



The Kindness Suitcase

-Kindness Unit-



Holocaust Education
Resource Organization

of the

Buffalo Jewish Federation

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Dear Educators,

We are thrilled and honored to bring this Kindness Suitcase to you and your students. As educators with almost 50 years of combined teaching experience in early childhood and elementary school classrooms, Social Emotional Learning was always a core component in our classrooms and learning environments.

In our present positions, we are Holocaust educators who strive to make the lessons of the Holocaust relevant and meaningful. With the recent initiative for K-12 Holocaust education, our focus is how to deliver our message to our most precious students in grades K-3 in an appropriate, accessible, and meaningful manner.

It became clear to us that the content of the Kindertransport as articulated with precise eloquence in the books *Stars of the Night* by Caren Stelson and Nicky and Vera by Peter Sis would provide the foundation of our initiative to learn from the past while nurturing kindness, mutual respect, and empathy in our youngest students. The beauty of these two books is that history is shared masterfully through featuring the heroic efforts of Sir Nicholas Winton. This humble hero rescued 669 children from Nazi-occupied Czechoslovakia at the brink of WWII. He brought these children to safety by transporting these children on eight train excursions from Czechoslovakia to Great Britain.

It was a perilous time, but it is also a story about love, kindness, empathy and courage – the courage to stand up and do what is right. It is our hope that teachers will bring Sir Nicholas Winton’s story into the classroom to recognize the qualities of an upstander, and how the simplest of compassionate and empathic actions can make a powerful difference. The extension activities provided are designed to foster SEL competencies in our students through interactive activities.

Additionally, Michael Bond, the author of *Paddington Bear*, was inspired by his memories during his youth of seeing child refugees from the Kindertransport. “They all had labels around their neck with their name and address on and a little case or package containing all their treasured possessions,” Bond said in an interview with *The Telegraph* before his death in 2017. “So, *Paddington*, in a sense, was a refugee.” The tag around his neck that says, “Please look after this bear. Thank you,” embodies the appearance of many Kindertransport children. His suitcase is an emblem of his refugee status.

It was a labor of love for us to curate this “Kindness Suitcase” to help enhance the development of kindness, compassion, mutual understanding, and empathy in your students. We passionately share our fervent hope that the skills that are enhanced in this kit will help empower your students to take positive actions that make a difference in the lives of others and this world.

With gratitude for all that you do,



Lauren Bloomberg

Holocaust Education Resource Organization, Director



Wendy Weisbrot

Holocaust Education Resource Organization, Manager

KINDNESS SUITCASE BOOKS

Holocaust / Mutual Understanding / Tolerance / Empathy / Kindness:

Bear and Fred by Iris Argman

The Yellow Star: The Legend of King Christiann X of Denmark by Carmen Agra Deedy

Bartali's Bicycle by Megan Hoyt

Nicky and Vera: A Quiet Hero of the Holocaust and the Children He Rescued by Peter Sis

Stars of the Night: The Courageous Children of the Czech Kindertransport by Caren Stelsen

Non-Fiction Holocaust:

What Was The Holocaust? by Gail Herman

We Had to Be Brave by Deborah Hopkinson

Immigration/ Mutual Understanding/Tolerance/ Kindness/Empathy:

The Suitcase by Chris Naylor-Ballesteros

Emma's Poem: The Voice of the Statue of Liberty by Linda Glaser

Kindness/ Compassion/Empathy/ Self-Actualization

Do Unto Otters by Laurie Keller

I Am Human: A Book of Empathy by Susan Verde

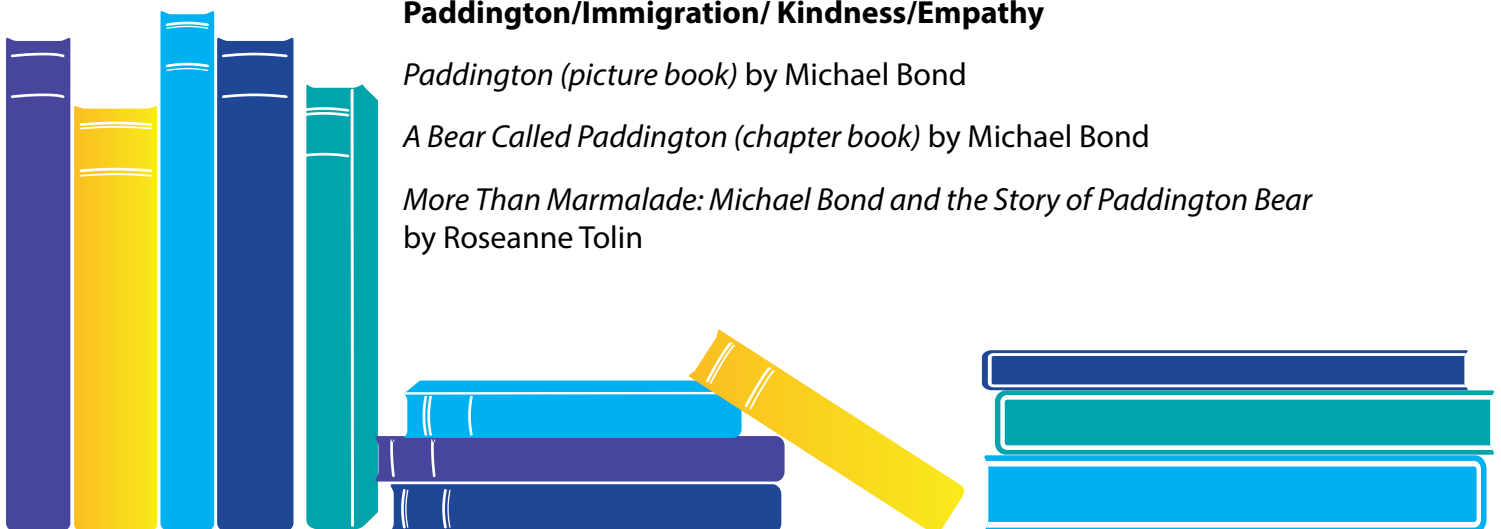
Why Not? by Kobi Yamada

Paddington/Immigration/ Kindness/Empathy

Paddington (picture book) by Michael Bond

A Bear Called Paddington (chapter book) by Michael Bond

More Than Marmalade: Michael Bond and the Story of Paddington Bear
by Roseanne Tolin



Your **KINDNESS SUITCASE EXPLORATION KIT** will give you resources for exploring the following concepts and reinforcing the following stated SEL competencies:

Curriculum Related:

Holocaust – for young children, the focus is on the concept of how hate and discrimination (excluding others because they are different from you) led to Jewish people not being treated equally, having to leave their home, and escalated to even more severe and horrible actions against Jews.

Immigration – the process of moving to a new country, with plans to live there permanently. People who move to a new country are called immigrants.

Kindertransport – understanding that this was a rescue effort to save Jewish children and send them to England for safety. The heartbreak of this effort was that parents sent their children without them to live in a new culture with an unknown family. The beauty of this effort was that extraordinary people gave these children shelter, education, food, and love.

Refugee a person who was forced to leave their country for their own safety - or survival.

Essential Questions:

What types of challenges do refugees experience?

How can we help refugees feel welcome?

What actions can we take to create welcoming spaces for new community members?

What actions can we take to make all community members feel included, valued, accepted, and loved?

Social/Emotional Learning (SEL):

Social Awareness – focusing on your ability to show empathy toward others. Skills include empathy, appreciating similarities and differences, and learning to **promote mutual respect, tolerance, and understanding**.

Responsible Decision Making – highlights your ability to **make positive choices** and the responsibility for positive and negative outcomes. Skills include identifying problems, analyzing situations, solving problems, and reflection.

Relationship Skills – revolve around your ability to relate well to others. Skills include **communicating clearly**, listening, cooperation, resisting negative pressure, resolving conflicts, and **supporting one another**.

THE KINDERTRANSPORT CHILDREN

KINDERTRANSPORT, a German term meaning children's transport, was the informal name of a series of rescue efforts that brought thousands of refugee Jewish children to Great Britain from Nazi-held lands between 1938 and 1940. After Kristallnacht, an organized massacre of German Jews, the British government eased immigration restrictions to allow children under the age of 17 to enter Great Britain from Germany and German-annexed territories (Austria and Czechoslovakia). Private citizens or organizations had to guarantee payment for each child's care, education, and eventual emigration from Britain. In return, the British government agreed to allow unaccompanied refugee children to enter the country on temporary travel visas. It was understood that parents or guardians could not accompany the children, but once the war ended, the children would return to their families. The last transport from Germany left on September 1, 1939, just as World War II began. The last transport from the Netherlands left for Britain on May 19, 1940, the same day that the Dutch army surrendered to German forces. In all, the rescue operation brought about 10,000 children from Germany, Austria, Czechoslovakia, and Poland to Great Britain. Some 7,500 of these children were Jewish. Many children from the Kindertransport program became citizens of Great Britain, or emigrated to Israel, the United States, Canada, or Australia. Most of them would never again see their parents, who had been murdered during the Holocaust.

Similar to the experience of Jews living in Nazi-controlled areas before World War II, refugees today have no choice but to flee their homes when they are threatened by conflict and persecution. They often encounter immense challenges and adversity in their journeys, including exposure to extreme weather conditions, lack of access to proper food, shelter, education, and job opportunities. Because they are forced to confront difficult circumstances and trauma, studying the stories of refugees and Holocaust Survivors can offer students value in their own lives. For example, Vera in *Nicky and Vera* wrote in her diary daily to maintain the resilience needed to overcome adversity as a Holocaust survivor and refugee, and those words eventually became material for her memoir.

PADDINGTON BEAR AND THE CONNECTION TO THE KINDERTRANSPORT



MICHAEL BOND, the author of *Paddington Bear* served in both the Royal Air Force and the Middlesex Regiment of the British Army and frequented British train stations. Bond saw Jewish children arriving at the Reading Train Station with a label around their neck containing their names and address. Carrying a little suitcase or package containing all their treasured possessions. He saw these children come through Reading Station on the way to London before World War II broke out, right after Kristallnacht. Bond did not create *Paddington* until two decades after the Kindertransport, but the images of those children never left him. Just like *Paddington*, named after a British railroad station, was rescued by Mr. and Mrs. Brown; the children from the Kindertransport were saved by British families. Known for his royal blue coat, red hat and tag that says "Please look after this bear, Thank you," *Paddington* embodies the appearance of many Kindertransport children. His suitcase is

an emblem of his refugee status.

We are indebted to Michael Bond for teaching us to care, through *Paddington*, for those who find themselves without a home; and for creating a character who greets injustice and challenge with a "Paddington stare," loving kindness, and excessive politeness. At the core of *Paddington*, we are called upon to recognize the simple but needed lesson – to treat refugees, immigrants, and those new to a community or those who are different than you are - with kindness, love, mutual respect, and acceptance.

Activities to extend your

KINDNESS SUITCASE EXPLORATION KIT

KINDERGARTEN - GRADE 2

LUGGAGE TAG

The children who traveled on the Kindertransport carried all their worldly possessions in their small suitcases or hands: teddy bears, dolls, handkerchiefs, school boxes for pencils, family photographs, blankets, religious items. Objects that had a practical value to be sure. Their suitcases had luggage tags on them with names and some personal information.



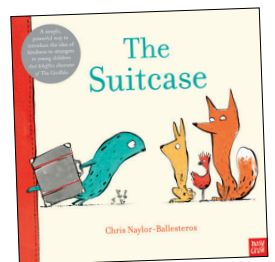
ACTIVITY: If you were to design a luggage tag for yourself, what information or loving message would you create for the tag? How would you decorate it? Use the tag provided on page 20 to create your own special tag.

THE SUITCASE BY CHRIS NAYLOR

The Suitcase is a powerful story for young children about immigration, trust, new beginnings, and mutual acceptance.

 **The Suitcase read by Author Chris Naylor - youtu.be/lmizwPXjcSQ**

ACTIVITY: Have students cut out the parts of the story (template on page 21) and put them in the correct order. Have them use the pictures to tell the story to a friend.



