

# It's Cool to Be Kind

## Learning and practicing the power of online kindness

### Lesson overview

Lesson 1.1	Noticing feelings	SEL	Grades 2–3
Lesson 1.2	Practicing empathy	SEL	Grades 4–6
Lesson 2.1	Your kindness gram	SEL	Grades 2–3
Lesson 2.2	Ways to show kindness	SEL	Grades 4–6
Lesson 3	From negative to nice	SEL	Grades 2–6
Lesson 4	About your tone		Grades 2–6
Lesson 5	How words can change the whole picture	ML SEL	Grades 2–6
Lesson 6	Interland: Kind Kingdom		Grades 2–6

### Themes

The digital world creates new challenges and opportunities for social interaction, for kids and all the rest of us. Social cues can be harder to read online, constant connecting can bring both comfort and anxiety, and anonymity can fuel crushes and compliments as well as harm to ourselves and others.

It's complicated, but we know that the Internet can amplify kindness as well as negativity. Learning to express kindness and empathy—and how to respond to negativity and harassment—is essential for building healthy relationships and reducing bullying, depression, academic struggles and other problems.

Research shows that, rather than simply telling kids not to be negative online, two kinds of teaching can help address the underlying causes of negative behaviors: social-emotional learning and bullying prevention. These activities don't replace evidence-based programs; they lay a great foundation, encouraging students to interact positively and deal with negativity from the start.

### Goals for students

- ✓ **Define** what being positive means and looks like, online and offline.
- ✓ **Lead** with positivity in online communications.
- ✓ **Identify** situations in which a trusted adult should be consulted.

### Standards addressed

**ISTE Standards for Educators:** 1a, 1c, 2c, 3a, 3b, 3c, 4b, 5a, 5b, 6a, 6b, 6d, 7a

**ISTE Standards for Students 2016:** 1c, 2b, 3d, 4d, 7a, 7b, 7c

**AASL Learning Standards:** I.a.1, I.a.2, I.b.1, I.b.2, I.b.3, I.c.1, I.c.2, I.c.3, I.d.3, I.d.4, II.a.1, II.a.2, II.b.1, II.b.2, II.b.3, II.c.1, II.c.2, II.d.1, II.d.2, II.d.3, III.a.1, III.a.2, III.a.3, III.b.1, III.b.2, III.c.1, III.c.2, III.d.1, III.d.2, IV.b.2, IV.b.3, IV.d.2, V.a.2, V.a.3, V.c.1, V.c.3, V.d.1, V.d.2, V.d.3, VI.a.1, VI.a.2, VI.d.1, VI.d.3

# It's Cool to Be Kind

## Vocabulary

### Lesson 1

**Empathy:** Trying to feel or understand what someone else is feeling. “Trying” is an important word in the definition, because actually understanding other people’s feelings is really hard. We just get better and better—more skilled—at it by trying.

### Lesson 4

**Conflict:** An argument or disagreement that isn’t necessarily repeated

### Lesson 5

**Bullying:** Purposefully mean behavior that is usually repeated. The person being targeted often has a hard time defending him or herself.

**Cyberbullying:** Bullying that happens online or through using digital devices

**Harassment:** A more general term than bullying that can take many forms—pestering, annoying, intimidating, humiliating, etc.—and can happen online too

### Lesson 6

**Caption:** Text that goes with a picture and provides information about what’s in the photo

**Context:** Additional information around the photo or other information that helps us understand better what we’re seeing. Context can include information like the place where the photo was taken, the time a text was sent, the situation the sender was in, etc.

### Lesson 7

**Block:** A way to end all interaction with another person online, preventing them from accessing your profile, sending you messages, seeing your posts, etc. without notifying them (not always ideal in bullying situations where the target wants to know what the aggressor is saying or when the bullying has stopped)

**Mute:** Less final than blocking, muting is a way to stop seeing another person’s posts, comments, etc. in your social media feed when that communication gets annoying—without notifying that person or being muted from their feed (not usually very helpful in bullying situations); unlike with blocking, you can still go to their profile to see their posts, and in some apps they can interact with you in private messages.

## It's Cool to Be Kind: Lesson 1.1

# Noticing feelings

Students practice empathizing with people they see on TV, in videos and in games—groundwork for more kinds of digital social experiences in the future.

**A note to the teacher:** After completing this lesson, look for opportunities to revisit it during academic lessons. Take a moment to have students practice empathizing with characters each time your class reads a story or watches a video. In “Let’s talk,” you’ll see parenthetical statements. They’re suggestions for students’ responses. If they can’t think of a response, you can use these examples to prompt some answers.

### Goals for students



- ✓ **Understand** what empathy is.
- ✓ **Practice** empathizing with people depicted in media.

### Let’s talk



Today you will all be investigators trying to find out what other people are feeling. You’ll need to look for hints, like what is happening or how someone is acting.

