





Title: The Kindness Project		
Course: Anglais de base (English 101)		
Key Language Elements: Grammar; vocabulary language learning strategies; reading strategies; writing strategies; development of oral speaking skills in a formal context.		
Pedagogical Intentions:		
<ul style="list-style-type: none"> - Understand what altruism is and why people perform altruistic acts for others. - Promote empathy and embody the change one wants to make. - Promote use and mastery of cross-language strategies for vocabulary learning, comprehension and speaking. 		
Objectives:		
<ul style="list-style-type: none"> - Build (cross-linguistic) morphological awareness to strengthen vocabulary knowledge. - Promote the use of predicting, inferencing, and connecting for deeper understanding in reading. - Foster use of academic conversation strategies to conduct a discussion. 		
Learning Task:		
<ul style="list-style-type: none"> - Read the article: “The Kindness of Strangers: Why Human Beings Do Good Things” (adapted from Taylor, 2016) 		
Form: Pair/Group/Class work.		
Context: In class or online for distance learning.		
Pre-learning Activities: The unit plan can be done on its own or as a follow-up unit after the unit on <i>Lonely in Canada?</i>		
Lesson 1	Lesson Description: This lesson aims to prepare students with the key vocabulary to read the article “The Kindness of Strangers” (adapted from Taylor, 2016). Key Language Elements: Vocabulary strategies - prefix and suffix; cognates.	
Time	Procedure	
5 min.	1. Lead-in: Have you ever been helped by someone that you don't know, say a stranger on the street who picks up a 50-dollar note that you dropped from your purse? Who has had similar experiences of kindness from other people?	
10 min.	2. Introduce the word “altruism”:	


<p>10 min.</p> <p>15 min.</p> <p>10 min.</p>	<ul style="list-style-type: none"> • Latin- “al” = beyond; “ter” (as in “other”); “autrui” in Latin spoken by common people; in old French autri is other people as in “autre” nowadays. • “~ism” refers to a practice, belief or philosophy – e.g., feminism (invite students to share other ~isms) • “altruism” – invite students to guess what it means. Altruism refers to kind and charitable acts done for other people; a simple desire to help others without asking for anything in return. • Explain that prefix is the tiny word (affix) before the stem (root) of a word and suffix is an affix put after the stem word: <ul style="list-style-type: none"> ○ prefix – pre~ - before; ~ing – after a verb means the action is ongoing • Ask students to complete Task 1 in the Student - The Kindness Project Lesson 1 – Worksheet with Answers exploring the meaning of prefixes and suffixes. Use a dictionary if needed. This allows students to use word knowledge to infer meaning while reading from context. <p>3. Complete Task 2 of the Student - The Kindness Project Lesson 1 – Worksheet with Answers- guessing the meaning of words based on cognates. Use a dictionary if needed.</p> <p>4. As a class, review the answers for Task 2, asking students if they have previously used cognates to help in guessing word meaning. Ask students to share the strategies they employed in deconstructing the vocabulary in both tasks 1 and 2.</p>	<p>approach is to raise students’ cross-language awareness as it expands their vocabulary and promotes learner autonomy. Focused teaching of affixes and cognates (words with shared roots) can raise students’ morphological awareness and vocabulary learning skill.</p>
<p>Lesson 2</p>	<p>Lesson Description: This lesson focuses on reading the article Student - The Kindness Project - The Kindness of Strangers text (adapted from Taylor, 2016)</p> <p>Key Language Elements: Reading strategies – Prediction and paragraph synthesizing.</p>	
<p>Time</p> <p>2 min.</p> <p>15 min.</p> <p>10 min.</p> <p>13 min.</p>	<p>Procedure</p> <ol style="list-style-type: none"> 1. Lead in: Remind students of article – subtitle – prediction 2. Have students individually read the article, referring to the vocabulary list in Tasks 1 and 2 if they have problems understanding. 3. In pairs, give a subheading for each paragraph (e.g., Parag. 1 - An example of altruism). 4. Invite students to share their subheadings while noting their ideas on the board in two columns that correspond to the two main arguments in the text: 	 <p>Comprehension strategies - predicting and inferring. Meaning can be drawn from all text components including title/subtitle, headings/subheadings and other illustrations</p>