The stranger carries only a suitcase as he leaves home. In his suitcase is a cup and saucer and a picture of home. **Ask the students why he packed only those things?**

Have your students “pack their own suitcases” using the template on page 22. Ask them to draw one object and one photo from their home that they would take. Ask your students to explain their choices.



DESIGN A SUITCASE

What if you had to leave your home and could only bring one suitcase filled with your most beloved and treasured things? Think carefully about what you would bring.

ACTIVITY: See the instructions on pages 23-24 to create and design your own suitcase, and make 6 items that you could bring with you to put inside the suitcase. Be prepared to share with your class why you chose these items.

If you'd prefer a simpler activity, see the simple suitcase template (on page 25) where you can draw the 6 treasured items you would bring with you that would keep you safe, happy, and give you a sense of security.

WELCOME TO OUR COMMUNITY

Refugees are people who have traveled to a new country because they didn't feel safe in the country they lived in before. The children on the Kindertransport arrived in London by train because they didn't feel safe in their country. What feelings do you think these children had arriving in their new country? How could you help give these children a sense of security, help them feel included, accepted, and loved?



ACTIVITY: This is an activity that can be done at home and brought back to the classroom the next day. Each student will be asked to create a “piece of love” to give to a new member of your community. Each student will be given a clear bag (found in the suitcase kit) to place their object in and bring back to school. The teacher could have a place to display and store these “pieces of love” so that your classroom has a supply of these treasure bags for any new person that arrives in your community.

Ideas for “pieces of love”: painted rocks, cut out hearts, a bookmark, a squeeze ball, a homemade necklace/bracelet, a coin, small trinket...



POSTCARDS TO YOUR FAMILY

1. **K-1** The children in the Kindertransport had to say goodbye to their family to find safety.

ACTIVITY: Write a postcard to your family describing your trip to your new home and some of your first experiences in your new city. You might want to tell your family about something special that you have that helps you to feel brave, safe, and loved.



2. **Grade 2** In the book “*Stars of the Night*”, the mothers had a special saying that they shared with their children to give them comfort, help them feel less lonely, and help them feel brave, secure, and loved:

“There will be times when you’ll feel lonely and homesick. Let the stars of the night and the sun of the day be the messenger of our thoughts and love.”

ACTIVITY: Send a postcard to your family or a friend using a different phrase or saying that will help him if your family or friend ever feels lonely or homesick or needs that extra hug. Perhaps you have a phrase or saying that you use in your family that you’d like to share with others.



BE AN UPSTANDER – IT JUST TAKES ONE!

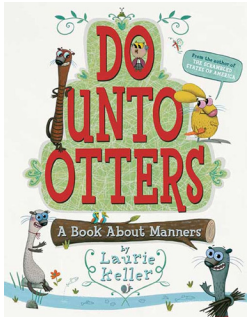
For nine months in 1939, Sir Nicholas Winton rescued 669 children from Prague who were at risk of being harmed, simply because of their religion. By train, he brought them to England. Sir Nicholas Winton is an extraordinary UPSTANDER – he stood up to injustice and took action.

1. **K-1 ACTIVITY: Stand Up and Count** – Complete the template on page 26, sharing one way that you can stand up for others. Examples may include: being a buddy to someone who was bullied, speaking out to defend your friend against a bully, distracting a bully or unkind person, telling an adult.
2. **Grade 2 ACTIVITY: Upstander Shout Out** – Complete the template on page 27, giving recognition to someone in your class or school who was an Upstander. Make a copy of each child’s “shout out” and have them present it to the recognized Upstander!

The completed handouts can be combined into a meaningful classroom book entitled, “It Just Takes One – Be an Upstander!” What a wonderful way to support a culture of kindness!

DO UNTO OTTERS: A BOOK ABOUT MANNERS BY LAURIE KELLER

When a family of otters moves next door to Mr. Rabbit, he is nervous that they will not get along. This book demonstrates how treating others with respect, is the basis of friendship, acceptance, and understanding.



FOLLOW-UP QUESTIONS:

Have you ever felt worried like Mr. Rabbit about meeting new people or being in a new situation?

What did this book teach us? How can we use what we learned in our classroom?

For older students: How does Laurie Keller use the characters to teach about diversity and acceptance? In what ways can we apply these lessons in our own lives?

ACTIVITY: Write or draw a picture about ways to be a good friend. Use the template on pages 28-31 to make your own Otter.

KINDNESS CHAIN

Kindness and empathy are special qualities. These are also the character traits of upstanders like Sir Nicholas Winton and the caring families that cared for the children of the Kindertransport.

ACTIVITY: Teachers will need cut strips of construction paper into 1 inch wide strips. As you catch your students being kind, have them draw or write the kind action onto the strip of paper. Make a paper chain to watch your classroom kindness grow and blossom to inspire continued kindness and positive action.



OUR SUITCASE FULL OF KINDNESS

ACTIVITY: Decorate a cardboard box with a slit in the top to become your kindness catcher. Place it somewhere in your classroom that is easily accessible to students. Discuss with your students the concept of random acts of kindness.

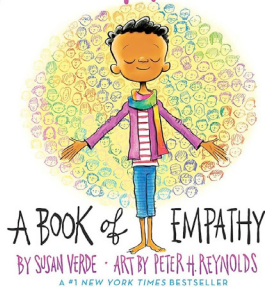
A Random Act of Kindness is giving your best self to others without requests or promise of return on investment. It's simply doing something nice for someone else, without them asking and without you doing it for anything in return. It is the definition of selfless concern for the welfare of others.

When a student feels that they have performed a random act of kindness, have them write it on a special slip of paper and place it in the "Suitcase Full of Kindness." As these accumulate, read one random act of kindness/day to pass it on and help inspire kindness and selflessness in your classroom community.



EMPATHY IS EVERYTHING!

I AM HUMAN



I Am Human - A Book of Empathy by Susan Verde

This beautiful, yet simple book confirms that we can make good choices by acting with compassion and empathy for others. Use the “Book Chat” on page 32 to help you guide your young students through this journey of self-discovery.

EMPATHY is the ability to understand and share the feelings of others, AND imagine what it would be like to be in their position. Empathy is understanding what it’s like to “be in someone else’s shoes.”

Discuss with your students the concept of empathy and give concrete examples, citing actual experiences of some of your students exhibiting empathy toward their friends. (Making a get well card for a friend who has covid, inviting a friend who is sad and sitting alone at recess to come and play with you on the playground...)

The following short video will also be helpful in teaching the concept of empathy and being an empathetic listener:

Inside Out Sadness comforts Bing Bong - youtu.be/QT6FdhKriB8

ACTIVITY: Have your students give examples of demonstrating empathy on the handout on page 33. Then gather in a community circle to have each student share one of the examples they have written/drawn about.

USING YOUR SUPERPOWER FOR GOOD

Introduce the heroic story of Gino Bartali by reading *Bartali’s Bicycle* to your class. Gino Bartali is a two-time winner of the Tour de France. Yet, Gino’s greatest achievement was that he was able to save over 800 Jewish people in Italy by using the one thing nobody would question: his bicycle.

Gino’s superpower was that he was a champion bicyclist. Gino made the decision to use his superpower for good, and rescue over 800 innocent people. By using his bicycle as the vehicle, he delivered fake identity papers and exit visas to Jews in hiding. He hid documents in the handlebars, seat, and frame of his bike.



ACTIVITY: Superhero ID Card – See the template on page 34.

Gino’s decision to use his superpower for good resulted in actions that made a difference. Have your students brainstorm what their personal superpower is. (Examples may include, but are not limited to: awesome artist, talented musician, amazing writer, kind and giving heart, accepting and compassionate, innovator, creator, athletic, super singer, empathetic, great sense of humor, being helpful, designer, great organizer, problem solver, imaginative, great listener, speaking more than one language)

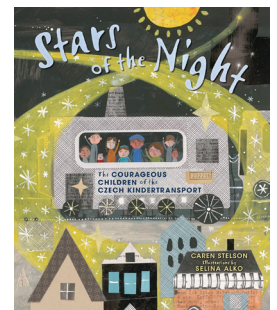
Have your students complete the ID Card and cut it out. They can wear this as a necklace to give inspiration for the next activity.

ACTIVITY: Spin for Good – See the wheel templates on pages 36-37.

1. Ask students to reflect on their superpowers, talents, passions, and aspirations. Share with your students that they have the special power to use their superpowers, talents, and passions for good.
2. Brainstorm ways that students can use their superpowers and passions to make a positive difference in the following six groups: (See template on page 35.)
 1. personal/self
 2. family
 3. classroom
 4. school
 5. community
 6. world
3. Finally, students will create their own “Spin for Good” wheels. Students will take the two circles from the templates and cut both of them out. Additionally, on the “Spin for Good” circle, have students cut on the two lines to form a pie shape.
4. Instruct the students to either write or draw the results of their brainstorming (from part 2) in the six sections of the Spin for Good template. When completed, please help students fasten both circles together with a paper fastener so the wheel will spin.
5. Invite your students to your community circle and have them bring their completed “Spin for Good” wheels. Ask each student to share one way they can use their superpowers, talents, and passions for good.

STARS OF THE NIGHT: THE COURAGEOUS CHILDREN OF THE CZECH KINDERTRANSPORT by Caren Stelson

Finally, read this inspirational book to your students about courage, heart, and the necessity of caring for others. Copy the compassion cards template located on page 38 on brightly colored paper and cut individual cards.



ACTIVITY:

1. **K-1** Discuss what ways students can welcome people that are new to your community. How can they show compassion (empathy in action) and create welcoming spaces for new community members? (Examples: making cards to welcome friends, if they speak a different language ask them how to say welcome in their language to make them feel comfortable and accepted...), Have each child draw or write on a compassion card one way that they would help to make new members of their community feel included.

ACTIVITY:

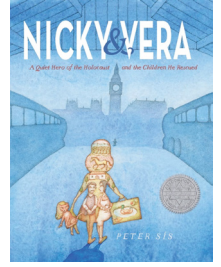
2. **Grade 2** Have your students try to put themselves “in the shoes” of the children from the Kindertransport and show empathy. If one of these refugees were in your classroom, how could YOU help them feel welcomed and supported. Have each child write on a compassion card one way that they would show compassion to one of the children of the Kindertransport that was a new member of your classroom? Remember, this child may not speak English. How can you make them feel less scared and accepted? It would be impactful to share these responses in a community circle. You may also want to put these compassion cards on an “Empathy Wall” in your classroom.

GRADES 2 & 3

CHARACTER TRAITS OF SIR NICHOLAS WINTON

After reading *Nicky and Vera* by Peter Sis and *Stars of the Night* by Caren Stelson, take time to reflect on the quiet and humble heroism of Sir Nicholas Winton. As stated in *Nicky and Vera*, he saw that war was near, and knew that something had to be done. He made complex and detailed arrangements to save 669 children from harm.

ACTIVITY: Use the template on page 39 to think about well-chosen CHARACTER TRAITS to describe this humble hero.



JOURNAL ENTRIES AFTER READING NICKY

Read the book *Nicky and Vera* by Peter Sis. Reread a second time searching for important details and insight.

ACTIVITY: After quiet reflection, answer the following journal prompts on page 40 (pasting each prompt in your journal or answering the prompts on a separate piece of paper).

THE LEATHER SUITCASE

At age 5, Tom Berman said goodbye to his parents in Prague and was transported to London. Clutching a small suitcase with a name-tag around his neck, Tom eventually ended up in Scotland with his foster family. That suitcase was his security, representing his family and treasured past. Tom has stated that he owes everything to the man that rescued him – Sir Nicholas Winton.

The Leather Suitcase by Tom Berman

They don't
make suitcases
like that
any more.

Time was,
when this case
was made
solid, leather,
heavy stitching
with protective edges
at the corners.

Time was,
when voyage meant
train, steamship
distances unbridgeable
waiting for a thinning mail
weeks, then months,
then nothing

Children's train,
across the Reich
stops
and starts again...

Holland
a lighted gangplank,
night ferry to gray-misted
sea-gulled Harwich
again the rails
reaching flat across
East Anglia,
to London

in my bedroom
the suitcase,
a silent witness
with two labels

"Wilson Station, Praha"
"Royal Scot, London-Glasgow"

Leather suitcase
from a far-off country,
Czechoslovakia,
containing all the love
parents could pack
for a five year old
off on a journey
for life.

