

# Developing Canadian Kindness Leaders Projects through Design Thinking

A Resource-based Toolkit for Canadian Schools  
Implementing Canadian Kindness Leaders in Year 2

2021-2022



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# Canadian Kindness Leaders

**Canadian Kindness Leaders (CKL)**<sup>1</sup> is empowering youth aged 9-12 years to participate in civic life by tackling issues of concern to them and implementing actionable solutions. From art activities to volunteering to campaigns, youth develop CKL projects at their schools—using their innovation and creativity—that cultivate lateral kindness, empathy, appreciation, diversity, and inclusion. CKL aims for youth to learn that it is possible to transform their skills and ideas into practical and community-oriented initiatives that improve society for all Canadians.

Between 2020-2022, CKL will engage thousands of students as Canadian Kindness Leaders in British Columbia, Manitoba, Alberta, and Quebec, including in Canada minority communities.

The WITS Program Foundation is implementing CKL with support from the Government of Canada.



## A Special Thank You!

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**Adolescent Kit:** A special thank you to UNICEF's Adolescent Development & Participation team for their permission to use and adapt **Adolescent Kit for Expression & Innovation** activities for CKL.

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# Canadian Kindness Leaders & WITS

Canadian Kindness Leaders (CKL) is delivered by the **WITS Programs Foundation**<sup>2</sup> that offers the **WITS Primary Program**<sup>3</sup> (for children in kindergarten to grade 3) and **LEADS Program**<sup>4</sup> (for youth in grade 4-6). The evidence-based WITS® group of programs brings together schools, families, community members, and young leaders to help elementary school children and youth learn effective strategies on bullying and peer victimization, including skills for solving peer conflicts in peaceful ways.

For example, the **LEADS** program for youth aged 9-12 years helps students learn about different types of aggression and the role of bystanders. It promotes actions to **L**ook and listen, **E**xplore points of view, **A**ct, ask **D**id it work?, and **S**eeK help.

If you already have a **WITS LEADS Program** in your school, Canadian Kindness Leaders can support anti-bullying and conflict-reduction efforts as students:

- Develop core competencies (such as problem-solving, communication, and collaboration skills);
- Learn to consider others' perspectives and build empathy;
- Build relationships with potential to reduce future conflicts; and
- Learn how cultivating kindness can advance Canada's commitments to rights, diversity, equity, and inclusion.

If you would like to learn more about the WITS LEADS Program, contact [info@witsprogram.ca](mailto:info@witsprogram.ca).



# Canadian Kindness

Cultivating kindness in childhood and adolescence can help to expand students' perspectives and their role as active citizens, strengthen their relationships, and build environments inclusive for all Canadians.<sup>5</sup> At home, school, and in the community, today's students have ideas for how to make positive change in a democratic society. CKL helps turn their ideas into action.

## What Do Canadian Students Have to Say about Kindness?<sup>6</sup>

Quotes from students who participated in Year 1 of CKL:

Kindness is acceptance and friendliness.

We are kind to our environment.

The inclusion of others.

We are kind to ourselves.

Treating people the way you want to be treated.

The ability to treat someone fairly and justly regardless of their background.

Kindness is like a warm hug.

# Strengthening Core Competencies

Adolescence is a critical time in development where young people define their identities through their learning, experiences, relationships, and environment. Canadian schools recognize this, and increasingly are integrating Core Competency activities into the classroom. For instance, British Columbia includes **Core Competencies**<sup>7</sup> in its K-12 curriculum, which it defines as a set of intellectual, personal, social, and emotional proficiencies necessary for students to engage in deep, lifelong learning as educated citizens.<sup>8</sup>

Specific attention on kindness in schools is also growing. A recent Canadian study<sup>9</sup> of more than 1,700 students in grades 4-8 (using the **School Kindness Scale**<sup>10</sup>) found that the perception of the amount of kindness at schools decreases as adolescents age, especially among boys. Building a foundation for cultivating kindness through CKL adds to other school activities underway to improve student well-being and advance their core competencies.

We know one kindness project alone is unable to shift structural underpinnings that can affect intellectual, personal, social, and emotional learning at school (i.e., inequity, racism, misogyny, bullying, violence, etc.). CKL is designed to be one activity of many in your toolbox that build on the capacities, strengths, and skills of young people to create a kind, empathetic, and empowering Canadian society for all.



