

Kindness for ALL



A CURRICULUM FOR PRE-K STUDENTS



Introduction

While we often expect children to treat others with kindness, knowing how to put their kindness into action is not necessarily something that comes easy to them. It can be challenging to take the needs and feelings of others into consideration when it is in conflict with our own wants and desires. We as educators must help children learn about and practice living kindly. Consider professional athletes: no matter how talented they are, they still need to think about how they can improve their game and practice their craft so that they can perform at their best. Likewise, we become kinder the more we think deeply about kindness and practice putting it into action.



Kindness for All is a seven-lesson curriculum, designed for three-to-five-year-olds, that aims to inspire children to act with kindness toward all living beings and the natural world.

When children are between the ages of three-to-five, they are moving from complete dependence on their parents to their first steps toward self-sufficiency. They are also developing their prosocial skills and an awareness of their personal identity. This stage of development is an exciting time when young children begin to form relationships with their peers through play, imagination, and discovery. It is critical that during this time children learn how to relate to others—both people and animals—in respectful and harmonious ways. It is also an opportunity to nurture and respect their own identity awareness by fostering their appreciation for themselves and for the similarities and differences they share with others.

This curriculum aims to build on the natural stage of development that three-to-five-year-olds are experiencing. It provides them with an opportunity to increase their emotional vocabulary so that they have the words they need to express their feelings, and it helps them learn simple strategies for managing their feelings in healthy ways. Additionally, the lessons are designed to encourage children to think about the feelings and needs of people and animals; to circumvent bias and assumptions before these concepts are fully formed; to appreciate wildlife and the natural world; and to demonstrate the value of kind and helpful behaviors.

The lessons are multimodal and engage children in learning through fun, interactive, thoughtful content that encourages

them to think about their attitudes and behaviors toward animals, people, and the natural world. Together, these lessons address the five social and emotional learning competencies developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By developing these competencies, children will strengthen their prosocial skills.

While this curriculum was developed as an entire unit that builds upon each lesson, the lessons can also be taught individually, either as they are or with simple modifications. By implementing this curriculum, you will be playing a vital role in young children's lives, helping them to value kindness while you nurture it within them—which ultimately leads toward the creation of a more compassionate, equitable, and restored world for all.

The development of this guide was made possible through a collaboration between Humane Education Advocates Reaching Teachers (HEART), Social Compassion, and Volunteers of America Los Angeles. HEART is a nonprofit 501(c)(3) public charity whose mission is to develop a generation of compassionate youth who create positive change for animals, people, and the natural world. As an award-winning full-service humane education provider in New York City, Chicago, and Indianapolis, HEART conducts student programs in-school and out-of-school, offers professional development programs for teachers both nationally and internationally, develops educational resources, and advocates for the implementation and expansion of humane education.

Social Compassion is a 501(c)(3) nonprofit organization focused on instilling greater compassion throughout society by promoting the protection of all animals and the environment. They achieve this goal through humane education programs, public service announcements, rapid response media campaigns, and support for spay and neuter programs. Volunteers of America Los Angeles (VOALA) is a nonprofit human services organization founded in 1896. VOALA has been transforming the lives of America's most vulnerable, including children and families from underserved communities; at-risk youth; veterans; individuals and families struggling with homelessness; men and women returning from prison; and people challenged with addictions and substance use. Their early education Head Start programs help ensure a smooth transition to kindergarten and beyond.

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Students discover why it is important to protect the natural world and to respect the animals with whom we share our environment. Students also talk about how litter can harm animals, and they practice cleaning up their neighborhood by picking up trash around their classroom and learning about which items can be recycled. Finally, students sing a song about caring for our planet.

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Students investigate different kinds of behaviors by looking at pictures and organizing them into one of two categories: “Helpful Behaviors” or “Not Helpful Behaviors.” Then, they are presented with various scenarios so that they can think about how someone can show kindness in each situation. They role-play these scenarios and practice acting with kindness. Finally, students work together to create a kindness chain that will serve as a reminder of their commitment to act with kindness.

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Understanding Our Feelings

PURPOSE

It is imperative for children to develop their emotional vocabulary so that they know how to identify and express their feelings. When children are able to describe how they feel, it helps them to manage their feelings and life experiences.

OVERVIEW

Students share how they are feeling. Then, they sing a song to help expand their vocabulary for identifying feelings. While discussing real-world scenarios, students think about how they would feel in those situations. Then, they learn some strategies for managing their feelings in healthy ways. Finally, students make “feeling” pictures to illustrate an example of when they have felt a certain emotion.

OBJECTIVES

Students will be able to...

- name at least four emotions.
- use their facial expressions and body language to demonstrate at least four emotions.
- identify at least three ways to manage their feelings in a healthy way.

1. Warm Up (7 min.)

- Ask students to sit in a circle.
- One at a time, ask students the following question: “How are you feeling right now?” Invite each student to respond by saying “I feel_____” (filling in the blank with one word that describes how they’re feeling).
- Ask students how they might use their face and their body to show the feeling that was named.
- Remind students to listen respectfully to one another.

AGES 3–5 years

TIME 45 min.

SEL COMPETENCY

- Self-awareness (Identifying emotions)
- Self-management (Stress management)
- Social awareness (Empathy)

SKILLS

Drawing, Listening, Singing, Taking turns speaking, Verbalizing emotions

MATERIALS PROVIDED

- Feelings picture packet (optional)
- Lyrics to “It’s Okay to Feel and Show It!”
- How Would You Feel? scenario cards
- Keeping Ourselves Calm choices cards
- Practicing Empathy cards (optional, for Follow-up Activity)

MATERIALS NOT PROVIDED

- Whiteboard, chalkboard, or chart paper and markers/chalk
- Box or bag
- Art supplies [e.g., markers, crayons, drawing paper, used magazines, glue sticks (preferably plant-based)]

VOCABULARY

- Angry
- Body language
- Curious
- Emotions
- Facial expressions
- Feelings
- Happy
- Hurt
- Neutral
- Peaceful
- Sad
- Scared
- Silly



Note

Model the activity by sharing how you feel and then showing how you would express that feeling. For example, say “I feel happy” and show that you are happy by smiling and making a thumbs-up. Invite everyone to show their best smile. Keep in mind that it may be difficult for some children to identify how they are feeling at first, but that is okay. This *Warm Up* will show what emotional vocabulary your students have and how well they can verbalize it. They also may repeat the same feeling that a classmate identifies, and that is okay too. Repeating the facial expression and body movement that go along with the emotion is good for reinforcing the lesson.

2. Feelings (7 min.)

- Thank students for being honest and sharing their feelings.
- Explain that people can experience a lot of different feelings for a lot of different reasons, and that the class is going to focus on thinking about and understanding eight specific feelings.
- Name the feelings below, briefly describing situations when they might be expressed. Use body language to illustrate each feeling.

Note

You should also have the feelings written out on the whiteboard/chalkboard or chart paper as a reference, with a simple drawing or picture of someone expressing each of the feelings; consider using the provided *Feelings* picture packet.

- ★ **Curious** – when we have questions about something and want to learn more, such as when we raise our hands in school to ask a question
- ★ **Happy** – when we feel good inside and things are going well, such as when we are having fun playing with a friend
- ★ **Scared** – when something seems uncomfortable, dangerous, or unknown to us, such as when we come to school for the first time
- ★ **Angry** – when someone or something has upset or disappointed us, such as when we don’t get what we want for a snack
- ★ **Sad** – when we do not feel good inside, and we feel “down” and powerless, such as when our friend moves away
- ★ **Silly** – when we want to make someone laugh and feel good, such as when we tell a joke or make a funny face
- ★ **Hurt** – when we are in pain, physically or emotionally, such as when a friend doesn’t want to share their toys with us
- ★ **Peaceful** – when we are calm and comfortable, such as when we are playing by ourselves or nicely with others
- Affirm that it is okay for everyone to feel all of these different emotions. Explain that it is important to know what we feel, because it helps us to know how to handle our emotions in healthy ways.

RECOMMENDED BOOKS

- *The Feelings Book* by Todd Parr
- *The Way I Feel* by Janan Cain

RESOURCE LINK

Aha! Parenting. “Helping Toddlers and Preschoolers Learn About Emotion.” <https://www.ahaparenting.com/ask-the-doctor-1/helping-toddlers-learn-about-emotion>

Educator Spotlight

Kristina Hulvershorn

Indianapolis Program Manager,
HEART:

Sometimes adults become frustrated with children for not knowing how to regulate their emotions, even though adults do not always teach them how to do it. This lesson is intended to help children learn that feeling different emotions is okay. Furthermore, this lesson gives children resources to help manage their emotions whenever those emotions become overwhelming. Beginning this work early is so impactful for children, their teachers, and their caregivers. One of my favorite outcomes of this lesson is when children go home and remind their parents to make positive choices when their emotions are “too big.” My own kids frequently remind me how to regulate my emotions as well.



- Let students know that you are going to sing a song together to better understand each of these feelings and ways that we might express them.
- Teach students the song “It’s Okay to Feel and Show It!” to the tune of “If You’re Happy and You Know It.” Lead them in singing the song, and accompany the song with appropriate movements. (See the provided lyrics.)

3. How Would You Feel? (7 min.)

- Read the *How Would you Feel?* scenario cards one at a time and show the corresponding pictures.
- After reading each scenario, ask a student volunteer to share how they would feel in the situation described. Ask everyone else to give a thumbs-up if they would feel the same way. Ask if anyone else would feel differently, and give them an opportunity to share as well. Ask for others to give a thumbs-up if they would feel that way too.
- Explain that we do not all feel the same way in every situation, and sometimes we can feel more than one emotion at once. Let students know that it is important to understand how we are feeling and how others are feeling by sharing and listening to one another.

4. Keeping Calm (10 min.)

- Explain that, while it is important to be aware of our emotions, it is also important that we know how to manage our feelings in healthy and appropriate ways. That way, we don’t unnecessarily disrupt others or the spaces that we share simply because of how we feel. Share the following examples: “It is okay for someone who feels happy to run around and spin in circles outside, but it can be disruptive if someone does that in our classroom. And it is okay for someone who is feeling sad to cry, but it would be very disruptive if that same person threw a tantrum in the classroom.”
- Explain that learning how to keep ourselves calm in emotional situations so that we do not disrupt others is an important skill for children and adults. Model a “calm” face, a face that is calm and pleasant but not overly emotional—neither happy nor sad nor angry nor hurt. Ask students to do their best to copy your facial expression and relaxed body language.
- Introduce some of the following ways to deal safely and respectfully with our “big” emotions—such as feeling angry, sad, and silly—by calming ourselves down.
- Cut out the *Keeping Ourselves Calm* choices cards and put them in a box or a bag. Have student volunteers pull them out one at a time, describe them, and post them on the board or a piece of chart paper.

★ *Keeping Ourselves Calm* choices cards:

- Take a slow, deep breath.
- Tell someone how you are feeling.
- Go to a different activity or space.
- Get a drink of water.
- Calmly tell a friend about your situation.
- Close your eyes and imagine something wonderful.
- Take time to rest.
- Ask an adult for help.
- Hug yourself or a friend, or cuddle with an animal companion.



5. Wrap Up (14 min.)

- Refer to the list of “feeling” words on the board or chart paper. Ask students to choose a feeling and then draw a picture that shows a time they have experienced that feeling or a time they might experience that feeling.

- Provide students with art supplies (e.g., markers, crayons, drawing paper, pictures from magazines, glue sticks), and give them time to make their picture. Help them write the feeling they chose on their paper. Allow time for them to share their feeling and their picture with the class.
- Display the pictures in the classroom for everyone to appreciate (if students are comfortable with having their picture shared).

