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Moozie's Preschool Kindness Curriculum

Edited By
Dr. Kathleen G. Burriss
and Dr. Sandra J. Stone

SECOND EDITION

Moozie's Preschool Kindness Curriculum



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network

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Children's Kindness Network (CKN) is a 501(c)3 nonprofit organization founded in 1998.

CKN's mission is to instill the values of kindness in young children through Moozie the cow in various learning environments and spread joy to children through Moozie.

CKN's vision is to shape a world where kindness prevails.

Contributors

This curriculum was developed in 2004 with the title *Moozie's Kindness Curriculum: Preschool* by an expert team of educators led by Dr. Judy Herr. This second version with the slightly modified title was revised in 2023 with extensive additions by Dr. Kathleen G. Burriss and Dr. Sandra J. Stone.

Kathleen G. Burriss, Professor Emeritus, Middle Tennessee State University, received her B.A. from SUNY College (Fredonia), her M.A. from SUNY College (Buffalo). After teaching kindergarten for 15 years, she earned her Ed.D. from Arizona State University and began teaching at Middle Tennessee State University.

In addition to serving as editor for the *Journal of Research in Childhood Education* (JRCE), she launched and served as founding editor for the *International Journal of the Whole Child* (IJWC). In contrast to traditional academic journals, IJWC provides readers with current research and practical application and does so in a myriad of innovative forms. After stepping down as editor she continues to review for IJWC, where she particularly enjoys supporting the efforts of new writers and international authors.

Dr. Burriss has published numerous and varied research articles and co-edited two books, *It's Elementary* (Crawford/Burriss, 2002, ACEI) and *Outdoor Learning and Play: Ages 8-12 Years* (Burriss/Folks-Boyd, 2005, ACEI). She also co-authored *Understanding Multiage Education* (Stone/Burriss, 2019, Routledge).

Traveling with students several times to Japan, she participated in the Japan-U.S. Teacher Education Consortium (JUSTEC) where her students were involved in home-stays, cultural events and discussions with Japanese university students. In alternate years, she and her American students hosted Japanese university faculty and students.

In addition to presenting numerous academic papers nationally and internationally (China, Russia, Lithuania, Czech Republic, and England) she has visited more than 20 countries in an effort to develop a global perspective. Her knowledge of children's play, outdoor playscapes, appropriate learning strategies and the multi-age environment extends from an initial interest in prosocial behavior. From these many years of writing, researching and teaching, she believes learning and understanding begin with a foundation of relationships. Most relevant to a Moozie connection, she believes relationships build upon a foundation of kindness, respect and regard for differences.

Dr. Sandra J. Stone is Professor Emeritus at Northern Arizona University. Her areas of expertise include children's play, early literacy, and multiage education. She founded the *National Multiage Institute* and has worked extensively with multiage schools throughout the world, in order to contribute to the success and well-being of every child. She was selected by the US Department of Defense Dependent Schools (DoDDS) to support teachers in multiage education in Europe and Asia, working with them for almost ten years. She was invited by the Minister of Education to transform all schools in the Netherlands Antilles to multiage education.

Dr. Stone has also served as editor for the *Journal of Research in Childhood Education* (JRCE) and is a current reviewer for JRCE and a reviewer for *International Journal of the Whole Child* (IJWC) and *Early Childhood Education Journal* (ECEJ). Dr. Stone is the author of *Playing: A Kid's Curriculum*, *Creating the Multiage Classroom*, and co-author of *Understanding Multiage Education* (Stone/Burriss, 2019, Routledge). Dr. Stone consults nationally and internationally.

Introduction

Moozie's Preschool Kindness Curriculum was developed to promote pro-social behavior in children ages three through five years. Prosocial behaviors are those actions taken on behalf of others without reward or acknowledgment for the self. For this reason, the Moozie Preschool Kindness Curriculum introduces and reaffirms children's kind words and actions without them receiving points, coupons, or individual acknowledgment or praise. In particular instances, when children are having difficulty following through on demonstrating kind words and actions, an adult privately coaches and supports the child.

This curriculum supports adults (teachers and parents) discovering immediate kindness learning events as well as determining long-range developmental goals toward instilling kindness in young children.

The primary goal of the curriculum is for children to develop respect for themselves, other people, animals, and the Earth. Adults, following the Moozie Preschool Kindness Curriculum, nurture children's aptitude and capacity for kind thinking, kind feeling, and kind action. Children become aware of the rationale to share, cooperate, and help.

Acknowledgements (from first edition)

The following individuals in the School of Education, University of Wisconsin-Stout, contributed to the development of this curriculum:

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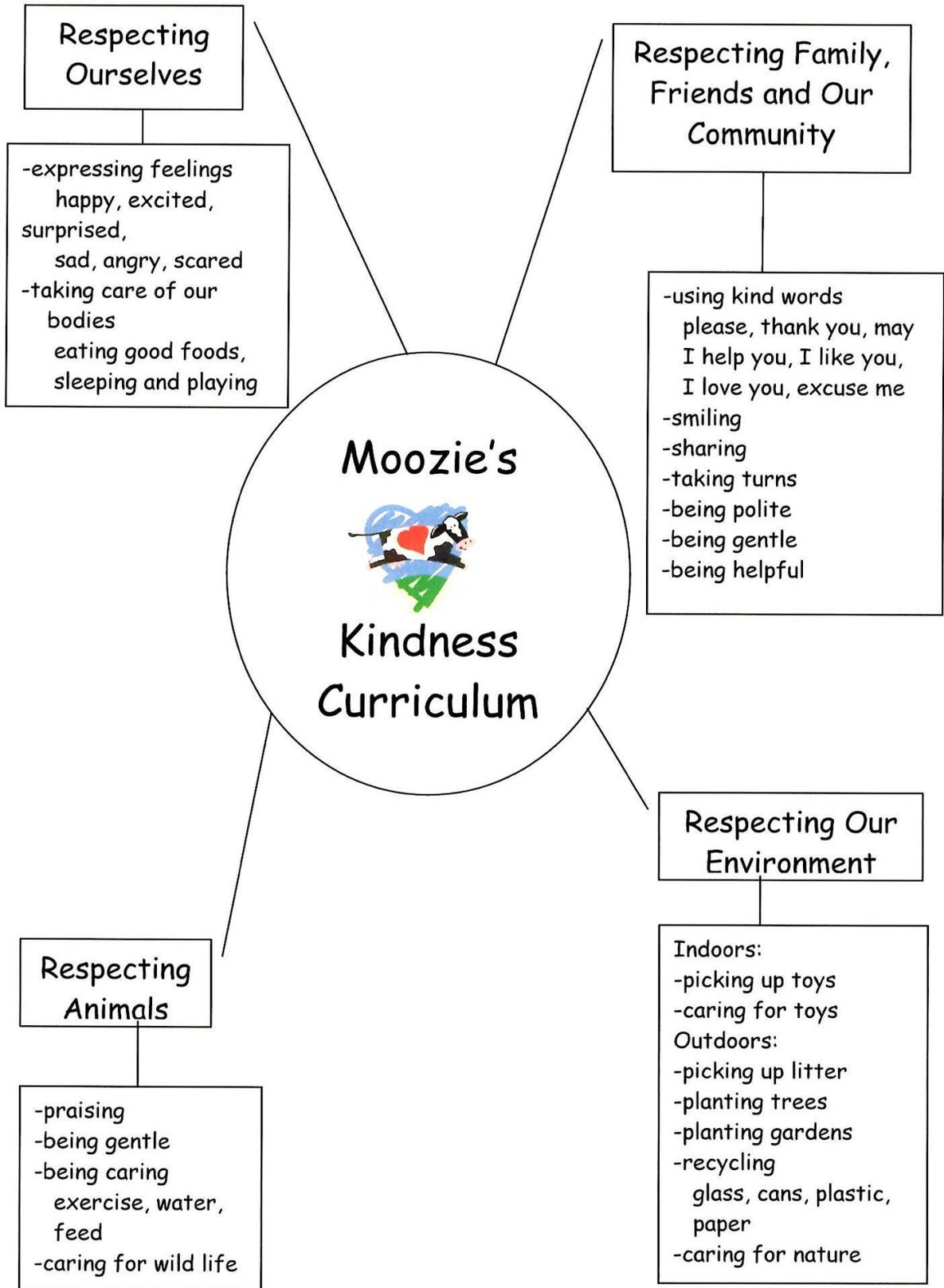
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Moozie's Preschool Kindness Curriculum Developmental Goals

The experiences provided by Moozie's Preschool Kindness Curriculum help young children to develop:

- a positive self-concept and a view of oneself as a worthwhile, competent human being
- an ability to perspective-take and acknowledge others' feelings may differ from their own
- an ability to acquire positive social interaction skills, including cooperation, collaboration, and communication
- an ability to generate problem solving strategies across different situations
- expanding language capacities in listening, speaking, and emerging reading and writing
- fine motor coordination
- a curiosity about the world and its diverse peoples
- skills to recognize one's own rights as well as the rights of others
- large motor coordination
- an interest in arts and crafts, books, cooking, play (functional, constructive, dramatic, games with rules), field trips, language arts (emergent reading and writing, listening and speaking), group experiences, large muscle games and play, small motor coordination, math, music, science, sensory exploration, social studies, health, and emerging drawing.

The Moozie Preschool Kindness Curriculum is designed with an understanding children are unique and require different projects, challenges, and choices. The Moozie Preschool Kindness Curriculum provides adults (teachers, parents, and caregivers) with a range and variety of learning experiences. The experiences were developed toward an understanding of kindness to self, others, animals and Earth. Some of the learning experiences target the whole group, while others are most effective as small groups, dyads, or enjoyed as individuals. Creating centers in the classroom or home ensure both children's choices and grouping flexibility.



Moozie's Preschool Kindness Curriculum Learning Environments

The Indoor Learning Environment

In being kind to ourselves, to others, to animals, and to Earth, we also want our children to thrive (cognitively, socially, emotionally, and physically) in the early learning environment of three-to-five-year-olds. The early childhood learning environment provides a place for whole group learning, spaces for small group learning, and choice-based learning centers for children to enjoy and explore. Noted with each learning experience presented are suggested grouping options, as well as the kindness focus.

Whole group learning may include experiences such as an introduction to Moozie, singing songs together, or playing a group game. Small group experiences may include the teacher or parent working with a few children to make kindness bracelets or Moozie's ice cream. Choice-based centers are available for children to explore, create, invent, paint, and, most importantly, play.

Importance of play.

Play is critically important for young children and their whole-child development. *Cognitively*, when children are actively involved in play, they internalize their discoveries, create, invent, and also problem-solve as they play through problems to find solutions. Through play, young children also begin the process of *abstract thought*. For example, children learn that as they play, a yellow block "stands for" butter at the home center, playdough "stands for" pizza at the art center, a painting of a cat "stands for" their pet at home, Legos "stand for" robots at the construction center, or a box "stands for" a boat as children dramatize *Where the Wilds Things Are* (Sendak) at the drama center.

Children are not born with abstract thought, but through play, young children begin the process of using an object to "stand for" something else. Eventually, this leads children to use drawings to "stand for things" in world, then letters to "stand for" sounds and then words, and finally words to "stand for" ideas. Young children are on the cognitive journey of emerging literacy to eventually becoming readers and writers. Cognitive understanding through literacy supports children learning about our Earth and its animals and how we can be *kind to animals* and *kind to Earth*.

Socially, play encourages children to engage with one another. Through play, children begin to "decenter," which means to see another child's point of view. Children begin the process of seeing things from another person's perspective through social play. Social play is important as children begin to decenter and learn to be *kind to others*. The social interaction through play helps children learn to negotiate, resolve conflicts, take turns, be patient, cooperate, and share.

Emotionally, children, through play, are learning to express their thoughts and feelings. Playing with others helps a child feel comfortable and in control of his or her feelings, leading the child to be *kind to self*. Play also supports each child's sense of well-being and developing self-confidence.

Physically, play is the primary way that children develop both fine and gross motor skills.

Play gives children opportunities to test out their balancing systems, and to jump, swing, run, judge distances, as they test out their bodies. Doing so through play, children

develop physical confidence, becoming self-assured which is a *kindness to self*.

The Outdoor Learning Environment

In progressing through the Moozie Preschool Kindness Curriculum for preschool, consider the outdoors as a natural extension of indoor learning. Going outdoors is not a reward for inside work well done; Playing outdoors provides opportunities for children to engage in physical play as well as cognitive, social, and emotional play.

Extending indoor learning. If a concept is introduced indoors, the outdoor environment provides additional enriched learning. For example, traditional learning centers (math, library, science, craft/art) can be easily and temporarily moved to the outdoor environment for extended learning opportunities. Creating a large mural by squirting paint from small dish detergent bottles, exploring owl droppings, or providing a variety of chalk talk experiences illustrate the potential of the outdoors as an extension of the indoor learning.

Children also enjoy outdoor dramatic play such as an outdoor kitchen area, a place to pretend to be on an outdoor camping trip (i.e., tent, pretend fire), an outdoor stage area to play out stories, and garden areas for children to play with toy animals including dinosaurs. Taking the children outdoors to read a story, parade with instruments, or to sit and listen to the sounds of their environment is a worthy endeavor.

The outdoor learning environment may also introduce a topic that requires follow-up in the indoor science, language arts, or craft centers.

Exploring nature. Appreciating and interacting with nature become an expected part of the daily schedule for exploring nature. As a beginning experience, provide children time to merely sit and listen to the particular sounds of their outdoor environment. Is there a bird singing? Are dogs barking? Is a squirrel making noise as he climbs a tree? Is the wind rustling the leaves on the ground? Going outside is not only restricted to sunny days. If it is raining or snowing, children may find unexpected nature finds such as animal or bird tracks in the snow or mud, leaves floating in water puddles, or a new stream of water making its way across the play area. Before children can show kindness and respect for animals and the Earth, it is important they become aware of their particular outdoor areas.

A reflective space refers to a quiet area where children can sit quietly and listen to birds singing, frogs croaking or merely enjoy the quiet of nature (leaves rustling, squirrels jumping, or wind blowing). This time and space allow children to practice introspection, and in doing so, gain insight into their own feelings as well as develop an awareness of the environment. This is an initial step to allow children to connect themselves with animals and the Earth. Children can help create a bird house or feeder, plant vegetation that supports butterflies and lady bugs. Add wind chimes for children to listen to how the wind varies in movement. Kindness to animals and the Earth is not possible unless children first build a relationship with nature. Such a relationship emerges from children's lived experiences; children cannot come to know and appreciate nature from mere words.

Referring to a reflective space, developmentally some children are not yet ready to actively participate in certain play. This is why a space designated for children to sit and observe other children at play respects the time they require to feel comfortable before joining in active play. In this way, a reflective space nurtures a child's emerging sense of self.

Exploring urban areas. Schools located in urban areas as well provide outdoor

learning experiences. If opportunities to explore nature are limited in a particular urban environment, the outdoor environment may highlight community helpers, transportation, and jobs. For example, urban community helpers support a healthy living environment (sanitation, street cleaners, food providers); Transportation helpers maintain required mobility through buses, taxis, and trucks, and among others, urban jobs provide a variety of choices including window washers, messengers, and hotel and apartment house employees. In all instances, an understanding of others interacting in a shared environment become integral to a child learning about their local community and begins an understanding of being kind to others in the community.