*Teacher reads the list of feeling words in the handout.*

OK, remember a time you felt one of these feelings. Think about what happened and how your body felt.

*Give them time to think time, then choose a student to act out the situation they remembered—they can use sounds but not words.*

- What feeling do you think you just saw? What hints did you see? (Various answers.)  
Notice how we saw different hints and came up with different answers.  
*Have the student tell the story behind the feeling they were showing.*
- Does knowing what was happening make guessing the feeling easier? (“Yes.”)
- Why? (“You can think about how you’d feel in that situation.”)

Trying to figure out what someone else is feeling is called having empathy. You don’t have to know; it just really helps to try. Empathy helps us make friends and avoid upsetting people. Having empathy isn’t always easy. It takes practice. It’s even harder to have empathy for someone you read about in a book or see in a video.

- Why do you think that’s harder? (“You can’t see them.” “You don’t know everything that’s happening.”)
- Why do you think it’s important for us to practice empathizing with people in books or videos? (“It helps you enjoy the books and videos more.” “You like the people better.” “You can understand what’s going on in the story better.” “It’s good practice for empathizing with people online or here at school.”)

We’re now going to do an activity that’ll help you figure out how people in books and other media feel.

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## Activity



### Materials needed:

- Worksheet: "Noticing feelings" (one per group of 3-4 students)
- Handout: "Common feeling words"

1. **Project the Common feeling words** for the class to see.
2. **Place students** into groups of 3-4.
3. **Have students work in small groups** to complete the worksheet.
4. **Call on groups** to tell the class what they came up with.

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## Takeaway

Empathizing with people in books and videos is important. It helps you enjoy the books and videos more, and it's good practice for when you're with **real** people online and offline. As you get older, you'll start having more and more conversations digitally, on phones and computers. The more you practice empathy in text messages, games and videos, the more fun you'll have socializing online.

# Noticing feelings



## Scenario 1

What are two ways Athena might be feeling?

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What hints support your ideas?

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What are two ways Tucker might be feeling?

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What hints support your ideas?

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# Noticing feelings

Corey and Kevin

Are you okay after what happened at rehearsal?

Forget it.

Why did you do it?

For fun.

Was it fun?

Sure, I guess.

Seriously?

I said, forget it.

## Scenario 2

What are two ways Kevin might be feeling?

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What hints support your ideas?

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What are two ways Corey might be feeling?

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What hints support your ideas?

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# Common feeling words



Happy



Frustrated



Sad



Worried



Surprised



Disappointed



Scared



Excited



Angry



Calm

# Practicing empathy

Students practice identifying how they feel in digital social interactions.

**SEL background for teachers:** *Empathy is a crucial foundation for healthy interpersonal relationships. It has been shown to increase academic success and decrease problem behaviors. The definition of empathy is “**trying** to feel or understand what someone else is feeling”—not the ability to do so. That distinction is important because it’s really hard to identify others’ emotions correctly (most adults struggle too). It’s also not the point. Simply making the effort helps us and our students feel compassion for others and motivates kind action. This is what our children deserve to know. If students focus on getting it “right,” remind them that the best way to find out how someone is really feeling is to ask them.*

## Goals for students



- ✓ **Understand** what empathy is.
- ✓ **Practice** empathizing with people they encounter online.
- ✓ **Recognize** why it’s important to practice empathy.

## Let’s talk



Think about a time you were talking with someone else online in an app, a game, or by texting. Could you tell how they were feeling? (“Yes.” “No.”) What emotions might they have been feeling? (“Happy.” “Angry.” “Excited.” “Frustrated.”)

Trying to feel or understand what someone else is feeling is called having empathy.

- Why is it good to show empathy? (“To know when others need help.” “Help be a good friend.” “Avoid making someone angry.”)
- How could empathizing with others help when you’re interacting with someone online? (“Help understand what they’re thinking.” “Keep from hurting them.” “Avoid accidentally starting drama. Easier to work with them in a game.”)
- How can you tell how someone else might be feeling? (“Recognizing what’s going on around them.” “What they say or do.” “Posture.” “Facial expressions.” “Tone of voice.”)

*Teacher uses his/her face, body, and/or words to show an emotion like excitement or joy.*

- What was I just feeling? (Various answers.)

Recognizing other people’s emotions takes practice—it’s hard for adults too—and it’s especially hard when you’re interacting online.

- What makes empathizing digitally difficult? (“Sometimes I can’t see people’s faces or bodies.” “When you can’t hear their voice.” “When you can’t see what’s going on around them.”)
- What are some clues we can use to help understand others’ feelings online? (“Emojis.” “Photos.” “Use of CAPITAL LETTERS.” “Our history of interacting with someone.”)

Today we’re going to do an activity to help you recognize how people you interact with online are feeling.