FOLLOW-UP ACTIVITIES

1. **Practicing Empathy Game:** Use the provided *Practicing Empathy* cards (with feeling words and emojis) to play a game. Let students know that you are going to share a “feeling” with a student volunteer, who is going to do their best to express that feeling with their body language. The class will then have to guess which emotion they think the student is showing. Review the eight feeling words and accompanying facial expressions previously discussed in the lesson (curious, happy, hurt, angry, peaceful, sad, scared, and silly). Invite a student volunteer to stand next to you. Quietly tell them the feeling word on the card. Give them time to express that feeling, using only their body language. Ask the other students to raise their hands if they can name which emotion the student volunteer is portraying. Then, as a group, discuss some of the reasons why a person might feel that way. To enhance the activity, use the provided *Practicing Empathy* cards (with the sentence completions). Read one card at a time and challenge students to identify the emotion they think the person is feeling using one of the emotions from the game they just played.
2. **Read Aloud:** Let students know that they are going on a search for “feelings.” Share with them that the more feeling words we have, the easier it is to describe what we are feeling and to understand how we can show our feelings in healthy ways or keep ourselves calm. Read the book *The Way I Feel* by Janan Cain and ask students to touch their noses with a finger each time they hear a feeling word. When students identify a feeling word, write it on the board or chart paper. Give students time to draw a face that shows one or more of the feelings they identified in the story.

Feelings Picture Cards



Feelings Picture Cards



It's Okay to Feel and Show It!

If you're sad and you know it, tell a friend
[move like you are whispering to a friend (repeat twice)].
If you're sad and you know it, it's okay to feel and show it.
If you're sad and you know it, tell a friend.

If you're silly and you know it, make a face
[make a funny face (repeat twice)]
If you're silly and you know it, it's okay to feel and show it.
If you're silly and you know it, make a face.

If you're angry and you know it, take a breath
[slow deep breath (repeat twice)].
If you're angry and you know it, it's okay to feel and show it.
If you're angry and you know it, take a breath.

If you're happy and you know it, do a dance
[do a fun dance (repeat twice)].
If you're happy and you know it, it's okay to feel and show it.
If you're happy and you know it, do a dance.

If you're curious and you know it, ask a question
[make a "thinking" face (repeat twice)].
If you're curious and you know it, it's okay to feel and show it.
If you're curious and you know it, ask a question.

If you're scared and you know it, ask for help
[say "Help!" (repeat twice)].
If you're scared and you know it, it's okay to feel and show it.
If you're scared and you know it, ask for help.

Modified from Raposo, Joe. "If You're Happy and You Know It." Jonico Music, 1971.

How Would You Feel? Cards



Dan's dad told him that the camera is not for children and that he is not allowed to touch it. Dan really wanted to play with it, so he took the

camera when his dad wasn't looking. Dan's dad just caught Dan with the camera and is very upset. How would you feel if you were Dan?

This story is fictionalized and is not associated with the image provided.



Yaro's friends just told him that he can't play with them. They are playing his favorite game, and he really wants to play.

How would you feel if you were Yaro?

This story is fictionalized and is not associated with the image provided.



June has always wanted to be a great artist. She is watching Maya draw and sees that Maya draws dogs really well.

June has been

trying to learn to draw dogs for as long as she can remember and wishes she could draw dogs as well as Maya does. How would you feel if you were June?

This story is fictionalized and is not associated with the image provided.



Amani's favorite aunt just came over and told her that she has a surprise for her! She is going to take Amani to the

park for a picnic today! How would you feel if you were Amani?

This story is fictionalized and is not associated with the image provided.

Keeping Ourselves Calm Choices Cards



Go to a different activity or space.



Get a drink of water.



Calmly tell a friend about your situation.



Tell someone how you are feeling.



Take a slow, deep breath.



Close your eyes and imagine something wonderful.



Take time to rest.



Ask an adult for help.



Hug yourself or a friend, or cuddle with an animal companion.

Practicing Empathy Cards



HAPPY



SAD



ANGRY



SILLY



SCARED



PEACEFUL



HURT



CURIOUS

Emoticons by vecteezy.com

Practicing Empathy Cards

I get to go play outside!
I feel ____!

I lost my favorite stuffed
animal. I feel ____.

My friend took my toy and
broke it. I feel ____.

I am laughing because my
friends and I are telling
funny jokes. I feel ____.

I just heard loud thunder,
and the lights turned off.
I feel ____.

It is a nice, rainy day. I
am drawing and things are
going well. I feel ____.

I fell down on the sidewalk
and skinned my knee.
I feel ____.

I saw a wrapped present
the day before my
birthday. I feel ____ about
what is inside it!



Respecting All People

PURPOSE

As children grow and socialize, it is important for them to recognize, respect, and celebrate the similarities and differences between people. We want to prevent children from relying on assumptions or biases that will influence their perceptions of other people and their relationships with them. We also want them to learn from an early age that we have to hear someone's story to really know who they are. We want children to value themselves and their connections to others, and to appreciate everyone's unique qualities.

OVERVIEW

Students learn about the similarities and differences between themselves and their classmates through an interactive game. Short narratives about people with diverse backgrounds and life experiences will be read aloud. Then, students are asked to draw a picture to share something that is special about themselves.

OBJECTIVES

Students will be able to...

- identify ways in which they are similar to—and different from—their classmates.
- understand that it can be fun and rewarding to recognize different identities.

1. Warm Up (7 min.)

- Ask students to take a moment to thoughtfully look at their hand.
- Pair students up with a partner and have them look at each other's hands.
- Ask them if they can find three things that are the same about each other's hands and three things that are different.

AGES 3–5 years

TIME 45 min.

SEL COMPETENCY

- Relationship skills (Communication, Social engagement)
- Self-awareness (Self-confidence)
- Social awareness (Appreciating diversity, Respect for others)

SKILLS

Developing fine motor skills, Listening and responding, Taking turns speaking

MATERIALS PROVIDED

- *Sharing Stories: Getting to Know People* stories and pictures
- *Understanding Ourselves* questionnaire (optional for Follow-up Activity)

MATERIALS NOT PROVIDED

- Art supplies [e.g., construction paper, drawing paper, markers, crayons, used magazines (optional)]

VOCABULARY

- Adoption
- Unique

RECOMMENDED BOOKS

- *Be Who You Are* by Todd Parr
- *A House for Everyone* by Jo Hirst
- *We're Different, We're the Same* by Bobbi Jane Kates

RESOURCE LINKS

The Education Alliance at Brown University. "Culturally Responsive Teaching." <https://bit.ly/28WzxAO>

BYkids. <https://bykids.org/>



Note

Give students some examples that they can discuss, such as the size of each other's hands; how their hands look; things that they both do with their hands (e.g., draw, play certain sports, point, play instruments, use a computer). Also, students are likely to recognize the fact that their hands are similar or different shades of color. That is okay. Noticing differences in skin color provides a good learning opportunity for discussing the many ways that we look different and the same, and how those differences in the way we look are unique and special.

2. Cheer Around the World Game (8 min.)

- Gather students in a circle. Let them know that you are all going to play a game called *Cheer Around the World* to learn more about the many similarities and differences between students in the classroom.
- Start by reading a few statements (see below). If the statement is true for students, have them stand up; anyone who is sitting will cheer for those who are standing. (Be creative and make a fun cheer for the students to do, such as "Hip, hip, hooray!" Make sure that you have a signal to bring students back to neutral so that the cheer does not go on too long.)
- Continue playing the game the same way, but go around the circle and ask students (one at a time) to stand and share their own statements, saying something that is unique or special about themselves. If what they say is true for anyone else, have those students also stand. The rest of the group will cheer for everyone standing.
- Example statements:
 - ★ Stand up if you like to have fun.
 - ★ Stand up if you have a brother.
 - ★ Stand up if you have a sister.
 - ★ Stand up if you love your family.
 - ★ Stand up if you like to play with stuffed animals.
 - ★ Stand up if you like to go to the park.
 - ★ Stand up if you have gone to the beach.
 - ★ Stand up if you like to draw.
 - ★ Stand up if you like to play games.
 - ★ Stand up if you like to dance.
 - ★ Stand up if you like to run.
 - ★ Stand up if you speak more than one language.
 - ★ Stand up if you have a pet.

Note

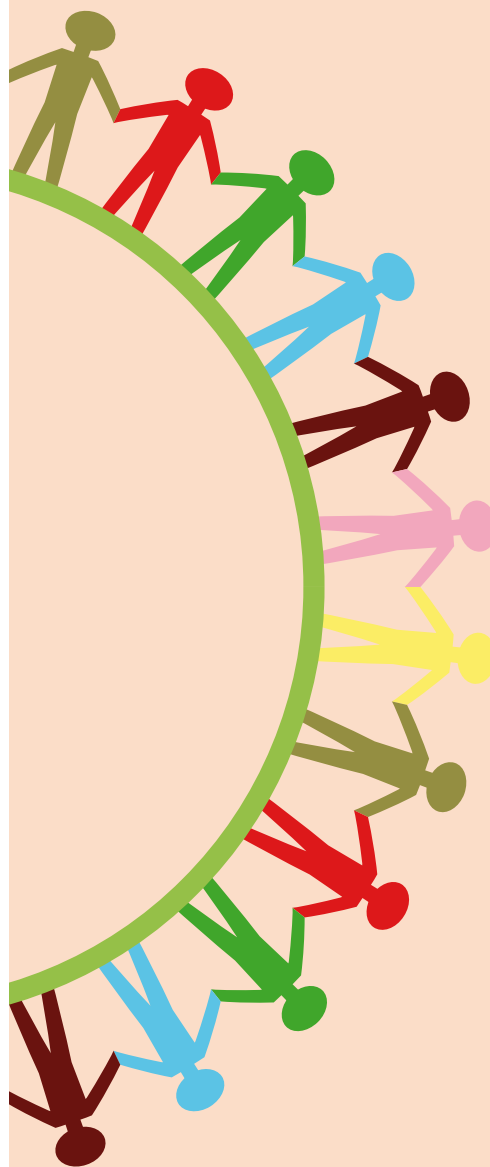
It might be difficult for students to share something about themselves at first, and many students might repeat what someone else said. That is okay. The aim is to give students a voice and to help them become comfortable sharing something about themselves that might be unique to them. We want students to know it is okay to be different; to value each other's differences; and to recognize when others have something in common with them. We also think that if students are given an opportunity to share from an early age, it will make it easier for them to express themselves as they get older.

Educator Spotlight

Kristina Hulvershorn

Indianapolis Program Manager,
HEART:

To create safe and culturally-responsive classrooms, it is important to understand and affirm both individual and group identities. We need to help students from an early age to feel comfortable knowing and sharing their personal stories. We want students to know that diversity can be a strength in a classroom community, and that acknowledging and celebrating the uniqueness of others is a joyful and rewarding experience.



3. Debrief Activities (5 min.)

- Congratulate students on celebrating the ways that we are all similar and different.
- Invite students to respond to the following discussion questions:
 - ★ Were there ever times when only one person was standing? Were there times when some people stood up and others were still sitting? (Allow for responses, and then discuss how it is important to respect and appreciate our differences. Explain that people can have different types of families, places where they live, food they like to eat, things they like to do, and values that they believe in. These differences are what make us each special and unique.)
 - ★ Were there any times when we all stood up? (Discuss the times that everyone stood up, and explain that there are some things that are the same for almost everyone. This is an example of how we are all connected in our communities.)
- Express to students that while they all have a lot in common, it is also wonderful that they each have differences. By talking to one another and getting to know new people, we can uncover these similarities and differences and share them.

