The Kindness Advent Challenge

1. Max could invite the student to join his game or show them where the best place to sit is during break time. (2 marks)

Working: N/A - Open response requiring two distinct, age-appropriate suggestions.

Award 1 mark for each valid, free, and kind suggestion suitable for a Year 3 student.

2. Priya could offer to carry one bag for her neighbour while staying on the pavement. This is safe because she stays in a public area and helps without over-exerting herself. (2 marks)

Look for: The answer must balance helping with personal safety (e.g., staying in sight, not going inside a stranger's home).

Good: Priya could help carry the bags to the neighbour's front door.

Better: Priya could offer to carry the bags while staying on the pavement so she is safe and visible to others.

Best: Priya could ask if she can help carry the bags to the neighbour's gate, ensuring she stays in a public space to keep herself safe while being helpful.

What moves an answer up: The 'best' answer explicitly addresses the safety constraint while providing a clear, actionable plan.

3. Small acts are important because they create a positive atmosphere. Picking up litter makes the school look better for everyone, showing that we care about our shared environment. (3 marks)

Look for: Recognition that small acts contribute to a collective culture of care and community wellbeing.

Good: Small acts are good because they make people happy and keep the school clean.

Better: Small acts like holding a door show you are thoughtful, which makes the school a nicer place for everyone to be.

Best: Small acts are the foundation of a supportive community. By picking up litter, you show gratitude for your school environment, which encourages others to be more inclusive and thoughtful too.

What moves an answer up: The 'best' answer links the individual action to the broader impact on the community and school culture.

4. 24 acts of kindness. (1 mark)

Working: 24 days × 1 act = 24 acts.

Award 1 mark for the correct total.

5. When a friend helped me with my maths work, I felt relieved and happy. It was helpful because it made me feel less stressed and more confident in class. (2 marks)

Look for: A personal reflection that identifies a specific emotion and explains the positive impact of the kindness.

Good: Someone helped me with my homework once and it made me feel happy.

Better: A friend helped me when I was sad at break time. It made me feel better because I knew someone cared about me.

Best: When a classmate shared their lunch with me because I forgot mine, I felt incredibly relieved. It was helpful because it removed my worry and showed me the value of being supportive.

What moves an answer up: The 'best' answer provides specific context, names the emotion, and explains the 'why' behind the feeling.

What a secure answer looks like

A secure answer demonstrates an understanding that kindness is about empathy and community impact rather than just 'being nice'. Students should link their actions to the feelings of others.

If your child is stuck

Ask your child to think about a time they felt really happy because someone did something small for them. How did that change their day?

Common mistakes to watch for

Children often focus on expensive gifts rather than 'acts' of kindness. Remind them that time, words, and helpful actions are more valuable than money.