## The Council of Ministers of Education, Canada, has endorsed six pan-Canadian global competencies:

**Critical thinking and problem solving**

**Innovation, creativity, & entrepreneurship**

**Learning to learn/self-awareness and self-direction**

**Collaboration**

**Communication**

**Global citizenship and sustainability<sup>8</sup>**

# Canadian Kindness & Rights

Showing kindness can support child and human rights in Canada, and around the world. As stated in the **UN Convention on the Rights of the Child** (CRC)<sup>11</sup> that Canada ratified in 1991, children have unique rights to quality healthcare and education, a clean environment, cultural expression, protection, and more, including for those with a disability. This includes being able to actively express their views as citizens (**CRC Article 12**).<sup>12</sup>

Other important documents for child rights include the **UN Convention on the Rights of Persons with Disabilities** (CRPD)<sup>13</sup> that Canada ratified in 2006, the **UN Declaration on the Rights of Indigenous Peoples** (UNDRIP)<sup>14</sup> that Canada adopted in 2016, and the **Canadian Charter of Rights and Freedoms**.<sup>15</sup>

When making connections for young people on the importance of rights, discussing issues of privilege and power in age-appropriate ways is also valuable.

Depending on the topics of concern youth decide to address, you can also find other Canadian-supported treaties that are linked to rights and justice, such as the **UNFCCC Paris Agreement on Climate Change (youth-friendly version)**<sup>17</sup> or the **2030 Sustainable Development Goals**<sup>18</sup> (**youth-friendly game**)<sup>19</sup>.

## Resources on Rights & Inclusion

[Child-friendly CRC](#)<sup>20</sup>

[Adolescent-friendly UNDRIP](#)<sup>21</sup>

[Child-friendly CRPD](#)<sup>22</sup>

[Brief on Inclusive Education](#)<sup>23</sup>

[General Comment on the Right to Inclusive Education](#)<sup>24</sup>

## Activity on Child Rights

[Canada: Child Rights Activity Guide](#)<sup>25</sup>

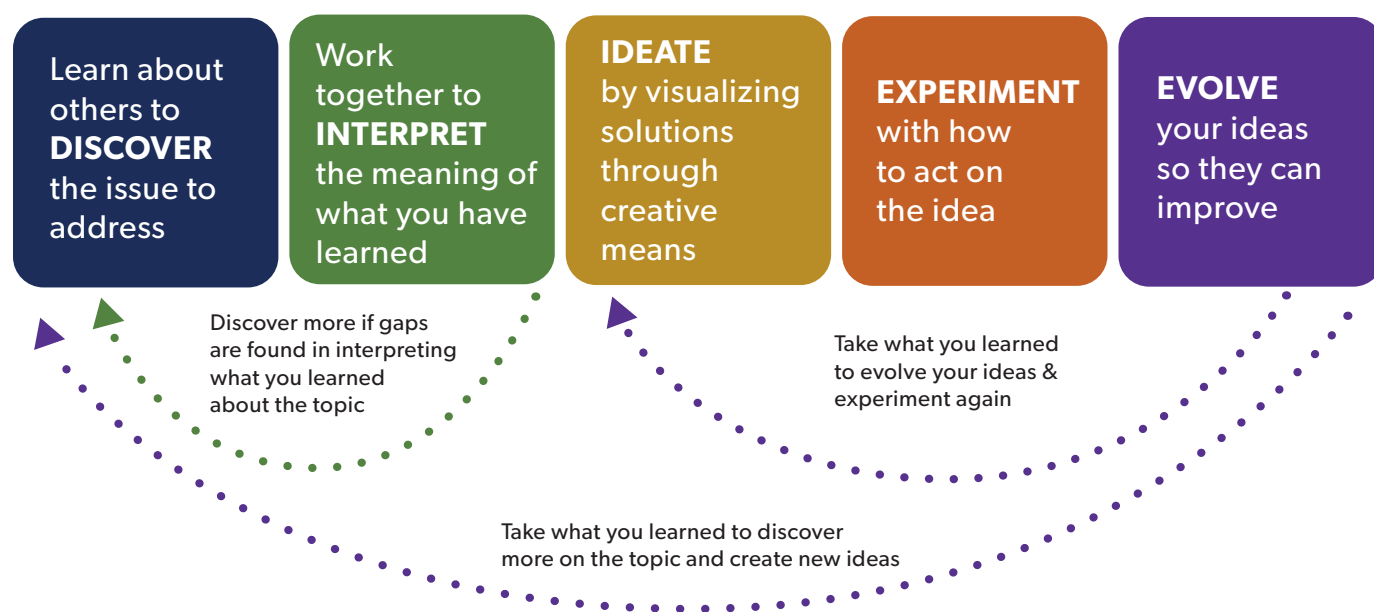


# What is Design Thinking?

As youth experience diverse cognitive, physical, psychosocial and behavior change, they are becoming more independent, autonomous, and interested to explore. The **Design Thinking** approach taps into their diverse creativity and innovation to solve problems they want to tackle and promotes the student's pan-Canadian global competencies described on page 6.