4. The Power of Stories (15 min.)

- Regroup the class.
- Ask students if there has ever been a time that they have felt sad or left out of a group? (Allow students to share their experiences.)
- Let students know that you are going to read some true stories to them about people who sometimes felt sad or who were left out because there was something different about them that other people didn't understand or accept. Emphasize that these people continued to be themselves despite feeling left out, and that they found people who appreciated them for who they are.
- Read each story from the *Sharing Stories: Getting to Know People* document one at a time, showing the related picture.
- After reading each story, ask students the following questions:
 - ★ What is one thing that you learned about the person in the story?
 - ★ What was something important about who the person is?
 - ★ What was something the person was proud of about themselves?
 - ★ What was something difficult that the person experienced?
 - ★ How did things get better for the person?
 - ★ What can we learn from this person's story?
- Repeat the activity for some of the stories (while the students are still engaged). Use the other stories in the future.

5. Wrap Up (10 min.)

- Provide students with art supplies and have them create a picture that shows something special about themselves that they would like to share (e.g., a hobby, a favorite food, something funny they have done or can do, something unique or interesting about themselves, a family tradition, something they like to do, something about their culture, a talent).
- Invite students to briefly share their pictures with a neighbor. (If you are able, display the pictures in the classroom for others to admire.)



As the teacher, remember to share something about yourself as well. Your students would love to know something special about you, and sharing about yourself is important for building community.

FOLLOW-UP ACTIVITY

Understanding Ourselves and Each Other: Give students an opportunity to share more about themselves and their family. Give each student a copy of the *Understanding Ourselves* questionnaire, and ask them to share it with a family member or an adult who is an important person in their life. Ask them to have the adult read the questions to them and then answer the questions together. Have the students turn their questionnaires in to you. Each day, when there is time, ask for student volunteers who would like you to share the responses from their questionnaire to come to the front and share their story. Invite the students to also share their picture if they want. This will give students an opportunity to share a little about themselves and to learn about one another.



Sharing Stories: Getting to Know People

Everyone has a story to share about who they are. The following four stories are of real people and their lives. Listen carefully to each story and think about the following:

- 1) What you might have in common with the people in the stories.
- 2) Ways that you are different from the people in the stories.
- 3) What you can learn about being kind and respectful to other people from the stories.

CRUZ'S STORY



Meet Cruz. He is two years old and lives in Indiana with his two moms. His moms' names are Vanessa and Lymari. Vanessa works at a mental health center where she helps young people. Lymari stays at home with Cruz, and the two of them love to go to the park and eat together. Vanessa and Lymari's

greatest wish is for Cruz to be a kind person.

Vanessa and Lymari sometimes get asked "Who is your husband?" or "Who is Cruz's dad?" They do not mind explaining that they are married to each other and that Cruz has two moms, but these questions can make them feel sad. Even though they know people do not ask these questions to be mean, it makes them feel "different."

That is why Cruz's moms want people to know that there are many families just like them, with two moms or two dads. It is important to learn about other people, especially people who are different from ourselves. When we understand the stories of different people and places, we discover what makes us all special and the things that we all have in common.

ZOEY JANYNIA'S STORY



Meet Zoey Jaynia. She is three years old and loves all animals, especially dinosaurs. She can name more than twenty different kinds! For fun, she enjoys gymnastics

and dance parties with her parents. Zoey is very friendly and enjoys spending time with family and friends.

When Zoey was born, her birth family made a difficult choice to place Zoey for adoption. When someone is adopted, a different family from their birth family cares for and raises them. Some children who are adopted see their birth families and others do not. Even though Zoey does not live with her birth family, she still visits them often. Her middle name is a combination of her mother's name and her birth mother's name.

Zoey's family is interracial because her parents are white and she is black. Zoey's family works hard to make sure she has friends and role models who look like her. Sometimes people stare at Zoey's family because they have not seen a family with people who have different skin colors. However, every family is unique and special in their own way. What is important about a family is how the people in the family treat one another. Zoey and her parents love and care for each other very much.

SONNY'S STORY



Meet Sundeeep, or Sonny, as everyone calls him. Sonny likes to cook and bake, enjoys good conversations, and plays the trumpet. He travels the world

performing in a band called Red Baraat. People enjoy the music Sonny and his band play, because it is happy music and fun to dance to. Sonny's other passion is being an activist, or a changemaker-- someone who works to make the world a better place for people, animals, and the environment.

Sonny's parents were born in India and immigrated to the United States. Sonny was born in North Carolina and grew up there. He and his family follow a religion called Sikhism. Many Sikhs wear head covers called turbans. Sonny proudly wears a turban because it is part of his identity as a Sikh and it represents equality for all people.

Sadly, Sonny has had many scary experiences in which people have called him names, mistreated him, or attacked him because of his brown skin and his beard. People have even pulled off his turban, which was extremely hurtful and disrespectful. Sometimes people harm other people who look different from them and whom they don't understand. That is why Sonny teaches people the importance of learning about our differences, such as different religions and beliefs, and to also understand the ways in which we are all similar.

Sonny says it is important to give people a chance to share their stories, to be good listeners, and to speak up for others when they are mistreated.

NATALIE'S STORY



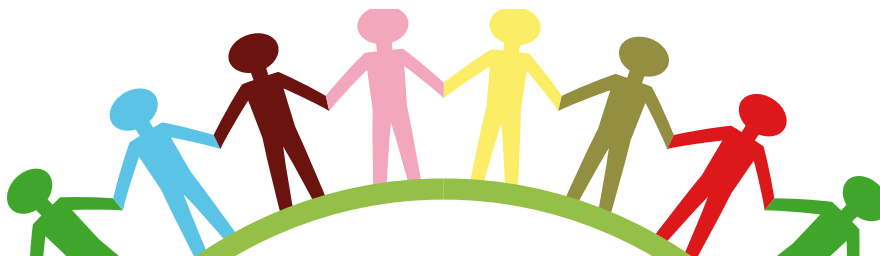
Meet Natalie. Natalie currently lives with her dogs in New Mexico, teaches theatre, and is a volleyball coach. Natalie lives life to the fullest. She enjoys doing new things and staying active. She likes playing

sports, photography, singing and listening to music, watching movies, writing, reading, hiking, climbing, traveling, dancing, art, and yoga. Most recently she learned how to spin fire batons (something you have to learn from a trained professional).

Natalie's mother came to America from a country in Asia called North Korea. Natalie is proud of being Asian-American, but growing up she sometimes felt like she had to hide who she was. At school she was the only Asian student and some of the other students harmed her and teased her for the way she looked. When students did that, it made her feel bad inside. But then Natalie found friends who liked to do the same things that she liked to do and she focused on the people who liked her for who she was.

As a teacher, Natalie tells her students about how she was mistreated and how it made her feel. She does this because she wants them to understand why it is wrong to mistreat people and to teach them the importance of being respectful and kind to others.

Natalie says people are much more than what we see on the outside and that it is important to spend time with people, hear their stories, and really get to know one another. She says her purpose is to create love, joy, and generosity.



Understanding Ourselves

Name: _____

You were chosen as a very important person! We want to know more about you and your traditions as a way to affirm to our students that every family's traditions and culture are special and important.

Please discuss the following statements/questions and then write your response in the space provided. Complete the drawing with the student, or provide a picture that can be shared.

1. Tell us a little bit about you and your relationship to our student.
2. Are there any family traditions/cultural traditions you observe that you want to share?
3. Is there anything else special about your family/friendship that you want others to know?

4. Draw a picture or provide a picture of you and your important person.





Animals Have Feelings Too

PURPOSE

Children are often curious about animals, but they do not always know how to interact with them in safe and appropriate ways. When teaching about animal feelings, it is important to keep both children and animals safe. Learning to care about the feelings of others—including the feelings of animals—helps to develop prosocial behaviors. Prosocial behaviors are voluntary actions intended to help others.

OVERVIEW

Students learn about the feelings that our animal companions have and how to understand dog and cat body language. Then, they practice how to safely approach an animal companion. They make sculptures of dogs and cats out of clay and show the animals expressing certain feelings. Students also discuss the circumstances under which an animal might express each of these different emotions.

OBJECTIVES

Students will be able to...

- recognize that dogs and cats have feelings.
- identify the body language of a dog or cat who does or does not want to be petted.
- safely approach and pet a dog or cat.

1. Warm Up (5 min.)

- Ask students: "Who has spent time with dogs and cats?"
- Lead a discussion about the students' experiences with dogs and/or cats.
- Explain that it can be fun to spend time with dogs and cats, but we have to know how to treat them with kindness and respect.

2. Safety Around Animals (3 min.)

- Ask students if they have ever felt shy. (Explain that *shy* means feeling nervous around others, especially those who are new.)

AGES 3–5 years

TIME 45 min.

SEL COMPETENCY

- Relationship skills (Communication, Social engagement)
- Self-management (Impulse control)
- Social awareness (Perspective-taking, Empathy)

SKILLS

Cultivating gross motor skills,
Developing fine motor skills,
Speaking and listening

MATERIALS PROVIDED

- *Pet and Do Not Pet* animal photos
- *Ask, Sniff, Pet* poster

MATERIALS NOT PROVIDED

- Dog or cat stuffed animal or puppet
- Play-Doh or eco-dough

VOCABULARY

- Body language
- Guardian
- Shy

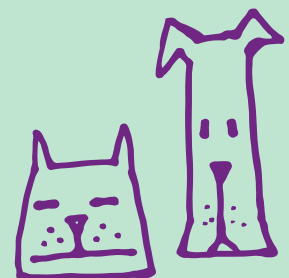
RECOMMENDED BOOKS

- *May I Pet Your Dog?* by Stephanie Calmenson
- *Tails Are Not for Pulling* by Elizabeth Verdick

RESOURCE LINKS

American Academy of Pediatrics.
"Dog Bite Prevention Tips."
<https://bit.ly/2UqJ6ih>

Best Friends. "Dog Safety: Staying Safe Around Dogs." <https://resources.bestfriends.org/article/dog-safety-staying-safe-around-dogs>




- Explain that dogs and cats can feel shy too, especially when they meet new people.
- Let students know that they will be learning how to meet a new dog and cat in a way that makes the animal feel safe, which will help the students to be safe too.


3. Understanding Animal Body Language (10 min.)


- Explain that, just like people, sometimes animals do not want to be touched. Unlike people, animals cannot use speech to express how they are feeling. Instead, animals use body language to tell people when they do not want to be petted.
- First, using the *Pet and Do Not Pet* animal photos, show students a photo of a dog who would be comfortable being petted. Ask students what the animal is doing to show that he would be okay with someone petting him.
- Then, show students a photo of a cat who does *not* want to be petted. Ask students what the animal is doing to show that she does *not* want to be petted.
- In small groups or pairs, have students sort the *Pet and Do Not Pet* animal photos of dogs and cats into two categories: those who are comfortable being petted and those who do not want to be petted.
- As a group, discuss how students divided the photos.

4. How to Approach an Animal (10 min.)

- Explain to students that there are three steps to meeting a new dog or cat.
- Refer to the *Ask, Sniff, Pet* poster and explain the following:

 **Ask:** It is important to ask the animal's guardian if it is okay to come up to say hello to their pet. The guardian knows the animal best and whether that animal is generally comfortable being approached by a new person. Even if a dog or cat seems friendly, it is necessary to respect what the guardian says. Animals sometimes act differently with strangers, or they may be feeling sick. Sometimes when they get older, they lose their eyesight, so they may be more nervous than they used to be. These are all reasons a guardian might say that they do not want you to pet their animal. (Give students an opportunity to practice saying, "May I please pet your dog?" in unison. Discuss how to respond if the guardian says "no." For example, suggest that students say "thank you for letting me know.")

