



A mindfulness-based  
**kindness**  
**curriculum**  
for preschoolers

This revised version of the Kindness Curriculum was made possible by grants to the Community Early Learning Center in Appleton, Wisconsin, and the combined work of the University of Wisconsin-Madison Center for Healthy Minds (CHM) and Healthy Minds Innovations, Inc., a non-profit organization affiliated with CHM, both of which share the vision of a kinder, wiser, and more compassionate world.

### **The Kindness Curriculum – Keys to Kindness and Well-Being**

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# A mindfulness-based kindness curriculum for preschoolers

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## Keys to kindness — and well-being

Many dedicated teachers and caring adults like you have looked beyond the typical “reading, writing, arithmetic” approach to preparing children for the opportunities and challenges outside the classroom.

And that’s for good reason.

We now know that emotional intelligence — what we call EQ — is a greater predictor of life success than IQ, yet there’s little research on how kids can actually learn social and emotional skills that will build resilience and well-being in their lives into adulthood. Our Center at the University of Wisconsin – Madison and many other research labs are discovering what kinds of activities promote well-being, for whom and why.

That’s what piqued our interest in 2008 when we set out to explore how social and emotional learning could be taught and integrated into the classroom through the “Kindness Curriculum” being shared with you now.

Through this mindfulness-based set of lessons and practices, we introduced a new kind of ABCs: *Attention, Breath, Caring*, and worked closely with experienced teachers to understand how we could build a curriculum flexible enough for their daily use. As a result, we were able to conduct a randomized controlled trial on the curriculum.

Our early results suggest the promise of the curriculum, with children who were taught it not only improving on social and emotional measures such as sharing, attention and empathy, but also improving on traditional academic measures such as grades when compared to children who were provided with the standard curriculum in the control group. Later research using the Kindness Curriculum found that preschoolers from families with lower socioeconomic status improved in attentional focus and self-regulation after learning the curriculum (Poehlmann-Tynan et al., 2016). Another recent study with a larger group of diverse preschoolers showed that the curriculum appeared to benefit the children in terms of higher social-emotional competency, prosocial behavior, and executive functioning (Haines et al., 2019). Further, classroom teachers trained on using the curriculum found it to be effective and a useful complement to their other SEL programming (Immel et al., 2019).

For those using the curriculum more informally with the children in your life, we encourage you to experiment with the different lessons and practices and determine which may be of most benefit. Perhaps you’ll use the whole set of lessons or maybe you’ll draw from a few. We encourage you to test things out on your own and see these practices as a starting point and source of inspiration. One of the important learnings we have discovered is that it’s best if people who teach these practices already



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University of Wisconsin–Madison

incorporate them into their own lives. We highly recommend you develop your own mindfulness practice alongside your use of this curriculum.

If you do not already have your own practice, perhaps this can be a wonderful opportunity to begin!

We're deeply grateful for the talented and dedicated education research team at our Center whose own kindness and innovation has been a source of inspiration. This team included experts, many with several years of mindfulness practice and decades of work in the classroom. They pioneered this curriculum and training while modeling the practices themselves. We suspect the intention and kindness of our experts had a positive impact on both the teachers and children in our research.

We extend thanks to the 2023 Kindness Curriculum Team, outreach specialists and collaborators who have worked tirelessly with hundreds of children and their teachers to bring this work into the forefront of educational exploration. They've propelled us forward and continue to lead this important work. We also want to thank our partners at the Community Early Learning Center in Appleton, Wisconsin and the Madison Metropolitan School District in Madison, Wisconsin, for their collaboration and dedication to promoting well-being in the classroom. We also share our gratitude to the donors and supporters of the Center who have made this work possible.

As a caring adult, you understand the importance of investing in our children's emotional well-being. Thank you for joining us in the journey of setting our kids up for the best possible trajectory in life.

