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About — CHILDREN’S KINDNESS NETWORK

Our Ambassador, Moozie® the Cow

As teachers, you search for ways to assist each child in developing his/her full potential. Teaching a child to be kind is one of the greatest lessons and best gifts we can model for and teach to children. Moozie is a lovable, gentle character to whom children can easily relate and from whom they learn valuable, lifelong lessons. Teaching the activities in this ‘Moozie Teaches Kindness’ Curriculum and Kit gives you the opportunity to make an enduring difference in the lives of your students. The myriad of lessons and activities can be incorporated into your regular lesson plans throughout the year.

We frequently hear news stories of violence involving children. Taking in these accounts gives us a sense of urgency to teach our children how to relate to one another with kind and acceptable behaviors. A goal of this curriculum is to build within each child a set of self-control skills. The effect, among other things, is a conservation of effort over a long range of time made possible by the ability to eliminate hit and miss efforts of enforcement by adult authority figures.

A child who can be kind does not need to rely on a supervisor to enforce rules and laws for his or her behavior. This frees you up to teach rather than manage, and sets a foundation of integrity in the child.

Children who learn kindness and empathy and are taught to express these feelings with words and acts are much more successful in life. Research shows that these children are less likely to be bullies or to be violent.

*Your Feedback and input are important to us. We hope you will make notes as you and your students experience these lessons. In this way you can improve the content and presentation of the lessons and capture ideas that you can share with us to improve these lessons and kit items. We look forward to your comments and feedback (Contact: info@childrenskindnessnetwork.org). Please contact us, the Children’s Kindness Network, at: www.childrenskindnessnetwork.org.
Introduction to Lessons

Easy to Teach – Fun to Learn

The lessons are professionally designed and field-tested to guarantee they are Easy to Teach and Fun to Learn. This collection of lessons is filled with engaging and fun activities, music, art, and creative take-home items. Take-home items were designed to enlist the support of parents for “at home” reinforcement of the goals and objectives of these important social skills and emotional development for school readiness.

The instructional design was developed to meet National Association for the Education of Young Children (NAEYC) standards for Social-Emotional and Cognitive Development. The target age groups are Pre-School through First Grade (ages 3 to 7). High/Scope’s Child Observation Record and Head Start Performance Standards are blended into the collections to provide appropriate developmental opportunities in the following areas:

- Social Development
- Emotional Development
- Language and Literacy
- Creative Arts
- Movement and Music
- Physical Health
- Initiative

Each lesson has basic learning goals in the form of concepts and easy to follow instructions for implementing the activities.
Introducing Moozie the Cow

The first lesson in this curriculum is Introduction Day when the children are introduced to the Moozie Puppet and her Moozie’s Kind Adventure storybook. Moozie’s core message is ‘Always Be Kind’, which is supported by four important ‘legs’: Be Kind to Yourself, Be Kind to Others, Be Kind to Animals, and Be Kind to Earth. The collection of lessons moves methodically from the center of the child’s circle, him/herself, to the ever widening rings of awareness of others, animals, the environment, and Earth.

Lesson 23 and Lesson 24 are Bulletin Board Activities and can be utilized anytime to support your efforts and learning goals. Lesson 22 concludes the school year with an Awards Ceremony.

Overview

More About Moozie

Associating kindness with the lovable character, Moozie the Cow, helps children remember and internalize the principles taught. Pass Moozie around or leave her on a chair in the classroom where the children will have access to her and can pet her because she needs kindness, too!

Give Moozie a voice by asking children what she sounds like. When children have behavioral or emotional problems, use Moozie to talk it out with them.

You may want to establish a place for ‘MOOZIE MOMENT’. It could be a tent decorated like a haystack or barn or just a special chair. Be careful that this place is not associated with punishment — but a place where a child can calm down. When a child is upset, angry, or overly excited, ask him/her to take three big deep breaths. When appropriate, and before talking about a situation, help the child to calm down by asking him/her (not to take a ‘time out’ as this often has a very negative connotation) if he/she needs to take a ‘DEEP BREATH’ in the special place where Moozie is. This will help teach the children how to self-regulate. Soon, the children will be asking for ‘Moozie moment’ when they need it.
To emphasize directions or advice, use “Moozie says...” Say: “What would Moozie do?” “What would Moozie say?” “Tell me a Moozie kind word.” Children love repetition.

Parental Involvement

A sample “Parent Letter” is provided in the appendix to send home to help introduce Moozie to the parent(s).

Several of the lessons have an activity for your students to take home. These take-home items are designed to stimulate conversations between a child and his/her parent(s), and may involve other family members. Every at-home discussion about being kind strengthens your social and emotional developmental teaching efforts in the classroom.

Talk about Moozie with the parents when they come to visit. As you progress through Moozie Teaches Kindness, ask for feedback from parents about their child’s conversations about Moozie at home.

Tips and Tactics

Your enthusiasm as a teacher for these activities is vital to communicating the importance of kindness. Pick out what you are excited about. Then, teach it with excitement and joy!

* **Who you** are is more important for getting the message of kindness across than this lesson material.

* **Your attitude** is more important than what you say or do.

* **If children know you care about them, they will try to please you.** Children know you care about them when you:
  - Notice them
  - Take time to pay attention to them individually
  - Listen to what they are saying and respond
  - Look behind and beyond the words for meaning
  - Get into their skin and experience them
  - Comprehend their purity
  - Tell them what you know about what they are experiencing and feeling
You can build confidence in children by:

- Encouraging them
- Letting them make choices
- Helping them verbalize their feelings and other outcomes of their choices
- Helping them fix or change whatever went wrong instead of imposing arbitrary punishments
- Celebrating their successes
- Complementing them by pointing out their strong qualities and positive choices.

Activities are designed to be taught independently (some may reference an activity in another lesson) and easily fit into your existing curriculum. Lessons and activities are written in detail so you can give the activity page to a volunteer to work with the children.

Lessons with several activities may be used more than one day. Reinforce social skills by repeating the activities at a later date or tie them in with a book or lesson containing a similar objective or principle. Spin-off activities are to be used at a later time to reinforce principles taught.

The activities are appropriate for ages 3–7, but more time and repetition is needed for younger children. Repetition of activities and songs is even more important for three-year-olds. Learning self-regulation and social skills is a process!

The songs and finger plays may be used spontaneously throughout the day to reinforce, recognize, and reward positive behaviors. Songs provide a fun way to learn new concepts and remind children of simple actions or behaviors. Repetition of songs will help non-English speaking children learn English.

Having props (ducks with the book or frogs with frog family story) along with the Moozie Puppet helps initiate more conversation among the children and reinforce the pro-social behaviors being taught.

To calm the children, get their attention, and help them take in the information you want them to absorb — try this: “Everybody take three deep breaths.” Demonstrate for the children taking deep breaths and exhaling through the nose.

Remember, when you give lessons in kindness, take time at the end of the school day to summarize and evaluate the day’s learning with the children.
Lesson 1
Moozie
Introduction

Introducing Moozie to the children

ACTIVITIES

Moozie Puppet
Introduce the children to the Moozie Puppet. Children will find the puppet soft and cuddly and will want to hold her. Leave the Moozie Puppet in an area of the classroom where children can pet her and show her kindness.

Moozie Poster
If you have a Moozie poster, place the poster in an area of the classroom where it can easily be seen by the children. See appendix #1 for Moozie poster.

Moozie’s Kind Adventure
♥ Read the Moozie’s Kind Adventure storybook to the children.
♥ Let the children help you with the Mo-o-o sounds.
♥ Discuss how the children feel when someone is kind to them as Moozie was to the ducks.

Concept:
♥ Just like any new friend, Moozie is eager to be introduced to the children and greet each one! Be sure to let the children know Moozie is a special friend who will be spending time with them in their classroom; and she has some very important lessons to teach them. Exercises below will prepare the children for all the fun activities in the next several weeks.

Developmental Skills
• Listening
• Following Directions

Supplies:
• Moozie’s Kind Adventure Storybook
• Moozie Puppet
From Appendix #1
• Music: Six Little Ducks
• Moozie Poster
• Parent(s) Sample Letter
Take Home Item
Give each child a copy of the parent letter to take home. Read the letter to the children.

‘Six Little Ducks’ Song 🎵
♥ Play and sing the *Six Little Ducks* song by Dr. Moore — Appendix #1.
♥ Children will enjoy lining up and performing the actions for this song.

Spin-Off Activities
Role Play of Moozie’s Kind Adventure
Ask the children if they can tell the story of Moozie’s *Kind Adventure*. Explain they are going to make a play of the story.

♥ Choose children to be ducks. Ask the children what the ducks are doing in the water, and encourage them to act like ducks.

♥ Choose a child to be Moozie. Ask the children what cows do and encourage ‘Moozie’ to act like a cow.

♥ Choose children to be the herd of cows on the trail, up the hill. Ask the children what is happening and have them do the movements and make the sounds.