 **Sniff:** If the animal's guardian says that it is okay to pet their dog or cat, put the back side of your hand a few inches in front of the dog or cat and allow the animal to come to you to smell you. Many animals use their sense of smell to become familiar with someone new. Using the back of your hand with your fingers down, rather than showing them your palm, prevents the animal from thinking that you are going to grab him or her. (Ask students to imagine that there is a dog or cat near them, and have students practice putting the back side of their hand down and slightly in front of them. Discuss how they should respond if the dog or cat does not come toward them, or if the dog or cat is expressing body language indicating that she or he is not feeling comfortable in the situation. In this case, students should slowly stand up and calmly walk away.)

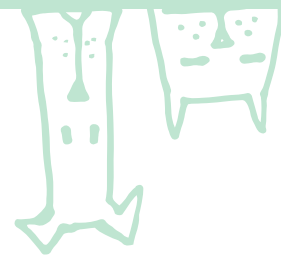
 **Pet:** If the guardian has given permission, and the animal has sniffed your hand and is showing that she or he is comfortable, you can then calmly and gently pet the animal. It is always a good idea to pet the shoulders or back of an animal you are meeting for the first time (rather than the belly or face). As the animal gets to know you better, she or he may feel comfortable rolling over for a belly rub or getting stroked behind the ears; but the animal's body language should make it clear that this kind of contact is welcome before you attempt to touch these more sensitive areas of the body. (Demonstrate these gentle ways to interact with an animal while you explain them.) We do not ever want to pull on a dog's

Educator Spotlight

Mickey Kudia

Chicago Program Manager, HEART:

Many children love animals and enjoy petting them. However, there are many people who do not like dogs or cats because they had an unpleasant experience with an animal at a young age. Teaching young people how to safely approach an animal is necessary, and it can also be fun. This activity will help young people learn how to bond with animals and to better understand their points of view.



or cat's tail, paws, ears, or whiskers, as this may hurt the animal. For very small animals who are safe to pet, it generally helps to bend down to their level so that they can read our body language better (and see our eyes), which builds trust. We do not want to stare animals in the eyes or attempt to hug them, because these actions might be scary to animals who do not know us. (Ask students to pretend that they are gently petting an animal on the shoulders or back.)

- Using a puppet or stuffed animal, have students practice the three steps.
- Students can either practice petting the puppet/stuffed animal one at a time or in small groups.



5. Animal Sculptures (12 min.)

- Ask students to choose one of the *Pet and Do Not Pet* animal photos. Explain that they will be sculpting out of clay (such as Play-Doh or eco-dough) a dog or cat like the one in their chosen picture.
- Demonstrate the activity by choosing a photo and showing how you would make a sculpture of that animal. For example, you might begin by showing students how to make the body of the animal by rolling the clay (such as Play-Doh or eco-dough). Then, ask the class to name another body part and demonstrate how you would make it.
- As you are demonstrating how to make the sculpture, explain your logic for making the ears, mouth, or tail look a certain way. For example, if you are demonstrating how to make a "do-not-pet" animal, you will have the animal's teeth showing, ears back, and tail between their legs.
- As students are making their sculptures, monitor their work. Ask them to share the details that they have included. For example: "I see you are making a sculpture of a dog who does not want to be petted. What is the dog doing with his body language to show that he does not want to be petted?" or "I see you are making a sculpture of a cat who would be comfortable with someone petting her. What is the cat doing to show that she is okay with being petted?"



Making certain parts of the animal's body, such as the teeth, will be more difficult than making others, so let students know they are not expected to make all these parts of the animal's body. Let them know that their sculpture does not have to be perfect and that they should do the best they can and have fun.

6. Wrap Up (5 min.)

- Ask students the following:
 -  What are the three steps to meeting a new dog or cat?
 -  What are some examples of what dogs or cats do with their bodies when they want to be petted and when they do not want to be petted?

FOLLOW-UP ACTIVITIES

1. **Read Aloud:** After reading the book *May I Pet Your Dog?* by Stephanie Calmenson to the class, ask:
 - Were there any dogs in the book who did not want to be petted or who should not be petted? Which dogs?
 - Why did the boy not pet these dogs? (If needed, explain that it can be dangerous to pet an animal who does not want to be petted. Also, discuss how it is not a kind thing to do, because it can be scary or uncomfortable for the animal.)
2. **Read Aloud:** After reading the book *Tails Are Not for Pulling* by Elizabeth Verdick to the class, ask:
 - How do the animals in the book show that they want to be petted?
 - If pets could talk, what do you think they would say about how they want to be treated?

When you meet a new dog or cat...

♥ Ask

♥ Sniff

♥ Pet



Pet & Do Not Pet Animal Pictures
Introduction Photo Cards



Pet Pictures



Pet Pictures



Pet Pictures



Pet Pictures



Pet Pictures



Do Not Pet Pictures



Do Not Pet Pictures



Do Not Pet Pictures



Do Not Pet Pictures





Animal Needs

PURPOSE

In order for children to know how to treat animals humanely, they need to learn about the basic needs of animal companions and practice providing for them. This lesson seeks to help children understand how human and animal companion needs are similar, and how they differ. For example, both people and animals need food, but the types of food that people and animals eat are different. Through learning these concepts, children will better understand their responsibility toward animal companions.

OVERVIEW

Students learn about some of the basic needs of dogs and cats. They compare and contrast the needs of animal companions to the needs of people and discuss how someone might feel if they did not have their needs met. Then, they apply what they learned by making a cat toy that meets an important animal need.

OBJECTIVES

Students will be able to...

- identify at least three basic needs of dogs and cats.
- compare and contrast the needs of people and animal companions.

1. Warm Up (5 min.)

- Ask students what dogs and cats need to be happy, healthy, and safe. Allow students to share, and write their responses on the whiteboard/chalkboard or on chart paper. (Possible answers include: healthy food, clean water, home, veterinary care, toys, ID tag, family, attention, love and care.)
- Explain that animals and people do not have all the same needs, but they do have many similar needs, such as food, water, shelter, family, and fun. However, meeting these needs looks a little different for our animal companions (the animals who live with and depend on us) than it does for people.

AGES 3–5 years

TIME 45 min.

SEL COMPETENCY

- Social awareness (Perspective-taking, Respect for others)

SKILLS

Comparing and contrasting, Drawing, Matching, Speaking and listening

MATERIALS PROVIDED

- *Understanding Needs* matching cards
- *Dog Needs* worksheet
- *Cat Needs* worksheet

MATERIALS NOT PROVIDED

- Whiteboard, chalkboard, or chart paper and markers/chalk
- Nontoxic markers/crayons
- Pictures of dog and cat needs cut out of pet care magazines (optional)
- Nontoxic glue sticks [preferably plant-based] (optional)
- Poster board with pictures of items that dogs and cats need to be happy, healthy, and safe (optional)
- Plain white crew socks
- Cardboard squares
- Nontoxic fabric markers
- Craft paper, recycled wax paper, or recycled parchment paper
- Dried catnip (organic, if possible)
- Tablespoon measuring spoon
- Funnel (paper shaped into a cone)

VOCABULARY

- Animal companion



2. Understanding Needs (15 min.)

- Show students the “person” version of one of the *Understanding Needs* matching cards.
- Have a student volunteer find the matching animal card.
- Repeat this activity until all the cards are matched.
- After each match is made, ask students how the needs on the cards are similar and different for people and for animals. Ask students if they understand what it really means to provide an animal companion with each need. Briefly discuss how to fulfill each basic need, noting the following key points. (Make it engaging by asking students questions about each need that relate to the key points.)
 - ★ **Clean water** – provide dogs and cats with fresh, clean water each day, and clean their water dish
 - ★ **Healthy food** – provide dogs and cats with wholesome dog and cat food each day, and clean their food bowl
 - ★ **Home** – have dogs and cats live indoors; animal companions living outdoors are exposed to weather that can be dangerous and many other unsafe, unhealthy situations—and they can feel lonely, too
 - ★ **Health care** – provide animal companions with regular check-ups, and pay attention to any physical or behavioral changes that might be a sign that they are sick or injured
 - ★ **Humane training** – patiently teach dogs and cats good behaviors and never use harsh punishments if they make mistakes
 - ★ **Grooming** – every animal has different grooming needs, and it is important to know what they are (e.g., bathing, brushing, trimming nails)
 - ★ **Exercise** – animals need exercise to stay healthy; take dogs on walks and runs, and play with cats indoors
 - ★ **Proper clothing** – protect short-haired dogs in cold weather; protect dogs’ paws in hot and cold weather
 - ★ **Play** – make sure animals have toys to play with to keep them happy
 - ★ **Sleep** – provide animals with safe, comfortable places to sleep
 - ★ **Family and love** – give animals lots of love and attention; spend both quiet and active time with them; pet them gently

3. Dog and Cat Needs (10 min.)

- Let students choose whether they want to work on the *Dog Needs* worksheet or the *Cat Needs* worksheet.
- Ask students to draw pictures of things that the dog or the cat needs to be happy, healthy, and safe. (Students are not expected to draw detailed and accurate pictures of these items. Instead, it is intended to be a fun activity in which they will think about what a dog or cat needs to be happy, healthy, and safe. Ask them to draw these items to the best of their ability. You can create a large poster board that includes images of items that dogs and cats need to be happy, healthy, and safe, and encourage students to reference the images on the poster board as they explain what they have included on their own drawing.)

RECOMMENDED BOOK

- *Are You Ready for Me?* by Claire Buchwald

RESOURCE LINKS

Pawster. "How to Care for Your Dog - A Comprehensive Guide to Basic Dog Care Tips." <https://pawster.com/dog-care/>

PetCo. "Cat Facts." https://www.petco.com/content/petco/PetcoStore/en_US/pet-services/resource-center/caresheets/cat-care-sheet.html

Educator Spotlight

Mickey Kudia

Chicago Program Manager, HEART:

There are many young people who love their animal companions and want to know how to best provide for them. This lesson teaches students important basic information about how to care for pets, while also challenging students to think about how the needs of animals are similar and different from their own needs. We're providing students with an opportunity to make a cat toy because it is a great way for them to apply what they've learned to help animals in the real world.



- Monitor the students, and ask them to explain what they are drawing. If they draw things that might be harmful or inappropriate for animals, discuss the items and why they might be inappropriate for a dog or cat.

Note

As an alternative to having them draw pictures, provide students with pictures that are cut out from pet care magazines. Ask them to paste four or five pictures onto the worksheet that are things a dog or cat needs to be happy, healthy, and safe.

4. Catnip Toy (10 min.)

- Explain that, just like people, our dogs and cats like to play and have fun.
- Ask students how they might feel if they never had any time to play.
- Explain that it is nice for animals to have toys because it gives them something fun to do, especially when their guardian is away.
- Let students know that they will be making catnip toys for cats. Explain that catnip is a plant with a mint smell that cats really like, and the toy they are making will have catnip in it.

★ Catnip Toy¹

1. Introduce the Catnip Toy activity to the students. Model how to complete the activity using the following instructions, and then let the students make their own, assisting them as needed.
2. Place a piece of cardboard in the sock. This makes it easier to draw on the sock. Decorate the sock using nontoxic fabric markers. Pull the cardboard out of the sock.
3. Crinkle up two pieces of craft paper (or recycled wax paper or recycled parchment paper) and put them inside the sock. (Explain that cats like to scratch this material and they like the sound of it.)
4. Pour two tablespoons of catnip into the sock. (Shape a sheet of paper into a cone to make a funnel. Place the funnel deep into the opening of the sock to make it easier to pour in the catnip.)
5. Tie a knot at the top of the sock.
6. Give the toy to a cat and watch him/her play with it, or donate the toy to an animal shelter.

Note

You can choose to let the students keep the toys for their own pets at home or donate them to a local animal shelter. If you plan to donate the items, contact your local animal shelter and ask if they have preferences for donated toys; some shelters have preferences or restrictions based on health and safety needs.