ACTIVITY: Now it's your turn to write a **free verse poem** or a **cinquain poem** about a child of the Kindertransport or an object that a Kindertransport child brought with them on their journey.

The following sites will be helpful in your research for inspiration:

iwm.org.uk/history/6-stories-of-the-kindertransport
kindertransport.org

How to write a free verse poem:

Step 1: Choose a subject

Step 2: Create a mind map, free write or list

Step 3: Plan your structure

Step 4: Experiment with figurative language

Step 5: Write your first draft

Step 6: Proofread & edit

How to write a cinquain poem:

(See template on page 41.)

Line 1: one word (noun) a title or name of the subject

Line 2: two words (adjectives) describing the title

Line 3: three words (verbs) describing an action related to the title

Line 4: four words describing a feeling about the title, a complete sentence

Line 5: one word referring back to the title of the poem

CLASSROOM HERO BOOK

Watch the youtube video of Sir Nicholas Winton's surprise on a BBC television show called "That's Life", as he is celebrated as an extraordinary HERO by the children (now adults) that he saved:

 **Nicholas Winton Surprise - BBC That's life (short version) - youtu.be/yvGfHU93q64**

Sir Nicholas Winton exemplifies the definition of a hero.

HERO – someone who puts the needs of others above their own, and is willing to make sacrifices for the greater good without seeking personal gain.

Use one of the templates on pages 42-43 to have your students nominate a hero from their class, their school, or in their lives. You may want to make this into a meaningful Classroom Hero Book that's filled with ordinary people who are extraordinary!

BARTALI'S BICYCLE BY MEGAN HOYT

"Some medals are pinned to your soul, not your jacket."

Share the inspiring story of Gino Bartali, who was no stranger to victory. He is a two-time winner of the Tour de France, making him an international sports hero! But when World War II began, everything changed.

Watch the story of Italy's secret hero: youtu.be/JXbHgb_ErUI

 **Gino Bartali | Trailblazers - youtu.be/JXbHgb_ErUI**



ACTIVITY: Discuss the character traits of a person who would have the courage to work with the Italian resistance to save over 800 Jewish men, women, and children using the one thing no authority would question, his bicycle. Have each child complete “Gino Bartali: Italy’s Secret Hero.” See this activity on page 44.

ACTIVITY: As a humble hero, Gino Bartali realized that he had the ability to take make decisions and take action against injustice, intolerance, and hatred. Invite children to fill in the missing actions that had specific consequences. Please see “Cause and Effect” on page 45.

ACTIVITY: Gino Bartali’s lifesaving decisions and actions made him a hero. Discuss the attributes of a hero with your students, and begin to discuss Gino’s famous quote, “Some medals are pinned to your soul. Not your jacket.” See the template on page 46 to have your students create a paragraph that gives insight to the above quote.

THE POWER OF EMPATHY

EMPATHY is the ability to understand and share the feelings of others, AND imagine what it would be like to be in their position. Empathy is understanding what it’s like to “be in someone else’s shoes...”

The following books can provide excellent resources to teach and discuss the concept of empathy:

Each Kindness by Jacqueline Woodson


Have You Filled A Bucket Today? by Carol McCloud

The Invisible Boy by Trudy Ludwig

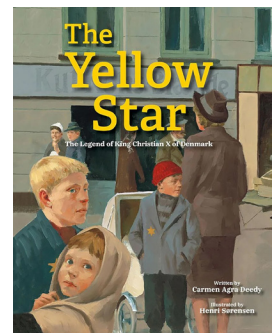
The Keeping Quilt by Patricia Polacco

We’re All Wonders by R.J. Palacio

Watch the following short video that describes empathy and gives examples of showing empathy:

 **What is Empathy? - youtu.be/icllUdTEQnU**

Teachers, please read *The Yellow Star* by Carmen Deedy to your students. This story is a legend, based on facts, that share the moral courage of King Christian X and the Danish people. Additionally, please be sure to share the Author’s Note at the end of the book.



After you have read the story, discuss the following with your students:

How do we know that Kind Christian X was a leader that had great empathy for ALL Danish people?

How does he model empathy to the citizens of Denmark?

In the legend, what significant action happened that deeply demonstrated the Danish people’s empathy toward the Jewish people during World War II?

What makes King Christian a unique and exceptional leader?

Teachers, before sharing the video below, please be sure that your students have read *Nicky and Vera* by Peter Sis and *Stars of the Night* by Caren Stelson so they have sufficient background on the humble heroism of Sir Nicholas Winton and the plight of the children of the Kindertransport. Turning on the closed caption may be helpful in processing this powerful piece of history. Please stress how Sir Nicholas Winton’s strong sense of empathy is his guiding emotion in having the moral courage to take positive action to save these precious children.

 **Story of Nicholas Winton BBC That's life - Short version -**
youtu.be/yvGfHU93q64

After viewing this emotional and inspiring clip, please have your students complete the worksheet on page 47.



THE POWER OF EMPATHY

Review the concept of empathy with your students and share the fact that in order to exhibit empathy, you need to notice/understand how someone else is feeling, and additionally show them that you care.

Discuss the three scenarios below with your students. You may also want to have students share a scenario where someone showed empathy toward them, and how that made them feel.

My name is Jasmine. I continue to get bullied at school because I need extra time to complete my work and sometimes go to a separate room to finish tests. Kids call me names like stupid, loser, and tell me to "toughen up" and not be such a baby. - PUT YOURSELF IN MY SHOES. How do I FEEL? What could YOU do to show you CARE?

My name is Aleksander and I am a new member of your classroom community. I just arrived from Ukraine, and I speak very little English. I am grateful to be in America, but do not understand American customs or what school is like in America. - PUT YOURSELF IN MY SHOES. How do I FEEL? What could YOU do to show you CARE?

Hello, I'm Sara. I am 9 years old, and accomplished gymnast, play guitar, have a red belt in Tae Kwon Do, and also a proud Muslim. Some kids at school make fun of the ethnic food that I enjoy bringing for lunch, and think I'm strange for fasting during the day during the holy days of Ramadon. - PUT YOURSELF IN MY SHOES. How do I FEEL? What could YOU do to show you CARE?



EMPATHY GALLERY WALK

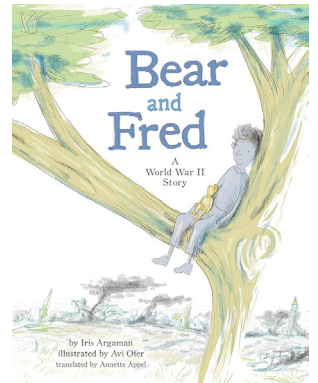
Have your students work in small groups and use the sneaker templates on page 48 and create a scenario or share a situation that actually occurred to one of them where an empathetic response would be impactful. They may draw a picture to accompany the scenario. The scenarios can be emotionally challenging situations or situations that are triumphant or celebratory. Here are a few examples:

- After months of practicing, Shane was given the lead in our school play.
- Camila knew that her dog Mona was sick, but when she got home from school she was devastated to find out that her dog died.
- Every time Liam went by this certain group of kids, they were pointing and laughing at him. It was particularly hurtful, because these kids were previously his friends.

Finally, display these scenarios around the classroom and have your students take a **“Gallery Walk”** to view the many **“Put Yourself in my Shoes”** scenarios. After they’ve taken a tour of the scenarios, allow your students to respond to these situations on colorful post-its. Their response should include: how they would feel and what they could do to show they care.

BEAR AND FRED

Teachers, *Bear and Fred* by Iris Argaman is a story based on true events. Fred Lessing was a hidden child during the Holocaust who was born in The Netherlands. The story is told by Fred’s best friend, his beloved teddy bear. This is a beautiful story of a friendship that will last forever.



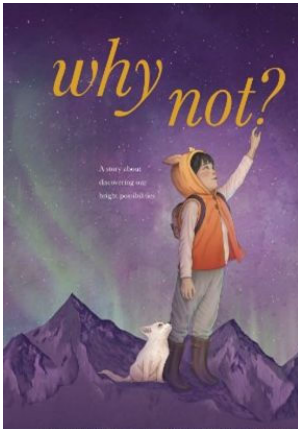
ACTIVITY: Have your students discuss the following question in groups of two or three. Following their discussions, consider using each question as a prompt during your “Morning Meeting” or “Community Circle,” where each child has a moment to share their response as they hold the “talking piece.”

If you had to leave your home, what one item would you want to bring with you?

Why do you think Bear said, “At that moment, I understood – I had to take care of Fred?”

Would you have given Bear to Yad Vashem Museum? Why or why not?

Finally, have each child use the teddy bear letter template on page 49 to write a letter from Bear about his experience being at Yad Vashem Museum.



WHY NOT? BY KOBI YAMADA

The book follows the whimsical journey of a boy who helps a lost arctic fox find his way home; and as the boy tries to guide his new friend, the boy's acts of bravery and kindness make a difference for everyone he meets. By the end of the book, he's made the world around him a little better.

ACTIVITY: Performing Acts of Kindness – See this activity on page 50.

In column 1, the student should list different acts of “intentional kindness.”

(Examples: writing a poem, leaving happy notes around, baking a special treat, creating “love” coupons, writing a surprise note in someone else's lunchbox, write a thank you card, create a kindness stone, bring in garbage and recycle bins, tell someone why they are special...)

In column 2, the student should list potential recipients

(Examples: parent, friend, grandparent, teacher, neighbor....)

Each day/week, ask students to choose a selection from each column by drawing a line from one to the other, or circling each selection in the same color.

When the sheet is completed, offer your praise and/or a sticker for completing the Kindness Challenge.



ACTIVITY: Rings of Responsibility – See this activity on page 51.

The Rings of Responsibility ask students to see the interconnectedness of self, community, and the world. Students are asked to deeply think about their gifts, talents, and passions, and how they can use these treasures to make a difference for themselves, their community, and our world.

ACTIVITY: Why Not? – Invite students to use the template, and view the example, on page 52.

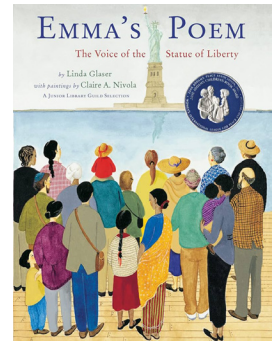
Each student will need six strips of white or colored paper to complete the activity. Have each student cut out the large “Why Not?” circle.

Ask students to reflect on their talents, passions, and aspirations. The future is limitless, and each student can use their talents and aspirations for goodness. Reference the last two pages of this book, and ask the final question, “Why not leave this world a little better than you found it.” Encourage students to create “I will” statements that represent who they are, who they want to be, and how they can make a difference.

EMMA'S POEM: THE VOICE OF THE STATUE OF LIBERTY

BY LINDA GLASER

Share this beautiful celebration of our nation's melting pot. Poet Emma Lazarus was deeply moved by the plight of immigrants coming to New York City in the 1880's. It was this experience and her humanity that inspired Emma to compose "The New Colossus" that is on the pedestal of the Statue of Liberty. This poem became the voice of the Statue of Liberty to welcome new immigrants to our country.



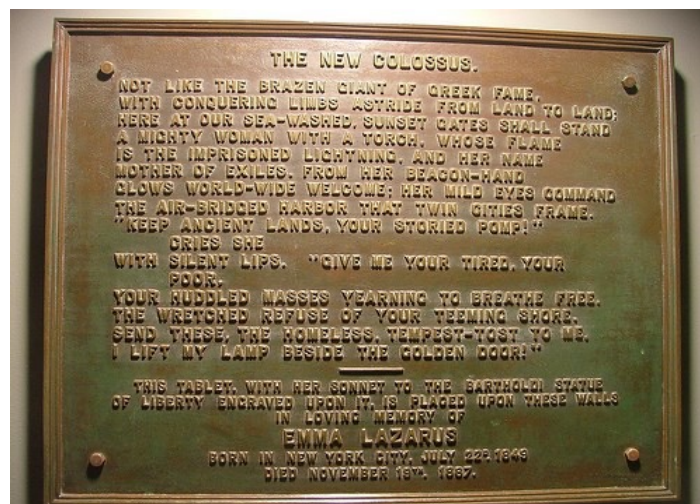
 [Watch this inspiring tribute to Emma Lazarus-youtu.be/TN3RD0qGBWI](https://youtu.be/TN3RD0qGBWI)

Emma Lazarus could not possibly have known that her poem would have such a powerful impact on the country and even the world. Yet, she wrote what she deeply believed in.