♥ Remind the actors that Moozie is the only one who understands the danger the ducklings are in. Remind them what Moozie does to stop the herd.
Lesson 2
Self Image

I am Special Just Because I’m Me

ACTIVITIES

I am Special ♫

At circle or group time, explain to the children that each child is special, even though we are different in many ways. We need to love ourselves and know we are special so that we can love others.

♥ Have the children listen to and sing, I am Special — Appendix 2.

Ask the children who is special to them. Discuss what makes people special.

♥ Hold an unbreakable mirror at a height where children can see into it. One at a time, let each child look in the mirror. While the child is looking into the mirror, ask: “Tell me, how are you special?”

Some children will say the same things as other children and some may need a little help from you. The important thing is to help each child realize he/she is special.

“I like Me” ♫

♥ Have children stand up, listen to, and sing, I like Me — Appendix 2.

Point to the parts of the body as they are named in the song, and do the actions at the end of the song.

♥ Explain that each of us looks different because we are unique. Call attention to the color of eyes and hair, shape of nose and mouth, size of the body, hands and feet, etc., of the children in the class.

Concepts:
♥ What makes people special?
How am I special? Increased self-esteem as a child learns the value of being me.

Developmental Skills
✶ Building Self Confidence
✶ Family Member Application
✶ Gross Motor
✶ Fine Motor
✶ Music
✶ Following Directions
✶ Beginning Writing
✶ Listening and Communicating

Supplies:
✶ Pencils/Crayons
✶ Scissors
✶ Unbreakable Mirror
✶ 8 ½ x 11” Paper

From Appendix #2
✶ Music: I am Special
✶ Music: I like Me
“I am Special” Take Home Project

Create a stencil for the children’s use. Give each child a piece of 8 ½ x 11 inch paper and pencil/crayons.

♥ Ask the children to trace a child stencil onto their piece of paper.
♥ Ask the children to use crayons to draw hair and body parts on the head.
♥ Some children will be able to draw clothing on the body.
♥ If children are older, ask them to use their scissors and cut out the shape.
♥ Print or have the child print his/her name on the sheet.
♥ Ask the children to take their drawing paper home and talk to their parent(s) about how people in their family look different and how they are special.

Spin-Off Activities

Body Trace

Lay large pieces of butcher paper on floor; have each child lie down on a piece of the paper. (Many art and hobby stores carry large rolls of white paper.)

Trace around the outline of each child.

♥ Have the children draw hair, a head, body parts, and color some clothing on their outlines.
♥ Assist children as needed with drawing body parts and clothing.
Eye and Hair Color Sort

♥ Ask the children to look at each other and identify their friend's eye and hair color.

♥ Count how many have the same color eyes and hair color.

♥ Chart results and create a graph to record the children's individual eye and hair color.

♥ Other things could also be counted: long/short hair; curly/straight hair; tall, medium, short height; dark, medium, light skin tone.

♥ Discuss how differences make everyone special.

Teacher Notes
ACTIVITIES

Moozie Circle

Draw (use green chalk, tape, or string) a big circle on the floor or rug big enough so all of the children can fit in a sitting position. Put the Moozie puppet in the middle of the circle. Tell the children Moozie likes being in a big Circle of Kindness.

♥ Have Moozie tell all of the children that she cares about them and invite them in the circle to sit down. You may want to tell each child one thing about them that Moozie likes.

♥ Ask the children: “Does Moozie care about you because you: [Have black skin? Are smart? Are tall? . . . . . etc.]” “No! Moozie cares about you because you are YOU.”

Concepts:

♥ Belonging is the highest human need, even above life itself. Children who feel accepted for who they are develop the self-confidence and motivation to meet school standards of behavior and academic expectations. They will also become socially responsible in the family and larger community.

Developmental Skills

✴ Building Self Confidence
✴ Listening
✴ Communicating Using Words and Sentences

Supplies:

✴ Moozie Puppet
✴ Tape or Chalk
Spin-Off Activities

Moozie Kindness Circle Bulletin Board

Make a large circle on a bulletin board.

♥ Put smaller, full-body photos of each child inside the kindness circle. Children can use this board as a tool to express their feelings of inclusion and exclusion.

♥ Children can place their photo outside of the circle to symbolize feeling left out among their friends. This can invite discussion to explore how others can collaborate to help the child regain feelings of inclusion.

Notebook for Each Child

Make a portfolio notebook for each child.

♥ Include individual photos of the child’s experiences with his/her friends.

♥ Include photos of family and pets.

♥ Have children make Moozie Circle pages and help them complete unfinished sentences as the following:
  I feel inside my family circle when . . .
  I feel outside of my family circle when . . .
  I feel inside my circle of friends when . . .
  I feel left out of my circle of friends when . . .
  Others know I am inside of my circle because . . .
  Others know I am left out of my circle because . . .
  I let someone in my circle when . . .
  I am unique because . . .
  I made a mistake when . . .
Explaining Emotions

♥ Talk to the children about how important it is to know how we feel about different things that happen during the day, whether we are at home or at school. Explain that another word for feeling is ‘emotion’.

♥ Show children each of the six (6) animal cartoon pictures representing happy, sad, surprised, angry, frustrated, and excited emotions. See Appendix #4.

♥ Discuss each emotion by asking: What is each one doing to let you know he/she is happy, sad, etc.? What do you do when you feel this way?

♥ Invite the children to change the expressions on their faces and use body positions and gestures to demonstrate feelings of the six different emotions.

Role Play/Drama

♥ Ask a child to secretly pick one of the emotions from the animal cartoon pictures and express that feeling, without naming it, to the other children. Let the other children imitate the expressions and guess the feelings that go with it.

♥ Post the six animal cartoon pictures in the classroom where the children may see and talk about them.

♥ Refer to the pictures when you see a child expressing any of these emotions during the school day. Help the child verbalize his/her feelings and name the emotions. (Be aware that sometimes special needs children do not read facial expressions.)
**Spin-Off Activities**

**Face Masks**

- Give each child four paper plates.

- Have each child draw four face masks: happy, sad, angry, and scared on each of the plates. You may have to talk him/her through this and demonstrate how a happy mouth, eye, brow looks, etc.

- Tape a stick to the back to hold it up in front of the face.

- Dialogue:
  1. Ask: “Which one looks like your face when you are happy?”
     
     (Have children select their ‘happy’ mask.)
     
     *What makes you ‘happy’? Who would like to hold the ‘happy’ mask in front of your face and tell us what has made you feel ‘happy’?*

  2. *Sometimes you said you feel angry when you are left out.*

     Repeat the above sequence, this time using ‘angry’ in place of ‘happy’.

  3. *There is another feeling we sometimes have — being scared.*

     Repeat the sequence, this time for the feeling of ‘frightened’.

**Story with Drama:**

Read a book and have children lift up a feeling mask at appropriate times in the narrative.

**Magazine Emotion Pictures**

- Using magazines, cut out pictures of people in different situations with different expressions on their faces. Ask the children to identify the feelings of the people in the pictures. Allow the children to talk about their feelings when they were in similar situations. Using the *Guess How I Feel* graph, list what feeling (emotion) each child felt when he/she looked at the picture. See appendix 5.
Emotions of Music - Dance

♥ Select different types of music and have the children dance to the music. Discuss how each type of music made the children feel. Use the Guess How I Feel graph to list what feeling each child felt while dancing.

Emotions of Music - Art

♥ Using one very large sheet of paper*, do a group painting while listening to one type of music such as jazz or classical. With the children, talk about their paintings, how the music made them feel, and how the paint expresses their feelings.

♥ On another day, do a group painting while listening to a very different type of music. Again, talk with the children about their painting, how the music made them feel, and how the paint expresses their feelings.

♥ Compare the two group paintings and discuss.

*Rolls of large diameter white paper are found in many hobby and art supply stores.

Heart Finger painting

Cut out a large heart.

♥ Talk about the heart shape and the children’s real hearts.

♥ Ask them about feelings that come from the heart.

♥ Talk about to whom they would want to give their heart.
Lesson 5
Healthy Eating

Grow Up Strong With Veggies

Concept:
♥ Eating the right kinds of foods is being kind to our bodies.

ACTIVITIES

Marching to the ‘Corn on the Cob’ Song 🎩

Have the children sit in a circle.

♥ Listen to and sing the Corn on the Cob song by Dr. Thomas Moore — See Appendix # 5.

♥ Have the children stand. Lead them in a circle as they listen to the song.

♥ Teach a variation of marching called Cross Crawl: Cross the right hand over the midline of the body to touch the lifted left knee while stepping with the left foot and the opposite while stepping with the right foot. (Development of bilateral movement skills helps whole-body coordination and ease of learning in the near-visual area. See Brain Gym in Appendix.)

Veggie Names & How Veggies Are Good for Us

Bring various vegetables to class (or ask children to bring vegetables to class).

♥ Ask the children to identify and name each vegetable.

♥ Talk about the vegetables’ colors and shapes (introduce basic shapes: square, rectangle, circle, triangle, oval.)

♥ Explain to the children how vegetables help us grow strong because vegetables give vitamins and minerals to our bodies.

♥ Cut up and let children taste the vegetables.