5. Wrap Up (5 min.)

- Ask students the following:
 - ★ How are the needs of people and animals similar and different?
 - ★ How might a person or an animal feel if they did not have what they needed (e.g., how might a person or animal feel if they did not have a place to live)?
 - ★ Why is it important to understand what animals need to be happy and healthy?

¹ Modified from Operation Happy Sock, <http://ohappysock.blogspot.com/>

FOLLOW-UP ACTIVITIES

1. **Read Aloud:** Read the book *Are You Ready for Me?* by Claire Buchwald. As you read the book, ask students to put their finger on their nose every time they think they hear something mentioned that a puppy or a dog needs. Write all the things that are mentioned on the whiteboard/chalkboard or chart paper. Then, ask the following questions:
 - What is fun about having a puppy or a dog?
 - What is difficult about taking care of a puppy or a dog?
 - Why is it important to take good care of our dogs and cats?
2. **Drawing:** Have students draw pictures of what they need to be happy and healthy. Give them time to share what they drew. You can compare the pictures they draw to the pictures they drew of what dogs and cats need.



Dog Needs

Name: _____

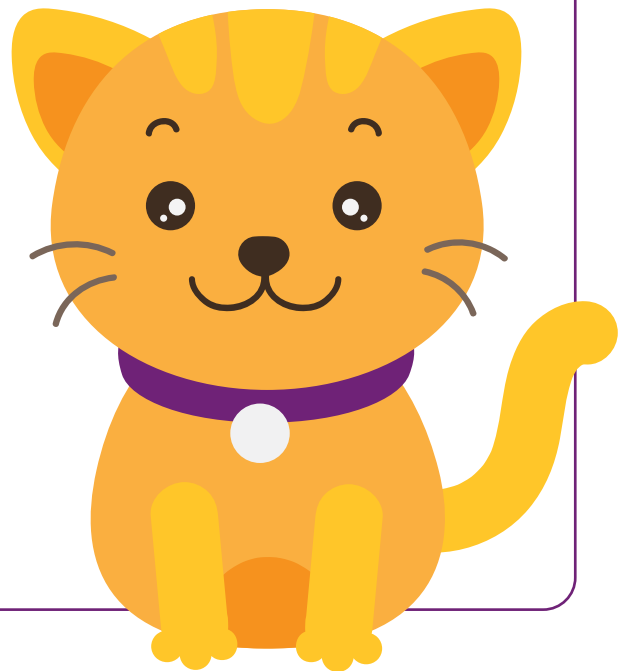
Instructions: Draw what this dog needs to be happy and healthy.



Cat Needs

Name: _____

Instructions: Draw what this cat needs to be happy and healthy.





Clean Water



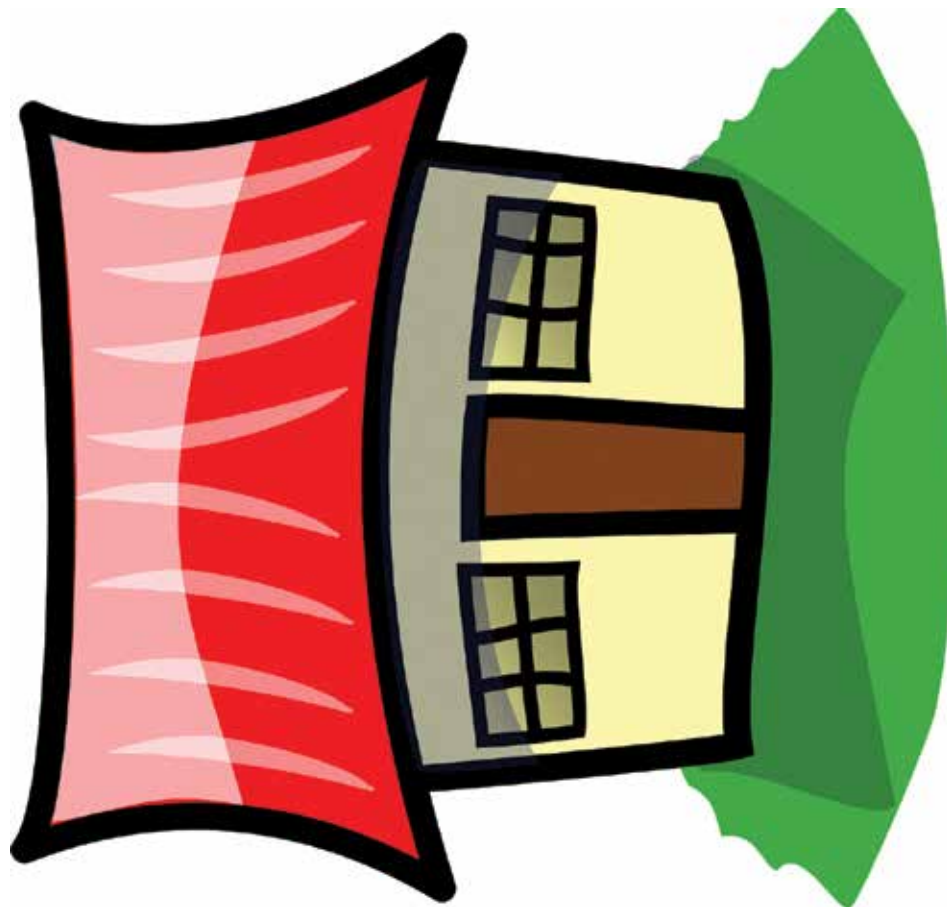
Clean Water



Healthy Food



Healthy Food



Home



Home



Health Care - Doctor



Health Care - Vet



Learning - School



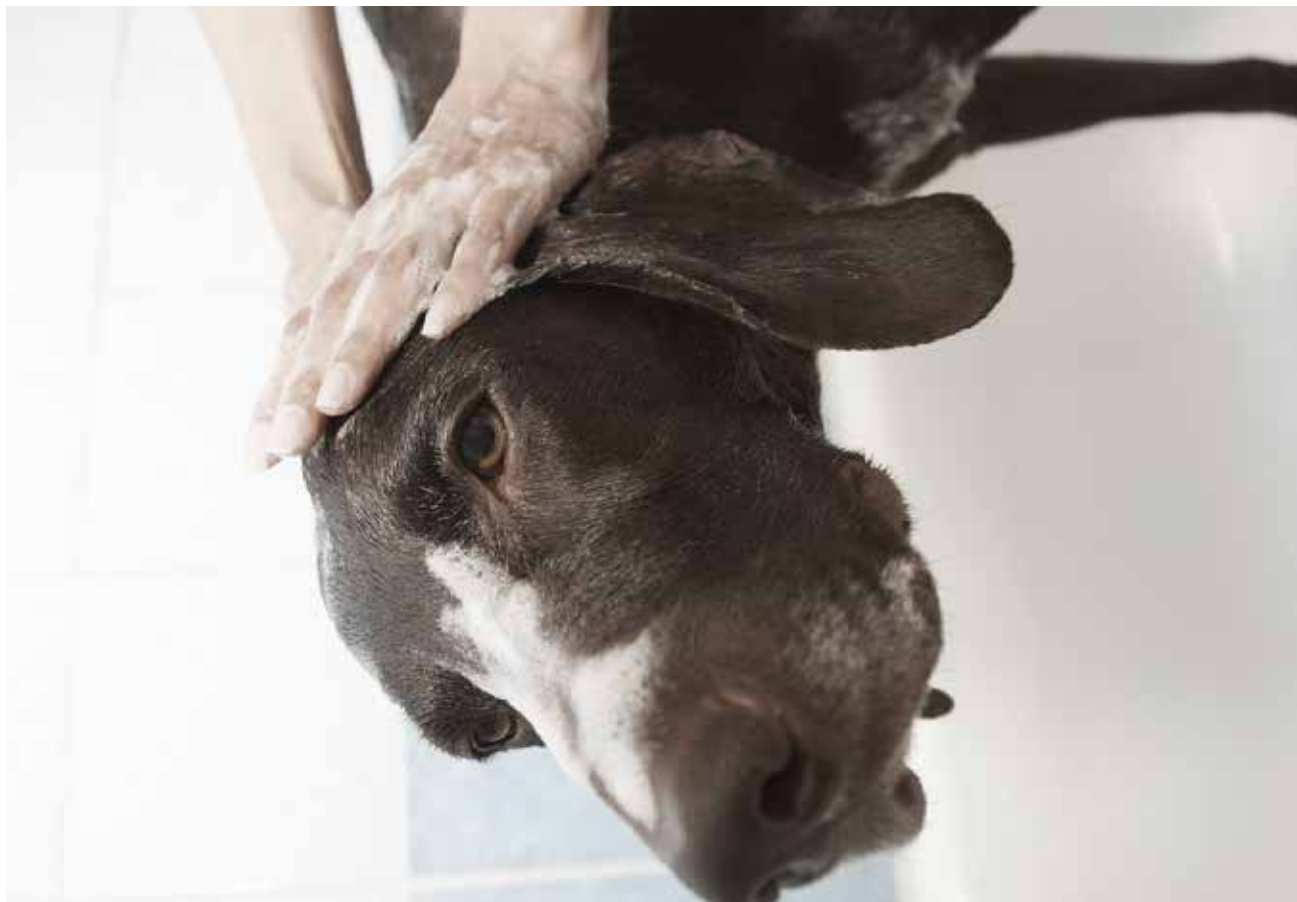
© Meena Alagappan

Learning - Training

Brushing teeth: © Bill Branson via Wikimedia Commons 2007 \ <https://bit.ly/1Nqa5fd>



Grooming



Grooming



Exercise



Exercise



Proper Clothing



Proper Clothing



Playing Ball



Playing Ball



Sleep



Sleep



Family & Love



Family & Love



Respecting Animal Neighbors

PURPOSE

We need to protect our environment for our health, the survival of wildlife, the well-being of our ecosystems, and our future. We want to teach children from an early age to appreciate wildlife and the natural world. It is also essential for them to know simple, important ways that they can show respect and care for animals and the environment.

OVERVIEW

Students discover why it is important to protect the natural world and to respect the animals with whom we share our environment. Students also talk about how litter can harm animals, and they practice cleaning up their neighborhood by picking up trash around their classroom and learning about which items can be recycled. Finally, students sing a song about caring for our planet.

OBJECTIVES

Students will be able to...

- name at least three examples of wild animals.
- identify at least two ways that people can show respect toward wildlife.
- explain why it is important not to litter.

1. Warm Up (5 min.)

- Explain that wild animals are animals who have not been domesticated (changed to live with people). Wild animals are able to live outside in the natural world. Their habitat is their home: where they find food and build their shelter.
- Provide students with some examples of wild animals (e.g., tigers, squirrels, whales, ravens, snails).
- Ask students if they can name any other wild animals. Invite one student at a time to share and write their list of animals on the whiteboard/chalkboard or chart paper. (If they name any non-wild

AGES 3–5 years

TIME 45 min.

SEL COMPETENCY

- Responsible decision-making (Analyzing situations)
- Self-management (Impulse control)
- Social awareness (Empathy, Respect for others)

SKILLS

Cultivating gross motor skills, Singing, Speaking and listening, Taking turns

MATERIALS PROVIDED

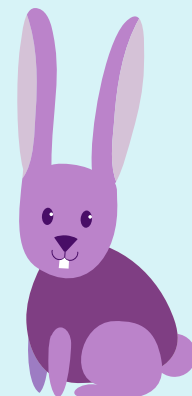
- *Respecting Wildlife* picture packet
- Wildlife pictures
- *Animals and the Environment* cards
- “I Love the Planet” lyrics

MATERIALS NOT PROVIDED

- Whiteboard, chalkboard, or chart paper and markers/chalk
- Recyclable waste collected and sanitized (e.g., plastic bottle caps, plastic bags, six-pack rings, pen caps, plastic rings from water jugs, plastic straws, plastic water bottles, crumpled up pieces of paper)
- Trash bag
- Boxes
- Popsicle sticks/toilet paper or paper towel tubes (for making the wild animal puppets)
- Glue (preferably plant-based) or masking tape (for making the wild animal puppets)
- Reusable products (such as a reusable water bottle, canvas bag, and reusable straw) (optional for Follow-up Activity)

VOCABULARY

- Domesticate
- Habitat
- Litter
- Recycle
- Reduce
- Reuse
- Wildlife



animals such as plants or domesticated animals, discuss why these beings are not considered wild animals.)

