

Week 3 Class Outline (Ethics: Kindness/ Responsibility)

Breathing: To begin class, sit in a circle with the children and have everyone introduce themselves. Then, move into a breathing exercise.

- One breathing exercise can be a bee breath. Have the kids cover their ears. Inhale and make a buzzing sound on the exhale. Ask if they heard the buzzing in their ears.
- (Optionally: give the children a choice between an animal breath and or a regular one)

Rules: Next, go over the class rules. They are:

- Only one person can speak at a time
- Listen when others are speaking
- Think before you speak
- Give reasons for your answers

The kids should all know these as well, but go over them as much as they are interested.

Sam's Kind Day: For the activity, start by saying that Sam has told his mom that today he wants to have a kind day and go around being kind to everyone. She replies that this is a great idea but asks what he'll do to be kind.

Have the kids suggest things that Sam can do to be kind. On a white board or chart that everyone can see, record their answers. After, have the kids give a reason why each act is kind.

Then say, we see how Sam can be kind, should we always be kind to others?

If the children answer yes, ask them why. This can range from it is nice to it makes people happy. If they say being kind gets kindness in return, ask them if it's still being kind if you expect something in return. Also ask, if someone is being mean to you, should you still be kind?

If the children answer no, their reasons can be things like, you don't have to be kind to someone who has done something very bad.

After this, state what you all seem to have agreed being kind is. Then, have the kids pair up or work individually to make a list of 5 things, 4 being kind acts and 1 being unkind. Read them out and have the other children identify the one that is not kind.

What does moral mean? Now, ask the kids if they know what being moral means? Morals can be tied to the idea of right and wrong while responsibility relates to a need to do something based on your role. Ask them some examples of different roles, and how that means you have to act a certain way.

Albert Camus: To continue to discuss, ask how kindness relates to morals and responsibility. A philosopher who talks about these ideas is Albert Camus, who was a French-Algerian

philosopher and writer. Camus believed in embracing the idea of the absurd or life having no meaning. Ask the kids what they think about that.

Camus says that “we must be responsible for the lives that we create, and this responsibility for our own lives extends naturally to accepting responsibility for one another.” What do the kids think this means? One response could be that we should band together to help us find strength to handle our responsibilities in better ways.

Draw Responsibility: Have the kids draw something responsible and something irresponsible and then share. What makes these acts different? How did they decide what to draw and how to represent it?

Buddha Stories: Now move onto reading *Buddha Stories* by Demi. This is a black and gold illustrated version of some of Buddha’s stories.

Ask the kids, who has heard of Buddha? Buddha’s real name was Siddhartha Gautama. He was a religious teacher who lived in South Asia in the 5th or 6th BCE. He founded a religion called Buddhism and taught people to live mindfully, with restraint, and to treat others well. Then explain that Buddha stories are some of the spoken stories passed down from Buddha. Each one has a moral so listen to figure out what it can be.

Read a story and have the kids guess the moral.

Conclusion: Finally, give the children their evaluation sheet. Have them respond with a smile, frown, or medium face for each question and prompt them to write a response for the last question.