As children become aware of their surrounding urban areas, it is important they come to know who they share community within this living space. Ask the children: Do you hear buses, trucks, or venders? Overhead, do you hear planes or helicopters?

After exploring the outdoors and returning to the indoor environment, children's impressions can be transferred to an experience chart (literacy) and represented in a mural (art). A collection of leaves or rocks can be investigated at a science center.

Gross Motor Development. Children – especially young children – require large motor movement for bone and muscle development. There is no place better suited for children to run, skip, and jump than outdoors.

Provide large areas for children to enjoy the spaces for active, physical play such as playing tag, ball games, jumping rope, chasing bubbles, and running and tossing games. Provide places and equipment for children to climb steps, slide, crawl through tunnels, walk over bridges, and balance their bodies on balance beams as children gain physical and perceptual skills.

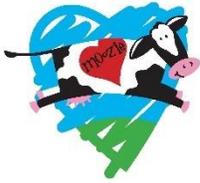
If the area allows, create a pathway for wheeled toys (tricycles, scooters, wagons). Add signage such as an arrow with the text *Turn Right*, or sign saying *Slow Down*, a symbol for *Children at Play*, and even a *Stop* sign. As children circle around the perimeter, an inner sand area or garden could be created.

A sand area offers the possibility for children to play with pails and shovels, create mounds or simply enjoy the feel of the sand between their fingers. A tarp can cover the sand area when children are not at play.

A garden can be either one constructed by the children with vegetables and herbs or a nature garden representing indigenous plants. Water play areas, such as a small stream, become important places for examining nature.

If possible, provide a shed to store wheel toys, pails and shovels, jump ropes, balls, tables and chairs, collapsible tunnels, painting easels, and hoses. A shed affords ease in supporting a variety of outdoor play opportunities.

Note: Each of the following experiences for Moozie's Preschool Kindness Curriculum notes whether the experience is geared toward Kindness to Self, Others, Animals, or Earth. Also, suggestions on how to engage the children with each experience are offered: Whole Group, Small Group, or Choice-based Centers.



Moozie's Preschool Kindness Curriculum Goals

Through the experiences in this study of kindness, children learn how to generate and share kind thoughts, kind feelings, and kind actions by:

- Respecting and caring for themselves
- Respecting and caring for family, friends, and the community
- Respecting and caring for domestic animals, as well as animals in nature
- Respecting and caring for the indoor and outdoor environments



Moozie's Preschool Kindness Curriculum Conceptual Understandings

What Does it Mean to be Kind?

1. Kindness means being friendly, gracious, courteous, or helpful to ourselves, to others, to animals, and to our Earth.

Kind to Ourselves

Kindness is . . .

2. loving ourselves.
3. being healthy by sharing our feelings.
4. expressing feelings of happiness, excitement, and being surprised in healthy ways.
5. acknowledging negative feelings, such as sadness, anger, and being scared, in healthy ways.
6. caring for our bodies so they are healthy.
7. eating nutritious, healthy foods, sleeping restfully, and playing actively indoors and outdoors.

Kind to Others

Kindness is . . .

8. being thoughtful, compassionate, and considerate to family, friends and our community.
9. expressing kindness by smiling at others.
10. using kind words when talking with others.
11. using kind words such as *please, thank you, excuse me, I love you, and may I help you.*
12. sharing kindness through our actions.
13. showing kindness by sharing, taking turns, being gentle, and being helpful.

Kind to Animals

Kindness is . . .

14. respecting animals and treating them with consideration and gentleness.
15. giving domestic animals praise and care.
16. caring for domestic animals by providing them with food, water, and exercise.
17. respecting wildlife animals by protecting their lives and homes.

Kind to Earth

Kindness is . . .

18. appreciating and caring for nature on our Earth.
19. looking after our indoor and outdoor environments with care and concern.
20. picking up litter from the environment.
21. caring for our Earth by not polluting or wasting our Earth's resources.
22. recycling paper, cans, glass, and plastic to help sustain our Earth.
23. planting trees and gardens to replenish and nurture our Earth.

Moozie's Preschool Kindness Curriculum

Conceptual Understandings	Supporting Experiences
Kindness is . . .	
1. being friendly, gracious, courteous, or helpful to ourselves, to others, to animals, and to our Earth.	2,4,5,6,18,20,24,30,31,41,50,55,56,59,60,63,65,66,73,76,77,78,81,88,92,96,97,102,124,126,179,202,203
Kind to Ourselves	3,4,10,14,26,27,28,29,31,22,71,85,86,102,124,204,205
2. loving ourselves.	
3. being healthy by sharing our feelings.	6,10,14,15,18,21,24,41,48,49,50,55,60,65,68,74,75,77,82,86,94,98,102,103,104,107,126,129,200,204,208
4. expressing feelings of happiness, excitement, and being surprised in healthy ways.	10,17,18,37,48,49,60,94,103,129,200,204
5. acknowledging negative feelings, such as sadness, anger, and being scared, in healthy ways.	17,18,49,60,94,99,103,125,191,200
6. caring for our bodies so they are healthy.	1,11,22,26,27,28,29,31,32,34,35,37,56,82,101,106,130
7. eating nutritious, healthy foods, sleeping restfully, and playing actively indoors and outdoors.	11,21,22,25,26,27,28,29,31,32,34,36,56,128,172
Kind to Others	2,4,5,15,20,24,41,46,50,56,60,63,65,66,74,77,83,92,96,100,126,129,177,195,198,199,202,203,207
8. being thoughtful, compassionate, and considerate to family, friends and our community.	5,27,41,48,49,62,94,107,191
9. expressing kindness by smiling at others.	20,55,63,65,66,76,97,126,208
10. using kind words when talking to others.	20,55,63,65,76,96,97,126,208
11. using kind words such as <i>please, thank you, excuse me, I love you, and may I help you.</i>	2,5,15,24,30,46,50,54,55,59,62,63,65,66,71,74,75,76,78,79,81,83,88,92,95,96,105,107,108,126,129,130,177
12. sharing kindness through our actions.	5,8,15,20,31,33,34,36,37,46,50,54,56,59,66,71,73,75,76,78,79,81,83,90,91,95,96,99,181,188,190,193,194,201
13. showing kindness by sharing, taking turns, being gentle, and being helpful.	19,20,33,40,44,46,47,59,84,88,93,109,159,187,207
Kind to Animals	19,40,44,46,47,59,60,84,88,93,109,159,187,207
14. respecting animals and treating them with consideration and gentleness.	19,33,40,44,46,47,59,60,72,84,88,109,159,187,207
15. giving domestic animals praise and care.	
16. caring for domestic animals by providing them with food, water, and exercise.	

17. respecting wildlife animals by protecting their lives and homes.	7,20,47,59,60,109,159,169,170,176,178
Kind to Earth	9,12,20,42,43,45,46,60,80,109,159,162,169,170,171,180
18. appreciating and caring for nature on our Earth.	
19. looking after our indoor and outdoor environments with care and concern.	9,12,16,20,38,42,43,45,46,59,68,109,167,169,171,172
20. picking up litter from the environment.	38,43,59,109,169,186
21. caring for our Earth by not polluting or wasting our Earth's resources	12,45,59,109,167,172
22. recycling paper, cans, glass, and plastic to help sustain our Earth.	13,16,38,43,59,109,174
23. planting trees and gardens to replenish and nurture our Earth.	20,59,89,93,94,95,109,179,194,209

Moozie's Preschool Kindness Curriculum Vocabulary

Kind – Kindness to self and others means caring for yourself, and being friendly and helpful to others.

Kindness to animals is being gentle (i. e., carefully picking up a kitten) and protecting wild animals and their homes.

Kindness to Earth is caring for our plants, gardens, and flowers and recycling and keeping our Earth clean.

Friend - A friend is someone you like and who likes you.

Love - Love means a warm, good feeling for someone or something.

Kind words - Please, thank you, excuse me are words other people like to hear.

Body - Your body is your whole person from head to toe.

People and animals have bodies. You can be kind to your body by eating nutritious food, drinking water, and staying active. For example, playing outdoors, running, skipping, jumping, riding bikes and swimming are ways to stay active and be kind to your muscles and bones.

Environment - The environment is made up of plants, animals, air, water, people and buildings.

Recycle - Recycling means to save to use again in another way.

Respect - Respect is showing kindness through words and actions.

Nature - Nature is everything not made by people. Nature includes trees, grass, plants, water, rocks, and dirt.

Arts and Crafts



1. Body Tracing

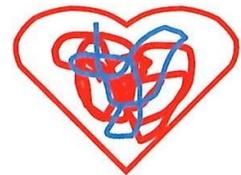
Have the children lie down on a large sheet of butcher paper and trace their bodies creating an outline. When finished, provide the child with materials to decorate and add details. Some suggestions for materials to use are fabric scraps, markers, buttons, multi cultural crayons, construction paper, yarn, etc. The children can identify body parts as they color their outlines. Hang the body tracings around the room with the caption: *We are all special. (Be kind to self) (whole or small group)*

2. Circle of Friends

Cut out a large circle from white paper. Have each child lace his/her hands in paint and then place them somewhere on the paper so that when finished the circle will have everyone's handprints on it. Write children's names near their handprints. Let dry. Place a photo of each child near his or her handprints. Use the center of the circle to write a title: *Circle of Friends*. Hang the completed project on the wall for the children, parents, and visitors to see. *(Be kind to others) (whole group or small group)*

3. Heart Fingerpainting

Cut hearts from large sheets of fingerpaint paper. Provide the shapes and fingerpaint to the children for them to paint. *(Be kind to self) (Be kind to others) (whole or small group) (choice-based center)*



4. Kindness Bracelets

Give each child a pipe cleaner and an assortment of colorful craft beads. Encourage children to place beads on chenille stems leaving enough room at the ends to twist together to form a bracelet. Provide enough materials so that each child can make two bracelets, one to keep and one to give away as a gesture of kindness to a friend. *(Be kind to others) (small group) (choice-based center)*

5. Kindness Collage

Provide the children with pictures cut out of magazines or clip art that show people being kind. Construct either individual collages or a group collage by gluing the pictures on a large sheet of paper in random order. Display the collage(s) on the wall or bulletin board in a prominent place to promote discussion. Create a title: *Acts of Kindness. (Be kind to others) (small group)*

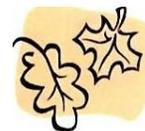
6. Kindness Quilt

Have each child draw a picture of something that he or she think represents being

kind (giving someone a hug, sharing toys, walking a pet). Put them together in a display on the wall in the shape of a quilt. Label the display *Kindness Quilt*. Talk about how being kind or having someone being kind to you gives the warm feeling of being wrapped in a quilt. This experience may be more suitable for older children. *(Be kind to others) (small group) (choice-based center)*

7. Leaf Rubbing

While taking a walk or exploring an outdoor area, encourage the children to gather leaves of different varieties. Use the leaves to make rubbings by placing them under paper and coloring with the straight edge of chalk or crayon. This activity could be extended by creating a bulletin board or wall display entitled: *Our Leaf Rubbings*. Provide children with information describing the purpose of leaves. *(Be kind to Earth) (whole group) (small group) (choice-based center)*



8. Moozie's Spots

Cut out the shape of a cow and spots. Children can use glue sticks to add spots to Moozie. Older children can do the cutting and possibly the tracing. *(Be kind to animals) (small group) (choice-based center)*

9. 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: Remind children that plants and flowers should not be picked. *(Be kind to Earth) (whole group) (small group)*

10. Painting to Music

Explain painting to music and talk about how music makes us feel. Give the children large sheets of paper, paints and brushes

To add interest, vary the type of music from classical to jazz.

Listening to and responding to music is enjoyable and a kindness to self. *(Be kind to self) (whole group) (small group)*



11. Paper Plate Meals

Cut pictures of healthy foods from magazines. Provide the children with paper plates, glue sticks, crayons and markers to create a paper plate meal.

Share with the children how eating healthy foods is being kind to ourselves.

(Be kind to self) (small group)

12. Plant a Kindness Garden

Have the children draw and cut out flowers in a variety of colors. Have each child share a kindness act that can be written on their flower (follow directions, share your toys, help clean up, be gentle to our friends, use kind words, etc.). Tape or glue the flowers to a popsicle stick and insert into a large piece of green Styrofoam, creating a Kindness Garden. Extend this experience at group time by picking the flowers to remind the children of their actions or to discuss the concepts with a child or the entire class. *(Be kind to others) (whole group) (small group)*

13. Recycling Sculptures

Have the children create a sculpture using recycled items. Provide different sizes and shapes of paper, plastic containers or boxes that can be glued, stapled or taped together to form a creation of their own. Children will enjoy using their imaginations and creativity. For this experience, have children work in pairs. Share with the children how recycling, reusing materials for another purpose, is being kind to our Earth *(Be kind to Earth) (small group)*

14. Self Portraits

On a large sheet of construction paper, ask the children to draw a self-portrait. Label the portrait I AM SPECIAL. Ask each child to tell some things that make him or her special and write these comments next to his or her picture. If developmentally appropriate, encourage the children to print the labels for their own portraits. Share with the children how each person is special and unique and it is important to take care of ourselves and to be kind to others. *(Be kind to self) (Be kind to others) (small group)*

I am special.



15. Sharing Book

After reading *The Rainbow Fish* (see book section), lead a discussion on sharing. Children can share ways to help others. Make a Rainbow Fish book. Provide two fish shapes to be used as the front and back covers. Provide children with watercolors to paint the covers. When dry the children can glue shiny sequins on for scales. Insert blank pages between the covers for the children to draw pictures and/or write stories about being kind to others. *(Be kind to others) (small group)*



Bulletin Boards, Wall or Table Displays

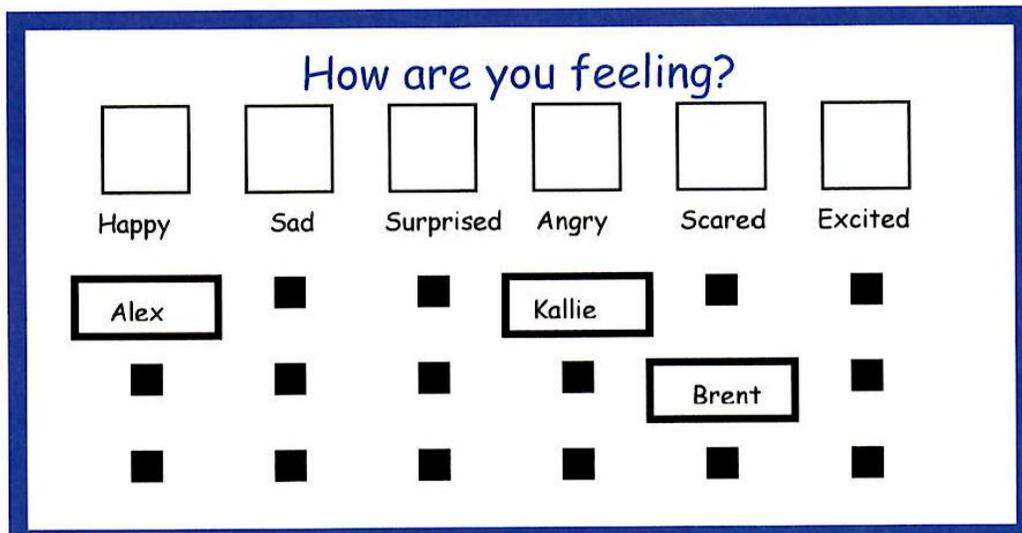
16. Be Kind to the Earth

Cover three sheets of construction paper, one with aluminum foil, one with newspaper, and one with a sheet of plastic. Label ALUMINUM, PAPER and PLASTIC on the correct piece of paper. Gather assorted recycled items such as cereal boxes, water or milk bottles, newspaper, cookie cutters, pie tins, etc. and attach loops for hanging. Encourage the children to sort the items under the proper category. This can be a center where children remove the items to recycle again and again. The focus is on being kind to Earth through recycling. After some time, use the recycled items for the *Recycle Sculpture*. (*Be kind to Earth*) (*choice-based-center*) (*See Teacher-Made Materials Section*).



