TEACHING KINDNESS TO STUDENTS

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There are many cases of bullying, selfishness, misunderstanding, and other negative incidents happening in schools today. Altruism seems to be missing in the school environment. While other random acts of kindness are still visible, the lack of it is also very obvious. The feel-good effects of doing these random acts of kindness is something that can make a person feel upright emotions with or without intentions.

Kindness is a virtue that is passed and is also learned. As teachers, we are advocates of teaching our students good values and right conduct. When values education subject was taken off the curriculum, it is still a part of the teachers’ roles to display kindness and teach it to their students.

They can do this by incorporating values to their lessons. It does not matter whether you are teaching science or mathematics, or you are not a class adviser, or is not playing any coordinatorship roles that has a direct or indirect connection with teaching kindness. This value, actually, is better encouraged among students, rather than teach it as it is. After all, students, especially children, and the youth, are more of a sponge that absorbs what they see and feel rather than what is directly taught to them thru lecture or sermons.

In fact, Dr. Patty O’Grady, an expert in neuroscience, emotional learning, and positive psychology with special emphasis to the educational field ascertains that “kindness changes the mind by the experience of kindness.” Kindness is not learned by thinking or talking about it,
children and adolescents learn it best by feeling it and consequently replicate it. Furthermore, she also stressed that kindness is an emotion that students can feel and that empathy is a strength that they can share.

Students who are taught kindness benefits a lot from it. These benefits include feelings of happiness and acceptance, improved physical health, lessened stress, better concentration, increased sense of belonging, and decreased bullying. Other benefits include longer hours of sleep, lessened incidence of depression, and improved peer acceptance.

In conclusion, the curriculum should not only consider the academic side to it but give equal emphasis to learnings such as learning kindness that brings about development of children into healthier and happier individuals.

References:

