Power of Zero



Kindness Summit

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“Be kind whenever possible.
It is always possible.”

Dalai Lama

What is the Kindness Summit?

Every student has the right to feel safe, seen, and welcome at school. The Kindness Summit is a structured, student-led process that invites children and teens to shape the culture of their classrooms and their school so that kindness becomes the norm.

The Kindness Summit gives students their voice as important architects of classroom and school culture. They reflect on everyday moments – who felt included today, who was left out, where the hard edges of school life show up – and then they lead the conversation about what to do differently.

This is not an anti-bullying program in the traditional sense. Instead, the Summit draws on a principle that being kind is something students can practise, together, today.

> *The Summit can be held in a single classroom, across a year group, or as a whole-school gathering. It is student-centred, and designed to fit your school's context.*

What Students Gain

Through the Summit process, students practise something that doesn't always happen naturally in school: they slow down and notice. They notice the small acts of kindness that usually go unacknowledged. They notice patterns of leaving out and intentional aggression that have become so familiar they've almost become invisible. And they notice their own power to change both.

In doing so, students develop essential social and emotional competencies: empathy, perspective-taking, moral courage, and leadership. The research on school belonging is clear – when students feel genuinely included, academic outcomes improve, anxiety decreases, and communities become more resilient. The Kindness Summit is a direct path to that outcome.

What Adults Gain

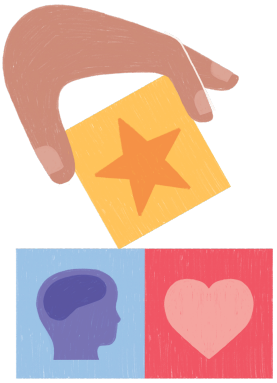
Adults can assume they understand the social landscape of their school. The Kindness Summit frequently reveals otherwise. Students will identify hotspots, patterns, and dynamics that are often invisible to teachers - not because teachers aren't paying attention, but because these things happen in spaces adults don't occupy: the group chat, the corner of the playground, the corridor between lessons.

Hearing directly from students - in a structured, safe process - gives school leaders something rare: an honest picture. From that picture, meaningful policy and culture work can begin.

How the Summit Works

The process unfolds in three phases. Each builds on the last, and each can stand alone depending on the scope of your initiative.

Phase 1	**Prepare the Kindness Ambassadors** *15–20 minutes • A small group of students are prepared to help lead the process.*
Phase 2	**Hold the Classroom Kindness Summit** *45 minutes • The whole class engages in structured reflection and creates a shared charter.*
Phase 3	**Hold the School-Wide Summit (optional)** *35–45 minutes • Class delegates share findings and school leadership responds with commitment.*



Phase 1: Prepare the Kindness Ambassadors

Before the classroom Summit takes place, a small group of students need to be ready to help lead it. These are the Kindness Ambassadors - and choosing them well is the first act of kindness in the whole process.

Who Should Be an Ambassador?

Kindness Ambassadors are not necessarily the most outgoing students, the most academically confident, or the most visible. The qualities that matter are quieter than that: they are trusted by their peers, they listen before they speak, and they genuinely care about how people are treated.

Choose 5–6 students who represent different personalities and social groups in the class. Senior students can be asked to work with younger year groups - this works particularly well and gives older students a meaningful leadership experience. Whatever configuration you choose, the ambassadors' role is to hold the space: to encourage every voice, maintain emotional safety, and bring findings back to the group with honesty and care.



Preparing Ambassadors: Step by Step

This preparation takes 15–20 minutes and can be done in a brief meeting before the classroom Summit.

1	**Select your ambassadors** Choose 5–6 students representing different personalities and social groups. They don't have to know each other well - that's often an asset.
2	**Explain the purpose** Use Script A below. Walk them through what the Kindness Summit is, why their school is doing it, and what belonging actually means in a school community.
3	**Explore hurtful patterns – without naming names** Invite ambassadors to reflect on what they see at school. This is a chance to surface patterns, not to build a case against individuals.
4	**Take the Kindness Survey themselves** Ambassadors complete the survey so they understand the experience their classmates will have. It also prompts their own reflection.
5	**Each ambassador commits to one act of kindness** This small personal commitment matters. It models the practice they're about to invite their peers into.
6	**Review Script B** Walk through the small-group discussion script together so ambassadors feel genuinely confident - not just technically prepared.

Script A - For the Ambassador Preparation Meeting

Teachers may read this directly or paraphrase in their own words.