17. Feelings Board

Have each child's name and photo on a card. Have the card laminated and affix a piece of Velcro to the back. Prepare different expressive faces such as happy, sad, surprised, angry, scared, and excited. Attach the faces to the top of bulletin board that is labeled "How Are You Feeling?" Put a number of pieces of Velcro under each face. Have the children attach their name card under the feeling that describes how they feel when they arrive at school and at various times of the day. This could be done as a group, or each child could move their name as it is appropriate to do so. This will assist the children in being able to put a word with how they are feeling. (*Be kind to self*) (*whole group*) (*small group*) (*choice-based center*)



18. How Does It Make You Feel?

Provide children with a pile of internet pictures or pictures cut from magazines showing various situations. The children can sort the pictures into boxes/envelopes depending on how they would feel – Happy or Sad - in that situation. (*Be kind to self*) (*small group*) (*choice-based center*) *See Teacher-Made Materials Section*.

19. What Does a Pet Need?

Make a shadow match game on the bulletin board, wall display or table display.

Using a digital camera, take a picture of several items that we use to keep pets happy and healthy. Some examples include dog food boxes, water dish, dog bed, dog toys, smiling child, and sidewalk or park for exercise. Cut them out so that only the item is showing and add a magnetic strip to the back. Cut an identical one out of black paper. Place the black shadow outline on the bulletin board and attach a magnetic strip to the center. In an envelope place the pictures of the items to be matched. Add a picture of a dog and a title. Children can talk about the different ways to care for and be kind to pets as they match the pictures to the shadows. This can also be a choice-based, matching card game center by putting the examples on cards for a matching game. *(Be kind to animals) (choice-based center)*



20. Moozie's Kindness Tree

Each day introduce a new word describing an act of kindness and add it to Moozie's tree as a leaf. Discuss with the children how they can show kindness to one another through words and actions. Possible words to discuss and add to the tree are: *be honest, be helpful, be caring, be polite, be gentle, be a friend, take turns, share...* *(Be kind to others) (whole group)*



Cooking

The following recipes relate to the Moozie Kindness theme. Each cooking/baking experience integrates learning for children in the areas of science, math, health, and hygiene. As much as possible, involve the children in the food preparation. In doing so, talk through the processes of washing hands, measuring ingredients, and the baking or shaking involved.

21. Berry Shake

- 10 fresh strawberries
- 2 cups cold milk
- 1½ tablespoons sugar or honey



Children can help wash strawberries. An adult will remove stems and slice the strawberries into small pieces. Pour the milk into a bowl. Add the strawberries and the sugar or honey. Beat with the eggbeater for 1 minute or use a blender. Pour the drink into glasses. *(Be kind to self) (small group)*

22. Cheese Tasting Party

Our friend Moozie gives us milk to make cheese. With the children, taste several different cheeses. Discuss similarities and differences in color, taste, and texture. *(Be kind to animals) (Be kind to self) (small group)*

23. Enjoying Snacks and/or Lunch

Rotate children's names so they can share responsibilities to prepare the snack or lunch. Set out the materials to prepare for the snack or lunch and for clean-up. Materials include placemats, plates, cups, napkins, knives, forks and spoons. Clean-up materials include trash cans, wet sponges or paper towels. Encourage children to set the table for snacks or lunch. As a part of lunch preparation, have one child stand at the sink to pass out paper towels as children wash their hands. Children can take turns with the clean-up process. *(Be kind to others) (whole group)*

24. Friendship Cookies

Provide round sugar cookies, frosting, and decorations. Encourage children to create a smiling face on their cookies. Make enough to eat and share with friends in another classroom, or with people who help them (custodian, secretary, and parents). *(Be kind to others) (whole group) (small group)*

25. Fruit Pudding

- | | |
|------------------------------------------------|-------------------------------|
| 1 10-ounce package frozen raspberries, thawed | ½ cup cold water |
| 1 10-ounce package frozen strawberries, thawed | 1 tablespoon lemon juice |
| ¼ cup cornstarch | 1 tablespoon slivered almonds |
| 3 tablespoons sugar | |

Puree fruits in blender. Mix sugar and cornstarch in saucepan. Gradually stir in water and puree. Heat to boiling, stirring constantly. Boil and stir for 1 minute. Remove from heat. Stir in lemon juice. Pour into dessert dishes or serving bowl. Cover and refrigerate for at least 2 hours. Sprinkle with almonds (be sure to check for nut allergies); serve with half and half, if desired. Makes 6 servings. Share with friends and/or family. *(Be kind to self) (Be kind to others) (small group)*

26. Fruit Salad

Have the children prepare their own fruit salad for snack using apples, oranges, bananas, strawberries, etc. Discuss how fruit is good for us and helps to create healthy bodies. *(Be kind to self) (whole group) (small group)*



27. Happy Face Sandwiches

Cover rice cakes with cheese spread. Add circle cereal shapes and raisins for eyes and nose. Licorice can be used for a mouth. *(Be kind to self) (whole group) (small group)*

28. Healthy Vegetable Soup

Have each child bring a vegetable that can be used to make soup (potatoes, celery, carrots). The children can participate in preparing the vegetables by washing, cutting, peeling, and chopping, as appropriate for the age. Add prepared vegetables to a pot of water seasoned with chicken or beef broth. Eat the soup together for a snack or lunchtime. Share with the children how they are being helpers in preparing the soup. Share with the children how it is important for our bodies to eat healthy food. This experience can be extended by creating an experience chart telling what everyone did to make the soup. *(Be kind to self) (Be kind to others) (whole group) (small group)*

29. Heart-Shaped Sandwiches

Place bread, cream cheese, or peanut butter, and heart-shaped cookie cutters at the cooking center. Put a couple heart shaped cookie cutters out. The children can cut their bread into a heart shape and spread it with a topping of their choice. *(Be kind to self) (small group) (choice-based center)*

30. Moozie's Butter

Fill baby food jars one-half full with whole cream. Encourage the children to observe the texture, color, and consistency. Add a dash of salt and screw the lid tightly on the jar. Children pass the jars around the circle taking turns to shake the jars until the cream thickens. Spread the butter on bread or crackers. *Caution:* You may use plastic baby food jars with the BPA label, or if glass jars are used, this experience will need to be closely supervised because of the breakable glass jars. *(Be kind to self) (whole group) (small group)*

31. Moozie's Ice Cream

Pour one-half cup of milk, one tablespoon of sugar, and a teaspoon of vanilla in a pint-size self-sealing plastic bag and seal tightly. Fill a one gallon size resealable bag with crushed ice and one half cup of salt. Place the bag with milk inside the gallon bag and seal. The children take turns shaking the bag. The ice cream should be ready in approximately five minutes. Share with the children how they are being kind helpers in making the ice cream. *(Be kind to others) (small group)*

32. Orange Buttermilk Smoothie

1 quart buttermilk 3 cups orange juice
1/2 teaspoon cinnamon
1/4 cup honey

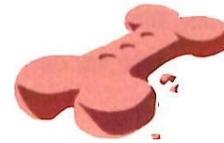


Blend in a blender until the mixture is smooth. Enjoy with friends and/or family. *(Be kind to self) (Be kind to others) (small group)*

33. Puppy Biscuits

The children can make their own dog biscuits to share with a furry friend.

2 1/2 cups whole wheat flour
1/2 cup powdered dry milk
1/2 teaspoon salt
1/2 teaspoon garlic powder



6 tablespoons margarine, shortening, or meat drippings

1 egg
1 teaspoon brown sugar
1/2 cup ice water

Combine flour, milk, salt, sugar, and garlic powder. Cut in the shortening. Mix in egg. Add enough water until mixture forms a ball. Pat the dough to a half-inch thickness on a lightly oiled cookie sheet. Cut with cutters and remove scraps.

Scraps can be reworked and cut again. Bake 25 to 30 minutes at 350 degrees. This recipe may be varied by adding pureed soup greens, protein powder, etc. *(Be kind to animals) (small group)*

34. Purple Cow Drink

Children participate in making their own beverage for a snack. Mix 1 quart milk, 1 quart grape juice, and 3 ice cubes in a blender for one minute. Pour into white styrofoam cups that have been decorated with black spots. *(Be kind to self) (small group)*

35. Smiling Apples

Core and cut apples into wedges. Spread peanut butter on one side of each apple slice. Place three to four mini-marshmallows, raisins, or peanuts on the peanut butter of one apple slice. Top with another apple slice, peanut butter side down. Enjoy with family and/or friends. *(Be kind to self) (Be kind to others) (small group)*

36. Surprise Instant Pudding

Gather a large, sealable container, instant pudding mix, milk (amount according to package directions), and measuring cup. Let the children help put the pudding and milk into the container. Pass the container around the group so all the children can shake it. While shaking the container, explain that cows give us milk and milk is good for us. The end result is delicious pudding to share. *(Be kind to self) (Be kind to animals) (small group)*

37. Trail Mix

Mix nutritious ingredients to create a trail mix. Raisins, cereal, pretzels, marshmallows, chocolate chips, sunflower seeds, dried fruits are possible ingredients. This mix can be used for snacks on a picnic or hike and shared with family and /or friends. *(Be kind to others) (small group)*



Field Trips and Resource People

38. Center Recycling

Show the children the process of recycling for your center. If possible, allow the children to assist in the recycling process. Label containers with the word and a picture to show what should be put in each container. (*Be kind to Earth*) (whole group)



39. Community Helpers: Thinking Beyond

In addition to typical community helper field trips, consider visiting an office, a bank, a grocery store, police and fire departments. Contact a parent long haul truck driver and ask if he or she could bring the 18 wheeler truck to school. The children will be amazed at the size of the wheels, the section where the driver sleeps and the cab with the many devices. Ask for a policeman to bring his police car to school so the children can look inside. (*Be kind to others*) (whole group)

40. Farm Visit

Take an opportunity to learn more about farm animals and how to care for them. The farmer will share facts while viewing the animals in their homes. While on the trip take pictures. To reflect on the experience when you return to the classroom, write a class book, make a poster, or create a bulletin board or table display. (*Be kind to animals*) (whole group)

41. Nursing Home Visit

Take a field trip to a nearby nursing home. Bring cards and pictures to share with the residents. While there, show you care by asking the residents what songs they remember from childhood and sing those songs for them. (*Be kind to others*) (whole group)



42. Park

Take a walk to a nearby park. Point out and talk about what you see. Different seasons will bring different observations. While at the park, read a seasonal nature book. To extend this experience, you could write a book with the children containing observations, photographs, and pictures of nature. If available, a video could record the children's interactions with nature. This video could be shared with parents. Take a trip each season and compare observations made on each trip, so that children will develop an understanding of seasons and the importance of being kind to nature and our Earth. (*Be kind to Earth*) (whole group)

43. Pick-Up Day

After a discussion on litter and recycling, each child is given a pair of plastic gloves. Provide two bags, one for garbage and one for recyclable items. Take a walk around the outdoor play area picking up litter. Afterwards dispose of the trash properly and take the recyclables to a recycling center. *(Be kind to Earth) (whole group)*



28. Veterinarian Visit

Invite a veterinarian to your center to talk about the care of animals. Encourage the veterinarian to bring in instruments to show and explain their purposes to the children. *(Be kind to animals) (whole group)*

29. Visit a Plant Nursery

Visit a plant nursery or garden center. Ask the workers to explain how they care for the trees, shrubs, and flowers. Talk about the different parts of the plants (roots, stems, leaves, flowers, seeds, branches, etc.). *(Be kind to Earth) (whole group)*

Language Arts

Emergent Reading and Writing, Listening, and Speaking



Emergent Reading, Listening, and Speaking



30. Are You a Helper?

Read *Moozie's Kind Adventure* (see book section). Discuss how Moozie helped the ducks and how actions show kindness. Make a list of ways people can help others. Write them across the top of a piece of paper making columns. Ask children to graph their favorite way to help others by placing their name in that column. (*Be kind to others*) (whole group)

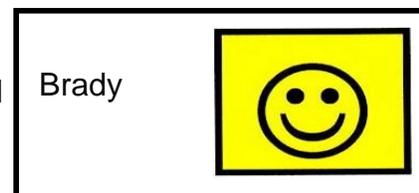
Set table	Feed dog	Water plants	Read book to sister
Mai	Paige	Jose	

31. Caring for Animals

Read *Mrs. Wishy Washy* (see book section). She tries to care for the farm animals by washing them in a tub. The animals love the mud and continue to get messy! The text is repetitive and very suitable for re-telling by the children. Supply a tub, bar of soap, washcloths, and plastic farm animals to use as props. (*Be kind to animals*) (small group) (choice-based center)

32. Face-Name Match

Take individual photos of the children. Write each child's name on a card leaving a space large enough to insert a photo. Make two piles - one of names, one of photos. Children match the name to the appropriate photo of their classmates. Make this experience self-correcting by also printing the child's name on the back of the photo. Children have fun being kind to one another as they help each other find the names and photos that match. (*Be kind to others*) (small group) (choice-based center)



33. Feelings Experience

Read a book (see book section) that talks about different feelings. Afterwards, make a language chart. Provide each child with an opportunity to tell how he/she is feeling today and what caused these feelings. Write the responses on the paper. For example, Kayla - I'm happy because my cat had kittens yesterday. Cole - I'm sad. I fell down and my knee hurts. *(Be kind to self) (whole group) (small group)*

34. Moozie's Kindness Box

Create a kindness prop box with items such as a ball (to share), a blanket (to comfort a baby), a plastic flower (to water), and a plastic cow (to feed). Children randomly draw items from the Moozie Kindness Box and describe how they could use the item to provide some act of kindness. Provide each child the



opportunity to select an item and connect it to an act of kindness. Three or four children can share each day across several days. By extending this conversation over several days, the experience remains interesting and renewing for the children. Initially, props are obvious and children build confidence. Additional items motivating acts of kindness may include a dog water bowl, or a rattle or toy for a baby. As a challenge, props become less explicit. This supports children to problem solve and consider different possibilities. Examples might include one shoe, a washcloth, and a picture of a television. *(Be kind to others) (whole group) See Teacher-Made Materials Section.*

