

Kindness — A 10-Minute Class Assembly

Assembly Presenter Script

Audience: Whole school. Banded: younger classes (ages 5–7) and older classes (ages 7–11)

Duration: 10 minutes

Slides: 12

Theme: Kindness in our words, our actions and what we notice

How to use this script

- Slide numbers and titles are labelled throughout. The same words are in the speaker notes of the slides.
- TIP boxes are presenter tips. ASK boxes are interactive moments for the hall.
- Tone: warm and unhurried. Nothing is asked of a child in front of the hall that they have not been given words for. No named examples from the school, and no naming of anyone who has been unkind.
- The optional reflection is at the end.

Slide-by-Slide Script

SLIDE 1 — Kindness

Good morning, everyone.

This morning we are going to think about one small word. It is a word you have all heard, and a word you have all done something about, probably before breakfast.

The word is kindness.

TIP Say the word 'kindness' slowly and then wait a beat before the next slide. The pause does more work than any picture.

SLIDE 2 — Think of one moment

Close your eyes for a moment if you would like to, or just look down at your hands.

Think of a time when somebody was kind to you. It might have been today. It might have been a long time ago.

Hold that moment in your head. You do not have to tell anybody what it is.

ASK Hands up if you found a moment. Keep your hand up and look around — look how many of us have one.

SLIDE 3 — Kindness is three things

Kindness turns up in three places: in what we say, in what we do, and in what we notice.

SLIDE 4 — What we say

First, our words.

Kind words are usually short ones. Do you want to play. Are you all right. That was really good.

None of those take long to say. But if somebody says one of them to you on a hard morning, you remember it all day.

ASK Younger classes: say one of those three out loud with me. Older classes: think of a fourth one that is not on this slide.

SLIDE 5 — Words are easy to get wrong

Words are the easiest way to be kind, and also the easiest way to get it wrong.

Sometimes something starts as a joke and lands somewhere else entirely. The person saying it is still laughing; the person hearing it has stopped.

So here is a small test you can use all day: look at the other person's face. Their face tells you whether your words were kind. If their face changes, you do not need to argue about whether it was a joke. You can just say sorry and stop.

TIP For older classes, this is the moment to slow right down. It is the sentence most of them will actually use.

SLIDE 6 — What we do

SLIDE 7 — Small things count

Now, what we do.

People sometimes think kindness has to be something big. It almost never is.

Holding a door. Sharing what you brought out at break. Picking up something somebody dropped without being asked. Sitting next to somebody who is on their own.

Those are small, and small is the point. Small things are the ones you can actually do today.

SLIDE 8 — The harder kind

There are two kinds of kindness that are harder than the rest.

The first is being kind when nobody is watching — when there is no teacher nearby and nobody is going to say well done.

The second is being kind to somebody who is not your friend. Being kind to a friend is easy and lovely. Being kind to somebody you do not know very well is where kindness really starts.

Older classes, here is a thought to take away: you do not have to like everybody. You do have to be kind to everybody.

TIP That last line is the heart of the assembly. Say it plainly, then move on — do not explain it.

SLIDE 9 — What we notice

SLIDE 10 — Some kindness is invisible

The third one is the one we forget: noticing.

Most kindness in a school is invisible. Somebody tidied the box away. Somebody moved along the bench to make room. Somebody stayed behind to help carry things.

Nobody sees it, so nobody says thank you for it. And the person who did it slowly stops doing it. Noticing is free, and it takes about two seconds. You just say what you saw: I saw you do that, thank you.

ASK Turn to the person next to you. Tell them one kind thing you have seen someone do — not something you did, something you saw.

SLIDE 11 — Your challenge this week

Here is your challenge, and it has three parts.

One: do one small kind thing. Not a big one. A small one.

Two: notice one, and say so out loud to the person who did it.

And three, the hard part: do not tell anybody about the first one. Let it just be a thing you did.

TIP Younger classes will want to tell you immediately. That is fine — the point survives.

SLIDE 12 — Kindness

Say it. Do it. Notice it.

That is the whole assembly, and you can start on the way out of this hall.

Thank you for listening so well this morning.

Suggested Discussion Questions

During the assembly

- Why is it harder to be kind to someone who is not your friend — and why does it matter more?
- What can you look at to check whether your words landed as kindly as you meant them?
- Why does noticing someone's kindness make them more likely to do it again?

OPTIONAL — Reflection

Let's have a quiet moment before we go back to class.

Think of the person you thought about at the start — the one who was kind to you.

In your head, say thank you to them.

Then think of one person you will be kind to before lunch.

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For younger and older classes

Think of one moment

- Someone was kind to you.
- What did they do?

Kindness is three things

What we say

What we do

What we notice

What we say

- "Do you want to play?"
- "Are you all right?"
- "That was really good."

Words are easy to get wrong

- A joke can land badly.
- Check the other person's face.

What we do

Small things count

- Holding a door.
- Sharing what you brought out.
- Sitting next to someone who is on their own.

The harder kind

- Being kind when nobody is watching.
- Being kind to someone who is not your friend.

What we notice

Some kindness is invisible

- Someone tidied up.
- Someone made room.
- Someone stayed behind to help.

Your challenge this week

- Do one small kind thing.
- Notice one, and say so.
- Tell nobody about the first one.

Kindness

- Say it.
- Do it.
- Notice it.

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What to do next

Ten minutes of assembly does very little on its own. Here is what makes it stick, in the order it works best. None of it needs preparing in advance.

The three discussion questions

1. Why is it harder to be kind to someone who is not your friend — and why does it matter more?
2. What can you look at to check whether your words landed as kindly as you meant them?
3. Why does noticing someone's kindness make them more likely to do it again?

In the ten minutes after the assembly

- Ask the three discussion questions in class. Take two answers each and move on — the point is that everyone hears the question, not that it is fully answered.
- Ask the class for one kindness they saw yesterday. Write the actions on the board without names attached, so no one is left out of the list.
- Agree one class-sized version of the challenge: one small kind act, one noticed out loud.

For the rest of the week

- Start each day by asking who noticed something. Thirty seconds is enough.
- Keep a space on the wall where children can write what they saw someone else do. Actions only, no names of anyone who was unkind.
- Notice out loud yourself, in front of the class, at least once a day. Children copy what adults model far more than what they are told.

If something has gone wrong in the class

- Use the 'check the face' line from the assembly rather than a conversation about whether it was a joke. It gives both children a way out.
- Ask what would make it right instead of asking who started it.
- Come back to the invisible kindness idea a few days later, when it is not about anybody in particular.

Writing and reading it leads to naturally

- Write instructions for being a good friend to someone new to the school.
- Write a thank-you note to someone in the school whose work is usually invisible.
- Talk about a character in your class book who was kind when it cost them something.

Reuse this assembly whenever you need it. Nothing in it is tied to a season or a date.

More assemblies like this one

There are more assemblies in this range, written the same way: every word scripted, slides that show only what the hall reads, and a page like this one to take back to class.

Find them, and a new free unit every Sunday, at theteachingcouple.com/free.