

LEADERS OF KINDNESS:

Spreading Acts of Kindness in Our Community

10/02/25 - 21/02/25

Quality Area 1 Educational Program and Practice. Educators plan programs that are responsive to children's knowledge, strengths, ideas, culture, abilities and interests. Our service will display the educational program and make children's learning visible to share documentation in ways that are accessible, understanding and meaningful for children, families and visitors to the service

PROGRAM AIM:

At OSHC, we are a team, and when we show kindness to each other, we make our space a happier place for everyone! When we are leaders of kindness, we inspire others to do the same, and small acts of kindness can make a big difference in the world.

Our aim is to create a warm, inclusive, and caring OSHC environment where children are encouraged to be leaders of kindness through small, meaningful actions. By fostering empathy, respect, and generosity, we empower children to make a positive impact in their OSHC community and beyond.

This program will help children understand that kindness is a powerful tool that strengthens friendships, builds confidence, and creates a happier and more connected space for everyone.

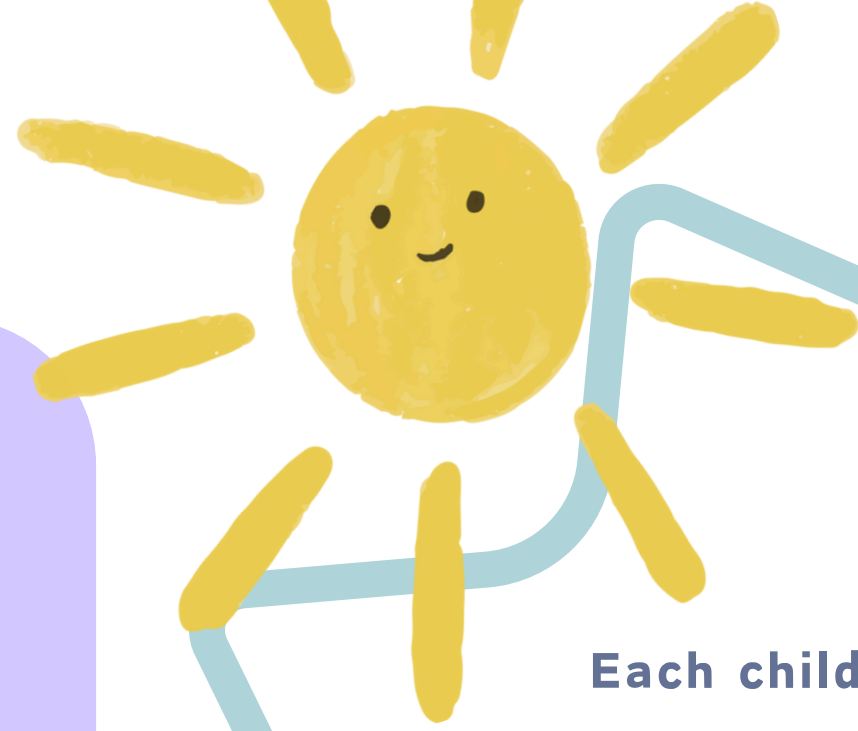
Cultural and community connections:

HANDMADE KINDNESS BRACELETS FOR LOCAL HELPERS:

Make friendship bracelets to gift to community helpers like firefighters, teachers, or bus drivers to show appreciation.

HELPING HANDS AT OSHC:

Create a list where children can volunteer to help set up for younger students, assist educators, or tidy up shared spaces as an act of kindness.



Creative Arts:

KINDNESS SUNBURST:

Each child decorates a sunray with an act of kindness they have done or received, forming a beautiful "Kindness Sun" display.

KINDNESS COLLAGE:

Provide magazines and newspapers for children to cut out images and words that represent kindness, then arrange them into a colorful collage.

KINDNESS BOOKMARKS:

Decorate bookmarks with uplifting messages and designs, then give them to friends, family, or donate to a library.

Indoor experiences:

KINDNESS FORTUNE TELLERS (ORIGAMI CHATTERBOXES):

Make fortune tellers (Origami chatterboxes) with kindness challenges inside (e.g., "Give someone a high five," "Help a friend," "Share a smile").

COLLABORATIVE KINDNESS MURAL:

Provide a large sheet of paper or poster board where children can write or draw acts of kindness they've experienced or given.

'I AM KIND' PROFILE:

Children can draw themselves on a piece of paper, and write their response to a series of prompts (i.e., I show kindness by..., a kind thing someone did for me was.... etc).