35. Mrs. Wishy Washy

Read *Mrs. Wishy Washy* (see book section). She tries to care for the farm animals by washing them in a tub. The animals love the mud and continue to get messy! The text is repetitive and suitable for children's re-telling. Prepare the dramatic play center with a washtub, liquid or bar of soap, washcloths and plastic farm animals to use as props. *(Be kind to animals) (whole group) (choice-based center)*

36. My Special Friend

In a whole or small group conversation, ask the following questions: If a friend cannot hear your kind words, what other ways could you express kindness? What if a friend cannot see? What ways could you express kindness? What if a friend cannot walk and uses a wheelchair. What ways could you show kindness? *(Be kind to others) (whole group) (small group)*

37. Rainbow Fish

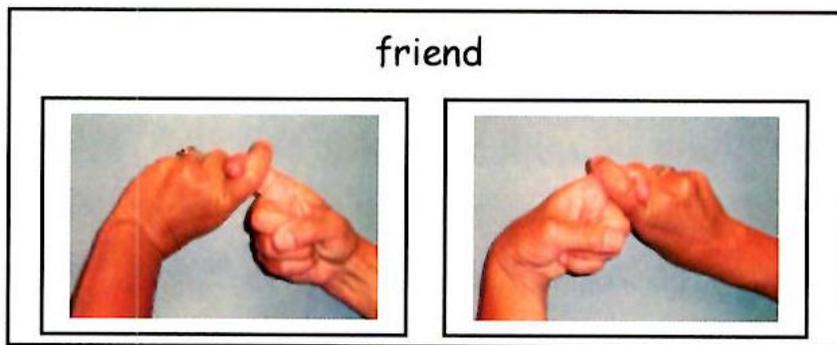
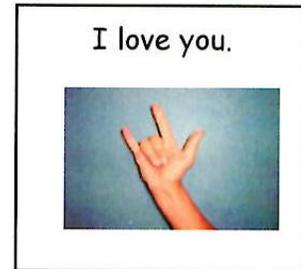
Read *Rainbow Fish* (see book section). Then lead a discussion on sharing. Children share ways to help others. As individuals, make a Rainbow Fish book. Provide two fish shapes to be used as the front and back covers. Provide children with watercolors to paint the covers. When dry, the children can glue shiny sequins on for scales. Insert blank pages between the covers for the children to draw pictures and/or write kindness stories. *(Be kind to others) (small group)*

38. Sharing Experience

Bring a bag of stickers to the group. Tell the children that you are going to give the bag to someone in the circle. After the teacher has given the bag to one of the children, she explains the rules: the child can keep everything in the bag for himself or share some. When finished, discuss decision making and how it affected everyone's feelings. To close this activity, ensure that everyone receives a sticker. *(Be kind to others) (whole group)*

39. Sign Language

Show the children hand signs. Together you can practice communicating by singing a song or telling a story that contains the signed phrases. *(Be kind to others) (whole group)*



40. Stone Soup

Read the book *Stone Soup* (see book section) to the children. Discuss the idea of working together and helping each other. Follow up with a cooking experience by making Healthy Vegetable Soup (refer to cooking section). *(Be kind to self) (Be kind to others) (whole group) (small group)*

41. The Doorbell Rang

Read *The Doorbell Rang* (see book section). Encourage the children to act out the story, dividing and sharing their cookies. *(Be kind to others) (whole group)*

42. The Land of Many Colors

Read *The Land of Many Colors* (see book section). Act out the story using dolls of the three colors. Discuss how each child felt when everyone shared and worked together. *(Be kind to others) (whole group)*

43. Story Starter Bag

The teacher collects pictures of situations—people, animals or nature—that show where acts of kindness could be demonstrated. Examples include a kitten in a tree, a littered park, a child falling off a bike. Place the pictures in a bag and allow children one at a time to pick a picture and describe how they feel and/or how they could show kindness. Extend this experience across several days if you are offering this experience with the whole group of children. On the first day, invite three or four children to pick out a picture and share their created kindness story. Then, continue this experience until all children have had a turn to generate a story. *(Be kind to others) (whole group) (small group). See Teacher-Made Materials Section.*

44. What Would You Do?

An adult tells the beginning of a situational story, followed by a question. Encourage the

children to respond. Invite several children to respond and then continue this experience the following day so children who wish to respond have an opportunity. Examples include:

Kenny is using the color of crayon that you would like to use. What can you do?

You see some litter in the park. What would you do?

You feel really angry. How can you let people know this in a positive, responsible way?

Your dog needs to get exercise. How can you help?

You want to go outside, but it is raining? What can you do?

Your sister will not share her new toy. What will you do?

A new boy moved into the neighborhood. What can you do to show kindness?

You are visiting your neighbor's house to play and he is not sharing his toys? What can you say?

(Be kind to others) (whole group) (small group)

Emergent Writing



45. Alphabet Fun

Children can have fun with the alphabet by playing with alphabet puzzles, drawing the alphabet letters in damp sand trays, and making letters out of playdough. Children can match beginning letters to names of friends and/or animals (S-Samuel, J-Jennifer, D-Dog, C-Cat, etc.). *(Be kind to self) (Be kind to others) (Be kind to animals) (choice-based center)*

46. Coupon Gifts

Prepare multiple coupons allowing space for the children to write or to draw. The children create coupons to give as gifts, naming something they will kindly do for family or friends. Children may draw or write: a hug, a smile, picking up toys, setting the table, feed a pet, or other gestures of kindness. *(Be kind to others) (Be kind to animals) (small group) (choice-based center)*

Kindness Coupon
Good for one hug 😊
Love, Jake

47. Create Cards

Provide supplies such as paper, envelopes, stickers and markers for the children to make cards to send to a neighbor, relative or friend. The cards could be all occasion: Get Well, Thank You, Congratulations and Happy Birthday. *(Be kind to others) (small group) choice-based center)*



48. Five Senses Book

After experiences with the sensory table, children can create a book with drawings or picture cut-outs describing their favorite things to see, hear, touch, taste, and smell. *(Be kind to self) (small group) (choice-based center)*

49. I Love You Hearts

Keep a supply of precut hearts in the writing center for the children to use. Display a chart containing words the children can use for a reference. If developmentally appropriate, let them copy I LOVE YOU or I LIKE YOU onto the heart shapes. They can give them to their friends, family, and teachers remembering that sharing is an important part of love. *(Be kind to others) (choice-based center)*

50. Kindness Stories

Have the children dictate or write a kindness story using stamps, pictures or clip art. *(Be kind to others) (choice-based center)*

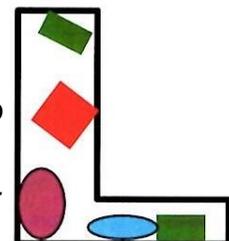


51. Kindness Words

Have the children think of kind or polite words. Write the words for the children so they can copy them onto strips of paper. Once finished, these strips can be placed on the Kindness Word Wall. Assist the children in reading words on the kindness wall. *(Be kind to others) (whole group) (small group) (choice-based center) See Teacher-Made Materials Section.*

52. L-O-V-E Collage

Cut out the letters LOVE each from a large sheet of tagboard. Provide magazines, internet pictures, scissors and glue sticks for the children to cut out pictures and glue them onto the individual letters. Display the letters on the classroom wall. *(Be kind to others) (small group) (choice-based center)*



53. Poetry Creations

For children who are beginning to write, use the following simple poetry formats for them to create their own poems. Create a poetry book of children's poems.

	Format #1 Example	Format #2 Example
Title	Fruit and Vegetables	Talk
Question	What is orange?	Cows moo.
Answer	A pumpkin is orange	Chicks peep.
Question	What is yellow?	Birds chirp.
Answer	A banana is yellow.	Dogs bark.
Question	What is green?	I talk.
Answer	An avocado is green	

(Be kind to self) (Be kind to animals) (Be kind to Earth) (choice-based center)

54. Story Starters

Place different pictures at the writing center for children to use as story starters. Check the internet for "story starters for young children" for ideas. Children can choose from the pictures to draw or write their stories. Place several laminated alphabet charts at the center for the children to use as appropriate. Have materials available for children to create their own books. *(Be kind to others) (Be kind to animals) (Be kind to Earth) (choice-based center)*

Large Muscle



55. Double Balance Beam Walk

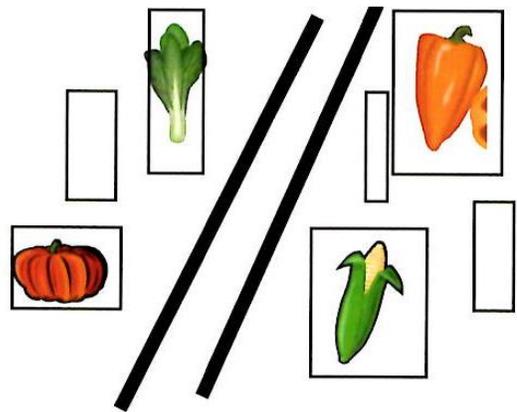
Set up two wood beams or boards side by side. Encourage the children to walk holding hands and helping each other. Praise the children for working together. Share with the children how they are also being kind to themselves by exercising their bodies. *(Be kind to self) (Be kind to others) (whole group) (small group)*

56. Feed Moozie Bean Bag Toss

Trace a Moozie cow face onto a large piece of cardboard or foam board and cut out a mouth. Fill in with color to represent Moozie. Sew some bean bags using a grass-like pattern that represents what Moozie likes to eat. Encourage the children to take turns feeding Moozie by tossing bean bags into the mouth. Adjust the throwing distance to make the game developmentally appropriate for the ability of the children. To create a challenge, place three strips of different color tape on the floor. In this way, the children choose their level of throwing difficulty. Label the tape strips with appropriate sequenced wording (hard, harder, hardest). This game may be a part of a Kindness Center or the Gross Motor Center. *(Be kind to self) (Be kind to animals) (choice-based center)*

57. Gathering Vegetables

Play this game after a discussion on how healthy foods are good for our bodies. Place two long strips of masking tape on the floor four inches apart and run parallel to each other to represent a row in a garden. Attach pictures of vegetables onto blocks and place them near the garden row. The children can walk down the row, bending and reaching, picking the vegetables and placing them in a basket. Make this game more difficult by placing some of the vegetables farther away from the row or using a balance beam. This game fits well in either a Gross Motor Center or a Health Center. *(Be kind to self) (small group) (choice-based center)*



58. Hug Tag

Designate one child to be 'it.' The purpose is to tag other children. Once tagged, each child has to remain still until hugged by another child that sets him free. Explain to the children that they are being kind to themselves by running (exercising) during the game and also being kind to others (hugging friends). *(Be kind to self) (Be kind to others) (whole group)*

59. Marching Band

Encourage the children to work together to create a marching band. Provide a variety of different kinds of instruments from which the children can choose. As children make music, they march around the room or extend to the outdoors. *(Be kind to self) (Be kind to others) (whole group)*



60. Moozie Says

Play a variation of Simon Says that includes the use of kind words. Moozie says, "PLEASE take one step forward." *(Be kind to others) (whole group) (small group)*



61. Name Game

Attach pictures of Moozie to a large ball. Everyone sits in a circle with his or her legs folded. The teacher starts by rolling the Moozie ball to a child by saying, "Moozie is coming to play with (name of person)." Then, this child rolls the ball to another friend saying the sentence including the new friend's name. The game continues until all children have an opportunity to roll the Moozie ball. See *Teacher-Made Materials Section*. *(Be kind to self) (Be kind to others) (whole group) (small group)*

62. Obstacle Course

Arrange an obstacle course outside on the playground or in a large open play area indoors. Include a tunnel (crawl through), balance beam (walk on), cones (run around), and hoops (jump in and out). *(Be kind to self) (choice-based center)*

63. Parachute Name Song

Help the children gather around a parachute or large blanket. Add several balls to the center of the parachute. As everyone lifts the parachute or blanket together, they sing a song using each child's name. An example might include:

Danny makes the balls go high,
balls go high, balls go high,
Danny makes the balls go high,
playing with his friends.

(sing to the tune of "Mulberry Bush")

(Be kind to self) (Be kind to others) (whole group) (small group)



64. Scavenger Hunt

Prepare a list of items seen in nature. Illustrate the items using either clip art or digital photography. While on a nature walk, check off the items as they are seen. *(Be kind to self) (Be kind to Earth) (whole group) (small group)*

65. Will You Be a Friend of Mine?

Have the children form a circle and ask one child to skip around it. Encourage the entire group to sing to the tune of "Do You Know the Muffin Man?"

Will you be a friend of mine, friend of mine, friend of mine?

Will you be a friend of mine and play a game with me?"

The child stops in front of a classmate and asks, "Will you be a friend of mine?" They then skip around the circle together and everyone sings-

"Yes, he'll/she'll be a friend of yours,
a friend of yours, a friend of yours.

Yes, he'll/she'll be a friend of yours and play a game with you."

Continue until everyone has had a turn.

(Be kind to self) (Be kind to others) (whole group)



Moozie Moment

What Friend is Missing?

Have the children sit in a circle and cover their eyes. Begin the game by having the teacher walk around the circle and place a blanket over one of the friends. Then tell the children to uncover their eyes and respond to the question - "What friend is missing?"



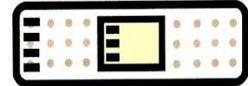
Math



66. Bandage Sort

Choose several types of bandages making sure they are different colors, sizes or patterns. Mount the different boxes on a board. Introduce the experience by talking about how we can help others by making them feel better when they are hurt. Ask why we wear bandages. Why does a bandage make us feel Better? Encourage the children to sort the bandages into the corresponding box.