Developmental Skills

* Awareness of emotions
* Building self-esteem
* Family member application
* Gross Motor
* Fine Motor
* Music
* New vocabulary words
* Recognition of words
* Expressing with words/sentences
* Understanding and following directions
* Beginning writing
* Math

See Supplies on next page
The Veggie Graph

♥ Have the children name vegetables they like and which ones they eat at home.

♥ Use the Veggie Graph to list the favorite veggies of each child and place the child’s name in a blank to the right of the veggie name. See Appendix #5 for Veggie Graph.

♥ Using a different colored marker for each veggie, color the (row) bars of the graph.

♥ Discuss what makes some of the bars longer than others; count the number of names in each (row) bar. Which vegetables are the most popular?

Supplies:
- Vegetables
- Glue
- Plant Nursery Catalogue
- Colored Markers
- Paper Plates
- Scissors
- Basic Geometric Shapes

From Appendix #5
- Veggie Graph
- Music: Corn on the Cob
- Music: The Vegetable Song
Veggie Plate Take Home Project

♥ Bring plant nursery catalogues for children to cut up or have them draw and color the vegetables they like.
♥ Give the children scissors and have them cut out veggies from a catalogue or their paper.
♥ Give each child a paper plate and glue.
♥ Have the children glue the veggies onto the paper plate, and write their names.
♥ Ask each child to take the veggie plate home and talk to his/her family about how eating vegetables is kind to their bodies.

Spin-Off Activities

Healthy Vegetable Soup

♥ Read ‘Stone Soup’.
♥ Have each child bring a vegetable that can be used to make soup (potatoes, celery, carrots, broccoli, etc.).
♥ The children can participate in preparing the vegetables by washing, breaking, peeling, and cutting and chopping, if possible, with a butter knife.

Thank You Notes

♥ Help children to make Thank You notes to take home to those who prepare their meals.
♥ Make a large Thank You note from all of the children to give to the cooks at the school, if appropriate.
The Vegetable Song 🎶

♥ Play *The Vegetable Song* by Dr. Thomas Moore – Track 4 while the children are doing the above activities. *See Appendix # 5.*

Teacher Notes
ACTIVITIES

Pretending is Fun

♥ Tell the children you are going to do something and will ask them to guess what you are doing.

♥ Pantomime licking an ice cream cone, playing a flute, or something of your choice. You may get Moozie Puppet to help you.

♥ Let them guess what you are doing. Then ask: “Am I really... or am I pretending?” Explain that pretending is acting or playing.

♥ Tell the children, “Now we are going to play and pretend.” Tell them to guess what you are doing. Pretend you are taking the cap off the toothpaste, squeezing some on your toothbrush, thoroughly brushing your teeth, turning the water on, and rinsing out your mouth. Ask who knows what you are doing. Ask if the children know why they brush their teeth. Ask if they know who a dentist is. What does a dentist do? Who has been to a dentist?

♥ Ask if it makes Moozie sad or glad when you brush your teeth.

♥ Say: Now guess what I am doing.
Pretend to get ready for bed and going to sleep.
Pretend you are showering or bathing.
Pretend getting water and drinking.
Pretend to wash your hands.
Ask if these things make Moozie sad or glad.

♥ Have Moozie ask some questions like: When should I brush my teeth — before I eat dinner? Should I wash my hands before going to bed?

Concepts:
♥ It is being kind to our bodies when we get enough sleep, wash our hands, brush our teeth, and drink water.
♥ Learn a new word pretend and make sure the children know the difference between pretending and what’s real.

Developmental Skills
★ Awareness of emotions
★ Gross Motor
★ New vocabulary words
★ Recognition of words
★ Expressing with words/sentences
★ Understanding and following directions

Supplies:
★ Moozie Puppet
Give a child an opportunity to pretend something for the other children to guess. Ask the children if this would make Moozie sad or glad.

Give as many children an opportunity to pretend to do things that make them healthy as you can. All the children could pretend together or take turns in front of the class with the class guessing what they are doing. Moozie can ask questions to see if the children know why they do these things. End by marching to get a cup of water and drinking it.

Spin-Off Activity

Trip to the Dentist’s Office

Arrange a visit to the local dentist office.

Prepare the children with a pep talk about good behavior and especially not to touch anything.

Bring Moozie. Let the children sit in the dentist’s chair and open their mouth to have the dentist look at their teeth. Let Moozie be the first one.

Have the dentist explain how they can take care of their teeth.
Lesson 7
Politeness

ACTIVITIES

Preparation Kind Words/Phrases

Using 20 index cards and a black marker, print a word or phrase from the following list on each card.

<table>
<thead>
<tr>
<th>Please</th>
<th>Thank You</th>
<th>Excuse Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share</td>
<td>Take Turns</td>
<td>Way to go</td>
</tr>
<tr>
<td>Super</td>
<td>You’re Nice</td>
<td>Great</td>
</tr>
<tr>
<td>Well Done</td>
<td>Nice Job</td>
<td>Terrific</td>
</tr>
<tr>
<td>Outstanding</td>
<td>Good Listener</td>
<td>You Are Nice</td>
</tr>
<tr>
<td>You’re My Friend</td>
<td>You’re the Best</td>
<td>I Knew You Could Do It</td>
</tr>
<tr>
<td>You Brighten</td>
<td>Marvelous</td>
<td></td>
</tr>
<tr>
<td>My Day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Substitute other kind words you would rather use. Refer to the list in the Appendix.

You may wish to laminate the kind words’ cards for future use.

In addition, print your 20 selected kind words on chart paper or poster board and post in the classroom.

Learning Kind Words/Phrases

Show the kind word/phrase cards to the children, saying each word/phrase as it is shown.

• Help the children learn to pronounce and recognize each word/phrase.

Concepts:

• Learn kind words to use when speaking to others.

Developmental Skills

• Recognition of words
• Understanding and following directions
• Family Member Application
• Cooperation
• Music

Supplies:

• Crayons/Markers
• Chart Paper/Poster Board
• Index Cards
• Moozie Puppet

From Appendix #7

• Speak Kind Words sheets
The Moo Song
(Tune can be heard at www.moozie.com under Teacher Resources.)

In circle time, ask four children to select a word/phrase from the cards/chart.

♥ Pronounce the word/phrase for them and have them repeat it.
♥ Ask four children to help with The Moo Song everyone will be singing by repeating their kind word/phrase when you point at them. Practice pointing at them in turn to repeat their kind word/phrase.

Have the children sing The Moo Song, pausing at the end of each line for a child to say his/her kind word/phrase.

* Moozie says moo-o-o; how about you? (child says kind word)
* Moozie says moo-o-o; how about you? (child says kind word)
* Moozie says moo-o-o; how about you? (child says kind word)
* Moozie says moo-o-o; how about you? (child says kind word)

♥ Let the children take turns using the Moozie Puppet while singing the verses.

Singing the song daily will help instill kindness in the children.

'Speak Kind Words' Take Home Project

On the Speak Kind Words sheet, ask each child to draw something for his/her family in the middle of the sheet. Explain that when the sheet is placed on the refrigerator at home, it will help remind everyone to speak kind words.

♥ Encourage the children to ask their families how to read and pronounce the words.
Spin-Off Activities

Sign Language

Teach the children hand signs: *I love you, friend, please, thank you, excuse me.*

♥ Sing *The Moo Song* using the sign language instead of the kind word/phrase.

‘Moozie Says’

Play a variation of Simon Says based on the use of kind words. For example: *Moozie says PLEASE take one step forward.* There should be a tangible goal the children are stepping toward. This could be a line on the floor or a chair with a reward on it.

♥ If a kind word is used, the children are allowed to step forward. If the kind word is left out, (for example: *Moozie says take one step forward*) they are not allowed to step forward.

♥ If they step forward by mistake, they must then take two back.

Teacher Notes

I Love You
Put your right hand on top of your left and move it towards the right.

Excuse Me
Put your right hand on top of your left and move it towards the right. (Example: "Excuse me"

Thank You
Salute then bring your hand down while turning it face up

You’re Welcome
Salute then bring your hand down while turning it face up

Sorry
Move right fist in a circular motion from left to right
ACTIVITIES

My Kindness Circle

♥ Ask: “What if you each had your own Circle of Kindness? There is a very important person in the middle of the circle. It Is You!” Give them chalk, tape, or string to make their own circle on the floor with them in the middle.

♥ Ask: “When you were a baby, who else was in your circle? Who are the people who love you and take care of you? Mommy? Daddy? Grandma? Grandpa? Aunt? Uncle?” Have them draw a picture of their family and place them in their Circle of Kindness.

♥ “How do you feel in your Circle of Kindness with your family? How can you tell ____ is feeling happy?”

♥ Ask or say: “When you got older, who else was in your circle? When you got old enough to play, who did you also need in your Circle of Kindness? (Friends.) Find a friend in this room and bring him/her in to your individual Circle of Kindness.”

♥ Ask: “Does anyone feel left out? What does it feel like? (Sad.) Ask the class: How can you tell ____ is sad? Who can make ____ feel happy by bringing him/her into your Circle of Kindness?”

♥ Say: “Let’s all get in the same circle together, let’s get in Moozie’s big Circle of Kindness. [Have a standing circle on the floor that is Moozie’s designated Circle of Kindness.] How do you feel in Moozie’s Circle of Kindness? How do we treat each other in Moozie’s Circle?”

♥ Conclude with a song, I like Me by Dr. Moore - Appendix #8.
Spin-Off Activities

Role Play/Drama

When you observe a child being mistreated or left out, use Moozie’s Circle of Kindness.

♥ Invite all the children who feel kindly and are being treated kindly to enter Moozie’s Circle of Kindness. Ask the children in the circle if they can tell how the child/children outside the circle feel.

♥ Ask the left out child/children how she/he/they feels.

♥ Ask the children in the Circle what they can do or say to help the others feel better and to feel they belong in the circle. Let the children work it out until all join the Circle.

♥ Conclude with a song, I like Me — Appendix #8.

Teacher Notes
Lesson 9
Taking Turns

“I Feel Kind” Finger Play

ACTIVITIES

Finger Play Instructions

Explain to the children that one of the kindest things we can do is to share our toys and our time with someone.

♥ Teach the children the Finger Play one line at a time with the words and actions.
♥ Have the children form a circle with you in the middle holding the Moozie Puppet. Repeat the verse and actions with the children. On the last line: Because when we’re nice...pass Moozie to a child in the circle.

Keep repeating the verse and on every repetition of the last line, indicate that Moozie should be passed to the next child. Repeat until every child has had a chance to hold Moozie. Explain that everyone got a chance to hold Moozie because we were ‘taking turns’.

Finger Play

“I feel kind...”
(Smile, then wrap arms around yourself as in giving self a hug.)

“I feel kind...”
(Pat top of your head.)

“A friend I want to find!”
(Point to or touch a person you are asking.)

“I have something to share with you.”
(Hold out cupped hands as if something is in them.)

“Because when we’re nice, Moozie says moo-o-o !”
(Give Moozie Puppet to the selected friend.)

Developmental Skills

♥ Awareness of emotions
♥ Gross Motor
♥ Expressing with words/sentences
♥ Understanding and following directions
♥ Building Self-Confidence
♥ Sharing, Taking Turns
♥ Social Relationships

Supplies:

♥ Moozie Puppet

From Appendix #9
♥ Music: I am Special
Spin-Off Activities
Sharing and Taking Turns

Divide the children into two groups. One group sits and the other stands. Tell the standing children to choose a toy available in the room, and then choose a friend with whom to share it. They must find a toy and then find a friend to immediately give it to.

♥ Explain: “Your friend will play with the toy until (after a short increment of time) I give a signal.”

Upon the signal, the friend gives it back to the child who chose the toy, to play with for the same interval of time.

♥ Ask the children how they felt when they shared.

Will You Be a Friend of Mine?

Have the children form a circle.

♥ Teach them to sing “Will You Be a Friend of Mine?” to the tune of “Do You Know the Muffin Man?”

♥ Ask them what ‘taking turns’ means. Let them know you are going to take turns skipping around the circle while singing until everyone has a turn.

♥ Take the first turn skipping around the circle. Explain that you will choose someone to take your place. Then, the child you choose can take a turn around the circle and choose another until everyone has had a turn skipping around the circle.
Lesson 10
Conflict Pattern

Moozie and I Can Solve Conflicts

ACTIVITIES

Preparation

Have a scenario in mind based on a conflict you have observed between two of your students.

♥ Bring your students together by singing 'I am Special' or Moozie’s theme song and saying Moozie’s pledge: “Moozie is happy when we are kind.”

Changing ‘I Don’t Like You’ to ‘I Like You’

Using the Moozie puppet and another animal puppet, act out, with voices and actions, the conflict you observed in the classroom.

♥ Have the animal puppet mimic what you observed the perpetrator do — to Moozie. Have Moozie react the way the victim did AND in addition say to the perpetrator (even if he/she really didn’t), I don’t like you anymore, or I don’t want to play with you anymore.

♥ Ask the children: “Would Moozie really say that?”

♥ Say, “No. Here’s what Moozie would say.”

Here’s the pattern:

Say WHAT HAPPENED  Example: “You pushed me.”
Tell how you FEEL  Example: “I’m angry.”
Say what you WANT  Example: “Don’t push me anymore or I won’t want to play with you or be your friend.”

♥ Give the perpetrator a chance to respond (Ask: “How do you feel?”) as he/she may have been hurt, too.

Then, the appropriate response is for the perpetrator to apologize.

Concepts:

♥ This lesson introduces a pattern for resolving conflicts. This pattern should be re-enforced whenever conflicts arise. This lesson will be based on a conflict you, the teacher, have observed between your students and used as an example to teach a pattern of talking out feelings, giving the participants a chance to be creative in solving conflicts.

Developmental Skills

★ Listening
★ Understanding and Following Directions
★ Building Confidence
★ Awareness of Emotions
★ Expressing with words/sentences
★ Social Relations
★ Conflict Resolution

Supplies:

★ Moozie Puppet
★ Animal Puppet

From Appendix #10

★ Music: I am Special
★ Music: I get Mad
Practice
Ask the children if they want to practice being kind like Moozie.

♥ Choose a child. Have the animal puppet be rude or unkind to the child in a way you have often seen your students act.

♥ Have Moozie coach the child by asking her/him:
  1. What happened?
  2. How do you feel?
  3. What do you want?

♥ Encourage and praise the child in his/her responses.

♥ Have the animal puppet apologize to the child.
Allow as many other students to have turns as there is time. Let Moozie remind the children that now they know how to talk when they are sad or angry.

Follow Through
Whenever you see students in conflict, bring in Moozie to remind them to use the pattern. It may take a lot of re-enforcement over time, but the children will soon be equipped to solve their own problems in a kind way. This is worth consistent effort as the children will have internalized a skill that will serve them for their whole life.

* See appendix: H. Stephen Glenn’s Developing Capable Young People

Spin-Off Activity
“I get Mad” Song

♥ Play I get Mad. Appendix #10

♥ Have children sing along and do facial expressions and actions suggested by the song.

♥ Play again and have children march and do 'cross crawls'.
(See appendix – Brain Gym)

♥ Play again and have children sing and do 'cross crawls'.
“Kind Today” Song

ACTIVITIES

Singing Fun

The Kind Today song is sung to the tune of Mary Had a Little Lamb.

♥  Ask the children to contribute to the song by telling kind acts they have done or seen someone do.

Moozie Puppet applauds their kind deed and sings with the children.

♥  Call a child’s name at the beginning of each line.

Make up other verses to add to the song when you see a child doing other kind acts.

“Kind Today” Song 🎶

Cameron was kind today, kind today, kind today;
Cameron was kind today; he had nice words to say.

Becky was kind today, kind today, kind today;
Becky was kind today as we watched her play.

Nathan was kind today, kind today, kind today;
Nathan was kind today; the teacher he did obey.

Teresa was kind today, kind today, kind today;
Teresa was kind today; she helped to clean up today.

Concepts:
♥  Helping children identify specific ways of being kind.
♥  Reinforcing good behavior.

Developmental Skills
◆  Family member application
◆  Recognition of words
◆  Expresses self with words and sentences
◆  Beginning writing
◆  Social Relationships
◆  Fine Motor

Supplies:
◆  Moozie Puppet
◆  Pencils/Crayons

From Appendix #11
◆  Always Be Kind sentence strips
“Always Be Kind” Take Home Project

After the children have identified ways of being kind, give each child a sentence strip showing the four areas of kindness — Self, Others, Animals, Earth.

On the black/white board, print Moozie’s motto, *Always Be Kind*.

♥ Assist each child, as needed, in printing the motto on his/her sentence strip. For the younger children, you may need to print the words on the strip in dashes so the child can trace the dashes and “draw” the letters.

♥ Have each child take home his/her sentence strip to share and discuss with his/her family.

Spin-Off Activities

Kindness Acts Bulletin Boards

♥ If you have made the *Kindness Acts* bulletin board (Lesson 23), talk about some of the activities the children listed for the board and add those verses to the song. Sing the new verses.

♥ Cut out the shape of a large white cow (Moozie) and attach it to the bulletin board. Every day, let the children add a spot which represents a kind act observed by the children in the classroom. Let the kind act be one observed by another rather than the children telling about their own kind acts. Let the giver of the kind act make and attach the spot to Moozie.
ACTIVITIES

Child’s Necklace

Using a one-hole punch, make a hole in the center of each pre-cut shape. Give each child a 25” strand of yarn and three (3) pre-cut foam shapes.

♥ If desired, children may use colored markers to decorate the shapes prior to threading onto yarn.

It may be helpful to wrap a small piece of tape (transparent or masking) around one end of the yarn to assist the child in easily threading the foam shapes onto the yarn.

♥ Younger children will need assistance in threading the shapes onto the yarn.

♥ Combine the two ends and tie a knot so the child can wear it as a necklace.

Give Away Necklace

Repeat the above activity by making another necklace using the second colored yarn and one foam heart.