ACTIVITY: Discuss with your students what they would write about if they knew that they would have an impact on our country and the world. What would they want to say? What impact would they want to have on the world?

Have your students choose one of the following to write about:

- If you were asked to write a poem for the Statue of Liberty, what would you write?
- If you could give the Statue of Liberty words to speak today, for the world to hear, what would you have the statue say?
- Have you ever spoken out for something you believed in? Write about it.
- If you could interview Emma Lazarus today, what would you ask her about. How do you think she'd feel about the impact of her poem today?
- Explore your own heritage. Were you born in the United States? Were your ancestors born in the United States? If not, where were they from and why did they come to the United States?





The Kindness Suitcase

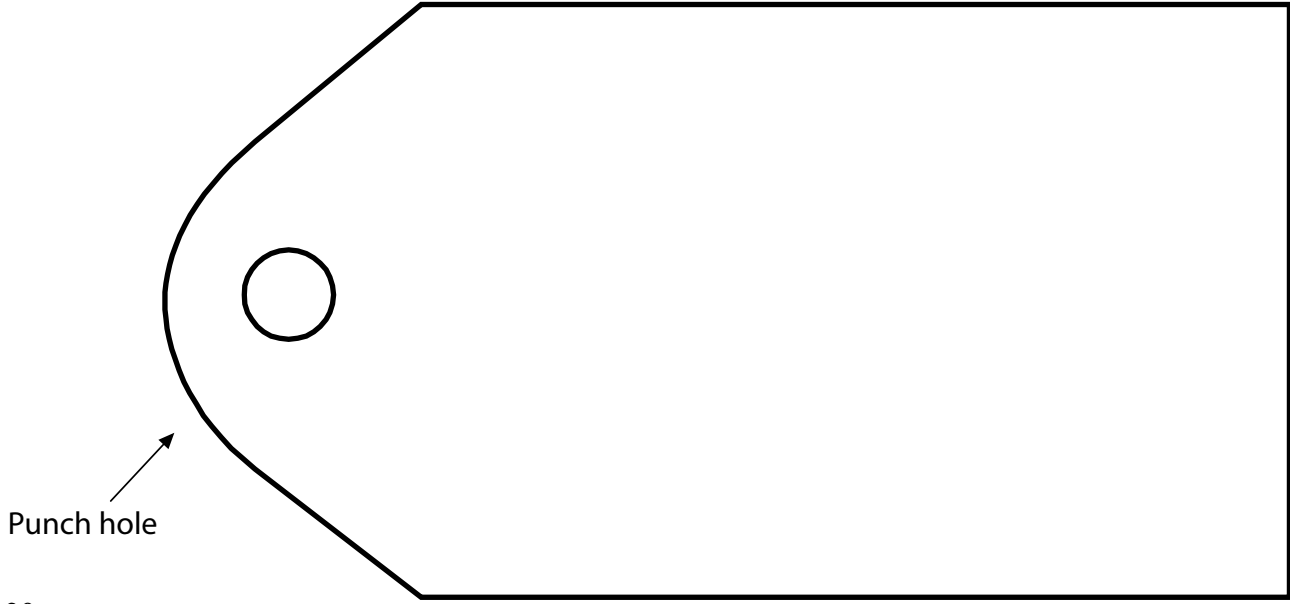
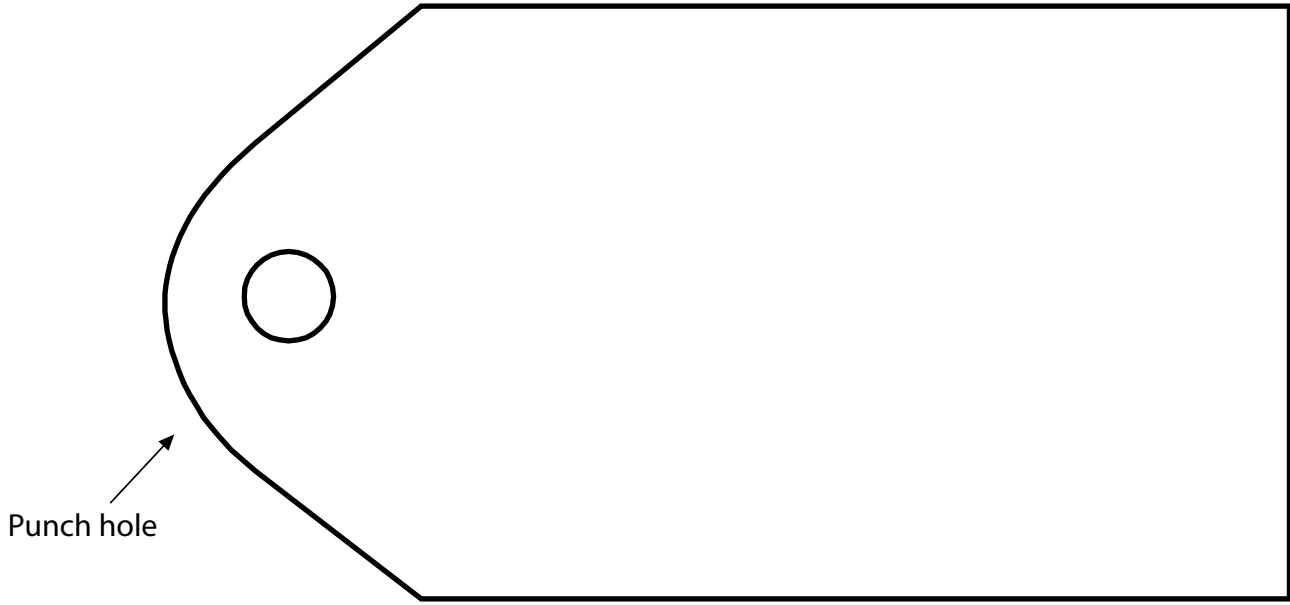
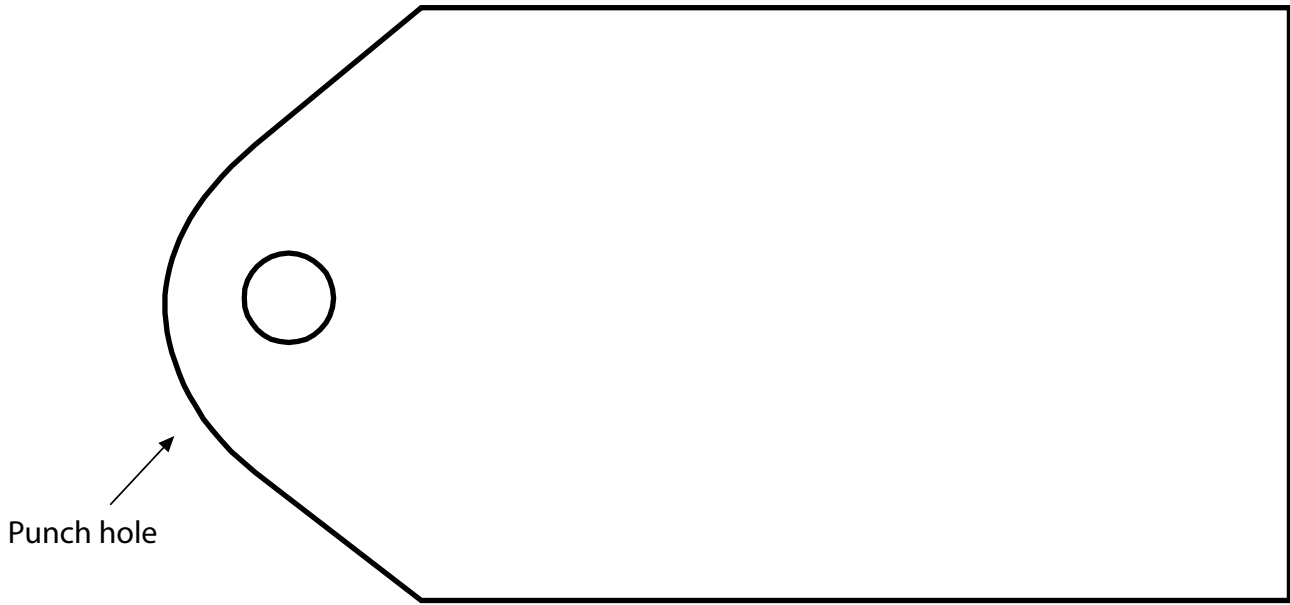
-Resources-



Holocaust Education
Resource Organization

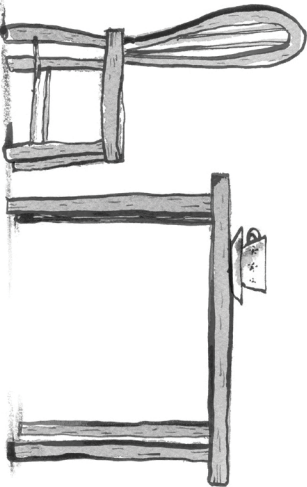
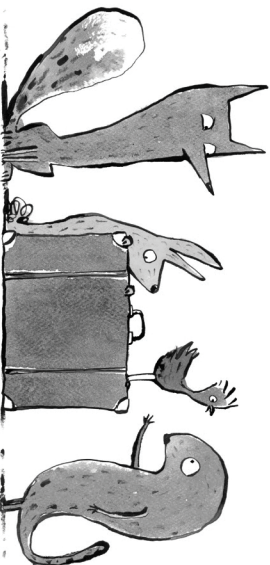
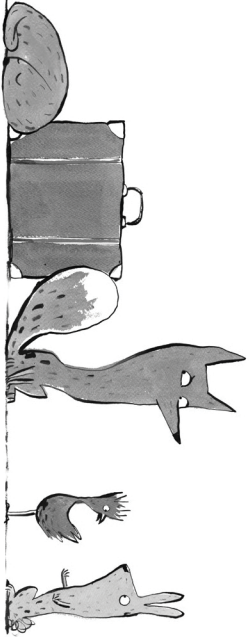
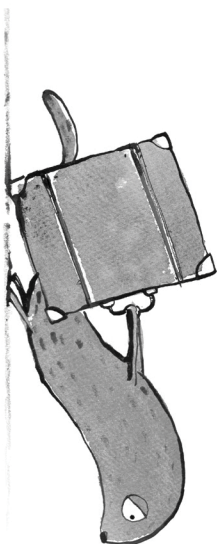
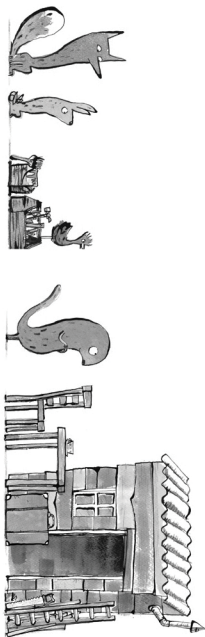
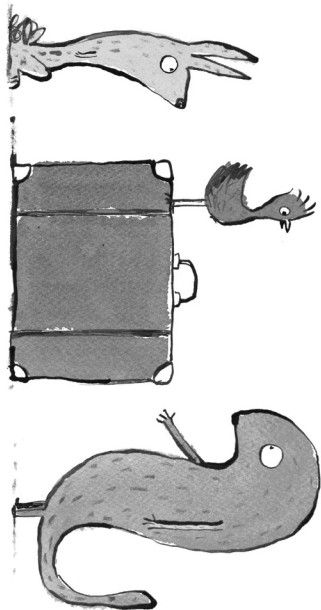
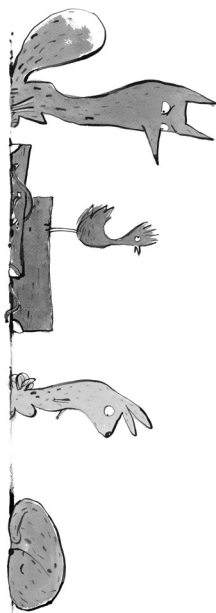
of the

Buffalo Jewish Federation



Telling the story

Cut out these parts of the story and put them in the correct order. Use these pictures to tell the story to a parent or friend!