See *Teacher-Made Materials Section*.
(small group) (choice-base center)



67. Counting Cookies

Read *The Doorbell Rang* (see book section). Encourage the children to act out the story, dividing and sharing their cookies. (Be kind to others) (whole group)

68. Dog Food Bowl Match

Provide different colored dog food bowls and corresponding colored marker chips to represent dog food. Talk to the children about how we care for our pets. After they understand animals need food, encourage them to sort the dog food into the matching bowls (classifying, categorizing). (Be kind to animals) (small group) (choice-based center)

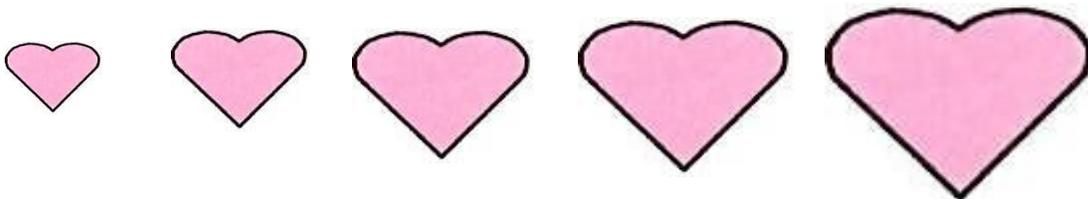
85. Eye and Hair Color Sort

Create a graph to record the children's individual eye and hair color. Encourage participation by asking the children to look at each other and identify their friend's eye and hair color. Chart results. Discuss how differences make everyone special. (Be kind to self) (Be kind to others) (whole group)



86. Hearts

Make a heart seriation project consisting of five different sized hearts. Have the children arrange them from smallest to largest (categorizing, seriation, vocabulary). Share how the heart symbol can remind us to be kind – to ourselves, to others, to animals, and to the Earth. (Be kind to self, others, animals, and Earth) (small group) (choice-based center)



87. Heart Patterns

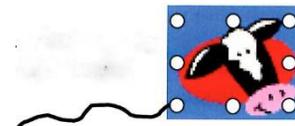
Laminate five blue hearts, five red hearts and five white hearts. Show the children how they can make different patterns. For the first few days, provide the children with an example and ask them to copy the pattern. Initially, just use two colors – red-blue, red-blue, red-blue. Then, show the children a pattern with three colors. When the children feel competent with copying and saying the pattern, ask them to create their own pattern. At this time, introduce a fourth heart color (classifying, patterning). As a challenge, hearts of different sizes could be introduced into the pattern. *(Be kind to self, others, animals, and Earth)* (small group) (choice-based center)

88. Kindness Concentration Game

Create a concentration game using pictures that illustrate children being kind to animals: walking, feeding, watering, playing, and petting. Begin the game by placing cards face down on a table. Encourage the children to turn two cards over searching for a match. If a match is found, the child keeps both cards. If not, the cards are returned upside down. Each child takes a turn trying to find matches. *(Be kind to animals)* (small group) (choice-based center)

89. Lacing Cards

Using a picture of Moozie, create sewing cards for the children to lace. To challenge the children, make some cards with a few big holes and others that have smaller and more numerous holes.



Use Moozie as a model of how we can be kind to others as he was kind to the ducks in the book *Moozie's Kind Adventure*. *(Be kind to others)* (choice-based center)

90. Moozie Bingo

Create bingo cards with pictures or clip art depicting children taking care of their environment: picking up litter, recycling, etc. Place Moozie in the center of each card as the free spot. *(Be kind to Earth)* (whole group) (small group) (choice-based center)



91. Moozie's Match: Big and Small

Create an interactive board with different sized cows. The children's age and ability will dictate the number and size of cows. Laminate an additional set of cows that will be matched to the cows on the board. See *Teacher-Made Materials Section*. *(Be kind to animals)* (small group) (choice-based center)

92. Ready for Lunch!

Provide placemats, plates, cups, napkins, knives, forks, and spoons. Encourage children to set the table for snacks or lunch. Children develop one-to-one correspondence. Children learn to be helpful to friends by setting the table. *(Be kind to others)* (whole group)



93. Sequencing Game

Prepare cards with pictures or clip art depicting a sequence of events such as picking up the classroom or grooming a pet. Encourage the children to place the cards in the correct sequential order. *(Be kind to Earth)* *(Be kind to animals)* (small group) (choice-based center)

94. Sorting Game

Create picture cards that show people being respectful/disrespectful. Provide a happy and a sad face to guide the children as they sort the cards. After sorting, ask the children how they would have handled the disrespectful situation. Remind the children to consider what respect looks and sounds like. *(Be kind to others) (small group) (choice-based center)*

95. Stringing Beads

Using beads and a long shoelace encourage children to string beads. If developmentally appropriate, provide patterns that they can follow (counting and patterning). Encourage children to help each other. *See Teacher-Made Materials Section. (Be kind to others) (small group) (choice-based center)*

Music



96. Are You Helping?

{sing to the tune of "Are You Sleeping"}

Are you helping, are you helping, Jimmy Smith, Jimmy Smith?

You're a good helper, you're a good helper, Jimmy Smith, Jimmy Smith.

Note: This song could be sung during clean-up time without identifying specific children.
(Be kind to others) (whole group)

97. Do You Know a Kind Word?

{sing to the tune of "Do You Know the Muffin Man?"}

Do you know a kind word, a kind word, a kind word? Do you know a kind word to say to a friend?

Point to a child who responds with a kind word such as please, thank you, may I help.

(Be kind to others) (whole group)

98. Do You Know My Good Friend?

{sing to the tune of "Do You Know the Muffin Man?"}

Do you know my good friend John?

My good friend John, my good friend John? Do you know my good friend John?

He's my special friend.

(Be kind to others) (whole group)

99. Do You Know This Friend of Mine?

{sing to the tune of "Do You Know the Muffin Man?"}

Do you know this friend of mine?

This friend of mine, this friend of mine?

Do you know this friend of mine?

Her (his) name is _____

(Be kind to others) (whole group)



100. Friend Song

{sing to the tune of "The Farmer in the Dell"}

Matthew is my friend. Matthew is my friend.

He always likes to play with me. Matthew is my friend.

*share with me

*laugh with me

(Be kind to others) (whole group)

101. Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes,
Knees and toes.
Head, shoulders, knees and toes,
Knees and toes.
Eyes and ears and mouth and nose.
Head, shoulders, knees and toes, Knees and toes.
Point to body points while singing.
For the first round, children sing at normal rate.
Then, the second round, sing the song and accompanying gestures very slowly.
Finally, the third round of the song is quickly sung with accompanying fast movements. *(Be kind to self) (whole group)*



102. H-E-A-R-T

{sing to the tune of "B-I-N-G-O"}
There is a shape, it stands for love,
And heart is its name.
H-E-A-R-T
H-E-A-R-T
H-E-A-R-T
And heart is its name
(Be kind to others) (whole group)



103. If You're Happy and You Know It

If you're happy and you know it, Clap your hands.
If you're happy and you know it, Clap your hands.
If you're happy and you know it,
Then your face will surely show it.
If you're happy and you know it, Clap your hands.



*...excited... stomp your feet
*...sad...cry boo, hoo
*...thankful...say thank you
*...scared...hug a friend
(Be kind to self) (Be kind to others) (whole group)

104. Love Somebody

Love somebody, yes, I do.
Love somebody, yes, I do.
Love somebody, yes, I do.
Love somebody but I won't say who.

Hug somebody, yes, I will.
Hug somebody, yes, I will.
Hug somebody, yes, I will.
Hug somebody and they'll hug you.

Help somebody, yes, I will.
Help somebody, yes, I will.
Help somebody, yes, I will.
Help somebody and they'll help you.

Have the children make up their own verses.
(Be kind to others) (whole group)



105. Moozie Met a Friend

{sing to the tune "The Farmer in the Dell"}
Moozie met a friend. Moozie met a friend.
When Moozie came to school today, Moozie met a friend.



Go around the circle and sing about each child.
If desired, display pictures of each child when singing the song.
(Be kind to others) (whole group)

106. My Body

{sing to the tune of "Where is Thumbkin"}
This is my body.
This is my body.
It's the only one I've got.
It's the only one I've got.
I'm going to take good care of it.
I'm going to take good care of it. Yes, I am.
Yes, I am.



(Be kind to self) (whole group)

107. The More We Get Together

The more we get together, together, together.
The more we get together, the happier we'll be.
Your friends are my friends
And my friends are your friends.
The more we get together, the happier we'll be.

(Be kind to others) (whole group)

108. Two Little Friends

{sing to the tune of "Two Little Blackbirds"}

Two little friends sitting in a circle
One named _____ and one named _____.
Smile at __, smile at _____.
Wave to __, wave to _____
Two little friends sitting in a circle
One named __ and one named _____.



(Be kind to others) (whole group)

109. We Can Help

{sing to the tune of "The Wheels on the Bus"}

We can help at home by making our beds,
Making our beds,
Making our beds.
We can help at home by making our beds. It's kind to be helpful!

- *clearing our dish
- *sweeping the floor
- *feeding the dog
- *picking up our toys



We can help the Earth by planting a tree.

Planting a tree,
Planting a tree.

We can help the Earth by planting a tree. It's kind to be helpful!

- *watering the garden
- *recycling our trash



Encourage the children to think of more ways to help.

(Be kind to others) (Be kind to animals) (Be kind to Earth) (whole group)

Play



Functional Play

Functional Play is called a child's first play. The young child is finding joy in "playing" with the environment such as moving something back and forth or splashing in water. Because these first experiences with play engage a child's senses, it is also called "sensorimotor play." Functional play is a child's repetitive actions for pleasure; it is not symbolic play. It is also exploratory play as the child playfully explores his or her environment. Functional play helps the child develop fine and gross motor muscle development, develop concepts about the nature of things, develop hand-eye coordination, and gives the child a sense of power over his or her world.

As children are learning what their bodies can do and about the world they live in through functional play, they are venturing into how to be kind to themselves and kind to the world. As they begin to play with others, they are learning to be kind to others.

110. Animal Parade

Children choose an animal they would like to be such as a cow, chicken, cat, bird, or even a lion. Next, they participate in an "animal parade" where they parade around the room, walking and making noises their animal would make such as mooing, meowing, tweeting, or growling. Share with the children the importance of being kind to our animal friends. *(Be kind to animals) (whole group)*

111. Ball Bouncing

Children will enjoy bouncing different sizes of balls, small and large, with friends. Balls can be bounced on floors, down stairs, on sidewalks, or into boxes or bins. *(Be kind to others) (outdoor choice-based center)*

112. Feeling Box

Fill a box with different items for children to feel such as a smooth rock, a rough rock, a twig, a feather, sandpaper, tissue paper, flower petal, large seeds, cotton ball, an orange peel and other things that come from our Earth. Children will enjoy sharing the items with friends. Remind children to be kind to our Earth as many good things come from our Earth. *(Be kind to Earth) (Be kind to others) (choice-based center)*

113. Mud Play

The following experience is appropriate for three through five-year-olds and may occur in either the indoor or outdoor classroom. With the potential for dirty clothes, it is recommended parents receive advanced notification. Extending for several days, all children may have the opportunity to play.

Mixing water and dirt in a basin provides children with sensory opportunities to play in mud. Children can roll up sleeves and wear smocks. If indoors, smaller basins allowing for one or two children to play are recommended. If mud play occurs in the outdoor classroom, a larger basin providing play for four children is possible. Depending on the

size of the basin, provide cups, shovels and cookie molds. *(Be kind to Earth) (small group) (choice-based center)*

114. Rock Washing

Provide children with an assortment of rocks, a tub of soapy water, and a towel for indoor or outdoor play. Children will enjoy washing and drying the rocks. They will also see how the water often brightens a rock's color. Children will also enjoy playing with others in this adventure. *(Be kind to Earth) (Be kind to others) (choice-based center)*

115. Sand Sifting

Provide children with sifters or mounted screens for sifting sand in a sandbox or sand area outdoors. *(Be kind to Earth) (choice-based center).*

116. Smell Box

Provide children with a box of items to smell such as an onion, a lemon, or scented paper with peppermint, strawberry, or vanilla flavors. Actual food items can be placed in baggies to smell. Our Earth provides many good smells. *(Be kind to Earth) (choice-based center)*

117. Water Pouring

With a bucket or large pan of water, children will enjoy pouring water into and out of smaller containers. Children will enjoy sharing this outdoor fun with others. *(Be kind to Earth) (Be kind to others) (choice-based center)*

Constructive Play

Constructive Play is when a child creates or constructs a product, or solves a problem. Constructive play combines functional play with symbolic play. The child begins to construct things to “stand for” or represent other things. For example, a child uses blocks to “stand for” a building, paints a picture to “stand for” her house, or he sculpts playdough to “stand for” a snake or a horse.

In building sand structures, the child problem solves so the wall does not collapse. In constructive play, children are learning concepts such as shape and size, science concepts such as gravity and balance, early forms of mapping, directional language (i.e., under, over), physical hand-eye coordination along with using their imaginations and creative skills.

Socially, children are learning to take turns, share materials, listen to the ideas of their friends, cooperate, and be kind to one another.

118. Box Building

Provide the children with multiple small boxes. The children can paint the boxes and use them to make different structures such as houses, cars, beds, and animals. *(Be kind to animals) (Be kind to Earth) (small group) (choice-based center)*

119. Fingerprint Animals

Using *Ed Emberley's Complete FunPrint Drawing Book*, children can create wonderful animal prints from their own fingertips. Frogs, birds, fish, and caterpillars will decorate your room. Use washable, colorful ink pads, wet wipes for cleaning fingers, black ink pens, and white paper. Talk about being kind to animals. (*Be kind to animals*) (small group) (choice-based center)

120. Popsicle Stick Puppets

Children can draw puppet faces or figures and glue them to popsicle sticks to make puppets. For example, they can draw Moozie and duck figures to tell the story of *Moozie's Kind Adventure* (Jane Morton). Share how Moozie was kind to help the ducks and how we can also be kind to animals. (*Be kind to animals*) (choice-based center)

121. Rock Pets

Children can make their own rock pets from small and medium rocks, glue, and some construction paper. For example, children can make a turtle from a medium-size rock and use construction paper to create the head and the feet. Children can paint the rock to represent the turtle shell. Talk about being kind to animals. (*Be kind to animals*) (small group) (choice-based center)

122. Straw Necklace

Children can recycle colorful plastic straws. An adult or children can cut the straws into half-inch-long pieces. Using string or yarn, children can string the straw pieces to make a necklace. Share how recycling is a way we can be kind to Earth. (*Be kind to Earth*) (small group) (choice-based center)

123. Torn Paper Pictures

Children can tear brown and white construction paper into little pieces and then use the pieces to glue to blue construction paper. The brown torn paper pieces can be used to make mountains, and white torn paper pieces can be used to make clouds in the sky. Some children may also want to use the brown paper pieces to make a tree and use green paper pieces to make the leaves on the tree. Share with the children how we enjoy the trees, mountains, and clouds on our Earth. (*Be kind to Earth*) (small group) (choice-based center)

Dramatic Play

Community Dramatic Play Centers:

Prior to constructing a theme for the dramatic play center, if possible, plan a field trip to the business, place, or event to afford the children with an authentic experience. In all instances, take photographs during the visit to later display in the classroom. These photographs help children with their recall of the field trip and will contribute to the dramatic play.

Reading books and showing pictures also prepare the children for the field trip as well as enrich their dramatic play. If a field trip is not possible, invite a knowledgeable person to visit the classroom with pictures, props, and stories, or identify a video that shows the children the concept (farm, bakery, pet store). In order for the children to re-enact rich dramatic role play, it is crucial to inform children with pictures, vocabulary, scenarios, and actions relevant to the theme.

In addition to sharing and collaborating ideas and feelings with each other, playing in the dramatic theme corner affords children opportunities to practice new vocabulary, perspective taking, character representation, plot development, facial expressions, and sequencing events.

In addition to social studies content and literacy development, children learn and rehearse kindness. In order to act out a script well, children also rehearse kind thoughts, words, and actions. Be aware that children will invent what they need to make the play work for them. You do not have to provide everything. For example, one play group made rubber gloves out of paper and tape so the play doctor could do surgery at the play hospital.