2. Respecting Wildlife (5 min.)

- Explain that we can help protect wild animals who live in our neighborhood by being respectful to them and their habitats.
- Provide students with the following examples (and the corresponding pictures from the *Respecting Wildlife* picture packet) of ways people show respect for wildlife:
 - ★ Some people snorkel in the ocean and observe the fish around them. They do not cause any harm to the fish; they simply enjoy seeing them in their natural habitat.
 - ★ On Assateague Island on the East Coast of the United States, there are park rangers who protect the wild ponies who live there. The rangers ensure that people do not get too close to the ponies, and that drivers know to stop and wait when the ponies are crossing the road. By giving the ponies their space and not approaching them, these people are respecting wildlife.
 - ★ When bird-watchers look for birds, they bring binoculars and watch the birds from a distance. By observing the behavior of the birds to learn more about them—but in a way that doesn't bother the birds—these people are respecting wildlife.
 - ★ In the Congo, a country in Africa, tourists explore the jungle by paying local tour guides to help them see the native wildlife—especially the mountain gorillas—in their natural habitat. By following a responsible guide who wants to protect the animals, these people are respecting wildlife.
 - ★ A lot of wild animals' homes have been torn down because people have built cities and towns on top of them. Now people are trying to help those animals by recreating natural habitats in cities and suburbs. They make special homes for bees or toads, and plant flowers in their backyards that attract wild animals, such as butterflies. By creating spaces where wild animals can live, these people are respecting wildlife.
- Explain that respecting wild animals means that we allow them to be free, and we give them enough space to find proper food and shelter. Respecting wildlife means that we find ways to peacefully live with other animals and share the natural world with them. We can enjoy observing wild animals, but we don't want to cause them harm.

3. Protecting Animals and the Planet (15 min.)

- Let students know that they are going to imagine going on a journey through a forest.
- Explain that there are wild animals in the forest whom they may see along the way. (Make puppets of wild animals to place around the room using the *Wildlife* pictures. Make sure that there is at least one puppet for each student and that you have more than one puppet of each animal.)

RECOMMENDED BOOKS

- *Children of the Earth Remember* by Schim Schimmel
- *Dear Children of the Earth* by Schim Schimmel
- *The Earth Book* by Todd Parr
- *Snuggle Up, Sleepy Ones* by Claire Freedman

RESOURCE LINKS

National Geographic. "How to Get Kids to Respect Wildlife."

<https://www.nationalgeographic.com/family/respect-wildlife/>

National Geographic Kids.

"Animal Types." <https://kids.nationalgeographic.com/animals/>

HEART. "Coexist with Our Animal Neighbors." *Justice for All: Educating Youth for Social Responsibility, Grades K–5*, 67.

<https://teachheart.org/wp-content/uploads/2017/10/Comprehensive-Resource-Guide.pdf>

HEART. "Plastic Planet." *Justice for All: Educating Youth for Social Responsibility, Grades K–5*, 78.

<https://teachheart.org/wp-content/uploads/2017/10/Comprehensive-Resource-Guide.pdf>

Educator Spotlight

Kim Korona

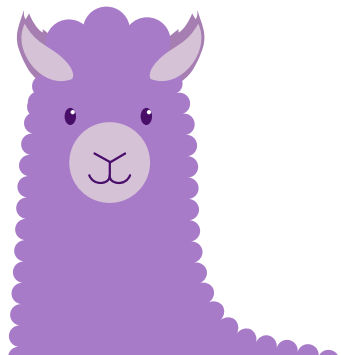
Senior Program Director, HEART:

It is important to respect other animals because we share the planet with them. We need to recognize that they have their own feelings and needs. Just as we want a clean and safe place to live, so do other animals. People do not always realize the harmful consequences that trash can have on wildlife. When people are aware, however, they become a lot more conscientious about how they dispose of their waste. That is why it is important to teach children from an early age to respect wildlife, care about the natural world, and know appropriate ways to dispose of waste.

- Ask students to close their eyes and listen to the following:
 - ★ *Imagine that we have left the classroom, and we are being transported into the forest. It is a beautiful place, full of lush green plants and tall trees. Listen to all the sounds of the animals. But there is a problem. Do you hear what is happening? (Dump out "trash"—items that you have collected and cleaned, such as plastic bottle caps, plastic bags, six-pack rings, pen caps, plastic rings from water jugs, plastic straws, plastic water bottles, and crumpled up pieces of paper—onto the floor.) A lot of litter has been dumped into the forest, and it needs to be cleaned up. Throwing any object that doesn't belong into an animal's home is not showing respect for the environment or wildlife. To show respect, we should clean up the trash so that it does not cause harm to the wildlife.*
- Ask students to open their eyes.
- Explain that everyday items that we throw in the garbage or recycle bin can be dangerous to wild animals if those items are instead littered on the ground. For example, animals can get caught in plastic bags; can mistakenly eat small pieces of plastic; or can get hurt by aluminum cans when trying to eat food out of them. Also, plastic items and aluminum cans break down very slowly, and they can add harmful chemicals into our environment.
- Let students know that, just like they don't want trash dumped in their classroom, animals do not want garbage littered in their home.
- Have students clean up the litter, putting garbage into a box and doing their best to sort recyclable materials by type of material. Once all the litter is cleaned up, congratulate them on a job well done.

4. Wild Animals and the Environment (10 min.)

- Now that the imaginary forest is clear of litter, let students know that they are going to walk along the nature trail to observe the wild animals. Remind them that to show that they respect the wildlife, they need to be calm and try their best not to touch anything they shouldn't. Tell them they can see the animals more closely by looking at them through their "binoculars." (Show them how to make pretend binoculars with their hands.) Also, let them know that if they see an animal they really like, they can take a picture using their "camera." (Show them how to make a pretend camera with their hands to take a picture.)
- Give students time to walk around the classroom and find the animal puppets that you've posted around the room, using their "binoculars" and "cameras."
- Ask students to reflect on how it was to walk quietly through the forest, on the lookout for wildlife, and only observing animals and respecting them.
- Explain to students that, now that the activity is over, they can each find one of the wild animal puppets from the forest and bring it to the front of the room. Invite them to sit down in a circle and hold their puppets close to them.
- Go around the circle and, one at a time, ask each student to show their puppet. If others have the same animal, ask them to show their puppet too.
- Ask the students to imagine observing their animal in a real forest, and ask them if they can make a sound or a movement similar to what they think their animal would do. Have everyone copy the sound and movement. For example, if a student has a bumblebee puppet, all the students will buzz like bees and pretend to fly.
- Read the corresponding *Animals and the Environment* card.
- Repeat this exercise until every student has had a chance to share their puppet.
- Explain that wild animals are an important part of our natural world. It is important to respect their homes and to take good care of the environment too.



5. Song for the Planet (5 min.)

- Teach students the "I Love the Planet" song. (Sing it while clapping to tune of the "We've Got Spirit! Yes, We Do!" cheer.) After the line, "how 'bout you?", point to a student, who will then name an animal to be used for the next verse. At the end of the verse, that student will point to another student, who will name the next animal.
- Continue until several students have had a chance to name an animal, and then end the song.

Note

Repeat the song on other occasions so that every student gets a chance to name an animal.

6. Wrap Up (5 min.)

- Ask students the following questions:
 - ★ When you have garbage, what should you do with it to show respect for the wildlife around you?
 - ★ Why is it important not to litter on the ground or in the water?
 - ★ What is something you learned about wild animals that you will remember?

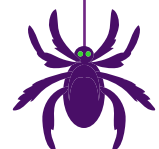
FOLLOW-UP ACTIVITY

Discussion and Critical Thinking: Reduce, Reuse, Recycle, or Garbage

- Review what students learned during the "Respecting Our Animal Neighbors" lesson.
- Remind students that when they cleaned up the "forest," they put the litter in the boxes for trash or recycling.
- Review the items one at a time and discuss the following:
 - ★ **Reduce:** To reduce waste, can a different item be used instead of this item? (Show students items that are made to be used over and over again that can replace the disposable items, e.g., a canvas bag instead of a plastic bag, a stainless-steel bottle instead of a plastic water bottle, a metal straw or no straw instead of a plastic straw.)
 - ★ **Reuse:** Can the item be reused? (e.g., a piece of paper that was only used on one side can be turned over so that the other side can be used)
 - ★ **Recycled:** Can the item be recycled? (Show students how to look for the recycle triangle and the number on plastic items.)
 - ★ **Garbage:** If the item cannot be reused or recycled, then it will go into the garbage and sent to a landfill.

Note

Explain that reducing waste is the most effective way to conserve resources, followed by options for reusing it and then recycling it.



Respecting Wildlife Cards

**Swimming
with Fish**



Wild Ponies



Bird Watching



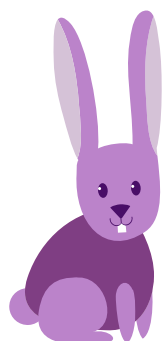
Mountain Gorillas



Backyard Habitat



Wildlife Pictures



Animals and the Environment Cards



Bees

Buzzing bees love the plants and trees, so let them collect their pollen, please.



Squirrels

Squirrels love to scurry around, in the trees and on the ground. Keep their forest litter-free so that they may play happily.



Birds

High in the sky, birds fly up there. So please do not pollute the air.



Turtles

The pond is where turtles swim and splash. Impossible to do if there's too much trash!



Butterflies

Butterflies on flowers, flutter, flutter. Looking out for one another. They navigate by smell and sight. Chemicals make it hard to do it right!



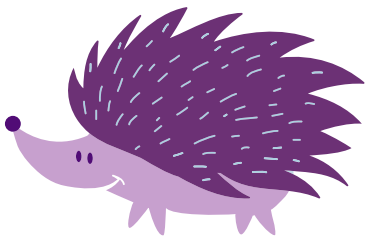
Frogs

A bog may not seem like much with its mossy foam, but to a toad or frog, it looks like home sweet home.



Rabbits

When you see rabbits in the tall grass hopping by, stop and watch them quietly; they can be very shy.



I Love the Planet

(Clap hands and sing to the tune of "We've Got Spirit, Yes We Do.")

I love the planet, oh yes I do,
I love the planet, how 'bout you?

[Point to someone to name an animal for the next verse.]

I love the planet, oh yes I do.
I keep it clean, for the [student names an animal here, e.g., birds] birds too!
Birds love the planet, oh yes they do,
Birds love the planet, how 'bout you?

[Point to someone to name an animal for the next verse.]

I love the planet, oh yes I do.
I keep it clean, for the [student names an animal here, e.g., squirrels] squirrels too!
Squirrels love the planet, oh yes they do,
Squirrels love the planet, how 'bout you?

[Point to someone to name an animal for the next verse.]

