The ‘Capturing Kindness’ Project

Lesson 1 - “What does Kindness look like?”

Shared Learning Target: I can visualize and describe what kindness looks like.

We began by establishing a ‘need to know’ - by sharing a slideshow of photographs (accompanied by instrumental music) from our recent community building activity ‘board gaming’ afternoon, where students from four intermediate classes played games and interacted for 1 hour.

The purpose for viewing the slideshow – to reflect on our shared experience and to gather evidence; asking students, “What evidence do you see of engagement / focus, collaboration / sharing, fun (smiles, laughter)?

Our driving questions: “What does Kindness look like? If you were to take a photograph to somehow capture or represent kindness, what would be in your picture?”

We brainstormed and discussed as group what might be or could be in a photograph capturing or representing kindness:

After much dialogue, one student said “Kindness is NOT throwing rocks at salmon in the creek…” From this, we worked as a group to frame this description of kindness differently, arriving at “Kindness is observing the creek while not disturbing it…”

We then asked guiding questions to further prompt and push student thinking – “What if my photograph was of a freshly baked blueberry muffin? How might this represent or capture kindness?”

Student responses included, “Well, it might be a muffin that someone gave to you for a treat?”… or “It might be something that you made to share with someone else?”

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Lesson 2 - Inferring from pictures found on Google

Shared Learning Target: I can infer kindness from photographs.

We googled the word **kindness** and then clicked on the images link. We then selected and shared photographs that are posted and asked, “Why or how does this photograph represent kindness?” Students brainstormed and shared their thinking using the frame:

\[
\text{Evidence} \quad + \quad \text{My Thinking} \quad = \quad \text{inference}
\]

(what I see) \quad (my connections / background knowledge) \quad (my conclusion)

Examples of photographs found when you Google the word *kindness*:

![Example Image 1](image1.png)

![Example Image 2](image2.png)

![Example Image 3](image3.png)

![Example Image 4](image4.png)

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Lesson 3 - Inferring from Dialoogle Photo Cards - ‘Visual Talking’

I had the opportunity to participate in a workshop at the Be the Change conference in Ahmedabad, Gujarat, India where we used these Dialoogle Visual Talking cards to stimulate communication and dialogue.

For this project, we used these cards to further support our students in thinking about and identifying kindness in images.

**From the Dialoogle website:**

*Why Dialoogle?*

_A picture is worth a thousand words. Dialoogle is creative tool to kick-start, renew, diversify and qualify communication in dialogues and group conversations._

_Dialoogling makes use of a series of picture cards with motives created to stimulate associations, inspire creativity, and facilitate versatile linguistic formulation of feelings, perceptions and ideas._

_Apart from being great fun, dialoogling makes conversations flow more freely, enhancing the value and outcome for all participants. Dialoogle is an ideal tool for teachers and psychologists, business leaders and coaches, HR and management consultants – for anybody striving to improve the quality of a conversations in any context._

_Use Dialoogle for developing business strategies and visions, for performance reviews and conflict solving, for creative processes, teaching, crosscultural and interdisciplinary projects. Only fantasy sets the limits for the use of Dialoogle as an effective communication tool._

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Below are four of the cards found in the Dialoogle Visual Talking set.

We used the cards shown below and other cards with our students to again give them an opportunity to infer from pictures… with the guiding question “How would you describe this photograph as representing or capturing kindness?”

Each student was given a different card. Students responded positively to this opportunity to first think independently, next share with a partner, and then share with the whole group, how their photograph card could be conceived to be a capture or representation of kindness.

For example, one student described that the elephant photograph represents kindness because the lead elephant is showing the way and protecting the other elephants; because he is the biggest and the strongest.

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The Invitation

Students were invited to use their own devices to take photographs, outside of school, that in some way capture or represent what kindness looks like/means to them. They were asked to submit their photographs and descriptions of their ‘kindness captured or represented’ to a Gmail account that we set up.

All photographs submitted were shared and celebrated at our school. Select photographs and descriptions were forwarded to the Dalai Lama Center for Peace + Education for consideration for their project. The DLC plans to share a montage of child-captured photographs to an audience of 500 educators at their opening of Heart-Mind: the Science of Kindness conference in May, 2014.

The Dalai Lama Center sent us a release form so that parents could provide their official/legal approval for the use of the images. An information letter about the Capturing Kindness project was sent home to parents.