124. Bakery

Set up a bakery which includes such things as non-breakable baking dishes, rolling pins, oven mitts, aprons, measuring cups, measuring spoons, plastic bowls, mixing spoons, recipes, chef hats, cookie cutters, empty flour bag and empty plastic spice jars, etc. Add a pretend oven to 'bake' the goodies. Include recipe books. Playdough can be added to represent the pretend baked goods. *(Be kind self) (Be kind to others) (choice-based center)*

125. Campground

Set up a campground in your room or outdoors with a tent, pretend campfire, camp chairs, and pretend hot dogs and marshmallows to roast. Fishing equipment for catching pretend fish, buckets for the pretend fish, and a pretend boat, if space permits, could also be used.



Flashlights add to the fun. *Teacher preparation: The teacher may prepare several construction paper fish with a piece of metal taped to one side. The pretend fish can be laminated to ensure the metal stays on the fish and for continued use in the dramatic play center. Teacher makes several fishing poles by tying yarn/string to a yardstick and attaching a magnet to the end for the hook. (Be kind to others) (choice-based center)*

126. Card Shop

Children can make and buy cards to send to friends and family. Provide children with such items as assorted colors of paper, envelopes, stickers, and felt markers. Arrange an area so that there is a place for pretend workers to make cards, for cards to be displayed for purchase, and also a check-out area with a play cash register. The following chart could be added to the area to assist the children. Teachers may want to recycle the fronts of birthday, thinking of you, and get well cards for the children to create their own cards. *(Be kind to others) (choice-based center)*



Kind Words	
caring	helpful
friend	I miss you
get well soon	please
happy	thank you

127. Farm

To support children engaging in rich dramatic farm play, provide a scaled version of a farm with a miniature barn, plastic farm animals, silo, fences, farm wagon, bales of hay, and chickens with plastic eggs, and, of course, cows. *(Be kind to animals) (choice-based center)*

128. Fruit and Vegetable Stand

Set up a dramatic play area to represent a fruit and vegetable stand. Provide grocery bags, a scale, cash register, plastic fruits and vegetables. *(Be kind to self) (Be kind to others) (choice-based center)*

129. Happy Birthday

Arrange a center to celebrate a birthday party. Include birthday hats, paper plates, cups, ice cream scoop, large different colored pompoms, cotton balls, or blocks to stand for cake and ice cream, pretend cameras, etc. Children may invent their own way to make pretend presents.



Caution: Avoid using balloons because of the choking hazard involved. *(Be kind to others) (choice-based center)*

130. Hospital

Set up a hospital center to care for the sick. Cots, bandages, stethoscopes, blankets, etc. could be included. *(Be kind to others) (choice-based center)*

131. Library

Move some books from the classroom library to the play library center. Add a table for reading, a check-out stand to withdraw books and set up a favorite book display. Prior to the dramatic library play, issue each child with a pretend library card. *(Be kind to others) (choice-based center)*

132. Moozie's Ice Cream Shop

After making the ice cream recipe and enjoying this snack, set up an ice cream parlor. Bring in ice cream pails, ice cream scoops, sundae cups, large pompoms or cotton balls for ice cream, cash register, etc. *(Be kind to others) (choice-based center)*



Ice Cream Cones for Sale	
	One scoop 25 cents
	Two scoops 50 cents

133. Nursery for Baby

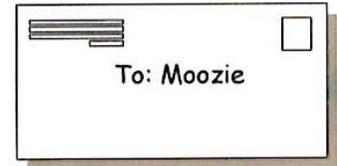
Set up a center area of the classroom as a nursery. Include rocking chairs, cribs, dolls, bottles, doll clothes, bathtubs, small towels, wash cloths, blankets, and diapers. The children can nurture babies by feeding, rocking, bathing, changing and dressing them. Talk about caring for babies and handling them gently. Model the proper way to hold the baby and discuss other ways babies need people to show care (talking quietly with them, responding to their cries and babblings, playing games using facial expressions, sharing toys, and singing songs and rhymes). *(Be kind to others) (choice-based center)*

134. Pet Shop

Stuffed animals, grooming tools, leashes, collars, pet carriers, pet toys, empty pet food boxes, cash register, etc. can be set up in a center area for a pet shop. *(Be kind to animals) (choiced-based center)*

135. Post Office

Supply a mailbox, paper, pencils, stickers, rubber stamps, envelopes, and encourage the children to write letters and draw pictures for their friends. Have children take turns being the letter carrier and delivering the mail to boxes decorated by the children. Help children add their names to their mailboxes. *(Be kind to others) (choice-based center)*



136. Puppet Show

Provide children with many puppets, including both animals and people, and a puppet theater. Children can act out Nursery Rhymes, Fairy Tales or their own stories. *(Be kind to others) (choice-based center)*

137. Recycling Center

Prepare three boxes for a recycling center. Cut a hole and label each box with a picture and words to assist in the sorting process. Have various plastic, paper, and can items for them to sort. Caution: Check all items to ensure that they are clean and free from sharp edges. *(Be kind to Earth) (choice-based center)*

138. Restaurant

Create a center space for a restaurant. Provide several small tables, chairs, table cloths, pretend food or playdough, menus, aprons, cash register, pencils, note pads of paper, plastic plates and utensils, etc. *(Be kind to others) (choice-based center)*

139. Veterinarian Clinic

Taking care of animals is the focus of this center. Set up an area with stuffed animals, lab coats, animal beds, food dishes, empty pet food boxes, medical instruments, bandages, and leashes. Animal beds can be constructed out of cardboard boxes. Before the play begins, invite a veterinarian to talk about the care of animals. Encourage the veterinarian to bring in instruments to show and explain their purposes to the children. *(Be kind to animals) (choice-based center)*

Fantasy and Book Dramatic Play Centers:

Create a permanent dramatic play center stage area for children to play out fantasy or book-inspired story play. Dramatic play engages children in symbolic play where children will use different objects to stand for the items they need to play out a story, or they will use items to change themselves into the character they want to play. Symbolic play is an important step to emerging literary. Children may pretend to be fantasy or book characters such as Spiderman, Swimmy, or Cinderella.

A child playing the character from the book “Where the Wild Things Are” (Sendak) may use a box to stand for a boat, or a box becomes a train engine for the book “The Little Engine That Could.” Playing out favorite book stories increases children’s language development as they use words from the story. Dramatic play provides opportunities for children to solve problems, organize, cooperate, make decisions, and engages a child in creativity and imagination. Social, dramatic play supports children in being kind to one another.

140. Cinderella

Children play out the story of Cinderella whose fairy godmother rescues her from an unhappy place and dresses her for a beautiful ball where she meets a kind prince. Provide a pretty dress for Cinderella and a crown for the prince. You may also want to provide a wand. Share how the fairy godmother is kind to Cinderella. (*Be kind to others*) (*choice-based center*)

141. Goodnight Moon

Children will play out the story of *Goodnight Moon* (Margaret Wise Brown). A little bunny is tucked in his bed at night and says “Goodnight” to the familiar things in his room, including the moon who he sees through his window. Provide the children with soft blankets and small pillows for the beds. Children can go to the art center and make their own pictures of the things in the room (i.e., cow jumping over the moon, three bears, kittens, mittens, mouse, a chair, comb, brush, and bowl). The children can cooperate and not only help each other with drawing the pictures, but also taping them to the wall. The children then play out the story by saying “Goodnight” to each of the pictured objects. Children are learning to help each other to tell the story. (*Be kind to others*) (*choice-based center*)

142. Little Blue and Little Yellow

Little Blue and Little Yellow (Leo Lionni) is an enjoyable book for children to dramatize. In the story, Little Blue and Little Yellow are best friends and are portrayed as colorful pieces of torn paper. Children will enjoy pretending to play with each other, then lose each other, until they find each other again, hug and turn into the color green. At the art center, children can make their own color patches to tape on their clothing or hang over their necks with yarn, changing their colors to green when they hug when dramatizing the story. Children learn about friendship and being kind to others (*Be kind to others*) (*choice-based center*)

143. Swimmy

After reading the book *Swimmy* (Leo Lionni), children play out the story of Swimmy, a little fish who helps his friends not to be afraid. Share how kind Swimmy is to help his friends. (*Be kind to others*) (*choice-based center*)

144. The Very Hungry Caterpillar

After reading the book *The Very Hungry Caterpillar* (Eric Carle), the children will enjoy crawling through boxes to pretend to be eating various healthy foods, wrapping themselves up with strips of cloth, and then unwrapping to become a beautiful butterfly. Provide boxes with pictures of healthy foods taped to the boxes, and strips of cloth for the children to use as a cocoon. The children can create their own colored-tissue paper wings at the art center. Share how the hungry caterpillar is kind to himself by eating

healthy foods. *(Be kind to self) (choice-based center)*

145. Where the Wild Things Are

Children can create their own monster masks at the art center by using large paper bags (precut the eyes in the paper bag). Provide a box for a boat. Max was not kind to his mother and after being sent to his room he dreamed of visiting a land of monsters. Children can play out the story by themselves, or the teacher can direct a play by reading the story as the children act it out. Children can take turns being Max, mother, and the monsters. Share with the children how Max misses his mom and needs to tell her he is sorry. *(Be kind to others) (choice-based center)*

Games with Rules Play

Games with rules play offer children the opportunity to order their world for consistency and fairness, and, of course, for the fun of playing the game. Simple game playing can be “roll the ball to me” and “I will roll it back to you.” Games with rules are part of a child’s development of social awareness and adapting oneself to the moves of other players. Through game playing, children are also learning to take turns, cooperate, and to share.

146. Be a Friend Game

Children form groups of two or three and hold hands. Some children wait to join a group when the adult says, “Be a friend!” After the adult says, “Be a friend!”, everyone must make a new group and hold hands with a new friend(s). The children waiting to join a group will then also run to hold hands with a new group of two or three. *(Be kind to others) (whole group)*

147. Feed the Dog

Create a medium-sized box to look like a dog. Use soft rubber rings or soft blocks to represent dog food. Children will pretend to feed the dog by taking turns tossing the pretend food into the box. See which child can get the most pretend food into the box. *(Be kind to animals) (choice-based center)*

148. Follow the Leader

For this game, the children will choose a leader. The leader will lead the rest of the children in doing different things such as hopping, scratching one’s head, raising one hand, jumping up and down, etc. *(Be kind to self) (whole or small group)*

149. Fox and Hens

For this game, one child is the fox and the rest of the children are hens. An adult sets up safe places outside for the hens to hide. Everyone stands in the center of the outdoor play area. When the fox yells, “Run,” the hens must run to a designated safe place. If the fox tags a hen, then the tagged hen becomes a fox. You can play the game until there are more foxes than hens. *(Be kind to animals) (whole group)*

150. Hide and Seek Shapes/Animals

Hide different shapes in your room for the children to find. Hide several circles, squares, and triangles. As an option, add pictures of animals to the center of each shape such as a dog, cat, bird. Count together the number that is found of each shape/animal. Talk about caring for our animal friends at home. Groups of children can also play this game during choice-based center time. *(Be kind to animals) (whole group) (small group) (choice-based center)*

151. Run, Fly, Swim, Jump

With a group of children, an adult leads the game by calling out the names of animals. The children enjoy acting out whether the animal runs, flies, swims, or jumps. *(Be kind to animals) (whole or small group)*

152. Squirrels Go Hunting

Use real walnuts in the shell or construction paper created walnuts. Hide the nuts in the classroom. Children will find the nuts and place them in small paper sacks or plastic baggies. The children are pretending to be squirrels collecting nuts to eat for the winter. Children may count the number of nuts they find. *(Be kind to animals) (whole group) (small group)*

153. The Farmer in the Dell

Have the children make a circle and join hands to play a variation of the game “The Farmer in the Dell.”

One child stands in the center of the circle and chooses a “friend” when indicated in the song. The “friend” takes a “cow,” and so on. *(Be kind to others) (Be kind to animals) (whole group) (small group)*

The farmer in the dell, the farmer in the dell,
Hi Ho the Derry O, the farmer in the dell.
The farmer takes a friend . . . The friend takes a cow . . .
The cow takes a dog . . . The dog takes a cat . . .
The cat takes a mouse . . . The mouse takes the cheese . . .
The cheese stands alone.

154. This is the Way

Children can act out the words to a variation of the song, “This is the Way We Wash Our Clothes.” Focus on how we can be kind to ourselves by caring for ourselves.

This is the way we dress ourselves,
Dress ourselves, dress ourselves.
This is the way we dress our selves
So early in the morning.

Use other verses such as *brush our teeth, comb our hair, put on our shoes, and eat our breakfast. (Be kind to self) (whole group) (small group)*

155. Toss the Nose on Moozie

Create a large picture of Moozie's face. For this game, the children will use the plastic lids from gallon milk containers to "toss the nose on Moozie." Children will have fun trying to see how many times it takes to get a nose on Moozie. (*Be kind to animals*) (*choice-based center*)

156. Turtle and Deer

Children play this game like *Red Light, Green Light*. One child is the leader who stands at a goal line.

The leader calls out "Turtle" and the children begin walking very slowly toward the goal line. When the leader says "Deer," the children can run fast toward the goal line. When the leader says, "Turtle," they must stop and walk very slowly. The first child to reach the goal line becomes the new leader.

(*Be kind to animals*) (*whole group*) (*small group*)

Science



Science is a process where children discover knowledge about our world. The science process skills are observing, comparing, classifying, measuring, discussing/reporting, and predicting. For young children, the environment is a place where children can observe, compare, explore, and investigate.