<p>8 min.</p> <p>2 min.</p>	<ul style="list-style-type: none"> • Pure altruism • Reciprocal altruism <p>Support students to synthesize the notes orally and articulate what the two main arguments are in their own words (e.g., argument 1. People may do good things to benefit others; 2. People may also do good things to benefit themselves.)</p> <p>5. Ask students to share their opinions on the matter and how the article supports their beliefs.</p> <p>6. Conclude the class with the sendoff question: <i>Does intrinsic motivation and intention matter if it means helping someone else?</i></p>	<p>Another key comprehension strategy is summarizing or synthesizing key ideas.</p>
<p>Lesson 3</p>	<p>Lesson Description: This lesson aims to make the students think critically about case studies portraying acts of kindness.</p> <p>Key Language Elements: Critical interpretation– Review cases on acts of “kindness”; writing skills, criteria development for what constitutes “acts of kindness”.</p>	
<p>Time</p> <p>5 min.</p> <p>15 min.</p>	<p>Procedure</p> <ol style="list-style-type: none"> 1. Lead in: Begin class by asking students if they believe all ‘acts of kindness’ are good. 2. Engage students in discussing case studies that reveal acts of kindness may bring benefits but also repercussions to the recipients using Student – The Kindness Project Lesson 3 – Case Studies: <ol style="list-style-type: none"> a. World Vision allows individuals to internationally sponsor a child financially as well as purchase equipment/livestock/items from a catalogue for the community. What financial and social repercussions may affect the community as a result? Does their Christian mission to evangelize to the global south interfere with their mission statement? b. Samaritan’s Purse Canada carries out the Operation Shoe Box project to send boxes of gifts and essentials to the global south annually so ‘every child may receive a Christmas gift’. What social repercussions could affect the communities as a result? How does the inclusion of a Christian booklet leading children to give their lives to Jesus in every box affect the reception of the boxes? c. In a rural community in a country in Central Africa, some European countries have donated computers for educational use. Due to a lack of internet access and the computers being viewed as ‘too precious’, the 	<p>? Critical literacies and interculturality – Critical discussions allow students to reflect on perspectives which differ from their own and challenge their tacit assumptions about social practices.</p>

<p>15 min.</p> <p>15 min.</p>	<p>computers are kept unused in storage. How did the generous intention of the donors result in a waste of resources? What questions could the donors have asked themselves to prevent this result?</p> <p>d. As the result of receiving substantial support from the public through donations, the city of Sherbrooke shut down a homeless camp in 2021 after it became too self-sufficient. How might this affect community morale? What other choices could have been made to encourage those living within the camps to seek out and/or accept housing and social support?</p> <p>Note: We have included a short list of case studies for general use. In order to maximize student engagement, teachers can adapt/change case studies to ensure they are most relevant to their classroom and community.</p> <p>3. Return to the previous class's sendoff question: <i>Does intrinsic motivation and intention matter if it means helping someone else?</i></p> <p>a. Ask students how the individuals' intrinsic motivation in the above scenarios affect the delivery and results of their 'act of kindness'.</p> <p>b. Discuss with students whether this awareness should impact our willingness to deliver 'acts of kindness'.</p> <p>c. It is important to explicitly note that the goal of this discussion is in no way to discourage students from partaking in outreach-based organizations or extending acts of kindness towards others, but rather to further promote critical thinking and awareness of the implications of our actions.</p> <p>4. For the final task of the lesson: Have students work in teams of 3-5 in creating a list of criteria they find important when assessing what makes a good act of kindness. Co-create a few examples as a class to begin the brainstorming discussion: <i>Must not interfere with the recipient's self-agency; must be relevant to their immediate needs and wants, etc.</i></p> <p>If time is lacking, this task can be completed in the following period.</p>	<p>? Critical literacies and interculturality – Setting the criteria allows for deep understanding of what and who defines kindness.</p>
<p>Lesson 4</p>	<p>Lesson Description: This lesson's goal is for the students to participate in a Kindness Project experiment by having them perform 1-3 acts of kindness.</p> <p>Key Language Elements: Finalize and orally present criteria for acts of kindness; writing – journal entries with prompt for reflections on acts of kindness.</p>	

<p>Time 15 min.</p>	<p>Procedure</p> <ol style="list-style-type: none"> 1. Have students complete their co-construction of criteria for assessing what makes a good act of kindness. <ol style="list-style-type: none"> a. Have students informally present their criteria to the class once their task is completed. Jot down their ideas on the board. 	<p> Oral presentation to peers for feedback offers an opportunity to clarify and improve one's ideas.</p>
<p>15 min.</p>	<ol style="list-style-type: none"> 2. Using the co-constructed criteria, introduce the Kindness Project experiment as detailed by Berkeley University. <ol style="list-style-type: none"> a. Based on the Berkeley University Research Experiment have students participate in a weeklong experiment on the internal and external effects of consistent random acts of kindness. Every day, students will perform 1-3 acts of kindness based on the following criteria: <ol style="list-style-type: none"> i. It doesn't matter if the acts are big or small, but it is more powerful if you perform a variety of acts. ii. The acts do not need to be for the same person—the person does not even have to be aware of them. Examples include <i>feeding a stranger's parking meter, picking up litter, helping a friend with a chore, or providing a meal to a person in need, buying coffee for the crosswalk helper, helping someone carry groceries out to cars, scraping snow off cars or shoveling driveways when snowing.</i> 3. Discuss the benefits of shifting mindsets towards generosity and gratitude as listed in the research experiment abstract. Explicitly explain the goal of the experiment: <i>In addition to orienting ourselves towards research and practicing reflective writing, the goal of the experiment is to raise our awareness in the ways we can impact each other as a community. By encouraging a mindset and habit of generosity and outwardness in ourselves, we are propelling a change in our communities where members become more aware of our interconnected living. <u>Become the change you want to see in the world.</u></i> 4. Students will complete a brief journal log by the end of the week, listing their actions and writing a small paragraph describing how those acts of kindness made them feel and how they might have affected others. 5. Students can complete their journal log on an online sharing platform such as Padlet. Creating a private wall, students will be able to post their own experiences as well as comment and interact with others' experiences throughout the week. 	<p> Critical literacies & interculturality - The experiment allows students to go beyond their comfort zone to reach out to the other in small but tangible ways.</p>