TEACHER

Thank you for agreeing to be Kindness Ambassadors. You were chosen because your classmates trust you, and because you care about how people are treated.

Every day at school, there are moments of real kindness - and there are also moments of hurt. Some of those hurts are small: being left out of a conversation, feeling like you don't quite belong. Some are bigger and more persistent. What we're doing in the Kindness Summit is creating space to talk honestly about all of it.

Your job is not to judge anyone or point fingers. Your job is to listen, to support an honest conversation, and to help your classmates think about what we could do differently. We're talking about patterns - not about individual people.

Let's start by taking the survey that your classmates will take. As you fill it in, think about what you've seen at school - not to blame anyone, but simply to notice.

(Pause for ambassadors to complete the survey.)

What hurtful behaviours came up most often for you?

(Let students share. Listen without rushing.)

At the bottom of the survey, there's a question asking what you personally could do to make school kinder. What did you write?

(Students share their ideas.)

This week, you'll help lead a small group during our classroom Kindness Summit. I'll give you a simple guide for the conversation, and I'll be nearby the whole time. You won't be doing this alone. Thank you for taking this on.

Phase 2: The Classroom Kindness Summit

This is the heart of the process. The whole class gathers, moves into small groups, takes the Kindness Survey, and begins an honest conversation about what school actually feels like from the inside. It ends with the class creating a shared Kindness Charter - their own statement of how they want to treat one another.

Total time: approximately 45 minutes

Running the Summit: Stage by Stage

1. Opening Circle

Begin by asking the whole class: “What is one thing someone has done that made you feel welcome or cared for at school?” This single question sets the emotional tone for everything that follows. It tells students that this is a safe space, and it reminds them - before they reflect on what hurts - that kindness is already present in their community.

TIME

3 minutes

2. Small-Group Survey

Divide students into 5–6 groups, one Kindness Ambassador per group. Students complete the Kindness Survey individually, then ambassadors lead a brief discussion using Script B. The focus is on what patterns students have observed - not on naming individuals.

TIME

10 minutes

3. Whole-Class Sharing

Each group shares one hurtful pattern they noticed most often, and one idea for how to make school kinder. The teacher records all contributions - everything counts, nothing is dismissed. This is where students begin to see that their experience is often shared.

TIME

8 minutes

4. Mapping the School

Using a printed map or a simple sketch on the board, students identify the places where hurt happens most: the playground, hallways, bathrooms, cafeteria, the bus, and - importantly - online spaces. Students can place dots, raise hands, or vote. This exercise makes something abstract very concrete.

TIME

5 minutes

5. Creating the Class Kindness Charter

Together, the class builds a simple T-chart: “I will…” and “I won’t…”. Examples might include: “I will invite someone sitting alone to join us.” “I won’t laugh when someone is embarrassed.” “I will speak kindly online.” The charter is then signed by the class - a small but meaningful act of collective commitment.

TIME

10 minutes

6. Closing Reflection

End by asking each student to name aloud: one act of kindness they want to try this week. This closes the loop between reflection and action.

TIME

2 minutes

7. Select Summit Delegates (optional)

If you are proceeding to a school-wide Summit, each class selects two students to present their findings. This is an honour, and students take it seriously.

TIME

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Script B - For the Classroom Summit

The teacher uses the first section to open the Summit with the whole class. Ambassadors then use their section to guide small-group discussion.

TEACHER

Today we're holding a Kindness Summit. This is a chance to think honestly together about how we treat one another - what helps us feel we belong, and what makes that harder.

We're focusing on patterns, not people. No names will be used, and nothing shared in this room will be used against anyone. This conversation is how what we want our school to feel.

You'll now join your small groups. Your Kindness Ambassador will help guide the conversation.

KINDNESS AMBASSADOR (to the small group)

We're here to talk about kindness, belonging, and the ways people sometimes get hurt at school. Everything said here is confidential - no names, no blaming.

Please take a few minutes to fill out the Kindness Survey based on what you've seen at school.

(Give students time to complete the survey.)

Now, choose one behaviour from the list that you think is especially hurtful - put a star next to it. We'll each share one hurtful pattern we noticed, and one idea about how to make school kinder. (Go around the circle. Make sure everyone has a chance to speak.)

Thank you for sharing. We'll bring these ideas back to the whole group now.

Phase 3: The School-Wide Kindness Summit

When individual classrooms have completed their Summits, there is an opportunity to bring the whole school together. This is not a celebration or a performance. It's an act of institutional seriousness: a signal that what students have shared matters enough to be heard at the highest level of the school community.