♥ If desired, the children may decorate the heart with colored markers and/or glitter glue.

♥ Explain to the children that they are making this necklace for someone else. They may give it to a child in another class, other teachers, or take it home for a parent, sibling, relative, or friend.

Let the child tell you to whom he/she wants to give the necklace.

Concepts:

♥ Creating something to share with others.
♥ Identifying how it feels to share.
♥ Counting items and learning shapes.

Developmental Skills

♥ Building self-esteem
♥ Family member application
♥ Fine Motor
♥ Creative expression
♥ Expresses with words/sentences
♥ Sharing

Supplies:

♥ Color one yarn to be cut into 25” lengths – make one for each child
♥ Color two yarn to be cut into 25” lengths – make one for each child
♥ Foam Shapes
♥ Foam Hearts
♥ Glitter Glue
♥ Colored Markers
Talk About It

Talk about how it feels to make something to give to someone else. Ask the children: “How did the person feel when you gave him/her a necklace? What did he/she say to you?”

Teacher Notes
“The Frog Family” Song

ACTIVITIES

Singing Fun 🎶

♥ Tell the children: “We are going to listen to a ‘song story’, and then we will talk about what you heard.”

♥ Play The Frog Family song — Appendix #13.

After listening to the song, ask the children:

♥ How many members were in the family?
♥ What sounds did each frog make?
♥ Where was the family going? How often did they go there?
♥ Did they have fun? What did they do?
♥ What are some ways you have fun with your family?
♥ Why do you think the baby frog was slow?
♥ Who helped the baby frog?
♥ How can we help those in our family?
♥ How can family members help you?
♥ How do you feel being part of a family?

You may need to play the song again for the children to listen for more details.

♥ Let the children tell you about the members of their family. (May have extended/blended family.)

♥ Ask the younger children just two or three questions about the story and then ask them about their families.

♥ After the discussion questions, have the children sing The Frog Family song.

Concepts:
♥ Learning ways to interact with family members and fun things to do together.
♥ Learn to listen to a song story. Introduce a vocabulary word: grateful.

Developmental Skills
♥ Family member application
♥ Math
♥ Music
♥ Expresses self with words and sentences
♥ Creative Expression
♥ Listens and follows directions
♥ New Vocabulary word

Supplies:
♥ Colored Crayons/Pencils
♥ Heavy 8 ½ x 11” Paper

From Appendix #13
♥ Frog Family picture
♥ Music: The Frog Family
Thank you Note for Family Fun

❤ Help the children think of examples of family activities such as a picnic, playing a game, trip to a park, etc.

❤ Help the children express their gratefulness for the things their families do for them.

Give the children paper to make a thank-you note to take home to their parent(s) to thank them for a fun activity that their family had.

❤ Encourage the children to draw a picture of the activity on the paper.

❤ Ask the children if their family has some plans for fun activities.

Spin-Off Activities

Frog Family Science Center

Place the Frog Family picture on the wall of the science area. Add plastic frogs around the Frog Family picture to give children additional opportunities to talk about and relate to the story.

We Can Help Song 🎵

❤ Sing to the tune of “The Wheels on the Bus” and add actions.

We help at home by *making our beds,
Making our beds,
Making our beds.
We help at home by making our beds.
It’s kind__ to be helpful!

*clearing our plate
*sweeping the floor
*wiping the table
*picking up our toys
*feeding the dog
I’m a Family Team Member

ACTIVITIES

What it Means to Be a Family Team Member

While holding the Moozie Puppet, talk to the children about how important it is to be a team member in their family.

♥ Explain that this means: helping with chores and cooperating (working together) with other family members, and by being responsible by taking care of things without being asked.

♥ Have the children tell you about ways they are helpful at home.

How to Be a Family Team Member

Choose some of the situations below and ask the children to answer; or pretend (role-play) with the children how they would react to these situations at home (adapt these descriptions to the child’s particular circumstances, e.g. use the word aunt or grandmother instead of parent, etc.)

♥ It’s your time to get ready to eat supper. What kind thing can you do?
♥ You and your family have just finished supper. What kind thing can you do?
♥ Your parent told your older brother to clean up his room. What kind thing can you do?
♥ Your younger sister doesn’t want to share one of her toys. What kind thing can you do?
♥ Your younger brother hits you on the arm. What kind thing can you do?
♥ Someone dropped a paper towel on the kitchen floor. What kind thing can you do?
♥ Your parent told your sister to pick up her toys. What kind thing can you do?
♥ Someone left a towel lying on the bathroom floor. What kind thing can you do?

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When the child replies with a kind answer, everyone can sing.

Cameron was kind today, kind today, kind today; Cameron was kind today, he had nice words to say.

Teresa was kind today, kind today, kind today; Teresa was kind today; she helped to clean up today.

Family Team Member Coupon Take Home Project
Give each child an I’m a Family Team Member coupon.

♥ Ask the children to draw a picture of how they can be helpful at home.

♥ Ask the children to take the coupon home and discuss it with their family.

Spin-Off Activities

Class Responsibilities
Assign class chores to pairs of children so they can help one another as well as the class members. The chores can be very simple like putting napkins on the table for snack time or helping to keep the door closed.

♥ Have a discussion about what will happen if they don’t do their chores, how everyone else depends on them, and the meaning of ‘responsibility’.

♥ Listen to Dr. Moore’s Follow Me to Responsibility while marching in a line and doing ‘cross crawls’. Appendix #14

Double Balance Beam Walk
Set up two wood beams or boards side by side.

♥ Invite children to walk in pairs, holding hands side by side on the balance beams.

♥ Praise the children for working together.
Lesson 15
Solving Problems

What Would You Do?

ACTIVITIES

Learning What to Do

Explain to the children that you are going to talk about something that might happen sometime and you need them to tell you what they would do.

♥ Using the Moozie Puppet, talk with the children about how they would react when different things happen in the classroom, at home, and other places.

♥ If the children do not respond with a kind way to handle the situation, ask them what Moozie would do.

♥ Below are some examples of situations. Select two or three for each discussion.
  ❖ It’s clean up time in the block area. Sara and Ashton have been playing there, but they leave when it’s time to clean up. What would you do?
  ❖ Madison is using a crayon that you would like to use. What can you say?
  ❖ Someone has thrown some paper down on the playground. What would you do?
  ❖ You feel angry at Perry for taking the book you wanted to read. What can you say to him?
  ❖ You’re standing in line on the playground waiting to get on the slide. Nathan comes and gets in front of you. What would you do?
  ❖ Blake tells Tate, “You’re not my friend.” What would you say?

This is a perfect time for Moozie to help the children practice the ‘Conflict Solving Pattern’ (Lesson 10):

1. Tell what happened that you don’t like.
2. Tell how you feel.
3. Decide and explain what you will do if situation doesn’t change.

Concepts:
♥ Learn the positive and kind way to solve problems when responding to different situations.

Developmental Skills
❖ Family member relationship
❖ Social Relations
❖ Problem Solving
❖ Self Regulation
❖ Fine Motor
❖ Creative expression and the arts
❖ Beginning writing

Supplies:
❖ Moozie Puppet
❖ Colored Crayons/Pencils
❖ Paper
Take Home Picture

♥ Giving the children paper and crayons, ask them to draw a picture of one of the situations you just described.

♥ After the children have drawn their pictures, ask them how they felt, and print their response on the picture.

♥ Encourage the children to take their pictures home and tell their parent(s) about it.

Spin-Off Activities

Incorporate Classroom Situations

Make note of other situations you have noticed in the classroom and use these situations to talk about on other days.

♥ Let children role-play some of the situations.

Teacher Notes
ACTIVITIES

Identifying Different Kinds of Pets

♥ People have different types of pets. Ask the children what types of pets they have at home or their friends may have. Ask the children to name the types of pets.

♥ Ask the children how pets feel about each other. Do they always get along?

♥ Explain how we can help pets feel better by petting, praising, and taking care of them.

Pick a Pet Graph

On chart paper or poster board, make a list of pets that live inside the house with people: birds, cats, dogs, hamsters, fish, etc.

Then make a list of pets that live outside: rabbits, frogs, turtles, goats, ducks, ponies, cows, etc.

♥ Using the Pick a pet graph, have each child pick his/her favorite pet. List each pet selected on the left side of the graph. List the name of each child selecting that pet to the right of the pet name.

After listing the pets and the children’s names, use different colored markers to color the bars of the graph.

♥ Talk about what makes some of the bars longer on the page; count the number of names in each bar.

Concepts:

♥ Identify and match different types of pets.

Developmental Skills

✴ Math
✴ New vocabulary words
✴ Recognition of words
✴ Understand and follow directions
✴ Awareness of emotions
✴ Expresses self with words/sentences

Supplies:

✴ Chart Paper/Poster Board
✴ Colored Markers
✴ Pencils/Crayons

From Appendix #16

✴ Match the Animals sheets
✴ Pick a pet graph
“Match the Animals” Take Home Project

♥ Give each child a *Match the Animals* sheet and ask him/her to draw lines between animals that are alike.

