

Lunchtime at school



Positive Ending

KEY CONCEPT/ DISADVANT AGE

Kindness

OBJECTIVES

1. Foster empathy and kindness toward classmates facing hidden difficulties.
2. Build awareness about food insecurity and encourage supportive peer behavior.
3. Promote discretion and respect when offering help to someone in need.
4. Reinforce the power of small acts of kindness to strengthen the classroom community.

QUESTIONS FOR DISCUSSION FOR ENDING 1

1. How did the students help Mia feel included and supported?
2. Why was it important that Elsa shared food without embarrassing Mia?
3. What are other ways we can support friends who might need help?
4. How can our class make sure everyone feels comfortable during lunchtime?

SUGGESTIO NS FOR ADDITION AL RESOURCE S

1. · Class brainstorm: "Kindness in Action" – create a wall of ideas for small helpful gestures. · Watch: "The Invisible Boy" read aloud and discuss inclusion and awareness.
2. · Create a "Lunchtime Buddy System" to make sure no one eats alone.
3. · Invite a school counselor or nurse to discuss empathy and how to support others respectfully.
4. Create a Wordwall Matching Game where students match common school situations with kind and inclusive responses.

Lunchtime at school



Negative Ending

KEY CONCEPT/ DISADVANTAGE

Kindness

OBJECTIVES

1. Understand the negative impact of gossip, teasing, and public embarrassment.
2. Encourage students to reflect on the responsibility of handling sensitive information with care.
3. Develop critical thinking on how actions can hurt even if intentions aren't bad.
4. Reinforce the importance of taking accountability and making amends.

QUESTIONS FOR DISCUSSION FOR ENDING 1

1. How did Elsa's choice affect Mia emotionally and socially?
2. Why is it important to keep someone's private situation confidential?
3. What could Elsa have done differently from the beginning?
4. How can we repair relationships when we make mistakes?

SUGGESTIONS FOR ADDITIONAL RESOURCES

1. Reflection journal prompt: "A time I found out something private—what did I do?"
2. Role-play classroom scenarios about how to support someone privately and kindly.
3. Create a "Golden Rule" classroom charter: "Treat others how you'd like to be treated." · Watch: "Say Something" by Peter Reynolds – talk about speaking up for kindness.
4. Use Wordwall's "True or False" game format where students are presented with simple scenarios involving privacy, kindness, or speaking up. They must choose or decide what the kind and respectful action would be.