20 min.	<ol style="list-style-type: none"> 6. Students can use the Student - The Kindness Project Lesson 4 - Journal Prompt to help them finish the log and then post it on Padlet. 7. Put students into groups to discuss and plan their individual acts of kindness for the week. If time permits, ask them to share with the rest of the class. 	
Lesson 5	<p>Lesson Description: This lesson aims for the students to create their own outreach project by identifying and researching an issue or resource gap within the community and developing a way to offer corresponding aid or relief.</p> <p>Key Language Elements: Introduce the cumulating task - The Kindness Project: Develop students’ research strategies and writing skills, create an annotated bibliography, rationale, and action plan (with template).</p>	
<p>Time 10 min.</p> <p>10 min.</p> <p>30 min.</p>	<p>Procedure</p> <ol style="list-style-type: none"> 1. Have students share their learning and experience in groups first (then with the whole class), including both their weeklong acts of kindness and their reading of each other’s logs on Padlet. 2. Introduce the final task: an outreach project. In groups of 3-5, students will identify and research an issue or resource gap within the community and develop a way to offer corresponding aid or relief. <ol style="list-style-type: none"> a. Remind students that small acts of kindness can have large effects on others. Students are not necessarily searching for a solution, but a conscious and intentional way to meet the immediate needs of their community. 3. Once students have formed their groups, distribute and explain Student – The Kindness Project Lesson 5 – Project Template to guide their planning. Explain each step of the template carefully as a class with an example so they understand what to do and why. 4. It is also important to show them how to find good articles and the information within them. Allow independent research time while selecting the issue they hope to address as well as possible solutions in accordance with the criteria co-constructed in lesson 3. 5. Students will need to identify their problem based on relevant research through the annotation of 2 articles, the rationale, as well as a detailed action plan on how they hope to accomplish their idea. 	<p>? Critical literacies & interculturality - The project promotes students’ social awareness while strengthening their research and writing skills.</p>

	<p>6. The students will have time in the second to last lesson to complete their template and present it to their peers for feedback. They should also work on this outside of class before then.</p>	
<p>Lesson 6</p>	<p>Lesson Description: This lesson aims for the students to complete their template with monitored help. Afterwards, they will be presenting their proposal to each other for constructive feedback. Key Language Elements: Finalize and present their proposal based on the template to their peers; give constructive feedback on the presentations.</p>	
<p>Time 5 min. 15 min. 20 min. 10 min.</p>	<p>Procedure</p> <ol style="list-style-type: none"> 1. Ask the students if they have any questions regarding the template or if they need clarification. Take the time to answer any of their questions as a group. 2. Have students continue working on the proposal with their partners. The students will have time to research articles if needed. 3. Once the students are finished, have them present their proposal to another team for peer-feedback/assessment. They will need to give both compliments and constructive critiques so that their peers can improve their project description and design. <i>e.g., I think... I believe... I find... You could perhaps... The rationale could be more detailed because ...</i> 4. The teams will make adjustments to their proposal based on the feedback. 	 Peer feedback provides a good source of formative assessment , allowing students to improve their drafts for the final production. Teachers need to give clear instructions as to what students should be looking for -- in this case the criteria for a good act of kindness.
<p>Lesson 7</p>	<p>Lesson Description: The goal of this lesson is for the students to present their action plan to the class. Key Language Elements: Oral presentation of research project and reflections.</p>	

Time	Procedure	
40 min.	<ol style="list-style-type: none"> 1. Following a 1-2 week window where students were able to implement their action plan, hold a short oral presentation for each group. 2. Every presentation should include the following criteria: <ol style="list-style-type: none"> 1. A summary of the rationale, proposed project and expected results; 2. How it was implemented within their community; 3. The actual results --successes and possible shortcomings, and how they compared to the expected goals; 4. How it affected the group members and community members; 5. How the project goals may be adopted/adapted into an everyday lifestyle 	 Writing strategies – It's important to highlight text components each time students are asked to read or write a new text type. Teachers can invite students to share what they already know about this text type (in this case, a proposal) -- similarities and differences between them in English, French, and/or other languages they know of.
10 min.	<ol style="list-style-type: none"> 3. Encourage and thank students for their participation in the project and ask for their final thoughts through group format. A takeaway idea from the unit plan: “Become the change you want to see in the world”. 	

Extension:

A comprehensive and impactful extension would be to invite leading community members into the classroom to discuss the purpose and mission of their organisation (see examples below). Notify students beforehand and encourage them to develop relevant questions for the speakers. The goal of this extension is to not only promote awareness of the existing and established organizations within the community which are modelling the students' task but to further encourage student involvement outside of the classroom.

Examples of relevant organizations:

- Local foodbanks
- Pregnancy option centers
- Indigenous alliances
- LGBTQ+ alliances
- Sexual culture committees
- Refugee relief associations



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