♥ Point to each animal and ask the children if they can tell what the animal may be feeling by the expression on its face. Younger children may need assistance in drawing a line or selecting the animals that match. Another way to make it easier for younger children would be to cut the paper in eight sections with one animal on each section and let the child match with your assistance.

♥ Have the children color the animals on the *Match the Animals* sheet.

♥ Make sure each child’s name is printed on the take home paper.

Spin-Off Activities

**Animal Sounds Music**

♥ Play *My World of Sound* by Dr. Thomas Moore — Appendix #16.

Talk about pets that live in the world with the rest of us and make sounds.

♥ Print the words: bird, dog, and cat on separate strips of paper. Select a child to be a bird, a dog, and a cat and give him/her the appropriate word. Ask that child to stand up when the sound of his/her pet is named in the song.

♥ Replay the song while other children play the role of pets in the song.
ACTIVITIES

Ways to Show Kindness to Pets

Talk to the children about the types of pets they have at home. Pets may include dogs, cats, hamsters, birds, fish, rabbits, etc. During the summer, a child may have adopted an insect as a pet.

♥ Some children may pretend their stuffed animals are pets.
♥ Discuss ways to show kindness to a pet.

Utilizing chart paper or poster board, make a list of how children can be kind to pets and take care of their pets at home.

♥ Ask each child the following questions:
  ✰ If you had a pet, what kind of a pet would you have?
  ✰ What would you name your pet?

Developmental Skills

✰ Building self-esteem
✰ Family member application
✰ Music
✰ Expresses self with words and sentences
✰ Self-Regulation

Supplies:

✰ Black Marker
✰ Chart Paper/Poster Board
✰ Pens/Pencils

From Appendix #17

✰ Music: The Pig and Pony
✰ Pet Care coupons
“Pet Care Coupon” Take Home Project

Note: Do this project on a day when the children will be back in school the next day.

♥ Play and sing the song, The Pig and Pony by Dr. Thomas Moore — Appendix 17.

♥ Help each child pick one activity he or she can do at home to help take care of a pet. If the child does not have a pet at home, perhaps he or she can help a neighbor or other family member care for their pet.

Print on the Pet Care coupon what the child decides to do to show kindness to a pet. If there is not a pet available, let the child tell you what he/she would do for a pretend pet.

♥ After the children print their name, ask them to take their Pet Care Coupon home and talk to their parent(s) about how they would like to help take care of their pet or the pet of a relative or friend.

Spin-Off Activities
How I Cared for My Pet

♥ In circle or group time the next morning, give each child an opportunity to tell about his/her experience of helping take care of a pet.

♥ Ask children to tell what other family members had to say about their activity.
Lesson 18
We Depend on Earth

Learn About Earth

ACTIVITIES

Learn About Earth

♥ Introduce the concept of “representation” by holding up a doll and asking “Is this a real person?” “No, but it represents a person.” “Is this a real eye? Can it really see?” “No, but it represents an eye.” And so forth.

♥ Take a globe, or make a ball look like Earth. Then, ask the children what the ball represents.

♥ Use the globe to show the children where land is, where water is, and where they live. Point to some other countries where their parents or grandparents may have come from.

♥ Talk to the children about Earth being our friend and how our friends help us and we help our friends.

♥ Earth is where we live and it provides us with everything we need. Ask what else Earth provides for us (food, water, medicines, building materials for our houses and cars, fuel, etc.).

♥ Find different objects in your classroom that are made out of wood, stone, metal, glass. Ask the children what the object is made out of. Then, ask them where the material comes from.

♥ Throughout the day, you can remind the children the things being used and enjoyed come from Earth.

Concepts:
♥ Awareness that everything we need comes from Earth.
♥ Learning about everyone’s responsibility to take care of Earth.
♥ Vocabulary word: represent

Developmental Skills
♥ Gross motor
♥ Science
♥ Music
♥ New vocabulary word
♥ Understand and follow directions

Supplies:
♥ Moozie Puppet

From Appendix #18
♥ Music: Dream For Children

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Dream for All Children Song

♥ Play the song, Dream for Children.
♥ Have the children sing the song.

Discuss how we can keep Earth clean for other children and adults.

Spin-Off Activities

Fun with Clay
Provide each child with clay. Even more meaning could be embedded in this activity if you have local clay the children could collect on a field trip.

♥ Allow children to form their own objects.
♥ Dry in sun.
♥ If you have the resources available, have children paint their clay objects with glaze and fire them in a kiln.

Teacher Notes
Lesson 19
Be Kind to Earth

Earth is My Friend

ACTIVITIES

Be Kind to Earth

♥ Use the Earth Ball to play catch. Let Moozie participate.

♥ Ask children how they can be kind to (help) Earth. Acknowledge all their ideas.

♥ Earth needs our help to stay clean and not be wasted so we can enjoy it and be healthy.

♥ Ask if the children know what 'waste' (too much, more than they need) means.

♥ See if they can give examples of waste: Running the water while you are brushing your teeth; leaving the lights on when no one is in the room or instead of opening the shades; taking more food than you can eat. When we use more than we need, some other children may not get enough of what they need. Let children tell what they and other people waste.

♥ Discuss concepts of litter and pollution. Examples of pollution: washing or urinating in water that someone else drinks or uses for cooking, swimming, or bathing. Examples of littering: leaving garbage on the ground, floor, or in cars. Let children tell about examples of litter and pollution.

♥ We show responsibility (do our part, be a helper to Earth) by not wasting, littering, or polluting. When we are responsible, it makes Moozie Mooooo.

♥ Ask: “What can we do in our class to be responsible and not waste?” Follow through.

Concepts:
♥ Awareness that everything we need comes from Earth.
♥ Learning about everyone’s responsibility to take care of Earth.
♥ New vocabulary words: responsibility, litter, waste, pollution

Developmental Skills
* Building self-esteem
* Cooperation with others
* Gross motor
* Science
* Recognition of words
* New vocabulary words
* Understand and follow directions
* Music

Supplies:
* Moozie Puppet
From Appendix #19
* Music: The Road to Responsibility
“Follow Me to Responsibility” Song 🎵

Have the children stand in a circle. Place the Earth Ball in the center of the circle — take a ball and call it Earth.

❤️ While playing *The Road to Responsibility*, have the children march in a circle around the Earth Ball; follow the actions of the song; at the end, children hold hands and raise them in unison.

❤️ Replay the song having the children sing while following the actions of the song.

❤️ Let children take turns holding the Earth Ball in the middle of the circle.

**Spin-Off Activities**

**Eliminating Waste Contest**

❤️ During lunch and snacks, have the children decide the amount of food they wish to eat.

❤️ At the end of lunch and snacks, collect leftover food in a relatively small clear container.

❤️ Measure the amount of leftovers by putting a line at the surface of the food interface with the container.

❤️ Show the wasted food to the children and ask them if they can do better tomorrow.

❤️ Collect and measure leftover, wasted food for the whole week comparing the amount day-to-day and encourage the children to carefully choose their amount to eat.

❤️ Provide a special activity or treat at the end of the week to reward the children for their efforts.
Litter-Free Fingerplay

Place the Moozie Puppet in a location where all the children can see her. Teach the children the following fingerplay:

**A litterbug, I’ll never be,**
(Children pretend they are throwing something on the ground.)

**Because it hurts our Earth, said me!**
(Cross your arms on your chest as if you are hurt, then point to yourself.)

**Just like Moozie, I’ll be litter-free.**
(Point toward Moozie and then yourself.)

Teacher Notes
Lesson 20
Community Cooperation

ACTIVITIES

(See *Note on Following Page)

Preparing the Classroom for Recycling

Set up two boxes in the classroom: one for recycling paper and one for plastic. Place recycle labels on the front of each box. Tape samples of recyclable paper to each box to further remind the children of what goes in each box. Count the number of items that can be recycled.

Value of Recycling

Introduce two new words to the children: recycle (to use again) and volunteer (a person who helps others but doesn’t get paid).

♥ Explain the value of recycling to children: when we can use something more than one time, we are volunteers who are being kind to Earth.

♥ Using the Moozie Puppet, point out the recycle symbols on the boxes and explain this means an item can be recycled.

♥ Have Moozie help point out and talk about things in the classroom that can be saved to put in the recycle boxes. Ask the children to count the items.

Concepts:

♥ Learn to be kind to Earth by recycling items that can be used again.

♥ Learn to be kind to Earth by not littering and volunteering.

♥ New vocabulary words: ‘recycle’ and ‘volunteer.’

Developmental Skills

★ Building self-esteem
★ Cooperation with others
★ Gross motor
★ Recognition of words
★ New vocabulary words
★ Understand and follow directions
★ Family Application

Supplies:

★ Large Boxes (2)
★ Moozie Puppet

From Appendix #20

★ Music: Paper Towel Tube
★ Recycle labels for boxes—both plastic and paper
Practice Recycling

As the children discard either paper or plastic, encourage them to put it in the appropriate recycle box. If you do not have plastic items in the classroom, bring something plastic from home to recycle.