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## Activity



### Materials needed:

- Worksheet: “Practicing empathy” (one per student)

**1. Hand out one copy of the activity worksheet** to each student, or project it for the class to see.

**2. Have students work independently** to guess how the people in each scenario are feeling.

**3. Have students compare their answers** with a partner and discuss how each person came up with their answers.

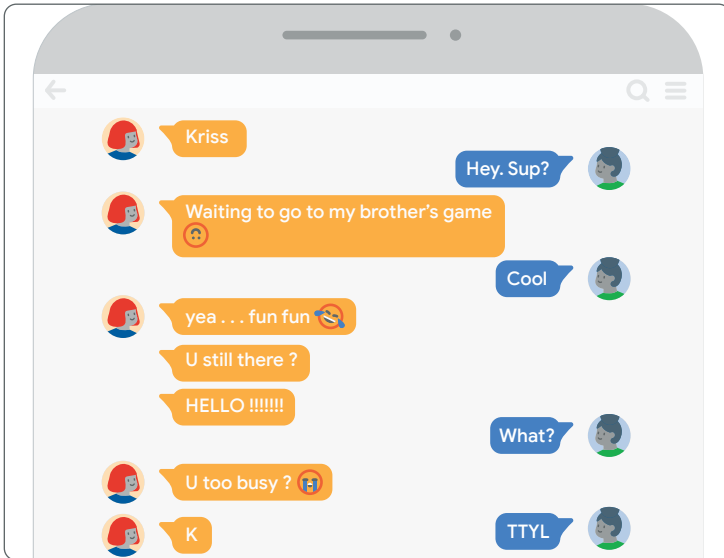
**4. Call on pairs** to tell the class about scenarios where they disagreed on the answers and what about those scenarios made them harder to predict.

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## Takeaway

It’s really hard to guess other people’s feelings correctly—sometimes especially online—but empathy isn’t about getting the answer right. It’s about **trying** to. Just by trying to understand how someone’s feeling, you’re more likely to get along with them and less likely to hurt them. Pretty cool, huh? And when you keep trying, you’re helping to create kinder, more awesome online times for you and everyone else.

# Practicing empathy



How do you think Kriss might be feeling?

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Why?

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How do you think Haddie might be feeling?

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Why?

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How do you think Cyrus might be feeling?

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Why?

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## It's Cool to Be Kind: Lesson 2.1

# Your kindness gram

Students explore what it means to show kindness.

**A note to the teacher:** In preparation for “Let’s Talk,” think of an example of when someone was kind to you and how it made you feel, then an example of when you showed kindness to someone and how it made you feel. This lesson asks that you use these experiences to write your own “Kindness Gram” (see the worksheet) to share with students as an example.

### Goals for students



- ✓ **Define** kindness.
- ✓ **Recognize** how kindness can affect people’s feelings.
- ✓ **Identify** ways to show kindness.

### Let’s talk



*Have students pair up.*

What does it mean to be kind? Turn and tell your partner. (Various answers.)

*Give students time to talk with a partner, then ask for volunteers to share their thinking.*

Kindness is doing something nice or saying something nice to others, right? I’m going to ask you all to think of an example of when someone was kind to you. To help you get started, I’ll give you an example in my own life.

*Provide an example of a time when someone was kind to you and describe how it made you feel.*

OK, so now think about a time when someone was kind to **you**. How did it make you feel? Tell your partner. (Various answers.)

*Give students time to talk with a partner, then ask for volunteers to share their thinking.*

When someone is kind to us, it can make us feel better when we’re sad or upset. Being kind can also make **us** feel good. So in my life, here’s an example of something kind I did for someone.

*Provide an example of a time you were kind to someone and describe for your students how it made you feel.*

Now it’s your turn.

- Think about a time when **you** were kind to someone.

*Give them think time.*

- Tell your partner about what you did and how it made you feel. (Various answers.)

*Give students time to discuss, then ask for volunteers to share their thinking.*

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Let's practice being kind by looking at some examples. [Refer to Side 1 of the handout.]

- **Jules** is feeling left out at recess and sitting all alone. How do you think she feels? ("Sad." "Lonely.") How could you show her kindness? ("Sit with her." "Invite her to play.") How do you think Jules will feel after someone is kind to her? ("Happy." "Included.")
- **Koji** dropped his lunch tray. How do you think he feels? ("Embarrassed." "Upset.") How could you show him kindness? ("Help him pick up his lunch." "Say something nice.") How do you think Koji will feel after someone is kind to him? ("Better.")

The amazing thing about showing kindness is that it helps us practice empathy. Empathy means trying to feel or understand what someone else feels. Kindness is empathy in action! When we practice empathy by being kind, we can make the world a better place.

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## Activity



### Materials needed:

- Worksheet: "Empathy at school" with "Your kindness gram" on side 2 (one per student)

Turn over your worksheet to the second side, where it says **Your kindness gram** at the top. Now think about someone in your life—maybe a friend, a teacher or a family member—who you want to show kindness to. Then fill out a kindness gram to help you plan it out.