Language and Literacy:

'I CAUGHT YOU BEING KIND' NOTES:

Kids and educators can write down acts of kindness they notice in others and place them in a special jar. At the end of the week, read them aloud and celebrate these moments.

KINDNESS POETRY & STORY WRITING:

Write short stories or poems about a time they showed kindness or someone was kind to them.



Outdoor experiences:

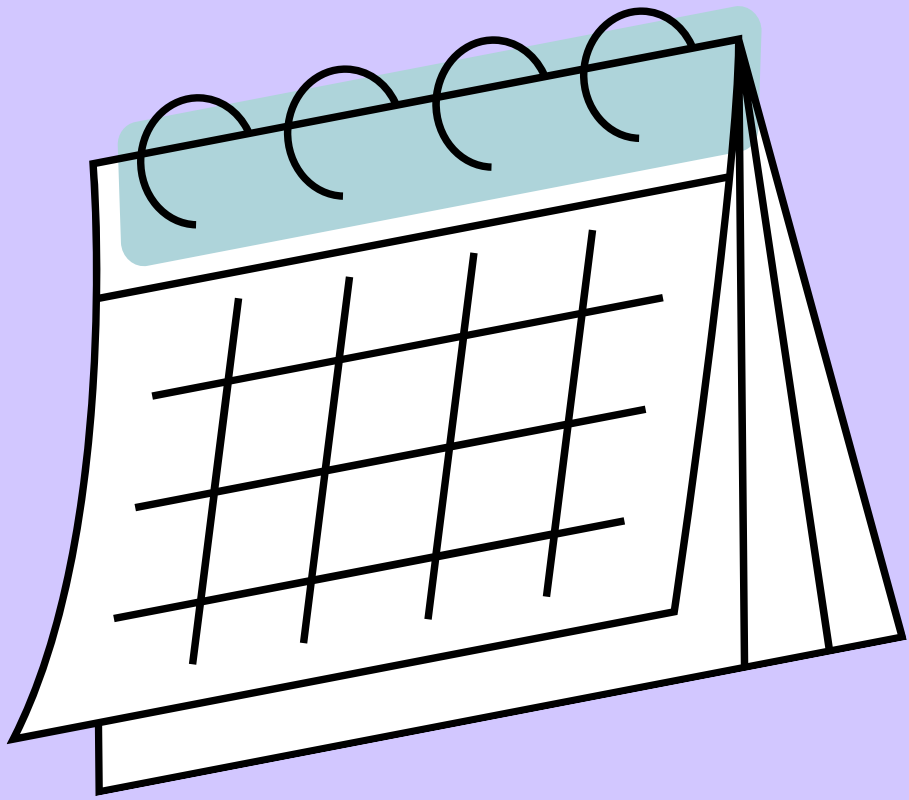
CHALK MESSAGES OF KINDNESS:

Use colourful chalk to write and draw positive messages in outdoor play areas to brighten someone's day.

HIDDEN KINDNESS MESSAGES:

Write uplifting messages on paper, put them in small envelopes, and leave them around the playground for others to find.

RANDOM ACT OF KINDNESS DAY February 17, 2025



Random Act of Kindness Day, celebrated on February 17, 2025, encourages small, thoughtful gestures that brighten others' days. Inspired by this, our OSHC program focuses on being kind in our community and becoming leaders of kindness through engaging activities that strengthen friendships and create a positive environment.

While this day serves as a reminder to be kind, our goal is to make kindness a daily habit. Our educators hope to foster a culture where kindness is practiced year-round, making our OSHC a welcoming and caring space for everyone.

My Time, Our Place Connections:

1.4 CHILDREN LEARN TO INTERACT IN RELATION TO OTHERS WITH CARE, EMPATHY AND RESPECT

- show interest in other children and being part of a group
- establish and maintain relationships with peers
- engage in and contribute to play and leisure experiences
- empathise with and express concern for others
- display awareness of and respect for others' perspectives
- reflect on their actions and consider consequences for others



3.1 CHILDREN BECOME STRONG IN THEIR SOCIAL AND EMOTIONAL WELLBEING

- demonstrate trust and confidence
- share humour, happiness and satisfaction
- celebrate their own efforts and achievements and those of others
- increasingly co-operate and work collaboratively with others
- enjoy moments of solitude

5.1 CHILDREN INTERACT VERBALLY AND NON-VERBALLY WITH OTHERS FOR A RANGE OF PURPOSES

- engage in enjoyable interactions using verbal and non-verbal language
- use language and representations from play, music and art to share and project meaning
- express ideas and feelings and understand and respect the perspectives of others
- participate in play opportunities that promote social interaction with peers