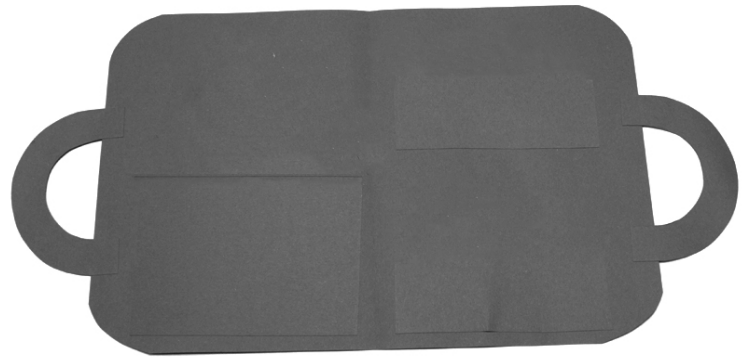
What would you bring?

Create your own suitcase

Suitcase Instructions, Printables & Templates

You will need:

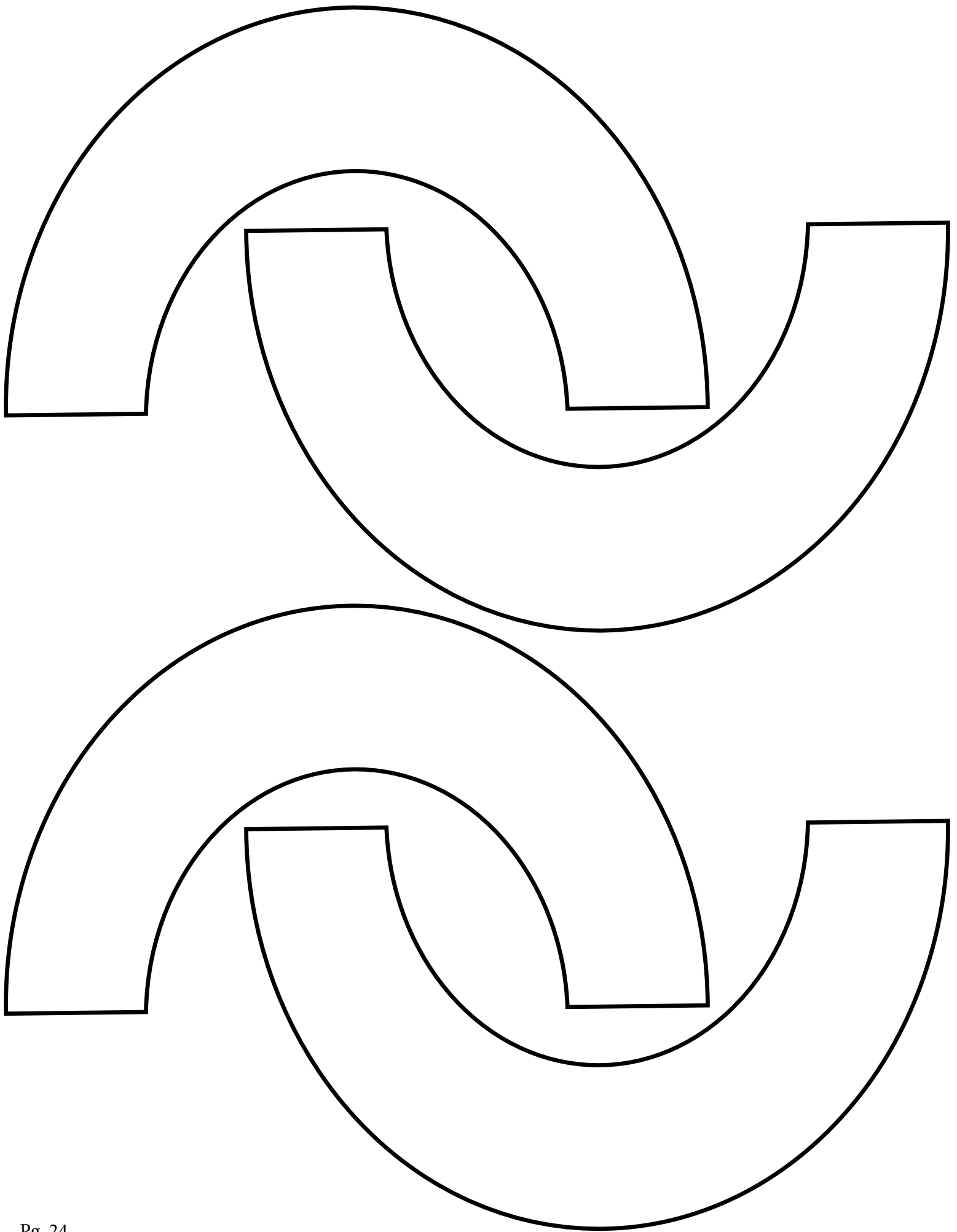
- Scissors
- Double-stick tape or glue
- Color printer and cardstock (optional)
- 2 pieces of 12" x 18" construction paper
(or 4 pieces of the 12" x 9" size)

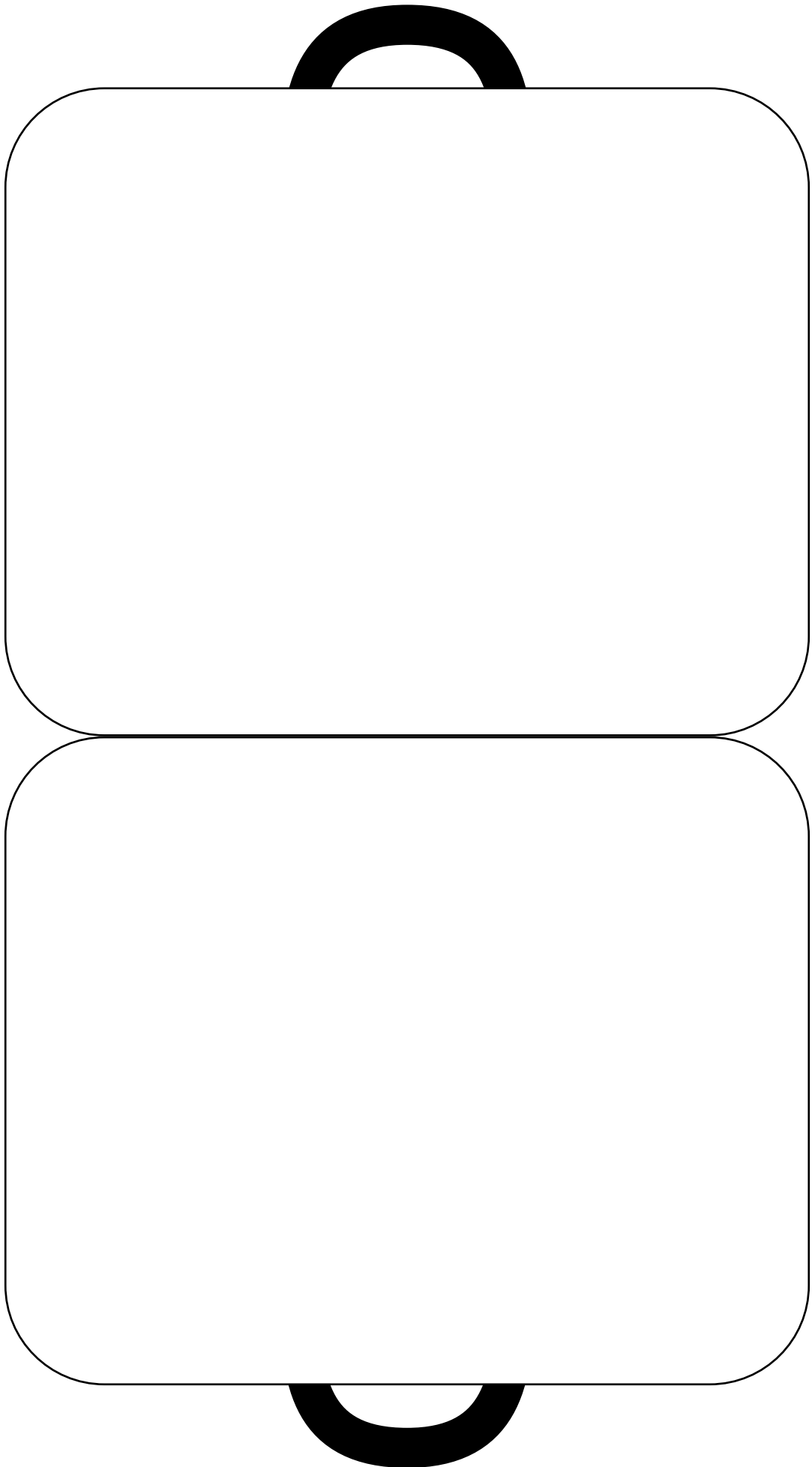


1. To make the main part of your suitcase, fold a 12" x 18" piece of construction paper in half. (Or, tape together 2 pieces of smaller sized construction paper.) Cut off the corners to make a rounded top (optional).
2. Using the template on the next page, cut your handles from construction paper. Double-stick tape or glue the handles to the folded construction paper. (See photo above for help.)
3. Cut pockets from construction paper for your suitcase. (optional)
 - 1 - Outside pocket: 12" x 7-1/4"
 - 1 - Large inside pocket: 7-1/2" x 5"
 - 2 - Small inside pockets: 7-1/2" x 2-1/2"

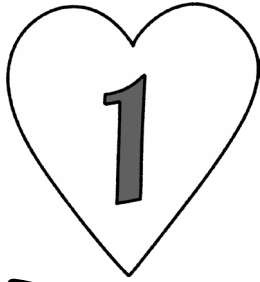
NOTE: You can make this an easier project by eliminating the pockets. Tape or glue your suitcase contents into the suitcase instead of placing them in the pockets.

4. Make the outside pocket (refer to photos). Measure 5" and fold. Make another fold to make a flap. Cut to round out the corners. Attach to outside of suitcase with double-stick tape or glue.
5. Attach pockets to inside of suitcase with double-stick tape or glue (refer to photos). Be sure to tape or glue only along edges.
6. Make a luggage tag from construction paper (or print out one from the pages below). Cut out a small rectangle, punch a hole, and run string or ribbon through the hole. Write your name on it. Tie your luggage tag to one suitcase handle.

