

## Circles (1) - Circle of Kindness

Based on an idea from Bellhouse, B. et al (2005)

Foundation House / Elementary (Classes 5-7)  
Intermediate (Classes 7-10)



### Learning by Example (A Pestalozzi Approach)

#### Instructions to students:

The students sit in a circle and pass compliments about the next person round the circle, going clockwise. Then, going anticlockwise, they make a positive statement about something that has happened to them recently or about somebody in the circle, again turn by turn.

Students write the compliment and the name of the person they are complimenting on one strip of paper and the positive statement on the other, using complete sentences.

Students draw and colour self-portraits on the drawing paper, which should include their names and hands on either side of the portrait. The students write a few things which they like doing on their self-portraits, using complete sentences.

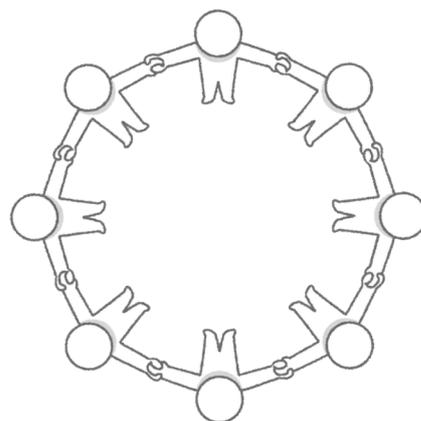
The portraits, with the strips of paper between them, are hung from a piece of ribbon in the order in which students sat in the circle and the circle is displayed.

Students look at the display and each reads out in turn a compliment or positive statement other than those he or she wrote.

**Pestalozzi wrote about the circles we live in and one such circle is this circle of classmates you are in today. He thought that it is important that we do things to help other people, especially the people we meet in each circle we live in. He thought that if someone does a good thing to a person, that person would then want to do good things for other people because our good words and actions positively affect the people we live with and meet. So if someone tells me that I am intelligent, I feel good and will probably feel like giving somebody else a compliment. If I help someone wash the dishes that person is more likely to offer help to someone else.**

#### Materials Needed

- Paper, colouring pens
- Strips of paper (different colours if possible)
- Ribbon and stapler



#### Examples of statements:

"I like how kind Amina is to everyone. She always shares her crayons with me." for Amina

"Kofi is very funny. He made me laugh when I was feeling sad." for Kofi

"Rin helps others clean up after class without being asked. She's a good friend." for Rin."

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For Pestalozzi, the circles we live in include two inner circles, one is our own inner voice and the other, our very centre, what Pestalozzi called love, truth, morality and God. When we need to make a decision it is good to listen to our inner voice and to the voice of love and truth. (Many of us may know what it is like to have an argument with ourselves, between a good voice and a bad voice.)

Pestalozzi teaches us that by learning to listen to our inner voice and by being able to recognise love, truth, morality and God at our very centre, we can gain the necessary morality and understanding to be able to help ourselves and others.

### AI/Tech enhancements:

#### Digital Kindness Board

Use an online board (Padlet /Google Slides) for students to post:

- One act of kindness they performed
- One they witnessed

Add optional image, emoji or audio clips to enhance visuals

#### AI Prompt Extension:

Students prompt AI to categorise posts automatically:

“Group these kindness actions into themes like empathy, service, cooperation and community.”

Students then discuss whether the AI grouping resonates with their values.

#### Why this matters?

- Digital collaboration helps to build community
- AI assists organisation but students interpret the meaning
- Gets students confident with using digital tools and understand how these can offer a range of inclusive ways to present/share with others

#### Kindness Challenges Tracker

Encourage a class challenge: each day for a week, students perform an act of kindness.

Use a shared digital calendar or spreadsheet where students log:

- What act they did
- How it made them feel
- How the other person responded



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AI/Tech enhancements:

### AI Support:

#### Students prompt:

**“Suggest simple kindness challenges students can complete this week.”**

**Students to choose and customise these for their values**

#### Why this matters?

- Encourages proactive kindness beyond discussion time
- Integrates reflection with real behaviour tracking

To ensure AI is used in ways that support growth, not replace reflection ensure these are norms in the lesson:

- Students always start with their own ideas before using AI to support
- Students record:
  - Which AI tool they used
  - The prompt they entered
  - What they changed and why
- Students then evaluate whether AI outputs:
  - Help deepen students thinking
  - Missed key local or cultural information

Encouraging prompt transparency and reflection builds digital literacy and ethical AI use a key learning skill for the future.