Youth sometimes face serious issues that impact their learning, development, and self-esteem, including bullying, racism, conflict, violence, and the effects of environmental degradation. Identifying problems together in a safe space—and seeing their solutions come to life—can be an invaluable and empowering lesson for young people. Developing solutions collectively can take time, especially when making sure every student is involved and motivated, and that their opinions are equally valued.

For guidance on developing CKL projects, we have adapted the five phases of Design Thinking promoted by IDEO in its **Design Thinking for Educators toolkit**.<sup>26</sup> We also provide supportive Teaching Materials you can use or adapt for each phase (see pages 13-17).



While we offer 5 steps for Design Thinking in this Guide, the phases are designed to be non-linear as you see above. This means CKL projects can evolve as students gain and reflect on knowledge, create an idea, try it through experimentation, gain information about how it worked, and refine their idea based on what they learned.



# How Can a CKL Project Use Design Thinking?

In 2020-2021, 17 schools completed CKL projects.<sup>27</sup> While this Guide for using Design Thinking is new for 2021-2022, the example below illustrates how students can use elements of Design Thinking for their CKL project. It is from **Dr. K. A. Clark School**<sup>28</sup> in Fort McMurray, Alberta.

For their CKL project, students explored their ideas of kindness (DISCOVER) and shared their learnings with each other for discussion (INTERPRET). They then developed kindness proposals (IDEATE) to ask for funding. Together, they determined they wanted another buddy bench so kids could find others to play with (EXPERIMENT). They then offered a new idea bench, which was to have no back so students can sit and face each other from either direction (EVOLVE).

To see the 2021-2022 Canadian Kindness Leaders projects, go to **CKL Entries**<sup>24</sup>

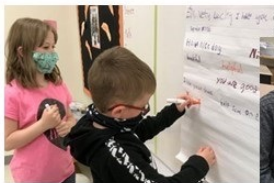
DISCOVER

INTERPRET

IDEATE

EXPERIMENT

EVOLVE

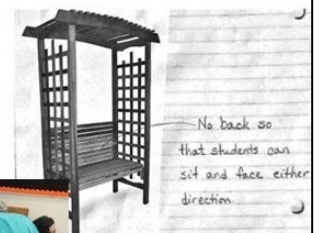


#1 If I had \$500 I would buy more buddy benches for the school so people can find a person to play with.

#2 If I had \$500 I would buy more gym supplies for the students in the school.

#3 If I had \$500 I would buy a chalkboard to put outside for kids to draw on at recess.

#4 If I had \$500 I would buy soccer balls for the kids who don't have one.



## Learn More about Design Thinking in the Classroom

**Design Thinking for Educators** toolkit & worksheets for each phase<sup>29</sup>

**What is Design Thinking?**<sup>30</sup>

**Design Thinking for Kids** podcast<sup>31</sup>

**The Beginners Guide to Design Thinking in the Classroom**<sup>32</sup>

**What is Design Thinking for Classroom Teachers?**<sup>33</sup>

**45 Design Thinking Resources for Educators**<sup>34</sup>

**5 Ways to Use Design Thinking in Your Classroom**<sup>35</sup>

# How Does the CKL Project Work?

## 1 Learn about CKL

Canadian Kindness Leaders is awarding \$500 to schools for Canadian Kindness Leaders projects. All schools that teach grades 4-7 (aged 9-12) and are in British Columbia, Alberta, Manitoba, or Quebec are eligible to apply (See Eligibility Details<sup>36</sup>).

## 2 Register Your School's Interest & Get Started

Once you have signed up, educators and students will take a **baseline survey**.<sup>37</sup> Then you can begin to Discover, Interpret, and Ideate your CKL project. As you do, keep in mind that CKL projects are judged for funding on how they:

Focus on kindness

Does the project focus on how people can be kind to one another?