Students will choose a person (or multiple people) they can show kindness to and make at least one kindness gram.

1. Have students work independently.
2. Then have each student share their kindness gram with a partner.

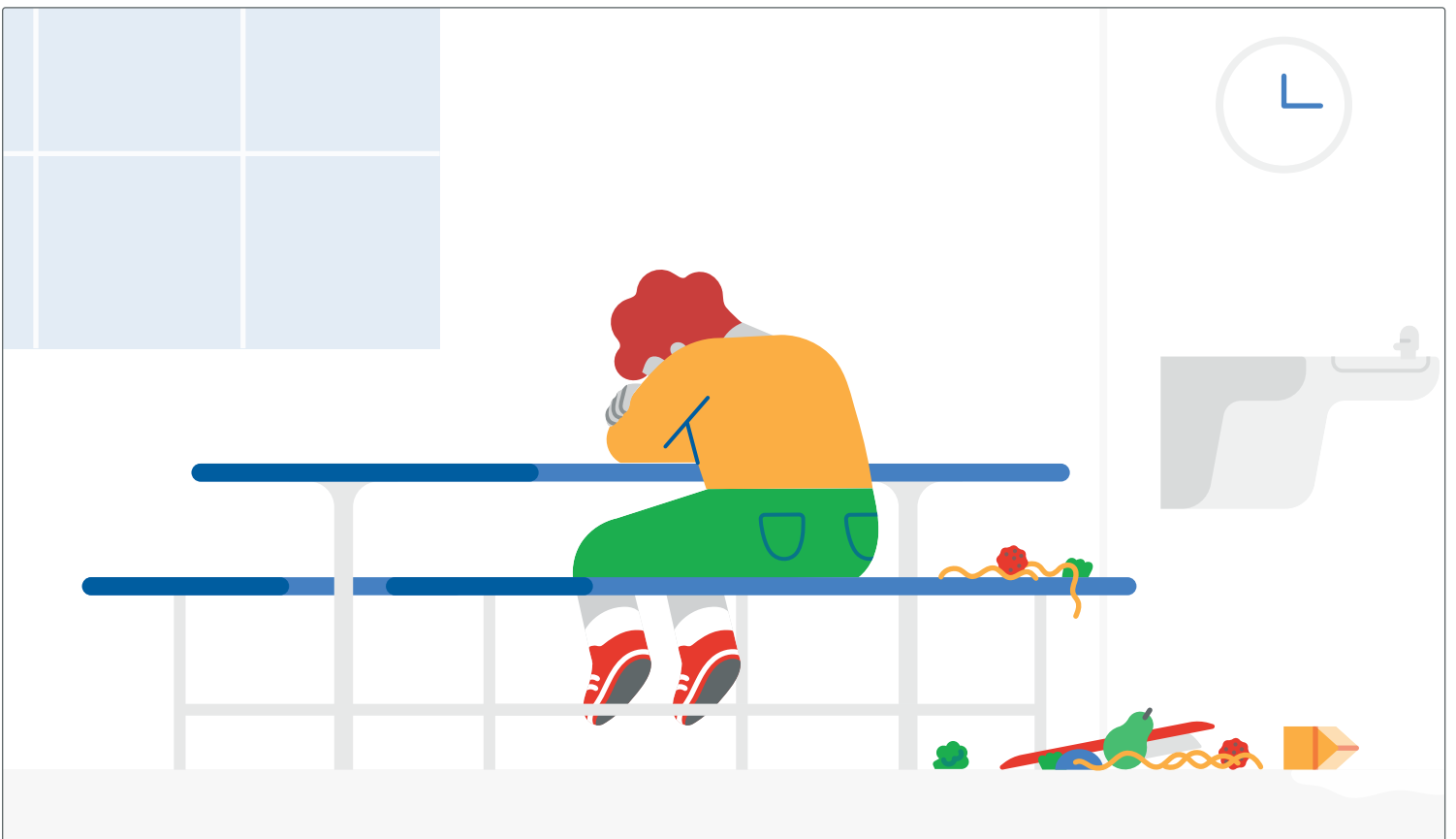
Now that you've finished your kindness gram, think about when you're going to put it into action. Give students time to think and call on a few to tell the class about their kindness gram and when they're going to act on it.

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## Takeaway

Kindness is doing something nice or saying something nice to others. By showing kindness we can help others feel better when they're sad or upset. There are many ways and places we can show kindness, online and offline—and the more the better, right?!

# Empathy at school



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# Your kindness gram

**I will show  
kindness to**

the person you want to show kindness to

**I will show  
kindness by**

the kind thing you will do or say

**I will do this  
kind thing in**

where—for example, at home, in the lunchroom, at soccer practice,  
in a text, in a digital game with someone I'm playing with, etc.)