♥ Each time an item is recycled, say, *Moozie says recycle!* The recycling office in your local county can give you information about what kinds of items you can recycle and where recyclables can be delivered for processing. In many counties, recycled items are sold and the money is given to schools.

Recycling at Home

♥ Talk with the children about how they can set up boxes or trash cans at home to collect paper, plastic, plastic bags, glass, and/or aluminum cans.

♥ Let the children who recycle at home tell about it.

*Note: It will take more time for three-year-olds to comprehend all the concepts involved in this collection. Break it down by introducing the recycle symbol and setting up the boxes in the classroom. Practice putting things in the boxes for several weeks (learn by doing). Later, you may want to use some of the other activities.*
Spin-Off Activities

Classroom Guest Speaker

Call the recycling office in your local community and ask for a person from the recycling office to come to the classroom and explain to the children how recycled items are used and how important it is that children volunteer to be kind to Earth.

Litter Field Trip

Take the children on a field trip in the school building, yard, or a local park. Have them collect litter.

♥ Put litter in the recycle containers or trash.

Recycling Litter into a Sculpture

Explain to the children that the class is going to create a sculpture, which is a 3-dimensional (not flat) work of art.

♥ Let the children know the sculpture will be made of recycled items. These will be items people have thrown away because they don’t want them anymore. But many of these items can be used again for other things.

Collect recyclables from home, the classroom, or the schoolyard or building.

♥ Lay the materials out on the table and let the children interact with the items to come up with ideas of how they can be put together to form a shape (building, animal, car, lamp, chair, tree, mountain). Use masking or cellophane tape, staples, or paper clips to attach items together.

♥ As you work with the items, encourage the children to identify the shape, color, and weight of each item.

Display in a prominent place to remind the children not to litter, but to recycle.
Paper Towel Tube Song

Collect paper towel tubes until you have enough for each child.

♥ Play and sing with actions the *Paper Towel Tube* song. *Appendix #20.*

♥ Discuss how the children are having fun using something that is now recycled.

Teacher Notes
Lesson 21
Earth Is Our Home

ACTIVITIES

My Home

♥ Ask the children where Moozie lives.
♥ Ask them where they live. Help them be creative by asking: “What city do you live in? What is the name of the street you live on? What is the number on your mailbox or house? How many rooms does your home have? What are the rooms used for (and what are they called)? Do you have a bedroom? What is in your bedroom that you like? Do you have a garage?”
♥ Give the children supplies to draw a picture of their homes.
♥ Let the children show and explain their drawing to the class.
♥ Begin a discussion of how we are kind to our homes and the homes of others. Ask for the children’s ideas of how we are kind to our homes and friend’s homes. (Moozie says: don’t bring dirt in homes, break things, mess them up, leave garbage, or take things that don’t belong to us.)

Homes of Animals, Insects, Fish, and Plants

Have a discussion of the homes of bugs, plants, trees, and animals. Use pictures of different plants, animals, fish, and insects and their homes/habitats.


Concepts:
♥ Respecting the homes and habitats of living things.

Developmental Skills
♥ Fine Motor
♥ Expressing with words/sentences
♥ Understanding and Following Directions
♥ Family Safety Application
♥ Listening
♥ Creative Expression

Supplies:
♥ Moozie Puppet
♥ Colored Crayons/Pencils and Paper
♥ Pictures of bugs, animals, birds, fish and their homes/habitats
♥ Explain: “When we go out to parks and forests, Moozie says to walk carefully. Moozie says we leave the flowers where they are, we don’t swat at or squash bugs, and we stay calm and move slowly around insects that sting. We watch wild animals and don’t chase them. Moozie says we put our wrappers in our pocket until we can find a garbage can.”

♥ Have children draw a picture of a creature or plant and its home.

Spin-Off Activities

Nature Bracelets
Wrap each child’s wrist with three layers of masking tape, sticky side up. Make it loose enough that the child can slide his/her hand through to get it off.

♥ Go on a nature hike and collect small pebbles, pinecones, seeds, shells, etc., and lay them on the bracelet to create designs.

♥ Caution: Have Moozie remind the children to leave growing flowers and plants in place. Remind them to respect insects by just observing. Look for creatures and where they live.

Bugs Help Us
♥ Have pictures of bugs and how they can help us: Honey and bee; Spiders that eat mosquitoes and flies; worms that fertilize and aerate the soil.

♥ Set up an ant or worm farm or butterfly cocoons in the classroom.
Plants Help Us

Have pictures or live examples of plants that grow in the wild.

♥ Talk about how they individually and collectively help us.

*Example: Plants produce oxygen and use carbon dioxide, which makes it easier to have clean air to breathe, and are used to make medicine like aspirin, the main ingredient which comes from Willow bark.*

♥ Plant and take care of a seed.

**Teacher Notes**
Lesson 22
Award Ceremony

Moozie’s Kindness Award Certificates

Preparing the Award Certificates

Giving each child a Moozie Kindness Award Certificate is an acknowledgement of his/her accomplishments in demonstrating kindness. You can turn this special occasion into a ceremony or just have a simple presentation.

On the certificate, you will need to fill in the name of the child and the date. Two lines are provided where you can sign the certificate and print the name of the school or have an additional person sign the certificate.

ACTIVITIES

Kindness Award Ceremony

If you have time and would like to have a ceremony, the children could sing some of the Moozie songs as a group.

The Moozie songs can be alternated with each child making and finishing this type of statement:

“Moozie is kind and I am kind like Moozie when I…”

Or

“I was kind like Moozie when I…”

Be creative to make the program special for the children. You might want to have the children help serve healthy refreshments.

♥ Moozie can award the certificate to each child at the end of the program.

♥ Letting a child have the opportunity to give the certificate to another child is another way for them to display kindness.

♥ If the parent(s) attends the ceremony or come to pick up his/her child, take a picture of the parent(s)/child with the certificate and post the pictures in the classroom.

Developmental Skills

• Accomplishments
• Family Application
• Feelings, Expression
• Music
• Self Confidence
• Cooperation

Supplies:
From Appendix #22

• Moozie Kindness Award Certificate

Concepts:

♥ Acknowledgement of child’s accomplishments in demonstrating kindness
ACTIVITIES

Preparing the Board

You may choose to use four pieces of poster board, a display board, or a section of your bulletin board. Divide the board into four sections. On each section, post a graphic sign naming one of the four groups of kindness cards:

- Be Kind to Yourself
- Be Kind to Others
- Be Kind to Animals
- Be Kind to Earth

Preparing to Decorate the Board

♥ Introduce the bulletin board at circle or group time.

♥ Read the four groups of kindness to the children and ask them to tell about ways of being kind.

♥ Discuss that being kind is being nice—doing things to help others, speaking kind words, following directions, obeying your parents and teachers, and using words (not hitting, shoving, or yelling) to solve problems.

“The Moo Song”

♥ Sing *The Moo Song* from Lesson 7.
Moozie says moo-o-o-o; how about you? (child says kind word)
Moozie says moo-o-o-o; how about you? (child says kind word)
Moozie says moo-o-o-o; how about you? (child says kind word)
Moozie says moo-o-o-o; how about you? (child says kind word)

Concepts:
- Becoming more aware of ways to be kind.

Developmental Skills
- Fine motor
- Music
- Science
- Creative expression and the arts
- Understand and follow directions
- Beginning writing

Supplies:
- Black Marker
- Colored Pencils/Crayons
- 4¼ x 5½” Multi-colored Paper (2/child)

*From Appendix #23*
- *Be Kind To*—corner graphics
- Moozie Poster
Picture of Kindness

Give each child a piece of multi-colored paper and crayons/markers.

♥ Explain to the children they will be drawing pictures which will be put on the bulletin board to represent ways they can be kind to themselves, others, animals, and Earth.

You may also want to make magazines available from which they can cut a picture showing someone being kind. Discuss what the person is doing and something similar the children can do.

♥ Place the completed drawings on the bulletin board under the appropriate kindness group.

Continue this activity on different days until you have enough pictures on the board.

Teacher Notes
Lesson 24
Moozie’s
Kindness
Garden

Bulletin Board

ACTIVITIES

Preparing the Bulletin Board or Display Board
Mount the Moozie poster in the middle of the bulletin/display board. Place the Moozie’s Kindness Garden strip below the Moozie poster on the bulletin board.
Cut clouds from white paper and place on the bulletin board above the Moozie poster.

Decorating the Bulletin Board
Give each child one 4 ½” x 6” piece of construction paper and pencil or crayons.

♥ Have the children draw a large flower so there will be space to print on the flower.
♥ Talk with the children about ways to be kind to themselves, others, animals, and Earth.
♥ Discuss ways to be kind and let them choose the Act of Kindness they want printed on their flower.
♥ Print each child’s Act of Kindness on his/her flower with the black marker.
♥ Assist each child as needed in cutting out the flower. After each child completes his/her flower, ask how it feels to be kind.
Use transparent or masking tape to attach the chenille stem to the back of the flower to form the flower stem.