Feature community involvement

Does the project involve your whole class, school, or community?

Are inclusive and promote diversity

Does your project include everyone in the class, school, or community no matter what their differences or abilities are?

Connect with being a Canadian

Does your project encourage Canadians to be kinder, inclusive, and more accepting of one another?

## 3 Submit Your School's Idea for CKL Project Funding

Once you have the IDEA for your project, submit it for funding. If you are working in smaller student groups, you can submit multiple CKL project ideas for your school. The maximum award for one project or multiple projects is \$500 per school. Submit your ideas in writing to the Canadian Kindness Leaders Program Manager by emailing [info@witsprogram.ca](mailto:info@witsprogram.ca).

## 4 Run & Document Your School's Canadian Kindness Leaders Project

With funding, experiment on how it works by implementing your CKL project. Document the project in video, through art, in photos, etc. and include activities to evaluate the project. Here are a few examples of students' creativity in 2020 CKL projects (see the full gallery at [canadiankindnessleaders.ca](https://canadiankindnessleaders.ca)):

- **Our Lady of Victory School** in Manitoba ran multiple projects in a Kindness Month. [Project Overview](#)<sup>38</sup> | [Kindness Challenge](#)<sup>39</sup> | [Photo & Video Gallery](#)<sup>40</sup>
- **Stevenson-Britannia School** in Manitoba asked for a wheelchair accessible playground walkway. [Project Overview & Video](#)<sup>41</sup>
- **The Terry Fox Elementary School** in Quebec held a Kindness Day focusing on how to people up with kindness. [Project Overview](#)<sup>42</sup>
- **Ecole Victor Brodeur** in British Columbia created posters to stand up to discrimination and intimidation. [Project Overview](#)<sup>43</sup>

## 5 Showcase Your School's Canadian Kindness Leaders Projects

Students submit their Canadian Kindness Leaders projects to the [CKL website](#)<sup>44</sup> showcase to share with their community, other schools, and their peers across the country. Email photos, videos, and or/descriptions to the CKL Program Manager at [pmgr@witsprogram.ca](mailto:pmgr@witsprogram.ca).

## 6 Reflect on and Evolve CKL Projects

By reviewing the project, students can learn from the experience. They can do so by evaluating the project, by discussions on the topics in the [Teacher and Student Surveys](#)<sup>45</sup> or even by doing exercises to record ways to make the project better for the future (setting them or others up to repeat it).

### Tips for Running a Design Thinking Process

This Guide provides you with ideas and activities for each Design Thinking step that can help you develop and implement a CKL project for your school. Be sure to:

- Tailor the resources for your context, language, and classroom.
- Choose activities that will be fun and interesting for your students.
- Provide safe spaces to run the activities.
- Ensure all students can equally and equitably participate.
- Be inclusive and sensitive to gender, disability, culture, and socioeconomics.

# Design Thinking with the UNICEF Adolescent Kit for Expression and Innovation

To link CKL projects to Design Thinking, we are including activities from the **United Nations Children’s Fund (UNICEF) Adolescent Kit for Innovation and Expression.**<sup>46</sup>

The Adolescent Kit is a global resource designed specifically for young people to learn about themselves and their peers, explore issues important to them, and create arts-based and action-oriented projects.

With an **aim to bring about positive change in young people’s lives through arts and innovation**, the Adolescent Kit was initially designed to work in humanitarian settings. However, its activities have now been adapted around the world for multiple uses in engaging and mobilizing young people, including for in the classroom. The Adolescent Kit:

- Offers activities that are specifically designed to build **10 Core Competencies**<sup>47</sup> that align with CKL and the K-12 Canadian curriculum, such as cultivating critical thinking, communication, citizenship, empathy, and more.
- Is especially designed for young people who have faced difficult experiences and circumstances. It includes activities and approaches to foster their emotional wellbeing and support them in building and restoring healthy connections and relationships with peers, families, and others in their communities.
- Provides **Approaches for Working with Adolescents**<sup>48</sup> and **Facilitation Guidance**<sup>49</sup> that you can use and adapt to your school’s context. These resources can be especially helpful for non-educators who may facilitate Canadian Kindness Leaders project activities with young people.
- Includes timed, easy-to-run activities for innovation that we have linked to the five Design Thinking phases.