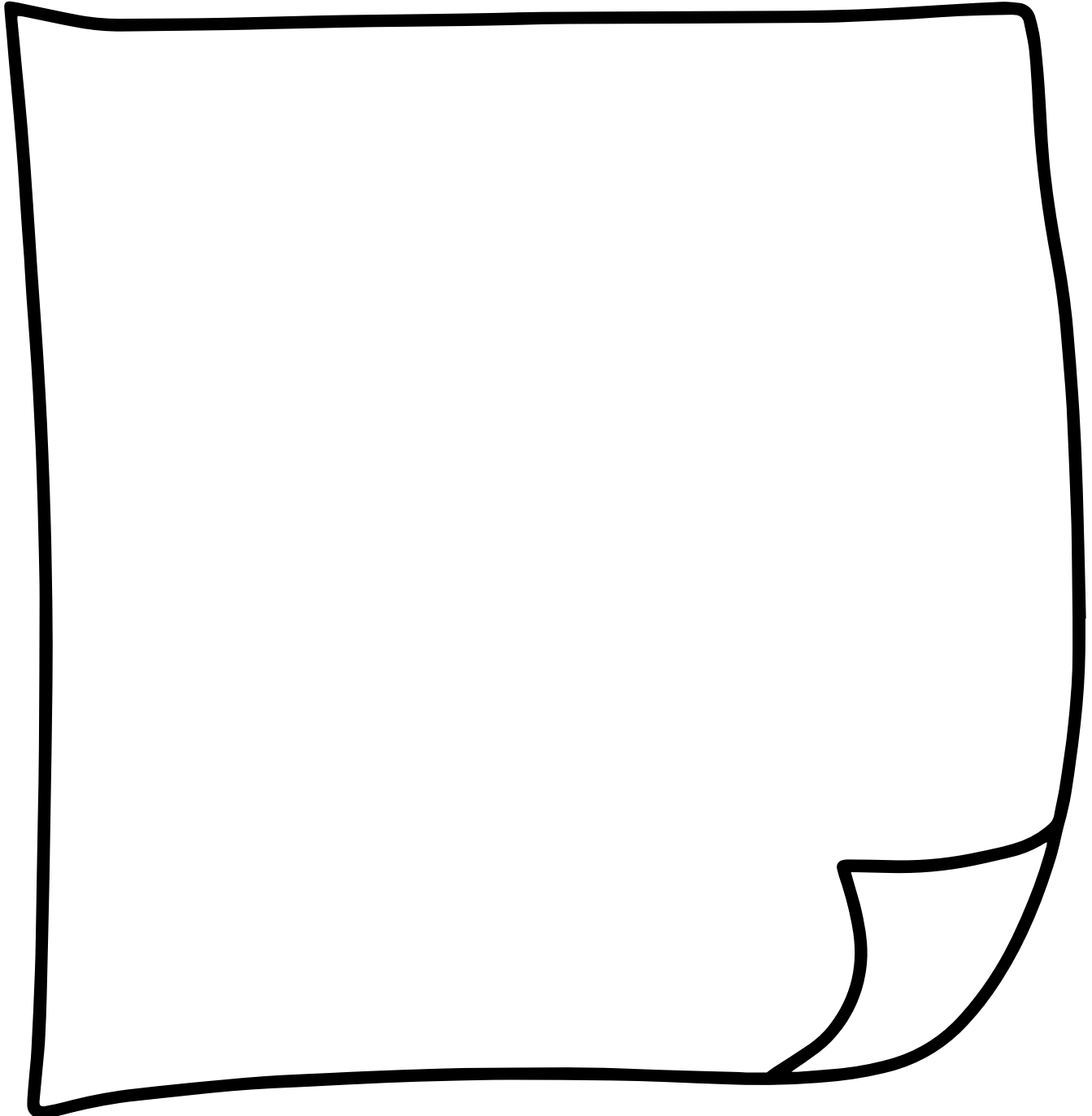




STAND UP AND COUNT



Draw and write about one way you can be an upstander.



'SOMETIMES IT JUST TAKES ONE'

UPSTANDER SHOUT OUT

To be an UPSTANDER: "To defend, support or speak up on behalf of another"

Directions:

Fill out this form if you see or hear someone in our community speaking up against unkindness or in support of someone who has been treated unkindly.

- Today's Date _____
- Name and grade of person who was an Upstander:

- What did this person do to stand up for someone being treated unkindly or to encourage others to be kinder?

- When and where did this act of "upstanding" happen?

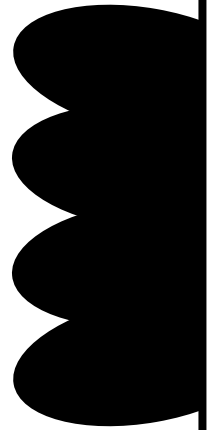
- Your Name *(We will not tell this person you nominated him or her)*

Thank you for supporting a culture of kindness at our school!

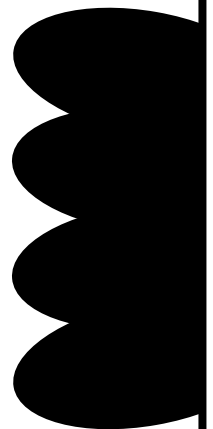
Write about one way you can treat “otters” or others using ideas they learned from the text.

Students will cut apart and assemble the otter. First glue down the body, then add the eyes, ears, nose and mouth. Students can draw whiskers and add eyelashes or eyebrows. Students will glue down the hands & writing last.

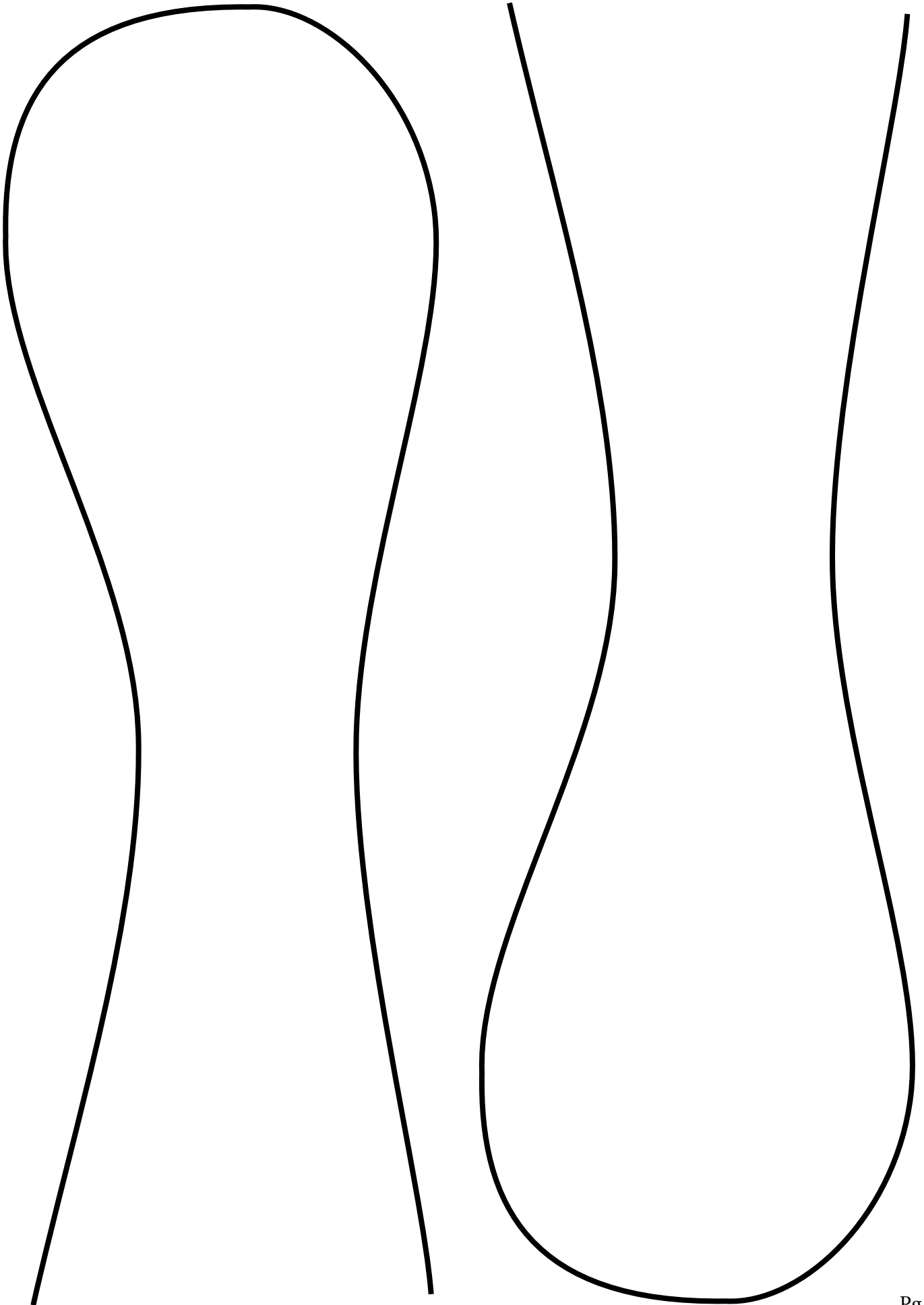
HOW TO TREAT OTTERS:



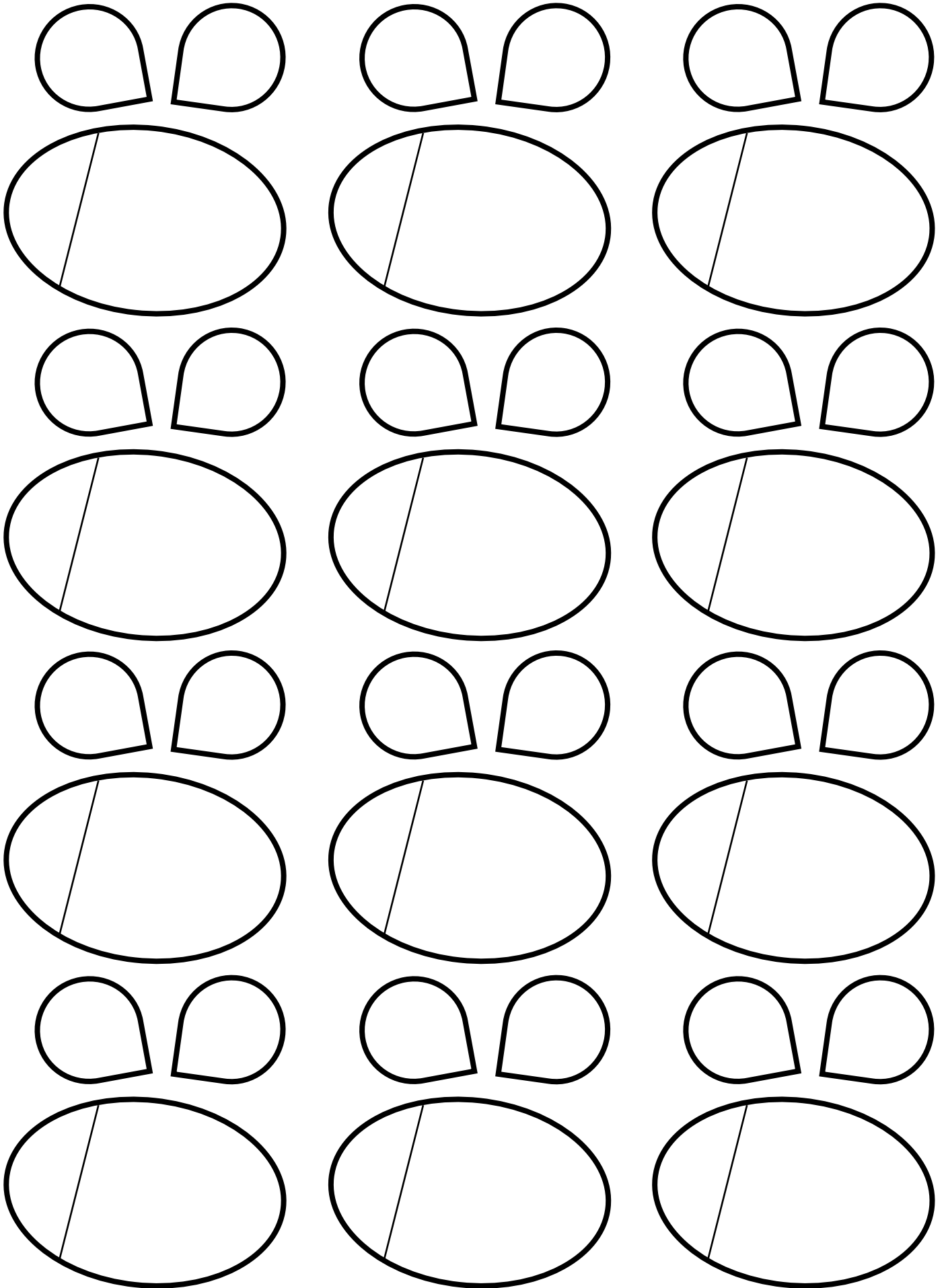
HOW TO TREAT OTTERS:



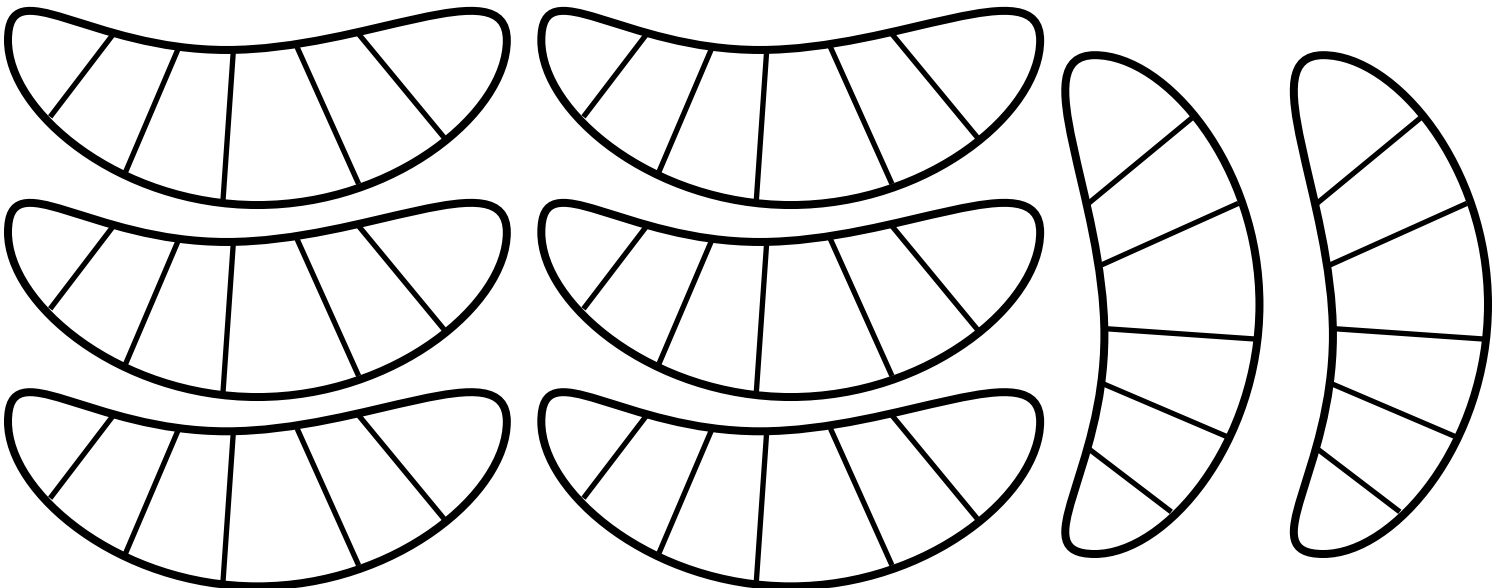
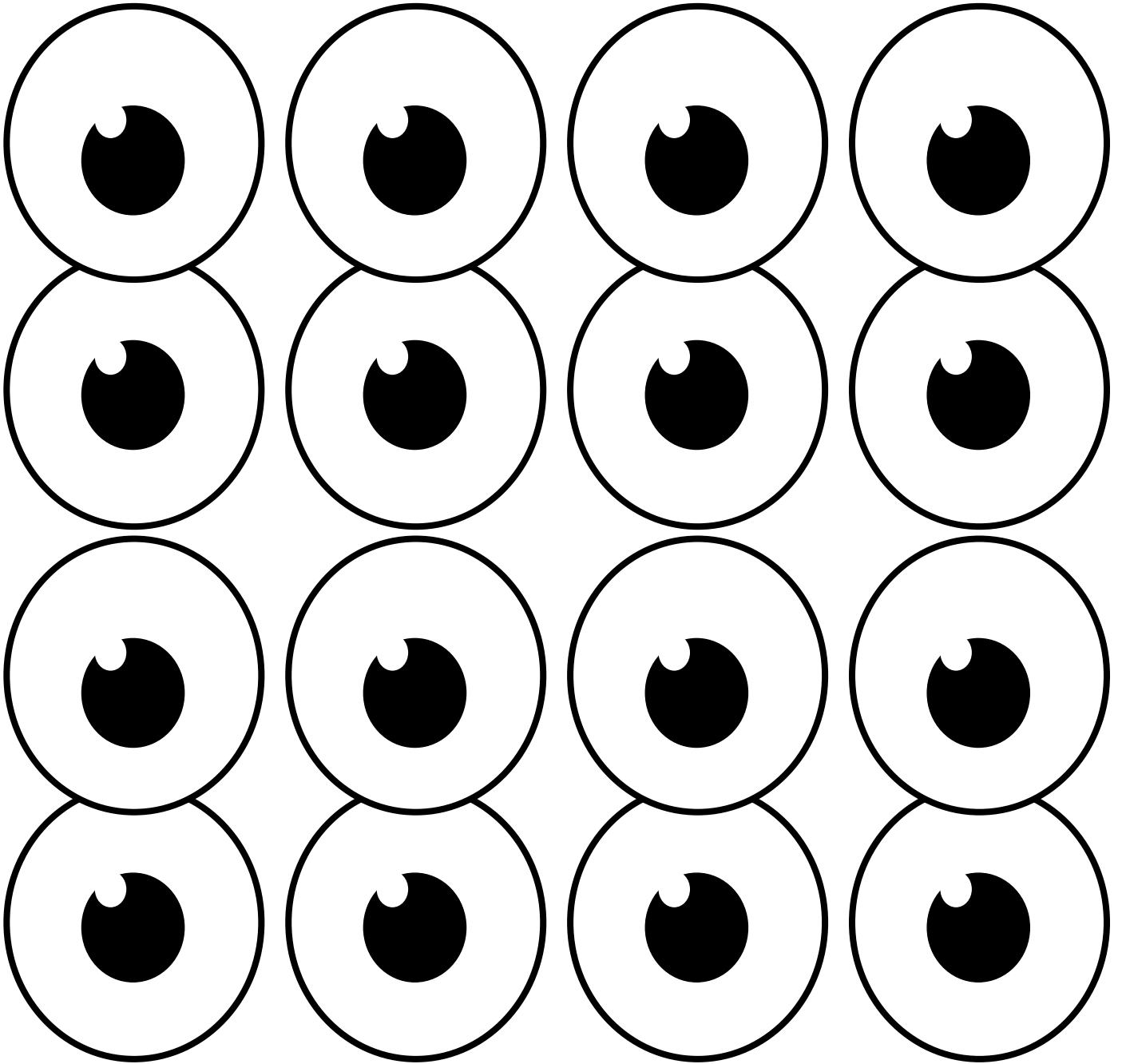
Body, ears & nose - copy onto colored cardstock



Body, ears & nose - copy onto colored cardstock



eyes and mouth - copy onto white cardstock



BOOK CHAT

before reading

I am human

- Introduce the book: Read the title and author.
- What do you think this book is about?
- What does the title make you think of?
- What do you notice about the illustrations on the cover?
- What is a human?
- What makes us human?
- Share the book topic and message: Being a human means we sometimes make mistakes, we can learn and grow; we experience emotions, etc.
- What questions do you have about the story before we read?

BOOK CHAT

during reading

I am human

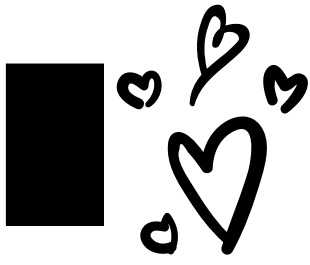
- What is a miracle?
- How are we unique?
- How do we learn each day?
- What does it mean to be human?
- How can we hurt others with our words?
- Can our silence be hurtful too?
- What does curiosity mean? Are you curious?
- What are some choices we make? Are they always good ones?
- What does it mean to listen? To have common ground?
- How are we connected? (friends, family, the world)?

BOOK CHAT

after reading

I am human

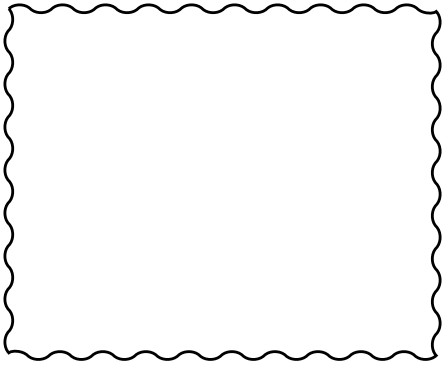
- What does it mean to be human?
- Is it ever hard to be human? When? Why?
- Is it ever great to be a human? When? Why?
- Are all humans the same?
- What are some ways we are different / same?
- What connects you to some people? Why?
- Have you ever made a poor choice or a mistake?
- How can we fix a poor choice?
- How can we act with compassion?
- How can we treat others with equality?



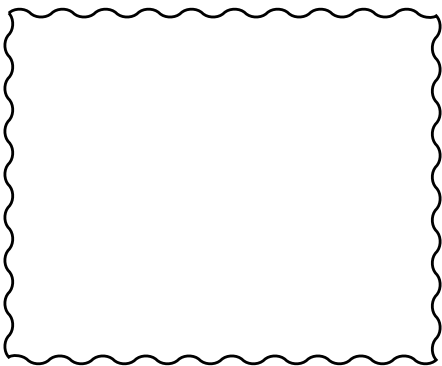
I Have Empathy

Draw or write about what you can do to show empathy when someone is experiencing uncomfortable feelings.

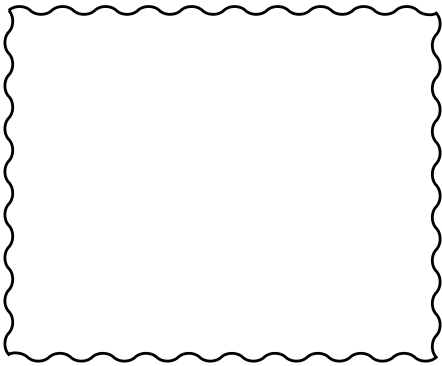
When someone feels scared I can...



When someone feels sad I can...



When I feel _____ you can...





SUPERHERO ID CARD

 **NAME:**

ALIAS:

SUPER POWERS:

SIGNATURE:

 INTERNATIONAL LEAGUE OF SUPERHEROES 

SUPERHERO ID CARD

 **NAME:**

ALIAS:

SUPER POWERS:

SIGNATURE:

 INTERNATIONAL LEAGUE OF SUPERHEROES 

SPIN FOR GOOD BRAINSTORMING WORKSHEET

PERSONAL / SELF

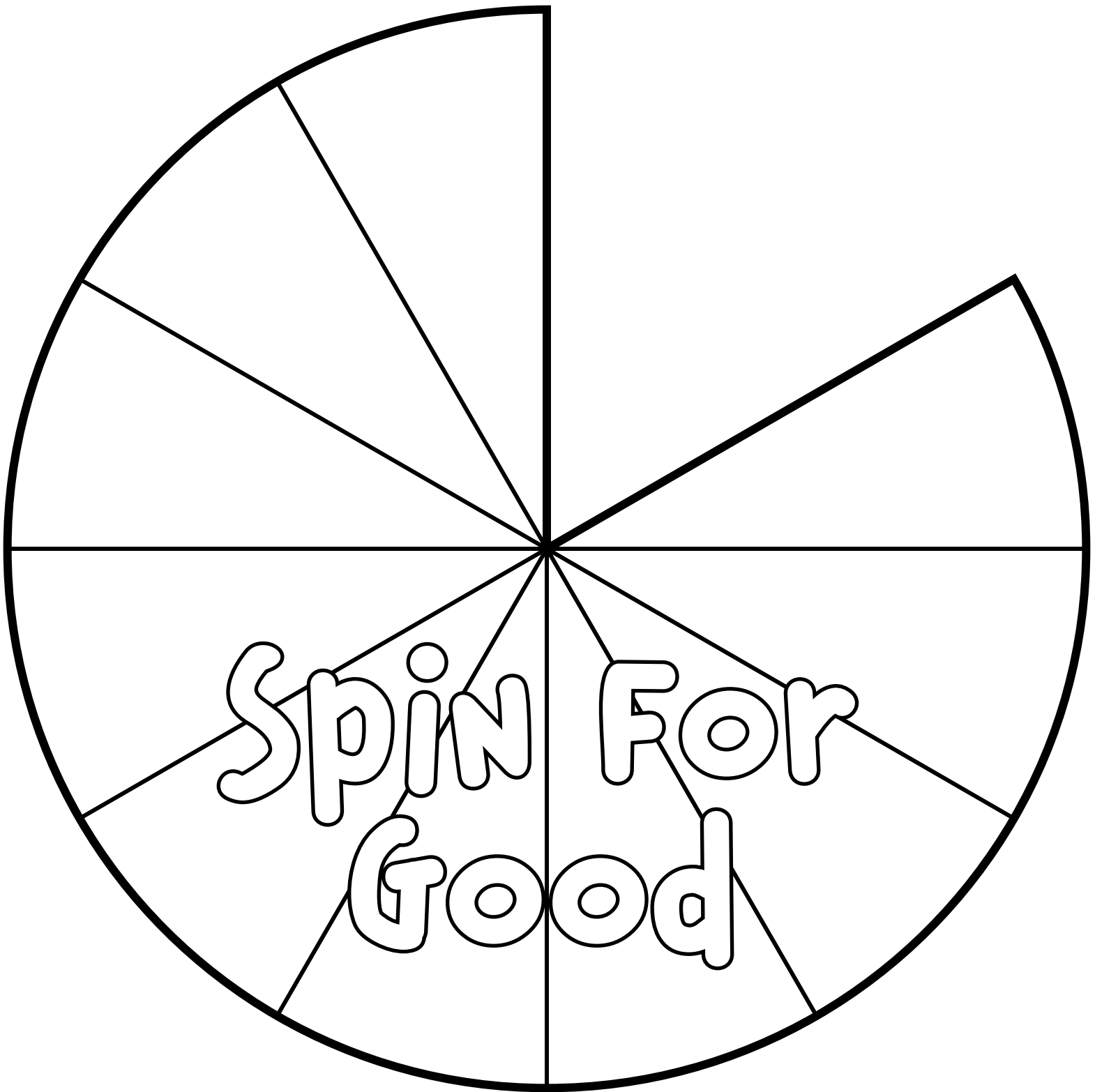
SCHOOL

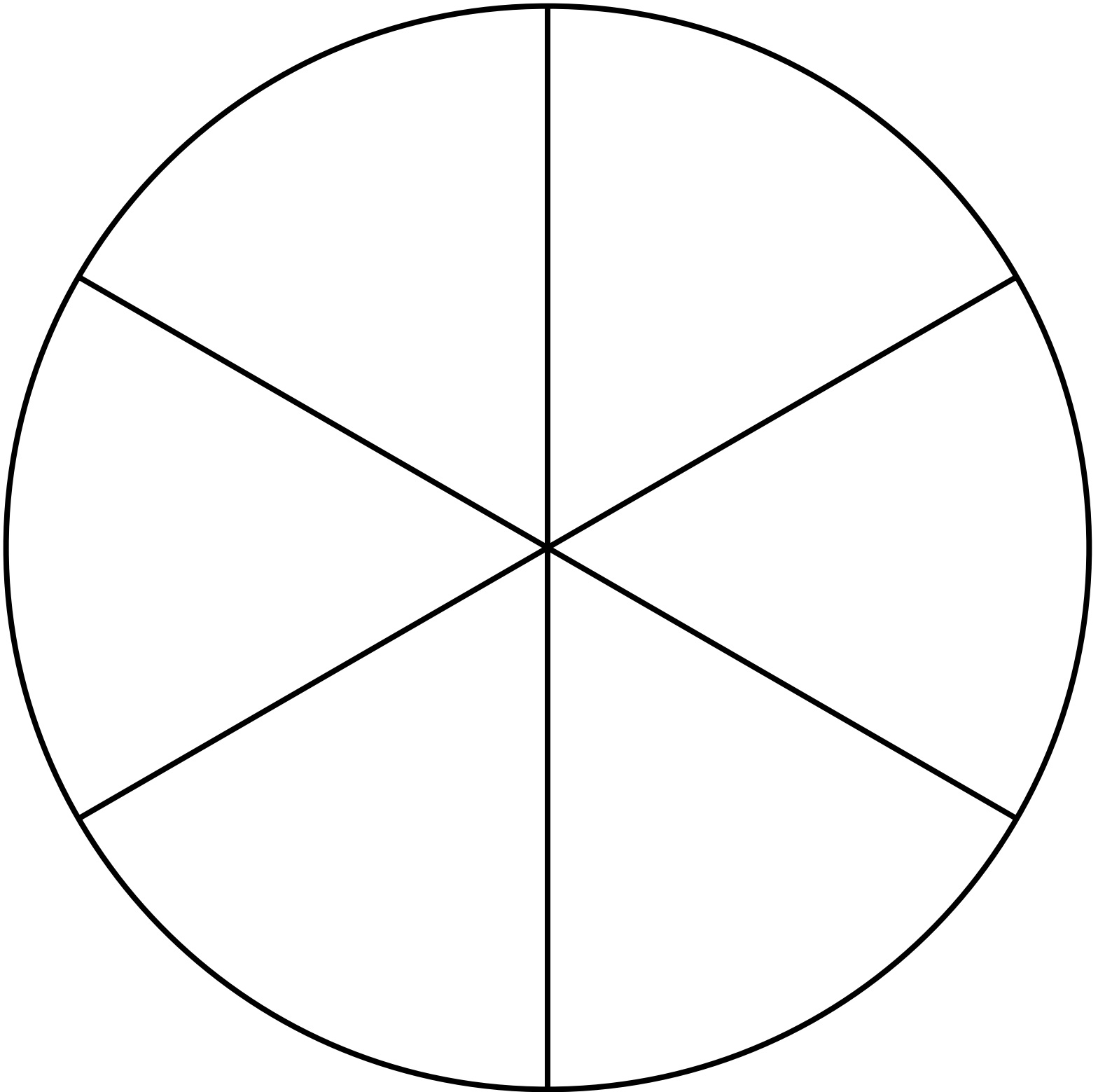
FAMILY

COMMUNITY

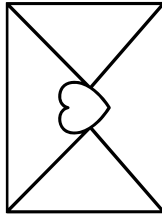
CLASSROOM

WORLD

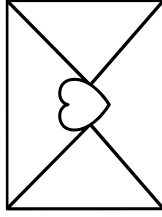




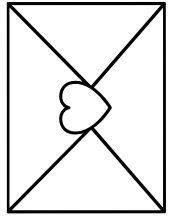
COMPASSION CARD



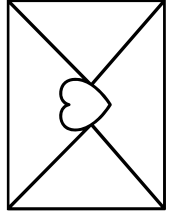
COMPASSION CARD



COMPASSION CARD



COMPASSION CARD



Name: _____

Please use **5 character traits** to describe Sir Nicholas Winton.

Empty rounded rectangular box for character trait.

Empty rounded rectangular box for character trait.

Empty rounded rectangular box for character trait.



Empty rounded rectangular box for character trait.

Empty rounded rectangular box for character trait.

Choose one of these character traits and give evidence as to why the character trait describes Sir Nicholas Winton.

Sir Nicholas Winton is _____ because he
(character trait)

(evidence)

Journal Prompts:

How did Nicky help the children of Prague during the war?

Nicky helped the children of Prague by....

What does the illustrations on the page where everyone stood up reveal to us about the text?

The illustration where everyone stood up shows us....

How did the war impact Vera's life?

Before the war, Vera _____

After the war started, she _____

After the war, she _____

Journal Prompts:

How did Nicky help the children of Prague during the war?

Nicky helped the children of Prague by....

What does the illustrations on the page where everyone stood up reveal to us about the text?

The illustration where everyone stood up shows us....

How did the war impact Vera's life?

Before the war, Vera _____

After the war started, she _____

After the war, she _____

POETRY FRAME: CINQUAIN POEM

Title: _____

NOUN - Person, place or thing

ADJECTIVES - Two words to describe the title

VERBS (ING WORDS) - Three action words to describe the title

FEELING WORDS - A short phrase or sentence to describe how you feel about the title

SYNONYM - another word for the title

Name _____



MY HERO

Name

Picture of my hero

Heroic actions or heroic character traits

I believe that _____ is a hero because

HERO PROFILE



Name _____

Birth Date _____

List of Heroic Traits • • • • • •	Sketch of your hero	
		Accomplishments

Why does this person fit the definition of being a hero:

GINO BARTALI: Italy's Secret Hero

A character trait that Tour de France fans would use to describe Gino:

A character trait that Archbishop Dalla Costa would use to describe Gino:



A character trait that Giacomo and the 800 Jewish people that Gino saved would use to describe Gino:

Gino was quoted as saying, "Good is something you do, not something you talk about." What character trait would Gino use to describe himself:

Gino Bartali is a **HERO**. What actions and/or decisions did Gino make to be considered a **HERO**? (Use back of paper, if needed)

Name _____



CAUSE AND EFFECT

Read each statement and write in the missing cause or effect.

CAUSE	EFFECT
<p>Strange ideas began to spread. Europe was at war. A powerful and inhumane leader began to spread a BIG LIE.</p>	
<p>CAUSE</p>	<p>EFFECT</p> <p>Gino uses his bike to deliver fake identities to Jewish people.</p>
<p>CAUSE</p> <p>Gino revs up the crowd at the train station, signing autographs and taking photos. The crowd begins to chant loudly.</p>	<p>EFFECT</p> <p>The war was over. People ran into the streets to celebrate. Gino saved over 800 Jewish people.</p>

Name _____

Bartali's Bicycle

HERO - someone who puts the needs of others above their own and is willing to make sacrifices for the greater good without seeking personal gain.

Think about everyday heroes. Their actions and decision make them the type of person we describe as heroes. After reading Bartali's Bicycle, explain what you think Gino meant by this quote:



“Some medals are pinned to your soul. Not your jacket.”

Be sure to add text evidence to support your thoughts.

Name _____

SIR NICHOLAS WINTON'S SURPRISE

1. What did Sir Nicholas Winton's wife find in their attic? What do you think her reaction was?

2. Who is narrating the beginning of this clip? Why are they significant in this story?

3. Use 3 powerful and descriptive words to describe how Vera must have felt meeting Sir Nicholas Winton.

4. Why is Sir Nicholas Winton crying when he discovers who the people are that were surrounding him?

On the back of this paper, draw a picture of how Sir Nicholas Winton's heroism may inspire you to take positive action.



Name _____



PERFORMING ACTS OF KINDNESS

Acts of Intentional Kindness	Recipients

Name _____

RINGS OF RESPONSIBILITY

YOU are a gift! There is a vast treasure of talents and potential inside you. **Think about your gifts, passions, and talents.** How can you use your gifts to grow as a person? How can you use your gifts to positively affect your community? How can you use your gifts to help make the world a better place?



What do I have to offer myself?

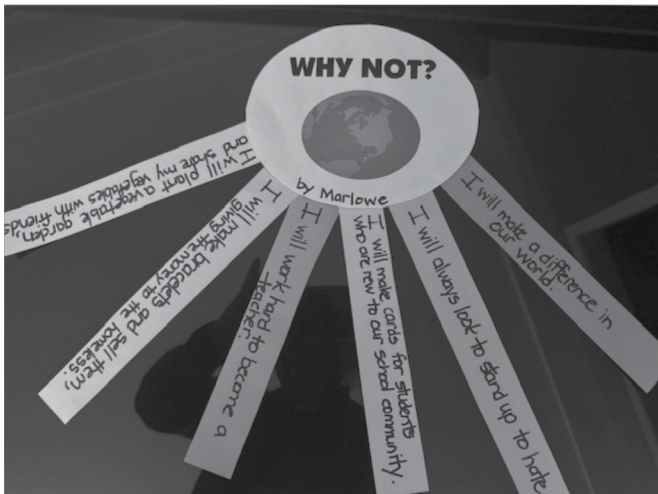


What do I have to offer my community?



What do I have to offer the world?

WHY NOT?



Cut the “Why Not?” circle above.

Glue or tape the strips BEHIND the circle. You can cut the strips from white paper or multi-colored bright paper.



buffalojewishfederation.org/HEROBuffalo
Lauren Bloomberg - lauren@buffalojewishfederation.org
Wendy Weisbrot - wendy@buffalojewishfederation.org