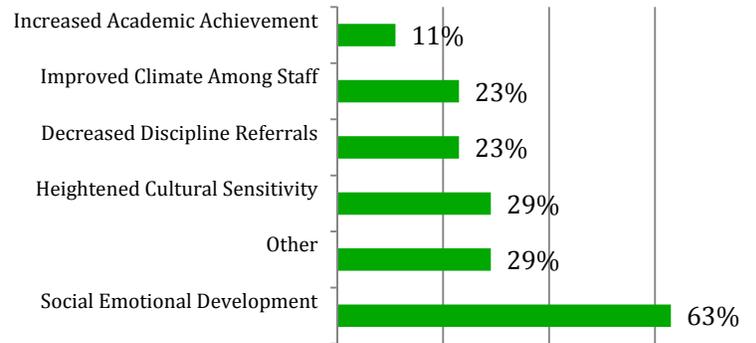


Can Teaching Kindness Improve...? (Strongly Agree and Agree)

The following graph shows the types of results teachers reported re: changes they observed in class as a result of teaching kindness.

“Other” included observations such as using kindness language, increased sensitivity to learning differences and students holding each other accountable for kind or unkind words and actions.

Reported Results from Staff and Teachers after Using Kindness in Classrooms



Students shared what they learned about kindness at year-end Kindness Symposiums at each school. Students demonstrated the depth of their learning and evidence of internalizing kindness as they shared examples of being kind at home, not just in the classroom, and beginning to understand kindness beyond the “golden rule.”

Continuing Kindness: RAK in the 2012-2013 School Year

Pending District approval, in the 2012-2013 school year, RAK intends to expand the pilot to collect specific student outcomes to see if teaching kindness in school has an impact on:

- Teacher and staff perceptions about school and classroom climate;
- Whether or not teaching kindness affects student behavior;
- Academic performance;
- Classroom management; and if
- Classroom instruction translates to behaviors at home.

Teachers and staff identified ways they would like to continue working with RAK and utilizing RAK instructional materials:

- Increased involvement with RAK staff, including having RAK come into the buildings more;
- Identifying age-appropriate ways for students to showcase their kindness learning over the year;
- More multi-media (specifically the video clips) tools for teaching kindness; and
- Additional resources and ideas to incorporate kindness into regular instructional content (i.e. spelling words, writing assignments, etc)