All the Adolescent Kit activities are available through downloadable **Activity, Energizer, and Inspiration Cards**<sup>50</sup> that you can print, use, and adapt. **The cards and all other guides and tools in the kit are in multiple languages to reach students across Canada.**



# CKL & Design Thinking

## Phase 1: Discover

The Discover phase is the time for students to explore Canadian history, rights, and diversity—learning to respect their own uniqueness and the value of Canadian heritage, citizenship, and kindness. In this phase, they are not yet creating solutions, but spending time to better understand each other, their Canadian peers, human rights, and their environment. This exploratory process aims to create opportunities for multiple perspectives to be understood and heard as the students define the most important needs in the school or broader community they want to address in their CKL project. Review the following activities, or develop your own, to run the ones that fit best with your school's context and timeline.

### Run Discovery Activities\*

- Diversity & Inclusion – [Book List & Lesson Plans](#)<sup>51</sup> (Canadian Kindness Leaders)
- [Household, Friend and Community Dialogue](#)<sup>52</sup> (30 min/Adolescent Kit)
- [I Am, I Have, I Can](#)<sup>53</sup> (45 min/Adolescent Kit)
- [Our Environment](#)<sup>54</sup> (30 min/Adolescent Kit)
- [Ourselves on the Inside Out](#)<sup>55</sup> (30 min/Adolescent Kit)
- [Show Racism the Red Card](#)<sup>56</sup> (Lesson Plans/Canada version)

\*Phase 1 Online Resources on Page 18.

### Facilitation Tip: Incorporating Indigenous Content

If you will be incorporating Indigenous content into your classroom as part of the Canadian Kindness project, this article on [Truth & Reconciliation in the Classroom](#)<sup>57</sup> offers ideas to get started. Other resources to build knowledge and understanding include [‘The Learning Circle’ Activities](#),<sup>58</sup> the National Centre for Collaboration in Indigenous Education (NCCIE) [Teaching Resource Centre](#)<sup>59</sup> (including art-based ideas), and the OntarioTech Library [Indigenous K-12 Teacher Resources](#).<sup>60</sup>

# CKL & Design Thinking

## Phase 2: Interpret

The Interpret phase is where students will reflect on what they learned in the Discovery phase. They will discuss and analyze their observations to define the core issue they want to address with their CKL project by creating a problem statement.

When they do this in their activities, a tip is to use the phrase “**How Might We** \_\_\_\_\_”? (Examples: How might we help students with disabilities access play spaces more easily? How might we reduce discrimination at school?). This phrasing frames the question towards positive solutions.

The Interpretation activities below can help them to prepare working as a team, interpret what they have learned from different viewpoints, clarify their most pressing concerns, and gain skills in listening, problem-solving, communication, and more.

### Run Interpretation Activities\*

- **Agreeing to Group Rules**<sup>61</sup> (15-20 min/Adolescent Kit)
- **Choosing a Challenge Topic**<sup>62</sup> (30-45 min/Adolescent Kit)
- **Forming Problem and Opportunity Statements**<sup>63</sup> (20-30 min/Adolescent Kit)
- **Insight Statement**<sup>64</sup> (30-45 min/Adolescent Kit)
- **Seeing from Different Perspectives**<sup>65</sup> (30 min/Adolescent Kit)
- Adolescent Kit Facilitation Tool: **Compromise Chart**<sup>66</sup> to help in decision-making

\*Phase 2 Online Resources on Page 18.

### Facilitation Tip: Ensure Students are Ready for Ideation

Once students have their topic and question, you can check if they are ready to **IDEATE**. For instance, they can list **Things they know** and **Things they don't know** about their topic. If there are many things they don't know, they can return to the Discover phase to learn more. You can also ask them to discuss how the problem might look from different perspectives. If they find it difficult to empathize, they can return to Discover phase to spend more time learning about others before moving to **IDEATE**.

# CKL & Design Thinking

## Phase 3: Ideate

The Ideate phase is where students will generate ideas for their CKL project or projects and visualize how to turn it into reality. This phase is used to generate materials for submitting your ideas for project funding.

The Ideate phase is a time for students to ‘think outside the box’ in visualizing ideas, even using differing creative ways to find solutions from multiple perspectives. Here you want as many ideas as possible to emerge. Be innovative and fun here with the youth, challenging them to represent their ideas in art, song, clay, video, and more (anything that helps them visualize and share their ideas).

As they create their ideas, they should address: **WHAT** is the solution? **WHY** should this solution work? And **HOW** it will work? The activities here can help in that process.

