

The Language of Kindness (Good Care)



OBJECTIVES:

- To raise awareness on the concept of kindness (good care)
- To explore the interplay between kindness (good care) and collective resilience
- Promote the use of a language of kindness (good care) among teachers and children.



AXES:

Paradigm of kindness (good care)



STEP BY STEP OF THE ACTIVITY

»» Introduction to the activity: (10 min)

Start the activity by listing the objectives to be worked upon. Explain the digital tools to be used, especially *Mentimeter* (online word cloud and survey tool) emphasising that the answers collected on this platform will be anonymous.

»» 1st part of the activity: What caring and uncaring communication sounds like (10 min)

Give participants a link to a previously created *Mentimeter* where they must write down 3 words or short phrases, they have been told that made them feel bad, unseen and/or disrespected. These words will be automatically collected by the programme and presented in a word cloud.

Then send a second link to the group and ask them to respond with 3 other words that made them feel good, supported, valued and/or understood.

»» 2nd part of the activity: The impact of language (20 min)

Explain to the participants that they will work in separate breakout rooms, where they will receive each task in writing, via messages, but that the facilitator will go to each room to answer questions and clarify doubts. Divide the group via rooms for small groups of the meeting platform into subgroups of 4-5 people. Some will be sent a screenshot of the cloud of words perceived as pleasant and other groups are sent a screenshot of the cloud of words perceived as unpleasant.

Ask each group to reflect on the following questions:

- How do you think a person feels when they receive these words or phrases?
- What effects can language have within a group?
- What consequences can these comments have within the group?
- How do these comments affect the dynamics of the group?

Based on these reflections, ask each group to prepare a scene using some of the words in their cloud. The scene can take place between teachers, students, families and girls, etc.

»» 3rd part of the activity: Scenes of uncaring and caring language (20 min)

Invite the groups to return to the main room and, in turn, each group will present their scene (it works better if other participants turn off their cameras and microphones so that only the actors/actresses in the scene are visible). When all groups have presented their scenes, ask the following questions:

- What differences do we observe between the attitude of the receiver and the sender towards the two types of comments?
- Which language strengthens us and which weakens us?
- Which language brings us closer to the group and which distances us from it?
- How did the observers feel about the two scenes?
- What is the relationship between these feelings and a group's ability to cope with adversity?
- Can you think of strategies to foster an environment of good care in our school?

»» Closing the activity: Takeaways

What personal insights do you take away from this?

What suggestions do we take away to build collective resilience in our schools?

»» Conclusion:

This activity can be linked to non-violent communication. This activity can be linked to non-violent communication. Nonviolent communication helps us to make this possible: it teaches us to express what we feel and need without hurting, and to listen to others with attention and without judgement. When we speak from the point of view of kindness (good care), relying on non-violent communication, we create spaces where everyone feels safe, valued and listened to.





METHODOLOGY:

Popular education

PREPARATION:

Prior knowledge

Prepare two *Mentimeter* links in advance to collect the answers to the two questions in the first part of the activity.

You should also familiarise yourself with screen capture tools and the zoom options for screen sharing and splitting participants into working groups.



DIGITAL TOOLS INVOLVED :

Zoom/Meet.

Mentimeter:

[Link to](#)

PLATFORM USED:

zoom/meet/jitsi, mentimeter



DURATION:

1 hour 15 minutes



TIPS FOR THE PERSON DOING IT

Note to facilitators: Watch carefully the gestures, tone of voice and body posture that accompany both words of recognition and appreciation, as well as those expressing judgement or contempt during the last part of the activity (scenes).

Once divided into subgroups, move from room to room to resolve questions.

Ensure that at least one person per subgroup is relatively in control of the tools to be used.



THEORETICAL FRAMEWORK

Para fomentar la resiliencia, una convivencia y el desarrollo en un ambiente de buen trato (cuidando las palabras, gestos, respetando las diferencias y reconociendo las capacidades de cada persona) es clave. Ambientes de estas características forjan personalidades proactivas, favorecen la autoestima y potencian relaciones sanas en los grupos. La resiliencia se cultiva desde un entorno de buen trato, donde las personas se sientan seguras, valoradas y respetadas.

Barudy, J., Dantagnan, M., (2005). Los buenos tratos a la infancia: parentalidad, apego y resiliencia. Ed. gedisa

Non Violent Communication: A Language of Life (Marshall B. Rosenberg 2015).

Non Violent Communication : Teaching Children Compassionately, How Students and Teachers Can Succeed with Mutual Understanding (Marshall B. Rosenberg 2005):

[Non violent communication](#)

Activity adapted from the "Non Violent Communication Games Package" developed by One World-Association-Service Civil International Poland (2021) available at:

[Nonviolent Communication Games Package - Service Civil International \(sci.ngo\)](#)