158. Ants Have Special Jobs

If possible, provide a purchased ant farm for the children to enjoy *observing* the ants as they build their tunnels, carry food, and clean and move their refuse. Children will learn about their responsibility towards nature as they watch the amazing ants. The teacher may explain to the children how ants have special jobs in the ant community by illustrating on easel paper the different rooms and jobs (nursery, garbage, helpers). Tunnels connect the rooms. Afterwards, post the easel paper in the science center for the children to consider. Children may also want to draw/represent the ant community. Additionally, provide different colors of construction paper in the art center if the children choose to make ants (brown, black, red). The ants created by the children can be added to the teacher-illustrated ant community to become an Ant Community Mural. (*Be kind to animals*) (*whole group*) (*small group*) (*choice-based center*)

159. Aquarium: A Living Place

Provide children with an aquarium where they can observe living plants, fish, and animals. Caring for the fish by feeding them can be supervised by a teacher or helper. (*Be kind to animals*) (*choice-based center*)

160. Bird Feeders

Using individual pinecones, have the children make bird feeders. The children can use a plastic knife to spread peanut butter or lard on the pinecones. Then roll the pinecones in bird seed. Attach a hanger to allow the feeder to be hung. A variation of this experience would be to string cereal onto a piece of yarn making a loop so it can be hung outside. Put a pair of binoculars near the window so the children can watch and *observe* the birds. Children can *compare* bird feeders to see if the birds prefer the peanut butter or the bird seed. (*Be kind to animals*) (*small group*)



161. Build a Terrarium

Help children construct an indoor terrarium. Use a clear, plastic container. Line the bottom with soil and pebbles. Plant small indoor plants in the soil. Water the plants. Place a lid on the container. A terrarium is an excellent way for children to learn about the water cycle. Children can *observe* how the water cycle works with the lid on the container. Children can *experiment* with an indoor terrarium that does not have a lid. Which terrarium needs water? (*Be kind to Earth*) (*small group*)

162. Butterfly Garden

Using a butterfly kit which provides the caterpillars to grow into butterflies, invite the children to be part of the process in setting up the butterfly garden. Children will enjoy *observing* the butterflies' life cycle. If possible, also engage the children in providing and/or planting bushes for the butterflies to enjoy when they are released outside into the Butterfly Garden. Discuss with children about kindness to nature by caring for the butterflies and protecting them in nature. Extend the butterfly project to the art center. Children can create butterflies from colored tissue paper and display them on the wall. *(Be kind to animals) (whole group) (choice-based center) (wall display)*

163. Chick Hatching

Obtain fertilized eggs and place them in a sensory table with a heat lamp to create an environment for chicks to hatch. Then children may *observe* the beginning life cycle of the chicks and learn to care for their new friends. Children can *measure* the chicks as they grow. *(Be kind to animals) (whole group) (choice-based center)*

164. Classifying Rocks

If possible, use rocks from your local area. Provide examples of sedimentary, igneous, and metamorphic rocks. Provide information about the types of rocks. Engage the children in *classifying* the rocks into the three different types. Children can use a magnifying glass to examine the rocks closely. *(Be kind to Earth) (small group) (choice-based center)*

165. Comparing Seeds

Provide packets of different kinds of seeds that vary in size such as pumpkin seeds, carrot seeds, and bean seeds. Children can *compare* the sizes of the different seeds. *(Be kind to Earth) (small group) (choice-based center)*

166. Desert and Plants

On a map of the United States, show children where there are deserts. Show the children pictures of different kinds of cactus (i.e., prickly pear, barrel, saguaro). If possible, create a small indoor cactus garden. Provide children with information about animals who make their homes in cactus and how cactus supply food and water for animals. Share how the saguaro cactus is protected. This means people are not allowed to cut them down even if they are growing far out in the desert. Protecting the saguaro cactus is a way we are kind to the Earth. *(Be kind to Earth) (whole group) (small group)*

167. Exploring Water

For indoor water play, fill a plastic storage container half full of water and add measuring cups, funnels, basters, and containers of different sizes. For outdoor water play (weather permitting), inflate four small (four inches high) wading pools with two inches of water. Importantly, one adult supervises each wading pool. Bring the water table props to two pools (basters, measuring cups, funnels, pails and containers). Children can *measure* how many cups will fill a large container. For the other two wading pools include water toys (boats, plastic fish and scuba divers). Children can *investigate* which objects sink or float, or how can they can make an object that floats, sink. Recommended for four-and-five-year-olds. *(Be kind to Earth) (small group) (choice-based center)*

168. Growing Plants

Read a book about how things grow (for example, *Pumpkin, Pumpkin* - see book section). Discuss plant life cycle and explain how water, soil, and sun are essential for plants to grow. Plant seeds in individual cups. Label each cup giving each child the responsibility of watering and caring for the plant. Children can *measure* their plant as it grows. *Experiment* with several plants to see if they will grow without sunlight or water. (*Be kind to Earth*) (*whole group*) (*small group*)

169. Looking Far Away

Take a nature walk with the children and use binoculars to *explore* and *observe* trees, far-away birds, chipmunks, squirrels, and other interesting plants and animals in your area. Children can *investigate* an animal or plant they are particularly interested in by reading or being read to from books in the classroom library. (*Be kind to animals*) (*Be kind to Earth*) (*whole group*) (*small group*)

170. Nature Collage

Take a nature walk with the children around the neighborhood. Collect pieces of nature, but respect anything that is growing or belongs to someone else. Bring back twigs, leaves, pinecones, rocks, feathers, etc. and arrange in a box. At circle time, invite the children gently touch and identify the objects. Discuss the importance of respecting and caring for the environment. Place the nature items at a choice-based center for children to *observe*, *explore*, and enjoy. (*Be kind to Earth*) (*whole group*) (*choice-based center*)



171. Observing Nature

Bring magnifying glasses outside to get a close-up look at nature in your play area. Explain to the children that a magnifying glass can help them *explore* and unlock hidden views of nature. Objects might include tree bark, veins of leaves, rocks, shells, legs and feelers on insects, or flowers. Items that can be collected may be placed at a choice-based center for children to continue examining the nature items with a magnifying glass. (*Be kind to Earth*) (*whole group*) (*small group*) (*choice-based center*)



172. Plant a Tree

Discuss with the children how trees benefit the environment and how important it is for us to care for our trees as part of being kind to our Earth. Share how trees produce oxygen to help us breathe, food to eat, material to build houses as well as provide food and shelter for birds and animals. Talk about how trees are also beautiful to enjoy as a part of nature. Show the children many different kinds of trees such as the Redwood trees in California; palm trees in Florida; pine, maple, and apple in New York. For the fir tree, show the children a picture of the large Christmas tree in Washington, D. C., for the maple tree, bring in some maple syrup and explain to the children how the tree is tapped for sap to be made into syrup. Show the children pictures of pecan trees and explain how the pecans are in shells and must be opened to eat the nut. Bring in examples of pecans and show the children how they are opened. Because of allergies and familiarity, tasting is optional. Tell the story about Johnny Appleseed and discuss how he planted apple trees. Share apple slices with the children. Plant a tree or some seedlings with the children. (*Be kind to Earth*) (*whole group*) (*small group*)

173. Planting a Kindness Garden

Designate a space for the children to plant flowers or vegetables, care for them and watch them grow. Provide a several benches for children to sit on in the garden with friends. Building friendships is kind. For the garden, green beans, lettuce, pea pods, and marigolds are often recommended. Use them, if appropriate, for a nutritious snack or meal to share with their friends. With a mixed-age grouping of young children, ages three to five, older children will show kindness by being good helpers with the younger children. Parent volunteers may also be helpful with this project. *(Be kind to Earth) (Be kind to others) (whole group) (small group)*

174. Plant Life Cycle

Discuss plant life cycle and explain how water, soil, and sun are essential for plants to grow. Different plants grow in different areas because of the amount of sun, water, and soil.

Show pictures/photographs of the desert, woods, sandy coastline, swampy region and deep snow. Talk about the differences in the soil quality, amount of rain/water and potential sunlight each day.

Using a large map of the United States: Point to where oranges grow.

Point to where apples grow. Point to where peanuts grow. Point to where cotton grows. Point to where bananas grow.

When the teacher role plays looking perplexed, the teacher shows the children a picture of a banana tree. Then, on another map the teacher shows the children how bananas grow much farther south and not in the United States. Ask the children why they think this is so? Bananas need hot weather.

This map experience introduces children to the four directions – North, South, East and West. When in the outdoor classroom, revisit the four directions. Introduce a compass to the science center. *(Be kind to Earth) (whole group) (small group)*

175. Recycling Art

Place a large box in the classroom where parents and children can bring items to be recycled for art projects (aluminum foil pans, newspapers, scraps of material, egg cartons, yarn). *(Be kind to Earth) (whole group)*

176. Sun and Water

Share with children how plants need both sun and water. Ask children: Do all growing plants need the same amount of sun and water? Share with the children how desert cactus requires much sun and little water. Show the children a picture of a California redwood tree and ask them how much water they think the tree would need. *(Be kind to Earth) (whole group) (small group)*

177. Where Do Animals Live?

Discuss animals and what types of homes they have, how they make them, and how we can respect them. Some examples are not stepping on anthills or taking baby birds out of their nests. Share pictures of animal homes. *(Be kind to animals) (whole group)*



178. Wind Experiences

After reading *Moozie's Kind Adventure* (see book section), talk about wind and how Moozie used the wind to steer the cows away. Show children examples of windmills and wind turbines and how they are helpful. Show a picture of a windsock at the airport and describe what it does. Discuss how the wind is like a farmer because the wind blows seeds to different places for the plants to grow.



Try this wind experiment: Place several items on a table such as a small piece of paper, a paper clip, a button, a feather, a cotton ball. Have children take turns blowing at the edge of the table to see if they can move the object to the other side. Use the table as a choice-based center for children to pretend they are the wind by blowing the items and picking them up for other children to enjoy the wind experiment. *(Be kind to Earth) (whole group) (small group) (choice-based center)*

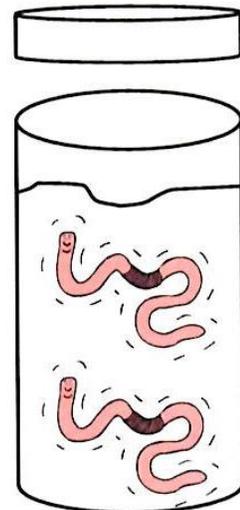
179. Worm Farm

Explore the behaviors of worms by starting a worm farm. Explain how worms help plants to grow by crawling in the soil. Create a worm farm for your classroom.

Directions:

Put a one-inch layer of moist soil into a clear container. Begin by sprinkling two teaspoons of oatmeal on top of the soil. Add 1 ½ inches of moist sand. Repeat this sequence until 2 inches remain in the container with the final layer being soil. Then place 15-20 worms in the container. To provide air, punch holes in the container lid. Keep the jar covered with a dark cloth.

After approximately a week to ten days, remove the dark cloth and encourage the children to *observe* the worms. Keep the soil cool and moist. A small amount of oatmeal should be added every 5-6 weeks as food for the worms. Place the Worm Farm at a choice-based center for children to enjoy *observing* the worms. Add paper and markers for children to draw pictures of the worms. *(Be kind to animals) (Be kind to Earth) (whole group) (small group) (choice-based center)*



Sensory

Sensory experiences provide children with opportunities to see, hear, touch, taste and smell the world around them.



180. Bath Day

Set up a tub or sensory table to wash plastic dolls or toy animals. Children can learn to care for others by providing baths. Include such items as sponges, soap, empty shampoo bottles, towels, and a rubber duck. Children will enjoy *touching and feeling* the soapy water. *(Be kind to others) (Be kind to animals) (choice-based center)*

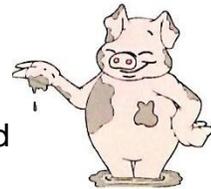


181. Bring Nature Inside

Set up a sensory table with pinecones, bark, pine needles, leaves, rocks, shells, and grasses for the children to explore, *see and touch(feel)*. Be sure to use items that are safe and age appropriate. Provide magnifying glasses. *(Be kind to Earth) (choice-based center)*

182. Clean Mud

Unroll and heap three rolls of toilet paper in the sensory table. Grate one large bar of soap onto the toilet paper. Pour approximately four cups of water onto the mixture. Encourage the children to work together to mix the mud with their hands. The mud will have an inviting silky texture which children will enjoy *seeing, touching and feeling*. *(Be kind to self) (choice-based center)*



183. Cleaning Up

Engage the children in cleaning up the classroom by wiping tables, shelves, and chairs with sponges. Children will *see and feel (touch)* the cleaning process. *(Be kind to others) (whole group)*

184. Ears Can Hear

Provide children with a recording illustrating many different sounds (horn, drum, whistle, bird singing, water running, waves crashing, popcorn popping, band playing, man singing, flag flying, etc.) for children to *hear*. Initially, include familiar sounds for them to *hear*. For a challenge, help the children to distinguish the differences between similar sounds. For example, someone walking, running, or skipping. *(Be kind to self) (small group)*

185. Feeling Textures

Place materials in the sensory area that represent different textures for children to *touch (feel)*. Examples include cotton, piece of velvet material, different grades of sandpaper, piece of metal, a rock, and a piece of corduroy. Vocabulary introduces concepts such as smooth, rough, soft, and hard. Additionally, provide materials representing sticky, slippery, and sandy. *(Be kind to Earth) (choice-based center)*

186. Listening for Matches

Prepare similar containers that are easy for the child to hold and shake (small plastic juice, water, or milk bottles). Fill two bottles with the same item/materials. For example, sand, oatmeal, pebbles, paper clips, bells, marbles, water, small blocks, plastic silverware, etc. Cover all the bottles with the same pattern of contact paper. The child shakes the bottles until he or she *hears* and then discovers a pair that match in sound. *(Be kind to self) (small group) (choice-based center)*

187. Litter Clean Up!

Place a layer of sand in the bottom of the sensory table. Add small pieces of paper, leaves, plastic, etc. Place a box or small wastebasket in the middle. Give the children strainers so they can *see* and *touch (feel)* as they sift through the sand, take out the 'litter', and place it in the basket. *(Be kind to Earth) (small group) (choice-based center)*

188. Moozie's Farmyard

Arrange a farm scene in the sensory table by adding various animals (including Moozie), farm equipment, barn and straw. Children can play with the items in a variety of ways such as feeding, watering and exercising the animals. Children can *see* and *touch (feel)* the items as they play. *(Be kind to animals) (choice-based center)*

189. Modeling Dough

Set up a bakery including modeling dough, aprons, rolling pins, cookie cutters, etc. Encourage the children to pretend to bake together. Children will enjoy *touching (feeling)* the playdough as they make and *see* their pretend cookies. *(Be kind to others) (choice-based center)*

190. My Nose Smells

Provide children with a few different scents for them to *smell*. Show the children a safe way to sample different smells by practicing "wafting." This strategy does not place the nose in the jar to smell, but by using the hand you gently fan the smell under the nose. Smells might include vanilla, cinnamon, soap, and chocolate. *(Be kind to self) (small group)*

191. Sand Sculptures

Put sand on the sensory table and add just enough water to make the sand easy to pack. Children will enjoy *seeing* and *touching (feeling)* the wet sand. Provide shells, pinecones, rocks and other items from nature to create sculptures. This experience is also effective in the outdoor environment and can be used during outdoor play. *(Be kind to Earth) (choice-based center)*



192. Shaving Cream

Place fragrance-free shaving cream on the table or in the sensory table. Have the children talk about *touching (feeling)* and playing with the shaving cream. If developmentally appropriate, encourage the children to draw happy faces, sad faces, or silly faces in the shaving cream. *(Be kind to self) (small group) (choice-based center)*

193. Tongues Help Us Taste

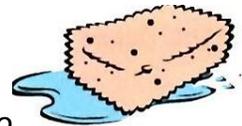
Showing a large tongue, point to the areas where the different senses of taste are located. Optional: For children to sample, provide examples of sweet, sour, salty, and bitter. Children will enjoy tasting these items. This event is a relevant place to introduce/remind children what is meant by allergies. In addition to food allergies, provide additional examples and explain how doctors help when people have allergies. Examples include bee stings, sensitivity to cloth/material, and allergies to some medicines. *(Be kind to self) (small group)*

194. Voices Game

The purpose of this game is to promote the development of auditory discrimination or hearing skills. Blindfold a child and ask another child to say, "Do you know my name?" Offer clues until correct identification is made. Provide an opportunity for each child to be blindfolded only if it is comfortable for the child. *(Be kind to self) (whole group) (small group)*

195. Washing Dishes

On a table, place a bowl of water, plastic dishes, plastic cups, plastic bowls, etc. Add a little dish detergent to the water. Give children sponges and dish cloths to wash the dishes and towels to dry the dishes as they see and touch (feel) the dishes wet and dry. *(Be kind to others) (choice-based center)*



Moozie Moment

Moozie Buttons
Create Moozie buttons. Distribute them to children, parents, and others to wear as a reminder to spread kindness everyday and everywhere!