### Run Ideate Activities\*

- **Brainstorming Solutions, Possibilities & Project Ideas**<sup>67</sup> (45 min/Adolescent Kit)
- **Collaborative Decision-Making**<sup>68</sup> (20-30 min/Adolescent Kit)
- **Create a Pitch**<sup>69</sup> (30-45 min/Adolescent Kit)
- Learning & Mood **Pre-Check & Post Check**<sup>70</sup> especially for sensitive topics (20 min/Adolescent Kit)
- **Prototyping**<sup>71</sup> (30-45 min/Adolescent Kit)
- Adolescent Kit Facilitation Tool: **Gallery Walk**<sup>72</sup> (for sharing ideas/prototypes)

\*Phase 3 Online Resources on Page 19.

### Facilitation Tip: Check Leading Ideas Against CKL Project Criteria

Once students have narrowed their ideas for a CKL project—and before they pick the ideas they want to run—they should discuss and work out how each of them meets the CKL project criteria to decide which one to submit for funding (see details on the **CKL website**<sup>73</sup>).

**Remember:** If you are working in smaller student groups, you can submit multiple CKL projects. The maximum amount awarded per school for \$500 in funding.

# CKL & Design Thinking

## Phase 4: Experiment

The Experiment phase is where students will craft the project plan and implement the best possible solution (or solutions) they have come up with for addressing their problem statement. This is called 'experiment' to highlight that the best ideas can always be improved, especially after hearing from the people who benefit from the most. The activities here help in planning the project for the students to run it.

### Run Experimentation Activities\*

- **My Journey Map**<sup>74</sup> (30-40 min/Adolescent Kit)
- **Plan a Project**<sup>75</sup> (30-45 min/Adolescent Kit)
- **Project Timeline Tree**<sup>76</sup> (45 min/Adolescent Kit)
- **Recognizing Resources**<sup>77</sup> (varies/Adolescent Kit)
- **Road Map**<sup>78</sup> (30-45 min/Adolescent Kit)
- **Adolescent Kit Facilitation Tool: Project Plan Template**<sup>79</sup> to help with planning
- \*Phase 4 Online Resources on Page 19.

### Facilitation Tip: Incorporate Feedback

Because this is an experimentation of the solution, build feedback from students, school staff, and community members into the activity or activities. Resources you might find helpful include **Child-Led Data Collection**<sup>80</sup> from Save the Children and **Child- and Youth-Friendly Participatory Action Research**<sup>81</sup> from ChildFund International. These guides include age-appropriate research ideas, skills, and ethics advice. Ensure that any research led by young people is designed so it can be ethically and safely given and received.



# CKL & Design Thinking

## Phase 5: Evolve

The Evolve phase is the final step in the Design Thinking methodology, which is developed as a non-linear process where ideas and solutions can be improved upon and tried again. Students may not be able to repeat their projects (depending on time and budget), but they can learn from them to inform themselves, make refinements, and offer advice to others for the future.

The resources here provide skills for dialogue and reflection on the project. For more formal input, see the Facilitation Tips resources below.

### Run Evolve Activities

- **Community Dialogue**<sup>82</sup> (30-45 min/Adolescent Kit)
- **Project Evaluation**<sup>83</sup>
- **Simple Surveys & Great Graphs**<sup>84</sup>
- \*Phase 5 Online Resources on Page 19.

### Facilitation Tip: Reflection Questions

When reflecting on the project, here are a few key questions you can ask. When posing these questions, think about how to do so in a way that includes everyone in the group (for instance, providing individual sticky notes or promoting drawing can ensure quieter students provide input and are part of the collective assessment). Questions can include:

- Did it work? Why or why not?
- How can it continue in the future?
- What should be different?
- What should stay the same?
- What adjustments should we make to do it again?

# Resources for Online CKL Project Development

We recognize that some schools may be offering digital learning and therefore may want to run activities in online spaces. In support, we have provided links to activities in each Design Thinking Phase that can be used and adapted for online spaces. We also recognize that facilitating collaborative activities comes with challenges around engagement, digital access, accessibility, and more that will need to be addressed for meaningful engagement.

In this environment, here are a few resources to help with cyberbullying: The **WITS Program Cyberbullying Resources**,<sup>85</sup> **Teacher's Essential Guide to Cyberbullying**<sup>86</sup> and **Cyberbullying Resources**.<sup>87</sup> You can also let students know that if they feel unsafe while at home, they can contact the Kids Help Phone in Canada: **[kidshelpphone.ca](http://kidshelpphone.ca) or 800-668-6868**.