## It's Cool to Be Kind: Lesson 2.2

# Ways to show kindness

Students explore what it means to be kind online.

**A note to the teacher:** Before beginning the lesson, think of a time someone was kind to you online and how it made you feel. This lesson asks that you share this with the class at the end of the "Let's talk" section.

### Goals for students



- ✓ **Understand** the meaning of kindness.
- ✓ **Identify** ways kindness can look like online.

### Let's talk



Teacher writes the word "Kindness" on the board.

Think to yourself:

- What's the definition of kindness?

*Give students think time.*

- Turn and tell your neighbor what you think.

*Give students time to talk with a partner, then call on a few to tell the class what they thought. Give them a chance to come up with several different answers.*

Having empathy for others helps you show kindness. So building on what we learned in Activity 1, what is empathy? ("Trying to feel or understand what someone else is feeling.")

- How can it help you show kindness? ("Notice when someone's upset or sad." "Know what'll make someone feel better.")
- Why is it important to be kind to others? ("Builds friendships." "Helps people feel safe and welcome." "So people will be kind to me.")
- What are some ways you can show kindness to others? ("Do something nice." "Help them feel better." "Say something positive." "Let them know you care.")

It's important to show kindness everywhere, but today we're going to talk about showing kindness **online**.

- What can make it difficult to show kindness online? ("Harder to tell when someone is upset." "You might not know who the person is." "Not sure how to show kindness online." "It's very public and might be embarrassing.") When you show kindness online it can be really powerful. When other people see you being kind online it encourages them to be kind too.

*Share your story about a time someone was kind to you online and how it made you feel.*

- How could **you** show kindness online to someone who might be sad? (Various answers.) ...who might be upset? (Various answers.) ...who might be angry? (Various answers.)

Now we're going to practice showing kindness online.

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## Activity



### Materials needed:

- Worksheet: "Ways to show kindness" (one per group of 3–4 students)

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**1. Place students** in groups of 3–4.

**2. Give each group** a worksheet.

**3. Have each group collaborate** to complete the worksheet.

**4. For each scenario, call on one group** to tell the class how they would show kindness. If the group is willing, have them act out the scenario for the class.

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## Takeaway

There are lots of ways to show kindness online. Being kind online will help make your online world a kinder, more welcoming place for everyone. It also feels good to show kindness. The next time you're kind to someone, take a moment to notice how you're feeling too.



# Ways to show kindness

1. Read each scenario.
2. Discuss as a group ways to show kindness in each scenario, and write down your best ideas.
3. Be ready to tell the class what your group came up with.

## Scenario 1

People are leaving disrespectful comments on a selfie your friend posted.

One way I can show kindness is to \_\_\_\_\_

\_\_\_\_\_

Another way is to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Scenario 2

You're playing an online game, and one player is insulting and trash talking another player.

One way I can show kindness is to \_\_\_\_\_

\_\_\_\_\_

Another way is to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Scenario 3

Several of your friends are making mean jokes about another student in a private group chat.

One way I can show kindness is to \_\_\_\_\_

\_\_\_\_\_

Another way is to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# From negative to nice

In this activity, students work together to reframe negative comments in order to learn how to redirect negative interactions into positive ones.

## Goals for students



- ✓ **Express** feelings and opinions in positive, effective ways
- ✓ **Respond** to negativity in constructive and civil ways.

## Let's talk



### Turning negative to positive

Kids your age are exposed to all kinds of online content, some of it with negative messages that promote bad behavior. But you can turn that around.

- Have you (or anyone you know) seen someone be negative on the web? How did that make you feel?
- Have you (or anyone you know) ever experienced a random act of kindness on the web? How did it make you feel?
- What simple actions can we take to turn negative interactions into positive ones?

We can respond to negative emotions in constructive ways by changing unfriendly comments to nicer ones and becoming more aware of tone in our online communication.

## Activity



### Materials needed:

- A whiteboard or projection screen
- Handout: "...but say it nicely!" (one per team of students)
- Sticky notes or devices for students

### 1. Read the comments

We're all looking at the negative comments.

### 2. Write revisions

Now let's separate into teams of three and work on two kinds of responses to these comments:

- How could you have made the same or similar points in more positive and constructive ways?
- If one of your classmates made comments like these, how could you respond in a way that would make the conversation more positive?

**Note to teacher:** *It might help to get things moving to complete one example together as a class together.*

### 3. Present responses

Now each team will perform their responses for both situations.

## Takeaway

Reacting to something negative with something positive can lead to a more fun and interesting conversation—which is a lot better than working to clean up a mess created by an unkind comment.

# From negative to nice

Read the comments below. After each comment, discuss:

1. How could you have said the same or something similar in more positive and constructive ways?
2. If one of your classmates made comments like these, how could you respond in a way that would make the conversation more positive?