"Moozie says
Always be kind."

Social Studies



Social studies is a process where young children are becoming social beings and learning about the world they live in. Children are beginning the process of learning to look beyond personal concern and developing a concern for others, for animals, and the Earth, their home. In the preschool classroom, the children are learning to share, cooperate, negotiate, take turns, see another child's point of view, care about and help one another. Children are learning about being kind. Social studies include the areas of values, civics, history, economics, geography, anthropology, sociology, ecology, international understandings, and current issues.

196. All About Us Book

Using pictures of the children you have taken at school or requested parents to bring in, create a book showing the children with friends, families, and at play. Be sure to include acts of kindness. This book represents the social studies area of *sociology*. (*Be kind to others*) (*whole group*)

197. Art in Our World

Share with children different art pieces such as pottery, weavings and paintings from different parts and cultures of the world. Children can learn about the social studies areas of *anthropology* and also *international understandings*. Invite children to create simple weavings or pottery at the art center. (*Be kind to others*) (*whole group*) (*small group*) (*choice-based center*)

198. Build a Community

As children learn about their community, invite children to build a community with blocks and/or Lego. Children may also use play people to live in the community, reflecting the social studies area of *sociology*. (*Be kind to others*) (*choice-based center*)

199. Community Helpers

Collect various pictures of people who show kindness through their services such as a police officer, librarian, firefighter, a doctor, a dog groomer, a store clerk and a teacher. Discuss how they help others. Community helpers falls in the social studies area of *sociology*. (*Be kind to others*) (*whole group*)

200. Family Wall

Create a family wall display with pictures the children bring from home. Invite the children to decorate the paper used to mount their family photo. Family pictures represents the social studies area of *sociology*. (*Be kind to others*) (*whole group*)



201. Feelings Match

Glue pictures showing people with different facial expressions/feelings on a piece of tagboard. Prepare a set of cards with identical same pictures. Encourage children to match the cards with the pictures on the poster. *(Be kind to self) (small group) (choice-based center) See Teacher-Made Materials Section.*

202. Helping Others

Pick a project that helps others such as collecting food for a community food pantry, making cookies for another class or recycling at home. The children can learn many concepts while helping others. Children are engaging in the social studies areas of *sociology* and *ecology* (caring for our Earth). *(Be kind to others) (Be kind to Earth) (whole group)*



203. Host a Kindness Celebration

Have the children invite a favorite person such as grandparent, neighbor, friend, or parent to a Kindness Celebration. Have the participants share with the children how acts of kindness make their lives better. Refreshments may be served. Participants may also talk about changing times, the social studies area of history. *(Be kind to others) (whole group)*

204. Kind Classroom

Discuss ways to make your classroom a kind and friendly place. Write each child's idea on a large piece of tagboard. Make sure every child has been added to the list. Discuss the ideas and create a plan to focus on two or three of the ideas each week. Children will be adding to the social studies area of *values*, understanding everyone has worth and dignity. *(Be kind to others) (whole group)*

205. Many Colors

Read *The Land of Many Colors* (see book section). Act out the story using dolls of the three colors. Discuss how each child felt when everyone shared and worked together. Share how everyone is important, adding to the social studies area of *values*. *(Be kind to others) (whole group) (choice-based center)*

206. 'ME' Box

Provide materials so that each child can decorate a small shoebox. It is to be a "ME" box. Encourage them to make it unique by doing their own work and adding special touches. Have the children take it home, place items in the box that are special to them or tell something about them. Send a note home to parents explaining the project and stating a return date. You may want to only have a few children share each day so that the wait time is appropriate for the age group. Have 'show and tell' time so that each child can explain the items in their box, sharing their uniqueness and how each person is special (social studies area of *values*). *(Be kind to self) (whole group)*



207. Sand and Water

Invite the children to construct roads, tunnels, valleys, mountains, and lakes in the sand and water outdoor play area. Children will engage in the social studies area of geography. *(Be kind to Earth) (choice-based center)*

208. Share Your Pet

Arrange a schedule for parents to bring in the family pet. Encourage the children to ask questions about the pet and its care. Where does the pet sleep? How does the pet get exercise? What does the pet eat? Where does the pet go to the bathroom? Be sure to check with parents to make sure no child has animal allergies. Share how important it is to take care of our pets (social studies area of *ecology*, caring for the Earth which includes animals) (*Be kind to animals*) (*whole group*)



209. Sign Language

Use sign language to say kind things to other people. The children can teach their parents these kind words in sign language. The social studies area of *values* reminds us that everyone has worth and value. We can express kindness to others through sign language.

I	point to self
Love You Friend	cross arms over crest point outwards hook pointer fingers and then alternate

(*Be kind to others*) (*whole group*) (*small group*)

210. Teddy Bear Collection

Ask children to bring in a teddy bear to create a collection of assorted teddy bears in the classroom. Discuss how they are alike and different much like the children in your classroom. Be sure each teddy bear is labeled with the child's name. Share where bears usually live (social studies area of *geography*). The teddy bears may be placed in the Moozie Kindness Center for children to enjoy. (*Be kind to others*) (*Be kind to animals*) (*whole group*) (*choice-based center*)

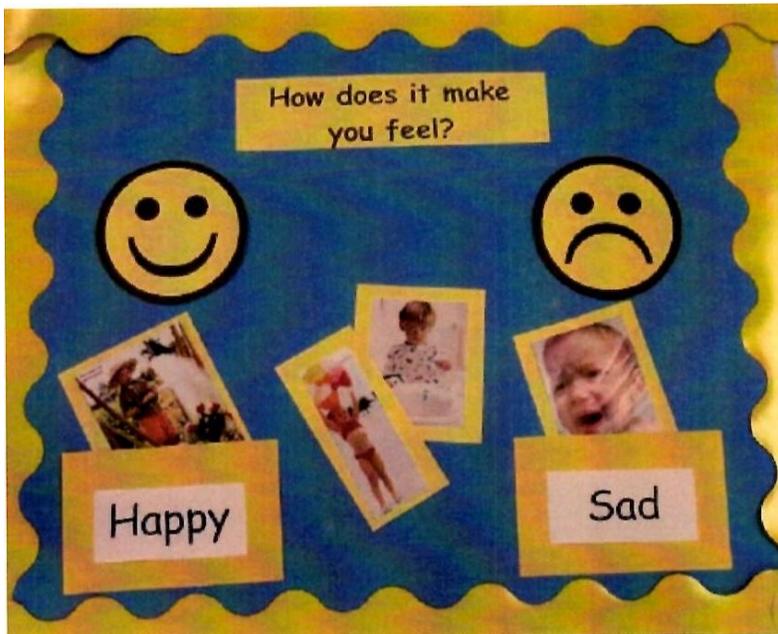


Teacher-Made Materials

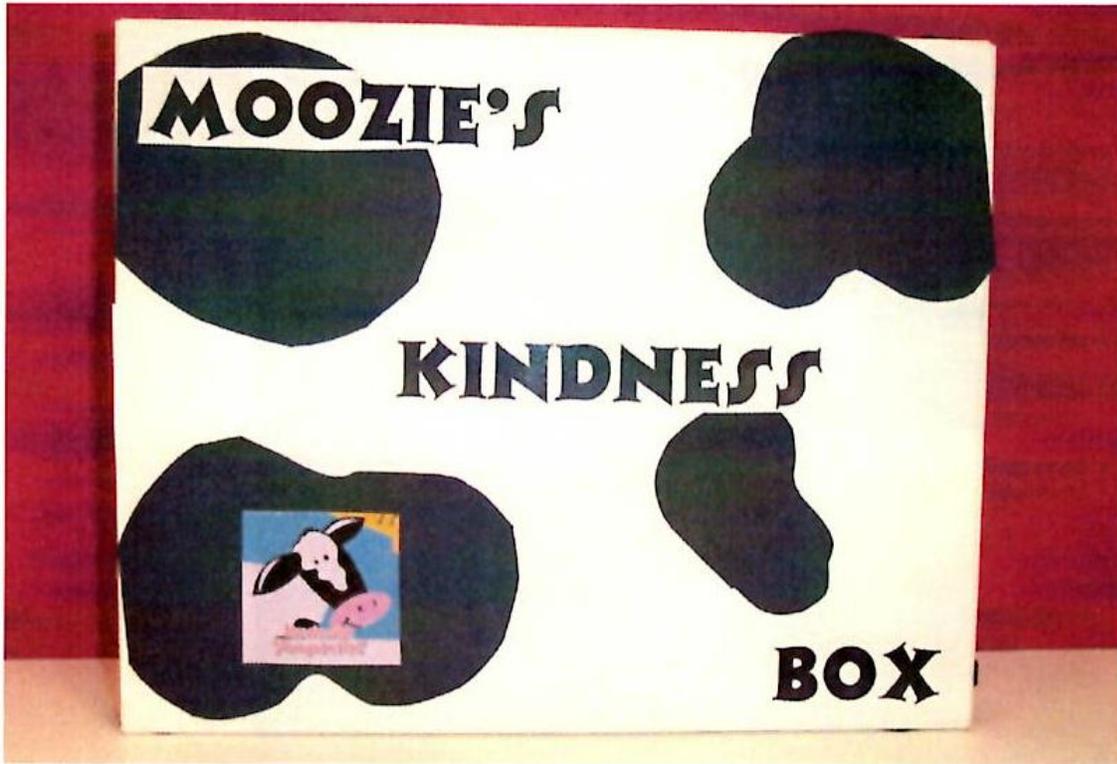
Be Kind to the Earth: Bulletin Boards #16



How Does It Make You Feel? Bulletin Boards #18

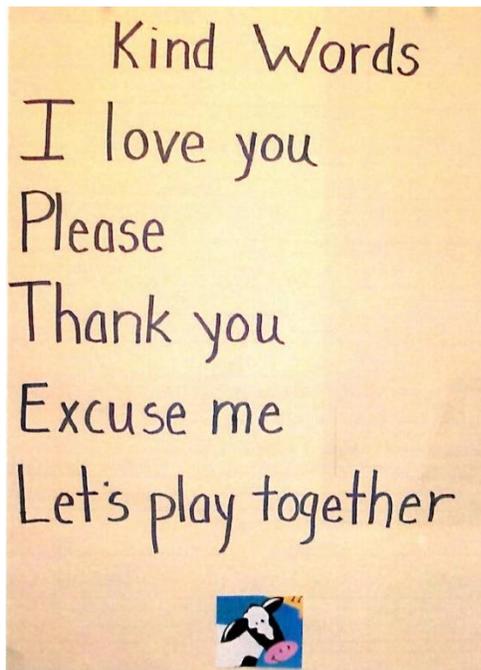


Moozie's Kindness Box: Language Arts #50



Kindness Writing

Center Chart Writing #67



Moozie's Match

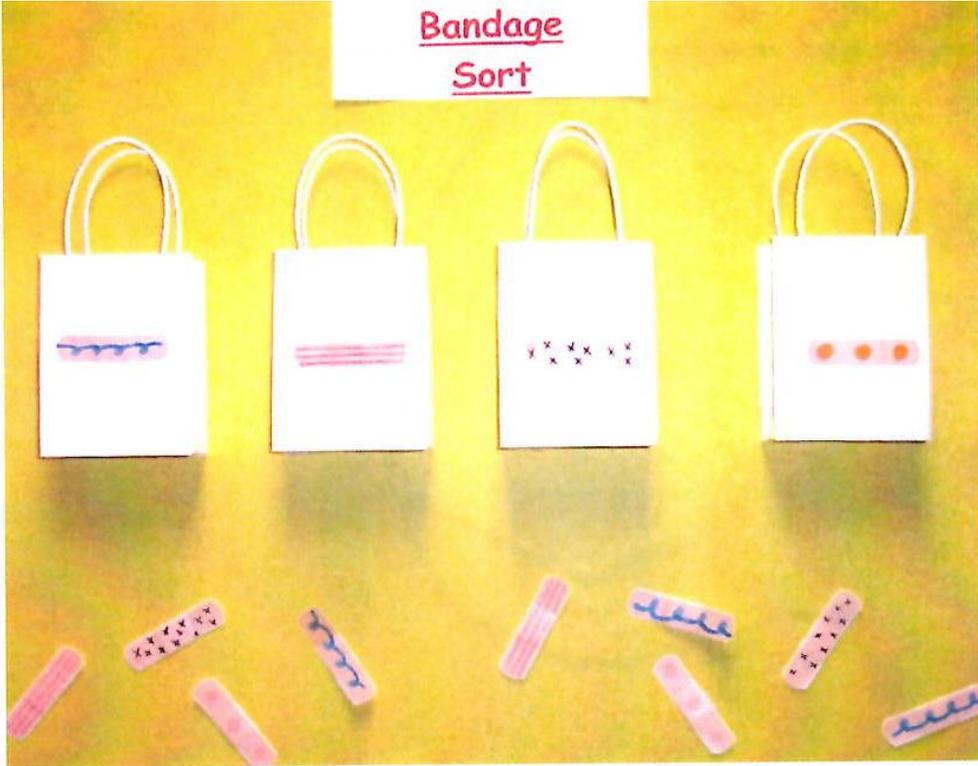
Math #91 – Example 1



Moozie's Match: Math #91 – Example 2



Bandage Sort: Math #82



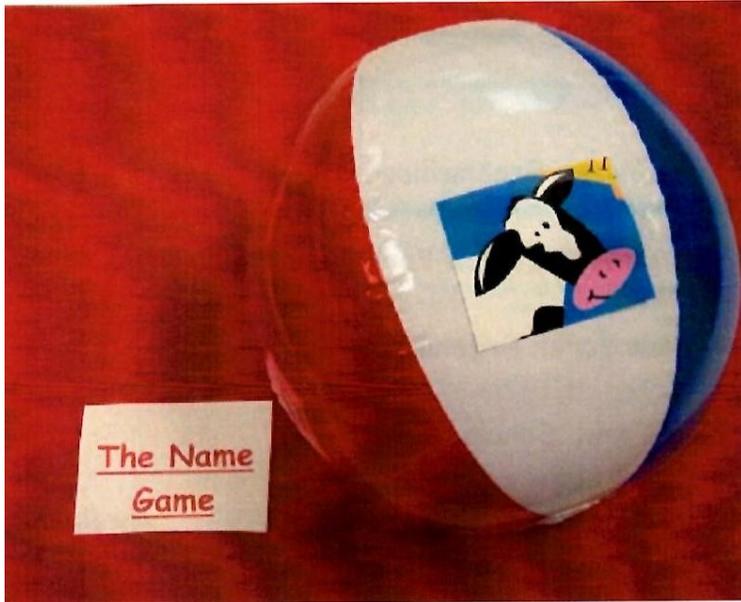
Story Starter BarL Language Arts #59



String Beads Sensory #95



Name Game: Large Motor #77

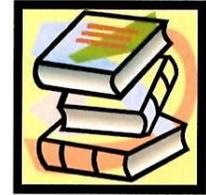


Feelings Match: Social Studies #201



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In the Small, Small Pond (Denise Fleming)

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The Rainbow Fish (Marcus Pfister)

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