Developmental Skills
• Building self-esteem
• Cooperation with others
• Fine motor
• Music
• Express self with words and sentences
• Understand and follow directions
• Beginning writing

Supplies:
Moozie Puppet
• Black Marker
• Chenille Stems
• Pencils/Crayons
• Tape
• White Paper
• 4 ½ x 6” Construction Paper

From Appendix #24
• Moozie Poster
• Moozie’s Kindness Garden strip
Planting the Flowers
Pin/tape each flower at the bottom of the bulletin board/display board to make a lovely kindness garden.

♥ After the children have become familiar with kindness words, ask the children to help think of kind words.

♥ Print their words on the white paper clouds previously placed above the Moozie poster on the bulletin/display board.

“H-E-A-R-T Song” 🎵
Call the children’s attention to the heart on Moozie. Teach the children the “H-E-A-R-T Song” below:

“H-E-A-R-T Song”
(Sung to the tune of B-I-N-G-O)
There is a shape, it stands for love,
And heart is its name-o
H-E-A-R-T
H-E-A-R-T
H-E-A-R-T
And heart is its name-o.

Teacher Notes
Dear Parent:

There’s a new addition to our already outstanding curriculum: Moozie the Cow™ was introduced to your child today. Moozie® is very special because she teaches children about kindness — focusing on being kind to self, others, animals, and Earth.

The Moozie activities will provide your child with learning opportunities, experiences, and projects that will extend over the course of several weeks. It will incorporate time for play, self-initiated learning, creative expression, music, small group, and large group activities.

Throughout Moozie’s activities, your child will be bringing several items home. Please take these opportunities to talk with your child about the day’s collection and what he/she learned about being kind.

The Moozie Teaches Kindness curriculum begins with a review of emotions and provides each child with the opportunity to recognize and name his/her own feelings, as well as the feelings of others. Your child will learn the skills needed to regulate emotions and behaviors. The lessons then incrementally enhance your child’s skills for entering into social groups, resolving conflicts, developing friendships, learning to help, and the pro-social behavior of being kind to others. Being kind in this context is: sharing, taking turns, helping others, and saying kind words.

Moozie will teach the children how they can contribute to the well being of pets and/or outdoor animals and birds during the “be kind to animals” activities. Moozie’s message and activities about being kind to Earth will help your child learn how people affect the environment in positive ways (recycling and conserving) and negative ways (littering and wasting).

This framework enhances your child’s development of cognitive skills, language, literacy, physical, social, emotional, and creative expression.

We know you will enjoy hearing about the Moozie activities from your child. Throughout the year, you can support the in-class learning by praising your child for kind behaviors or actions you observe at home.

Thank you for helping Moozie the Cow™ teach your child about kindness.

Sincerely,
Brain Gym® International

Brain Gym® activities reflect the relationship between movement and whole-brain learning. They are a series of simple and enjoyable movements that make all types of learning easier and especially effective with academic skills. Brain Gym® is a system for using movement activities to draw out hidden potential and make it readily available.

Some individuals try too hard and ‘switch off’ the brain integration mechanisms necessary for complete learning. Information is received by the back brain as an ‘impress’ but is inaccessible to the front brain as an ‘express’. This inability to express what is learned locks the student into a failure syndrome.

The solution is whole-brain learning, through movement patterning and through Brain Gym® activities that enable students to access those parts of the brain previously inaccessible to them. The changes in learning and behavior are often immediate and profound, as children discover how to receive information and express themselves simultaneously.

**Brain Buttons** lie directly over and stimulate the carotid arteries that supply freshly oxygenated blood to the brain. The brain, though one-fiftieth of the body weight, uses one-fifth of its oxygen. Placing a hand on the navel re-establishes the gravitational center of the body, balancing the stimulus to and from the semicircular canals, which are centers of equilibrium in the inner ear. Brain Buttons establish a kinesthetic base for visual skills, whereby the child’s ability to cross the body’s lateral midline is dramatically improved.


Barbara Reed Stitt, PhD is the author of a book called Food and Behavior. In 1963, Barbara went to work as a probation officer in Akron and very quickly discovered that most of the youthful offenders she dealt with were suffering from the ramifications of eating a junk food diet, and it was one of the causes of their criminal behavior. She began prescribing a diet much like the Wellness Forum’s diet, with a total ban on sugar, white flour, chemical additives, caffeine, and alcohol.

By 1973, her programs had become so successful that judges in the area were referring criminals to her for diet therapy with instructions to adopt and stick with her diet. On June 2, 1977, the Wall Street Journal featured a front-page article on her work. As a result of testifying before a legislative committee in Los Angeles County, California, all junk and processed foods were removed from the Los Angeles juvenile correctional facilities.

Barbara’s work was based on the premise that a malnourished central nervous system will inevitably lead to serious physical and behavioral problems, which medication and the usual intervention will not change.

**Common syndromes** Barbara discovered while working with her charges were:

- **Hypoglycemia.** These people were eating such high amounts of refined sugar and went for such long periods of time without eating that reactive hypoglycemia was common. In severe cases, this can lead to the brain cells literally being starved. As blood sugar drops, the cerebrum, the area of the brain responsible for thought, learning, and moral and social behavior, starts to shut down and the brain diverts its dwindling energy resources to the brain stem, which controls more primitive responses like the drive for food and sex, aggressive/defensive instincts, etc. Individuals in this state exhibit apprehension, trembling, sweating, vertigo, loss of coordination, irritability, and amnesia. These symptoms can be a prelude to complete blackouts — the person may appear to function normally, but have no recollection of what took place. Additionally, hypoglycemics can experience bizarre hallucinations and other sensory distortions.

- This can lead to **alcohol abuse**, another common denominator, because alcohol can lift blood sugar levels more quickly than any other substance. A research group determined in 1973 that 97% of all alcoholics are hypoglycemic, and this may be one driving factor for this chemical dependency. This is important since studies show that over half of all juveniles are arrested while under the influence of alcohol.

- MIT researchers have determined that individuals with **low blood levels of serotonin** may suffer from depression, insomnia, and unusually aggressive behavior. Diets that reduce meat consumption and increase vegetable and grain consumption tend to deliver more tryptophan to the brain than diets high in meat only. Complex carbohydrates are serotonin precursors as well.
• **Milk allergies** - milk consumption was very high among most offenders

• **No breakfast**

• **Lots of junk foods**

Barbara does not suggest that we ignore the fact that there is a social aspect of crime. She simply suggests that we would be prudent to look at treating the whole person when trying to get rid of criminal behavior.

**You can order this book at www.naturalpress.info or by calling (877) 628-8398.**
DEVELOPING CAPABLE YOUNG PEOPLE

This powerful training program developed by H. Stephen Glenn prepares adults who work with young people at developing the three perceptions and four skills which determine how effectively young people will deal with life. Young people who gain strength in these assets have character, resiliency, and other human intelligences considered essential for successful living. They meet life’s challenges of learning, creating, relationships, and taking responsibility for themselves.

The three perceptions and four skills are called The Significant Seven. They are as follows:

PERCEPTIONS OF CAPABILITIES
“I am capable of facing problems and challenges and gaining strength and wisdom through experience.”

PERCEPTIONS OF SIGNIFICANCE
“My life has meaning and purpose—who I am and what I have to offer is of value in the scheme of things.”

PERCEPTIONS OF INFLUENCE
“My actions and choices influence what happens.”

INTRAPERSONAL SKILLS
The tools to respond to feelings effectively—self-assessment, self-control, and self-discipline.

INTERPERSONAL SKILLS
The tools to communicate, cooperate, negotiate, share, empathize, resolve conflicts, and listen effectively when dealing with people.

SYSTEMIC SKILLS
The tools of responsibility, adaptability, and flexibility necessary to deal with the environmental family, social, legal, and other systems in which we live.

JUDGMENT SKILLS
The tools to set goals and/or make decisions, judgments, and choices based on moral and ethical principles, wisdom, and experience.

Research has shown, Developing Capable Young People “… is particularly well suited for applications from pre-K-6, which have been shown to be the critical and productive years for developing healthy self-esteem, emotional intelligence, responsibility, pro-social behaviors and identity.” (Hawkins and Catalano, et. al. and the Seattle Intervention Project).

See: http://www.capabilitiesinc.com
Recommended Children’s Books

Kind to Self


Kind to Others


*Berenstain Bears Golden Rule, The* /Mike Berenstain (2008) Random House


*D.W., Go to Your Room* by Marc Brown. (2000) Little, Brown for Young Readers.

I Like Your Buttons by Sarah Marwill Lamstein.
Children's Kindness Network © 2013
visit moozie.com

Appendix

Other Dog, The by Madeleine L’Engle & Christine Davenier. (2001)
New York: Seastar.
Tickle, Tickle by Darkari Hru. Roaring Book Press.
When Sophie Gets Angry-Really Really Angry by Molly Banz. (1999)
Blue Sky Press.

Kind to Animals

Children Make Terrible Pets by Peter Brown. Little, Brown & Company.
How to Heal a Broken Wing by Bob Graham. Candlewick.
My Pet by Dr. Alvin Granowsky. Cooper Beech Book.
Kind to Earth

All the World by Liz Garton Scanlon. Beach Lane Books/Simon & Schuster.