



NURTURING KINDNESS AND EMPATHY

Knack and **Toof** are sitting on a couch and looking through a photo album together. We see current and older pictures of the **Capsule** family in many settings. The photos portray a family who treat each other with respect, kindness and acceptance.

MESSAGE

We are powerful role models for our children – our words and actions teach them how to treat others with empathy and kindness so we can create caring and inclusive communities.

Narrated Message

We are role models for our children, who are reflections of our most important values.

A great way to encourage kindness is to model these behaviours in our own actions.

Our children watch us carefully, and observe our relationships with others, how we listen to each other and how we treat each other.

Modelling kindness and caring and encouraging our children to mirror these positive behaviours can instil a sense of empathy, and help create safe, inclusive and accepting schools.

ISSUES

- We may not always be aware that our children are observing our interactions
- Treating each other kindly when we have different views can be challenging
- Accepting that we all make mistakes and that we can repair harm done
- Being aware of everyday interactions and their impact on our children

STRATEGIES

- Being positive role models by treating others with caring and respect
- Listening carefully and communicating respectfully with others even when we disagree
- Showing how we can apologize and repair the problem when we've made mistakes as a powerful teaching tool
- Working together to build caring and accepting homes, schools and communities by addressing problems early and honestly, and with respect
- Celebrating difference and diversity

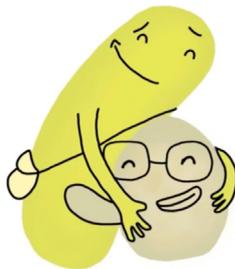
QUESTIONS FOR GROUP DISCUSSION

Parents

1. What are some of the messages this vignette offers?
2. What kinds of behaviours provide children with positive models for treating others well? Can you give specific examples?
3. Who are some positive role models in your family, school or wider community? What makes them effective as role models?
4. What are some of the challenges of communicating with someone you disagree with?
5. Do you think saying sorry in some circumstances is important? What makes an apology meaningful?
6. Does your school community celebrate diversity? In what ways?
7. How would you describe a community that is safe, caring and inclusive? What characteristics would it have?

School Staff

1. How do you try to act as a positive role model in your classroom? What are the challenges to doing so?
2. What does careful listening and respectful communication look like to you?
3. Can you describe your school community's conflict resolution processes for dealing with disagreements?
4. Do you think saying sorry in some circumstances is important? What makes an apology meaningful?
5. How can your school staff contribute to respecting and celebrating diversity in your school community? How could the board support you in these efforts?
6. How would you describe a community that is safe, caring and inclusive? What characteristics would it have?



RESOURCES

- Character Development in Ontario Schools
www.edu.gov.on.ca/eng/literacynumeracy/character.html
- A Parent's Role in Children's Behavior
www.flipthescrriptnow.org/parents
- Charting Positive Behavior
www.brightfutures.org/mentalhealth/pdf/tools.html#families
- Positive Discipline Training Manual (Part 6: Enhancing Children's Self esteem)
<http://plan-international.org/aprendersinmiedo/positive-discipline-training-manual>
- Teaching Empathy: Evidence-based Tips for Fostering Empathy in Children
www.parentingscience.com/teaching-empathy-tips.html

SCHOOL STAFF

- Developing Empathy
<http://www.tolerance.org/lesson/developing-empathy>
- Character Education: Resources, Materials, Lesson Plans
www.goodcharacter.com
- Character Education Handbook
www.educationworld.com/a_lesson/lesson/lesson294b.shtml
- Character Education: Lesson Plans
www.rucharacter.org/LessonPlans
- Bullying Prevention and Character
www.kckps.org/bullying