Use the spaces below each comment to write down ideas.

LOL Connor is the only one in class not going on the camping trip this weekend.

Everybody wear purple tomorrow but don't tell Lilly.

Sorry I don't think you can come to my party. It'll cost too much money.

No offense but your handwriting is a mess so you should probably switch groups for this project.

This makes me cringe—who told her she can sing??

You can only join our group if you give me the login to your account.

Am I the only one who thinks Shanna looks kinda like a little green alien?



## It's Cool to Be Kind: Lesson 4

# About your tone

Students interpret the emotions behind text messages to practice thinking critically and avoiding misinterpretation and conflict in online exchanges.

### Goals for students



- ✓ **Make good decisions** when choosing how and what to communicate—and whether to communicate at all.
- ✓ **Identify** situations when it's better to wait to communicate face-to-face with a peer than to text them right away.

### Let's talk



#### It's easy to misunderstand

People use different types of communication for different kinds of interaction, but messages sent via chat and text can be interpreted differently than they would in person or over the phone.

- Have you ever been misunderstood when texting? For example, have you ever texted a joke and your friend thought you were being serious—or even mean?
- Have you ever misunderstood someone else in a text or chat? What did you do to help clarify the communication? What could you do differently?

### Activity



#### Materials needed:

- Sample text messages written on the board or projected

#### 1. Review messages

Let's take a look at these sample text messages on the board. The class probably has great examples too, so let's write some on the board for us to discuss.

- "That's so cool"
- "Whatever"
- "I'm so mad at you"
- "CALL ME NOW"
- "Kk fine"

#### 2. Read messages out loud

Now, for each message, we're going to ask one person to read it aloud in a specific tone of voice (e.g., angry, sarcastic, friendly).

What do you notice? How might these come across to other people? How might each "message sender" better communicate what they really mean?

### Takeaway

It can be hard to understand how someone is really feeling when they're reading a text. Be sure you choose the right tool for your next communication—and try not to read too much into things people say to you online. If you're unsure what the other person meant, find out by talking with them in person or on the phone.

# How words can change the whole picture

**Media literacy background for teachers:** This lesson lays a foundation for elementary grade students by asking them to grapple with simple captions about individual people. In developmentally appropriate ways, this lesson covers these media literacy concepts and questions:

1. Knowing that all media are “constructed”—made by people who make choices about what to include and how to present it.
2. Routinely asking “Who made this and why?”
3. Routinely reflecting on the media we create by asking: “How might this message affect others?”

## Goals for students



- ✓ **Learn** that we make meaning from the **combination** of pictures and words.
- ✓ **Understand** how a caption can change what we think a picture is communicating.
- ✓ **Begin to see** the power of your words, especially when combined with pictures you post.
- ✓ **Understand** how to be a responsible media maker.
- ✓ **Develop the habit** of asking, “Who posted this and why?”

## Let's talk



### How can words change a picture?!

Pictures combined with words are a powerful way to communicate. Imagine a news photo of a house on fire. One caption says “Family loses house but everyone gets out safely, including the dog.” That would be sad, and maybe a little scary, right? But what if the caption said, “Firefighters set empty house on fire so they could practice using new firefighting tools.” You’re still looking at a house on fire, but you have a very different idea about what’s happening. You might even feel safe instead of scared.

## Activity



### Materials needed:

- See following page

*Divide the class into small groups. Without revealing to students that you’re handing out two different versions, give half the groups the handout with the positive caption and the other half the one with the negative caption.*

### 1. Pictures + words

Take a look at the image. With your group, describe the person in the picture. What sort of person do you think they are? Do you think you’d like to spend time with them or be their teammate? Why or why not?

*The evidence will quickly reveal that groups were looking at pictures with different captions. Have each group hold up their picture so the others can see the difference.*

Finally, briefly discuss: What does this show about the power of words to shape our ideas?

### 2. Still not sure?

Take a look at some more examples (see **How words can change a picture**)...

**Materials needed:**

- Pictures of teachers and staff from your school going through their daily routines. For 2–3 weeks prior to the activity, you'll want to gather a few digital photos, or assign the students to gather them without revealing the pictures' role in this activity (always with the subjects' permission, of course).

If that isn't possible, you could gather age-appropriate pictures from magazines or news sources.

- **Optional:** At least one picture of every student in the class
- Handout: "Sports images"
- Handout: "How words can change a picture"

Think about what it would feel like to get or see a message that included one of the pictures with the negative caption. Seeing or hearing negative messages doesn't only hurt the person in the picture. It can make other people who see the picture uncomfortable too.

When you get the message or photo, what do you do? You always have a choice. You can...

- Choose not to share the picture with anyone else, or...
- Tell the sender that you would rather not get messages that are meant to hurt someone, or...
- Support the person in the picture by letting them know that you know it isn't true, or...
- All the above.