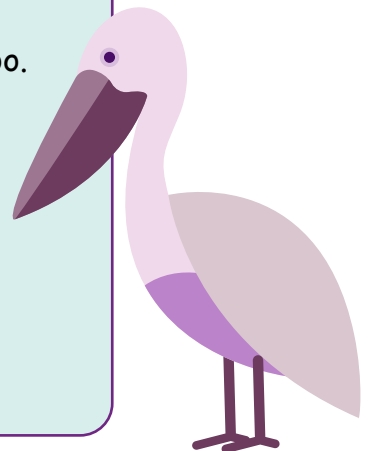
I love the planet, oh yes I do.
I keep it clean, for the [student names an animal here, e.g., whales] whales too.
Whales love the planet, oh yes they do,
Whales love the planet, how 'bout you?

[Point to someone to name an animal for the next verse.]

I love the planet, oh yes I do.
I keep it clean, for the [student names an animal here, e.g., tigers] tigers too.
Tigers love the planet, oh yes they do,
Tigers love the planet, how 'bout you?

[Point to someone to name an animal for the next verse.]

I love the planet, oh yes I do!
I love the planet, oh yes I do!





What Kindness Looks Like

PURPOSE

We want to provide children with an opportunity to think critically about different types of behaviors. Our aim is to help children recognize that some behaviors are helpful and kind, while others are not. Children are asked to consider the impact that our behaviors can have on other people, animals, and the natural world, and to decipher what is a kind and helpful behavior and what is not. We hope to encourage them to make choices that do the most good and the least harm, or to make “MOGO” choices, a term coined and promoted by the Institute for Humane Education.

OVERVIEW

Students play a game to review what they have learned throughout the *Kindness for All* unit. Then, they are presented with various situations and they have to decide whether or not someone demonstrated kindness in the situation. Finally, students work together to create a kindness collage.

OBJECTIVES

Students will be able to...

- compare and contrast helpful and not helpful behaviors.
- identify at least three helpful behaviors.

1. Warm Up (10 min.)

- Ask students to sit in a circle. Pass out one of the following shapes to each student: a red heart, a blue circle, a green triangle, or a yellow star. Review the colors and shapes with them by asking the students with a red heart to hold it up; then ask students with a blue circle to hold it up. Continue with the remaining colors and shapes.
- Explain that when you call out a color and shape, you want whoever has it to come to the center of the circle and respond to a statement or question they'll be given. If the student at the center of the circle says something with which the students who are seated agree, those students can give a thumbs-up.

AGES 3–5 years

TIME 45 min.

SEL COMPETENCY

- Responsible decision-making (Analyzing situations, Evaluating, Reflecting, Ethical responsibility)

SKILLS

Comparing and contrasting, Developing fine motor skills, Speaking and listening, Taking turns

MATERIALS PROVIDED

- Shapes (print on cardstock)
- *Helpful or Not Helpful* stories

MATERIALS NOT PROVIDED

- Whiteboard, chalkboard, or chart paper and markers/chalk
- Used magazines (with pages torn out in advance)
- Cardboard/poster board
- Art supplies [e.g., markers, crayons, colored pencils, used magazines, tape, glue sticks (preferably plant-based)]

VOCABULARY

- Behavior
- Collage

RECOMMENDED BOOKS

- *Be Kind* by Pat Zietlow Miller
- *Buddy Unchained* by Daisy Bix
- *Have You Filled a Bucket Today?* by Carol McCloud
- *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia* by Miranda Paul

RESOURCE LINKS

City of Kindness. “Teach Kindness.” <http://cityofkindness.org/portfolio/teach-kindness/>

Jessie Lewis Choose Love Movement. Choose Love Enrichment Program. <https://www.jesselewischooselove.org/resources/enrichment-program/>



- Call out the following colored shapes, and ask the students holding them to come to the center of the circle and respond to the corresponding statement or question:

- ▲ **Green triangle** Name a feeling.
- ★ **Yellow star** How do you show that you are feeling happy?
- ♥ **Red heart** How do you show that you are feeling sad?
- **Blue circle** How do you show that you are feeling silly?
- ▲ **Green triangle** How do you show that you are feeling curious?
- ♥ **Red heart** What is something that you do to calm yourself when you are feeling upset?
- **Blue circle** What is something that most people have in common?
- ★ **Yellow star** What is something that people and animals have in common?
- ♥ **Red heart** What is your favorite animal?
- ▲ **Green triangle** How can you tell if a dog is feeling happy?
- ★ **Yellow star** How can you tell if a cat is feeling sad?
- **Blue circle** How do you approach an animal in a safe and respectful way?
- ♥ **Red heart** Name one thing a dog or cat needs to be happy and healthy.
- ★ **Yellow star** Name a wild animal.
- **Blue circle** What is one way that we can show respect to wild animals?
- ▲ **Green triangle** What is one way we take care of the environment?
- ★ **Red, Yellow, Blue, and Green** Let's all cheer for kindness!

- Congratulate students on reviewing everything that they have been learning.

2. Defining Kind and Helpful Behaviors (5 min.)

- Explain that the purpose of these lessons is to think about how we can be kind and helpful to ourselves, other people, animals, and the natural world.
- Facilitate a short discussion on what being kind means and what being helpful means. Allow students to share what they think.
- If needed, explain that being kind means caring about the feelings and needs of another; it means being thoughtful of others in our words and actions.

Educator Spotlight

Kim Korona

Senior Program Director, HEART:

We often talk about the importance of being kind and being helpful to others, but it is important for young people to see specific ways that we can put these values into practice. While what it means to be kind and helpful can be intuitive in some ways, the more explicit we can be when discussing what it means to be kind and helpful to people, animals, and the natural world, the more ingrained those behaviors will become in our society.



- If needed, explain that being helpful means acting in a way that is thoughtful of others—doing something for someone when they are in need, or doing something that is good for others or the community.
- While discussing kind and helpful behaviors, generate a *Kind and Helpful Behaviors* list on a whiteboard/ chalkboard or chart paper that includes how you have defined these terms, as well as the students' contributions to the discussion.

3. Understanding Kind and Helpful Behaviors (15 min.)

- Ask students to sit in a circle. Let them know that you are going to share some stories with them. (Use the provided *Helpful or Not Helpful* stories.)
- If students think the story demonstrates someone being kind or helpful, ask them to raise their hand and make a peace sign; if they think it is a story where no one is showing kindness or helpfulness, have them use their arms to make an "x" in front of themselves.
- After each story, discuss what students thought. If they don't think the story showed someone being kind or helpful, discuss what the person in the story could have done differently to be kind or helpful. If the story includes examples of a kind or helpful behavior, add that behavior to the *Kind and Helpful Behaviors* list generated earlier.

4. Helpful Collage (10 min.)

- Explain that the whole group is going to make one large collage showing ways that people can be kind and helpful to other people, animals, and the environment. They can make their own drawings and/or use pictures from old magazines. (Cut out magazine pictures in advance of the program.)
- Provide students with a large piece of cardboard or poster board with a heading on top that says: Showing Kindness and Being Helpful. (Depending on how many students you have, you can divide students into small groups and have each group work on their own collage.)
- Ask students to include pictures on their collage of people showing kindness or being helpful to people, animals, and the environment.
- Provide time for students to make the collage and then to share what they put on the collage.
- Add any additional kind and helpful behaviors discussed to the *Kind and Helpful Behaviors* list.

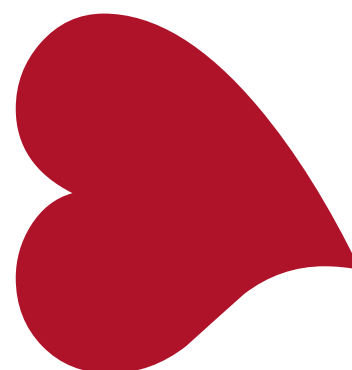
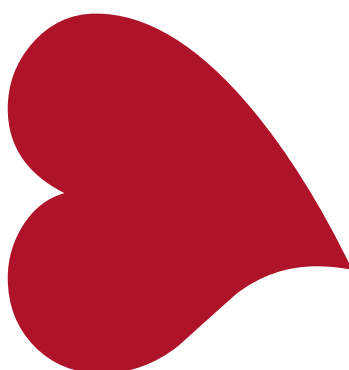
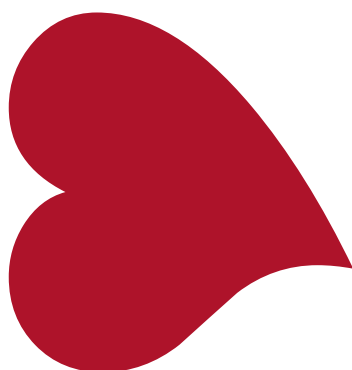
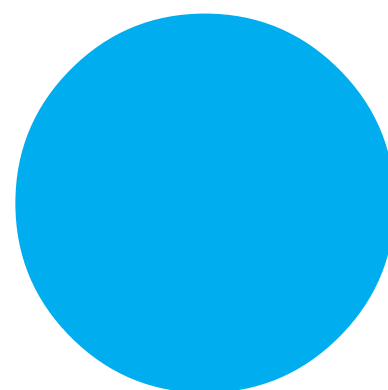
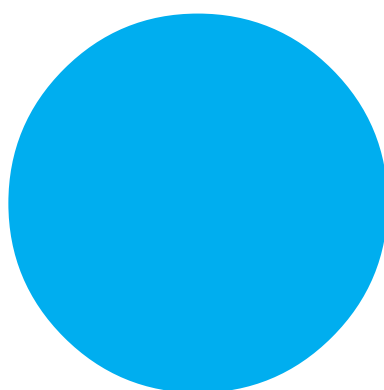
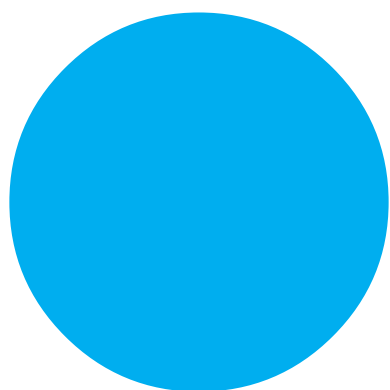
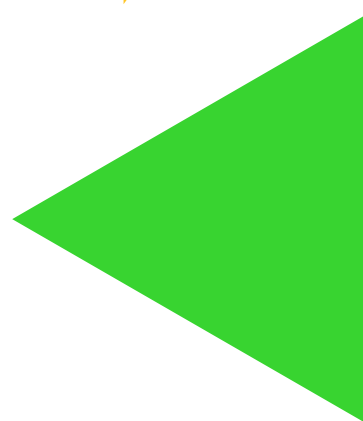
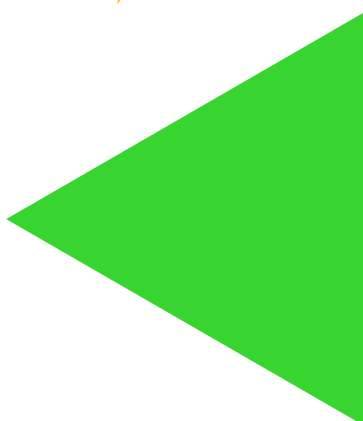
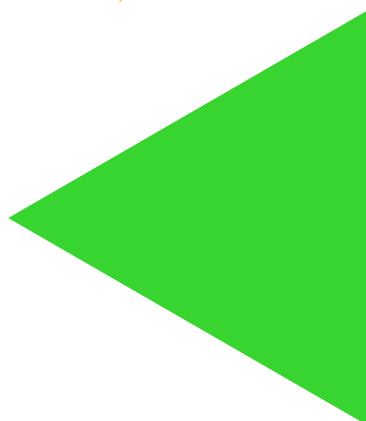
5. Wrap Up (5 min.)

- Review the list of kind and helpful behaviors that was generated by the group.
- Ask students if they have done any of these behaviors before, or if they think they might be able to do these kind or helpful behaviors in the future.