Student delegates present the patterns their class identified. School leadership listens. And then leadership responds with specific, named commitments. That sequence - student voice followed by adult accountability - is what makes the school-wide Summit genuinely powerful.

Total time: 35–45 minutes

Suggested Run of Show

1. Welcome from School Leadership

Leadership opens by naming what the day is for. The message is simple: today we listen to our students. Kindness and compassion make our school stronger - and we take that seriously.

TIME

2–3 minutes

2. Student Presentations from Each Class

Each class delegate shares one hurtful pattern their class identified most often, and one kindness practice their class recommends. Presentations are brief - 30 to 45 seconds each - but they carry real weight. Students should be given time to prepare.

TIME

10–15 minutes

3. Kindness Ambassadors Panel (optional)

Three to five Kindness Ambassadors share what they learned from leading the small-group discussions. This is often the most surprising moment for adult observers: the depth of student insight, and the maturity with which students name what they see.

TIME

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4. Whole-Group Interactive Moment

Engage the full school in a shared gesture: a show of hands (“Raise your hand if you feel safer when someone makes room for you...”), or a vote on where the school most needs more kindness. The specific activity matters less than the act of doing it together.

TIME

5 minutes

5. Leadership Response

This is the moment that gives everything else its weight. School leadership names two or three specific steps the school will take in response to what students have shared, and commits to a consistent adult response when students report harm. Students need to hear that their voices changed something.

TIME

5 minutes

6. Closing Ritual

The school closes together. Students repeat: “I choose kindness. I help others feel they belong.” In a school where the social vision is to be kinder than necessary, this is not a platitude - it is a daily practice.

TIME

2 minutes



Kindness Survey

This survey is completed by students during Phase 2. Kindness Ambassadors complete it first during Phase 1, so they understand the experience.

To the student completing this survey:

Thank you for helping make our school kinder and safer. This survey is confidential. Please mark how often you see each of these behaviours at school - not to blame anyone, but so we can understand what's happening and think together about what to do.

Hurtful Behaviour	Never	Sometimes	Often
Being left out			
Name-calling			
Teasing or mocking			
Rumours or gossip			
Excluding someone from a group chat or activity			
Unkind behaviour online			
Ignoring someone on purpose			
Pushing, grabbing, or physical roughness			
Laughing when someone is embarrassed			
Something else I want to name:			

Reflection Questions

Please write your answers in your own words. There are no right or wrong responses.

1. What is one thing YOU could do to make our school kinder?

.....

.....

.....

2. What is one action the SCHOOL could take to help students feel safer or more welcome?

.....

.....

.....



Class Kindness Charter

At the end of the classroom Kindness Summit, each class creates a shared charter. This is not a list of rules - it is a statement of identity. It says: this is who we choose to be.

Print and sign it as a class, then display it in the classroom as a living reminder of what the community has committed to.

Our Class Kindness Charter

In our school community, we are kinder than necessary

We will...

- .....
- .....
- .....

We will not...

- .....
- .....
- .....

Signed by the students of.....

Class.....

Date.....

Keeping Kindness Alive

The Kindness Summit is not an event. It is the beginning of a practice. What happens in the weeks and months after the Summit determines whether it becomes a genuine shift in school culture, or simply a well-intentioned afternoon.

Here are the things that sustain it:

Monthly class check-ins

Teachers return to the Kindness Charter and ask simply: how are we doing? This doesn't need to be a formal process. Even five minutes of honest reflection keeps the commitment alive.

Kindness Ambassador gatherings

Ambassadors meet monthly with a counsellor or school leader. They share what they're noticing. They are listened to. This is important: if ambassadors feel heard, students will keep stepping into that role.

A Kindness Stories board

Whether physical or digital, a visible space for sharing moments of kindness changes what students look for each day. Looking for kindness is itself an act of kindness.

Consistent adult response

The most important structural element: students need to know that when they report harm, something will happen. Schools with a clear, consistent, restorative response process have measurably better outcomes. This is not optional.

A welcome plan for new students

Kindness Ambassadors play an active role in welcoming new students to the class. This is a practical expression of the school's social vision, and it gives ambassadors ongoing purpose.

Partner with Power of Zero

For ongoing training, whole-school support, or to bring the Superpowers program to your school, reach out directly to the Power of Zero team. info@powerof0.org | **powerof0.org**