You could also send a positive message. Not an answer—just your own positive message. Seeing or hearing positive messages supports the person in the picture and can make others feel good and want to post their own positive messages.

### 3. Someone at our school

*Teacher selects random photo from shuffled set of school staff photos.*

Practice creating different kinds of captions. First make up some captions that would make the person in the photo feel happy or proud. How many different captions can you think up?

Now let's talk about funny captions. Is there a difference between writing what's funny to you and what might be funny to the person in the photo? Is there a difference between a joke that's kind and funny to **everyone**, and a joke that makes fun of someone and is only "funny" to a few people?

Write some captions that are examples of what we discussed, then let's all pick a caption for each photo that's both funny and kind—not hurtful to the person in the photo.

Keep practicing using pictures of other people at our school. Did you get any new ideas about kind things to say by looking at the captions that your classmates wrote?

### 4. Class collage

Create a collage of pictures of every person in your class, each with a kind caption written on it.

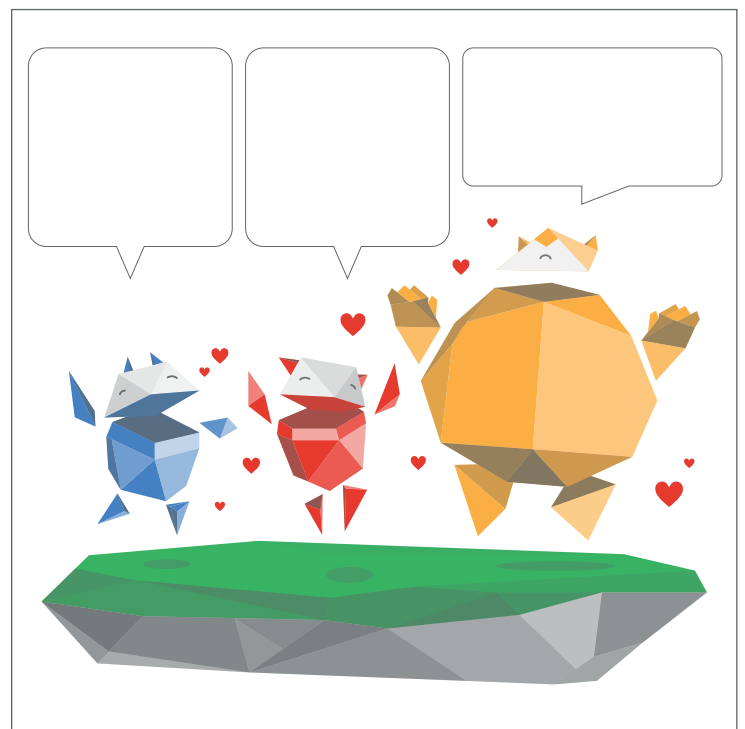
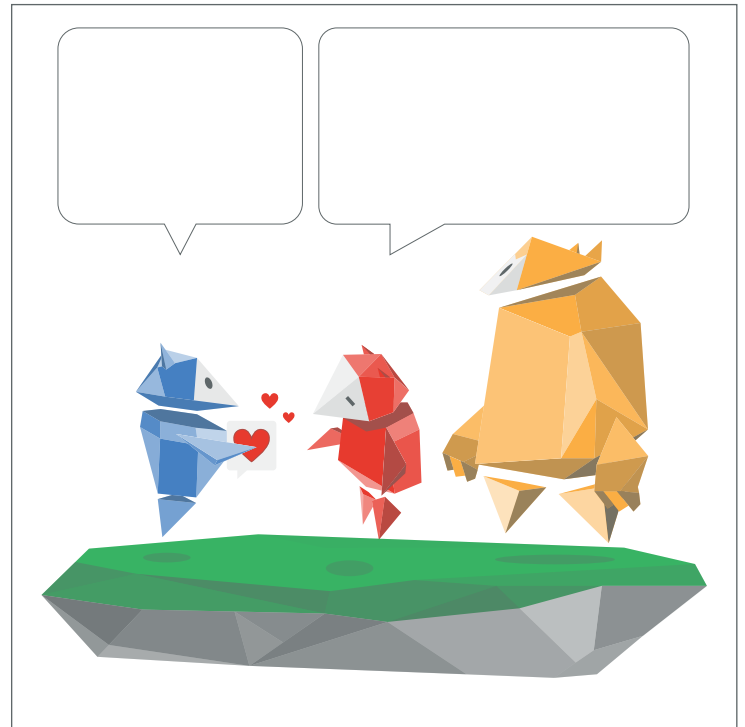
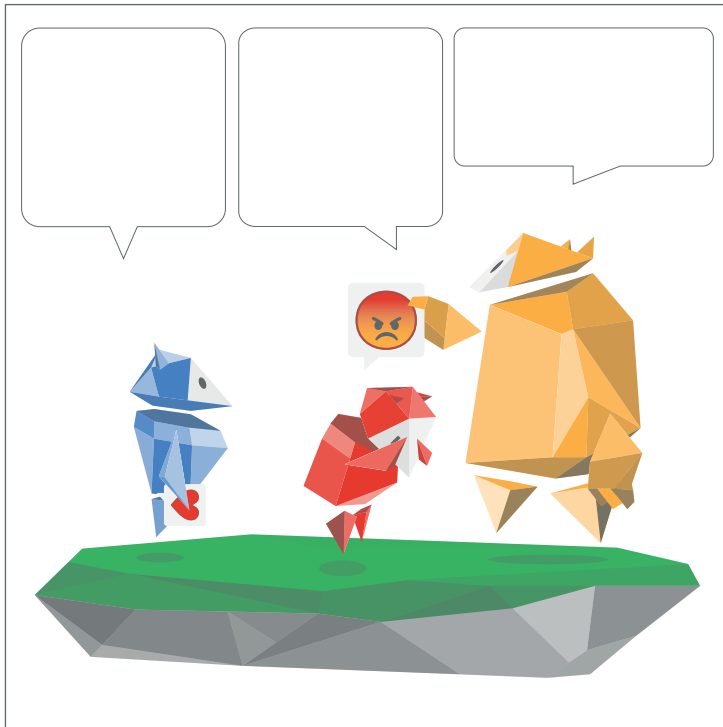
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## Takeaway