FOLLOW-UP ACTIVITY

Reviewing Kindness: Place a large piece of chart paper on the floor with the word *Kindness* written in the center and circled. Ask students what kindness means to them. Ask them to include words that come to mind when they think of kindness and examples of kindness. Challenge them to include things that they have learned throughout the *Kindness for All* unit about being kind to themselves, other people, animals, and the natural world. Ask students to help you create a bubble map on the chart paper, with each bubble stemming from the word *Kindness*. Write and/or draw what the students share. Review what the students said and add any additional thoughts about kindness that you think would be helpful.

Shapes



Helpful or Not Helpful stories

Enzo and Kadir were playing a board game. Kadir won the game, and Enzo got really upset and yelled at Kadir. He told Kadir that he didn't want to play games with him anymore.

.....

While working on their art projects, Kendra mistakenly spilled paint on Alberto's poster. She said that she was really sorry and that it was an accident. Alberto calmly said that, while he was sad about his poster, he knew that she didn't do it on purpose. He told her he was not upset with her and that he would be able to fix the poster.

.....

When Malakai got home from school, he couldn't wait to hang out with his friends. He was about to leave, and he realized that his dog Tucker was feeling lonely. He decided he would play ball with Tucker in the backyard for a while before going to his friend's house.

.....

Shaniqua's family was taking care of Ruby, an injured cat from the local animal shelter. Shaniqua really wanted to pet Ruby before going to bed, but she could see that Ruby finally looked comfortable and was sleeping. Shaniqua wanted to respect Ruby and knew that she should let her rest. She decided she would wait to see if she could pet Ruby in the morning.

.....

When Zara went to the beach, she noticed that there was litter everywhere. She asked her older sister if they could go back the next day and do a beach cleanup. Her sister said that was a great idea.

.....

On the playground, Jessica was making fun of Raquel's name. She said that Raquel's name was weird, and that she was just going to call her Rachel from now on. Tabitha heard what Jessica said, and she wanted to do something; but she was scared, so she tried to pretend that she didn't hear anything.

.....

Alejandro and his friend went to the park and saw three boys from their class. They noticed that one of the boys was laughing and throwing rocks at some pigeons. Alejandro went up to the boys and said, "Hey, what's going on?" One of the boys said, "Nothing." Alejandro responded in a calm voice and said, "Why don't you leave those birds alone. We have a kickball and could play together." The boys thought about it and decided kickball would be more fun. As they walked to the field, one of the boys thanked Alejandro. He said that he didn't like what his friend was doing, but that he didn't know how to stop him.

.....

Lionel went to the corner store to buy some chips. He left the store, ate the chips, and then threw the bag on the ground. Lionel figured since it was just one bag that it was no big deal.

.....

Mariana learned about recycling at school. Her parents explained that it was hard for them to recycle because their apartment complex didn't offer recycling services. Mariana decided to write a letter to the owners of the apartment building and explain why she thought they should offer recycling. She didn't know if they would listen, but she knew that she had to try.

.....

While playing outside, Naomi overheard some kids talking. She heard Jasper say, "Of course everyone has a mom and a dad. That's how it is supposed to be." Yusof followed by saying, "Jasper, some people have a mom and dad who live together, but actually there are all different types of families, and all that matters is how the people in the family treat one another." This made Naomi happy, because she lives with two moms whom she loves very much, and who both love her.





Kindness for All

PURPOSE

When children practice kind behaviors using their imaginations, they will be better prepared to act kindly in different real-life situations.

OVERVIEW

Students investigate different kinds of behaviors by looking at pictures and organizing them into one of two categories: "Helpful Behaviors" or "Not Helpful Behaviors." Then, they are presented with various scenarios so that they can think about how someone can show kindness in each situation. They role-play these scenarios and practice acting with kindness. Then, students work together to create a kindness chain that will serve as a reminder of their commitment to act with kindness.

OBJECTIVES

Students will be able to...

- define kindness.
- name at least three specific ways that they can act with kindness toward each other.

1. Warm Up (10 min.)

- Let students know that you have placed pictures around the room. (Use the provided *Helpful or Not Helpful* picture packet.) Explain that the pictures will show something or someone that is being helpful to people, animals, or the environment, or they will show something or someone that is not being helpful to people, animals, or the environment.
- Designate and label a box, basket, or space on the floor as the "Helpful" pile and another as the "Not Helpful" pile.
- Challenge students to find the pictures and put them in the appropriate "Helpful" or "Not Helpful" pile.
- After all the pictures have been put in the "Helpful" or "Not Helpful" piles, review the pictures with the whole group.

AGES 3–5 years

TIME 45 min.

SEL COMPETENCY

- Relationship skills (Communication, Teamwork)
- Responsible decision-making (Analyzing situations, Evaluating, Reflecting, Ethical responsibility)

SKILLS

Developing fine motor skills, Role-playing, Speaking and listening, Taking turns

MATERIALS PROVIDED

- *Helpful or Not Helpful* picture packet
- *Kindness in Action* scenario cards

MATERIALS NOT PROVIDED

- Whiteboard, chalkboard, or chart paper and markers/chalk
- Puppets (optional)
- Used paper
- Crayons/colored pencils/markers
- Glue/tape/stapler (plant-based glue is encouraged)

VOCABULARY

- Behavior
- Collage

RECOMMENDED BOOKS

- *Animal Rescue* by Patrick George
- *Come With Me* by Holly M. McGhee
- *Be the Change: A Grandfather Gandhi Story* by Arun Gandhi and Bethany Hegedus
- *How to Heal a Broken Wing* by Bob Graham
- *My Heart Will Not Sit Down* by Mara Rockliff

RESOURCE LINKS

Teaching Tolerance. "Art and Community Activism." <https://www.tolerance.org/classroom-resources/tolerance-lessons/art-and-community-activism>

Biracial Bookworms. "How to Introduce Children to Activism." <https://www.biracialbookworms.com/introduce-children-activism/>

Educator Spotlight

Kim Korona

Senior Program Director, HEART:

We believe that it is just as important to practice kind behaviors as it is to practice any other skill. If children are taught to recognize what kindness in action looks like from an early age, then their prosocial skills are cultivated in ways that instill a desire for compassion, justice, and equity for all.

- Ask students the following questions:
 - ★ What is happening in the picture?
 - ★ If you agree that it is a picture showing kindness or helpfulness, give a thumbs-up. If you agree that it is a picture showing someone not being helpful, give a thumbs-down.
 - ★ Why do you think the picture shows something/someone being helpful/not helpful?
 - ★ What do you think about what you see in the picture? How do you feel about what you see in the picture?
- List all the helpful depictions on a whiteboard, chalkboard, or chart paper, and then discuss how the "Not Helpful" pictures could be changed to be more helpful.

Note

Tell students that if they find a picture and are not sure which pile it belongs to, they can ask a classmate to help them. If neither student is sure, then they can ask you for help.

2. Kindness in Action (15 min.)

- Explain that knowing how to act kindly in certain situations can sometimes be difficult, and that practicing being kind can help all of us to make kinder choices.
- Read the following *Kindness in Action* scenarios. For each one, allow students to brainstorm ideas for behaving kindly within the situation. Then, invite one or two volunteers to demonstrate one of the suggestions that feels right to them.

Note

If it is difficult for the students to do the role-plays themselves, you can be one of the characters; but make sure that the students have an opportunity to demonstrate a kind behavior. It also might be easier for students if they have puppets (such as simple sock puppets) to use as the characters in the role-play.

- Let students know that there are many ways to express kind words and actions. Explain that if they don't know what to do, they can think about how they would feel if they were in the situation in real life. They can consider what sorts of kind words or actions would help them feel better. (When students role-play ways to be kind it may feel repetitive, but the specificity and peer-focus will be very beneficial to students.)
- **Kindness in Action scenarios:**
 - ★ A new student joins the class. She is very quiet and seems a little nervous.
 - ★ You got a new toy that you really want to play with, but your little brother just fell down and is hurt.
 - ★ You and your friend are drawing. There is only one red crayon, and you are using it. Your friend asks if she can use the crayon after you.
 - ★ Your group of friends is ignoring someone who would like to play with them.
 - ★ A bird flies in the open window of your classroom at school. (For this example, a kind solution is to open as many windows as possible, leave the room, and close the door, so that the bird can find her way out.)
 - ★ Your dad had a really hard day and seems very sad.
 - ★ You hear a kid being mean to one of your classmates.
 - ★ Your friends are making fun of someone because of his clothing and shoes.
 - ★ Your friend's dog passed away, and your friend is very sad.
 - ★ Your cat has been alone most of the day, and she is meowing.
 - ★ You see trash on the ground in the park.
 - ★ You are watching your favorite cartoon when your dog brings his ball over to you.

3. Kindness Chain (15 min.)

- Provide each student with a strip of used paper (paper that is already used on one side.) Explain that you reuse the paper because it is a way of showing kindness toward the environment.
- Ask students to color the blank side of the paper any way that they would like.
- When everyone is finished, have them sit in a circle with their slip of paper.
- Ask each student to come to the center of the circle and share one way this week that they promise to act with kindness or respect toward themselves, someone else, an animal, or the environment.
- After every student has shared and then returned to the circle, explain that their slips of paper are a reminder of their kindness promise.
- Help students to go around the circle, one at a time, and link their pieces of paper together (while you tape, glue, or staple them), making a kindness chain.
- Hang up the chain in the classroom as a reminder of kindness and respect toward people, animals, and the natural world.

4. Wrap Up (5 min.)

- If there is time, lead the class in a final singing of "It's Okay to Feel and Show It!" or "I Love the Planet!"
- Invite the students to go around the circle and say one thing they will remember from the *Kindness for All* lessons.

FOLLOW-UP ACTIVITY

Taking Action:

- Create Kindness Challenges for students to complete. Each Friday, create a new Kindness Challenge and share the challenge with students. Ask them to try to complete the challenge before school begins on Monday. Let them know that it is up to them whether they participate in the challenge. Each Monday, invite students to share about trying to complete/completing the Kindness Challenge. After a few weeks, if you think students are ready, invite them to develop some of their own Kindness Challenges.
- Suggested Kindness Challenges:
 - ★ Offer to share your toys with someone, even before they ask.
 - ★ If you see someone who doesn't have anyone to play with, ask them to play with you.
 - ★ Ask to help with a chore around the house.
 - ★ Help someone with cleaning up.
 - ★ With the help of a grown-up, make a homemade card with a nice message for someone.
 - ★ Give someone a compliment.
 - ★ Make a sign about kindness to animals for the classroom.
 - ★ With a grown-up, help clean up your yard or the street in front of your house.
 - ★ If you have a pet, or know someone with a pet, spend time with the animal; play with him/her, and make sure that the animal has clean water and food. (Make sure that you know how to interact with the animal in a safe way, and ask a grown-up for help if needed.)

Helpful Photo Cards



Helpful Photo Cards



Helpful Photo Cards



Helpful Photo Cards



Helpful Photo Cards



Not Helpful Photo Cards



Not Helpful Photo Cards



Not Helpful Photo Cards



Not Helpful Photo Cards



Kindness in Action Scenarios

A new student joins the class. She is very quiet and seems a little nervous.

You got a new toy that you really want to play with, but your little brother just fell down and is hurt.



You and your friend are drawing. There is only one red crayon, and you are using it. Your friend asks if she can use the crayon after you.

Your group of friends is ignoring someone who would like to play with them.



A bird flies in the open window of your classroom at school.

Your dad had a really hard day and seems very sad.

Kindness in Action Scenarios

You hear a kid being mean to one of your classmates.

Your friends are making fun of someone because of his clothing and shoes.



Your friend's dog passed away, and your friend is very sad.

Your cat has been alone most of the day, and she is meowing.



You see trash on the ground in the park.

You are watching your favorite cartoon when your dog brings his ball over to you.

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