## Phase 1: Online Resources

- **Household, Friend & Community Dialogue**<sup>88</sup>
- **I Am, I Have, I Can**<sup>89</sup>
- **Imagine a Better Place | Imagine an Invention**<sup>90</sup>
- **Our Environment**<sup>91</sup>
- **Ourselves on the Inside Out**<sup>92</sup>

## Phase 2: Online Resources

- **Agreeing to Group Rules**<sup>93</sup> adaptation: use digital white board in online meeting to write and agree on rules
- **Animal, Insect, Bird Stories**<sup>94</sup> seeing different viewpoints
- **Forming Problem and Opportunity Statements**<sup>95</sup> and **Insight Statement**<sup>96</sup> (adaptation: use breakout rooms in an online call for smaller group discussions; and the main session for final decision-making)

## Phase 3: Online Resources

- **Brainstorming Solutions, Possibilities & Project Ideas**<sup>97</sup> adaptation: use breakout rooms in an online call for smaller group discussions using a white board or shared document; use the main session for discussion
- **Create a Pitch**<sup>98</sup> adaptation: share individual pitches online

## Phase 4: Online Resources

- **Plan a Project**<sup>99</sup> adaptation: have a group leader facilitate the planning online using a shared document
- **Recognizing Resources**<sup>100</sup> adaptation: students individually determine resources; share with peers online
- **Road Map**<sup>101</sup> adaptation: use breakout rooms in an online call for smaller group discussions using a white board or shared document; use the main session for discussion

## Phase 5: Online Resources

**Practicing Interview Skills**<sup>102</sup> adaptation: individual students interview project participants online to compile and discuss feedback with peers in group call

**Project Evaluation**<sup>103</sup> adaptation: individual students complete a project evaluation; discuss results online in a group call

**Simple Surveys & Great Graphs**<sup>104</sup> adaptation: discuss in a group call the type of survey to share, with whom, etc. Finalize and send online. Receive and compile results for online group discussion

# Endnotes

- 1 [canadiankindnessleaders.ca](https://canadiankindnessleaders.ca)
- 2 <https://witsprogram.ca>
- 3 <https://witsprogram.ca/school/wits-primary-program>
- 4 <https://witsprogram.ca/school/look-listen>
- 5 [bit.ly/2RKpPce](https://bit.ly/2RKpPce)
- 6 [bit.ly/3zolnzj](https://bit.ly/3zolnzj)
- 7 [bit.ly/3dHBwlr](https://bit.ly/3dHBwlr)
- 8 [bit.ly/3dHBwlr](https://bit.ly/3dHBwlr)
- 9 [bit.ly/3ATVcBl](https://bit.ly/3ATVcBl)
- 10 [bit.ly/3wldg6j](https://bit.ly/3wldg6j)
- 11 [bit.ly/3xfXOsm](https://bit.ly/3xfXOsm)
- 12 [bit.ly/3ixxOEE](https://bit.ly/3ixxOEE)
- 13 [bit.ly/3gecuCo](https://bit.ly/3gecuCo)
- 14 [bit.ly/3ggpiR](https://bit.ly/3ggpiR)
- 15 [bit.ly/3iBjztU](https://bit.ly/3iBjztU)
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- 26 [bit.ly/3zn8GGz](https://bit.ly/3zn8GGz)
- 27 [bit.ly/3iAMbIk](https://bit.ly/3iAMbIk)
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- 46 [bit.ly/3BECE9W](https://bit.ly/3BECE9W)
- 47 [bit.ly/2XoGNzk](https://bit.ly/2XoGNzk)
- 48 [bit.ly/2UoEKdF](https://bit.ly/2UoEKdF)
- 49 [bit.ly/3vltU4o](https://bit.ly/3vltU4o)
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- 72 [bit.ly/3g9eJ9Q](https://bit.ly/3g9eJ9Q)
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- 75 [bit.ly/3xUYdQN](https://bit.ly/3xUYdQN)
- 76 [bit.ly/3AMwIkP](https://bit.ly/3AMwIkP)
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- 86 [bit.ly/2TBWDoe](https://bit.ly/2TBWDoe)
- 87 [bit.ly/3zITM3k](https://bit.ly/3zITM3k)
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