Captions can change what we think—and feel—about a picture and the messages we think we're getting. It's good to think or pause before posting pictures with captions, to consider how the whole thing might make others feel. And before accepting pictures and captions that others post, ask, "Who posted this and why?"

## Extension

Try this experiment. Distribute a short comic strip in which all the words have been deleted. Then have every student, working individually, fill in the thought/conversation bubbles to tell the story they see. Compare the results. Did everyone see the same story or write the same words? Why not? What does the experiment show about how we use words to provide context or understand what a picture's "saying"?



## Sports images



Awesome!



Show Off!



Awesome!



Show Off!



# How words can change a picture



Original artwork wins first place.



Hot Mess.



I discovered a new species in the world!



Mmm Dinner!



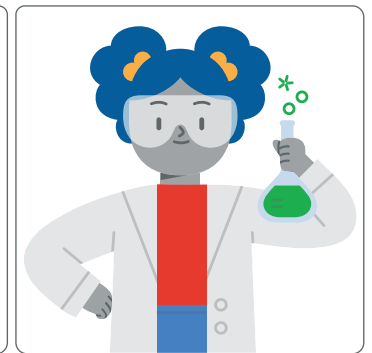
Nailed it!



Awkward - not even close!



Youngest scientist in the world!



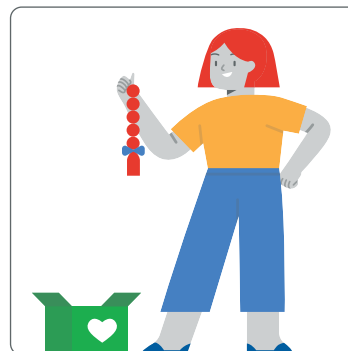
Nerding out. #lame



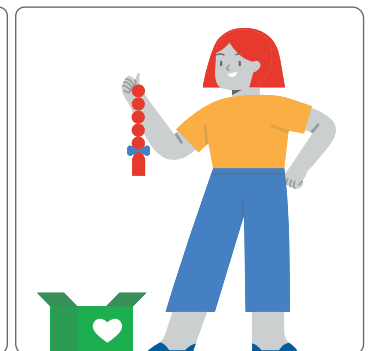
Finally, my own phone!



Got my mom's lame old phone. :/



Grew my hair out and donated it to a cancer patient. <3



WORST. HAIRCUT. EVER!

# Interland: Kind Kingdom

Vibes of all kinds are contagious, for better or for worse. In the sunniest corner of town, aggressors are running amok, spreading negativity everywhere. Block and report the aggressors to stop their takeover and be kind to other Internauts to restore the peaceful nature of this land.

Open a web browser on your desktop or mobile device (e.g., tablet), visit [g.co/KindKingdom](https://g.co/KindKingdom).

## Discussion topics



Have your students play Kind Kingdom and use the questions below to prompt further discussion about the lessons learned in the game. Most students get the most out of the experience by playing solo, but you can also have students pair up. This may be especially valuable for younger students.

- What scenario in Kind Kingdom do you relate to most and why?
- Describe a time when you've taken action to spread kindness to others online.
- In what situation would it be appropriate to block someone online?
- In what situation would it be appropriate to report someone's behavior?
- Why do you think the character in Kind Kingdom is called an aggressor? Describe this character's qualities and how his actions affect the game.
- Does this game change the way you plan to behave toward others? If so, how?