In Kindness,



RICHARD J. DAVIDSON

Founder, Center for Healthy Minds  
William James and Vilas Professor of Psychology and Psychiatry  
University of Wisconsin–Madison

# How to use the kindness curriculum

## Teacher Wellbeing

Many teachers using the Kindness Curriculum are simultaneously developing a personal mindfulness practice. We recommend that you (the instructor) gain an understanding of and personal experience with the core practices and attitudes of mindfulness prior to teaching mindful practices to others.

- One core principle: **kindness to self!**
- As a teacher, you can model flexibility, awareness, and kindness for your classroom—and you know your class best.
- Your ongoing mindfulness practice and commitment to being present in each moment during teaching can help cultivate your continued learning and the learning of others around you.
- [Teacher resources](#) on the Kindness Curriculum

## Kindness Curriculum: Adaptability & Flexibility

The Kindness Curriculum lessons are written sequentially so that each lesson builds on and refers back to lessons that have come before. In research studying the Kindness Curriculum, the 24 lessons were taught over 12-14 weeks. Further research shows that expanding lessons (e.g., 1 lesson per week allowing more time on each piece), and reinforcing core concepts throughout the school year, helps children to further establish their self-control skills, acts of kindness to others, and their attentional and flexible thinking skills. Consequently, this revision offers many supplemental books, songs, and activities that teachers can use to help children acquire key skills and core concepts.

- The lessons are one possible way to share and engage with the content and practices presented. They are not the *only way* nor is each person who offers the lessons expected to memorize and teach the lessons exactly as they are written.
- Remember you can modify any lesson! Shorten, elongate, simplify, break into smaller segments, repeat, or modify any lesson.
- Core practices include mindful breathing and attentional focus with the bell practice and belly buddies. Some teachers use the bell practice daily to help children focus and transition. Another core practice is recognizing kind acts on the kindness garden. Core concepts center around kindness to self, kindness to others, and kindness to the world.
- As with any learning process, mindfulness practices require **consistent repetition** and use in daily experiences to become a part of how we interact in our classrooms and world.

- Cultivate foundational attitudes: **curiosity, kindness, compassion, generosity, gratitude, non-judging, patience, beginner's mind, trust, non-striving, acceptance, and letting be.** These attitudes support flexibility and exploration of what is present in each moment.
- Use the self-generated flow of the students to gradually move into the focus of the lesson for the day. For instance, a student may express how the loss of a pet made them sad earlier that day. You can use this comment about the present moment as an opportunity to talk about the sadness that comes with loss, sharing in terms the students can understand. You may then connect this experience to the intended lesson of kindness to others and how emotions change when we offer kindness and understanding to one another.

## Classroom Environment: Setting the Stage

A school environment of trust and familiarity is most supportive of helping children learn, particularly in preschool settings. Clear, accessible language is crucial and helps children to develop the vocabulary necessary to communicate their individual experiences.

- Some teachers like a visual schedule board with graphics illustrating each of the activities in a lesson. This may create clarity, predictability, and to some extent, safety for students.
- Some use a printed list of students' names or names on popsicle sticks for random selection of *student helpers* with activities like inviting the bell and watering plants. In this way, the *children know they will have a turn eventually and there is fairness and equity.*
- Many start each lesson with the "Connection" section, and use one of the three core practices (bell practice, Belly Buddies, animal movements) to start. Tune into the students to see which practice might be best to begin any given lesson.
- There are additional options for books, songs, activities, and materials at the beginning of each theme. The suggestions are not exhaustive. Many other options exist—you can be creative and responsive to meet the needs of individual *children while maintaining a sense of mindful awareness.*

- Within lessons, we encourage you to model, teach, and describe elements of their direct experience such as sensations, thoughts and emotions while *linking those experiences to the lessons being taught*.
- There may be situations in which you need to balance the needs of the individual with the needs of the group. This is a familiar juggling act for teachers that provides you the opportunity to embody the foundational attitudes of mindfulness and to work with children's varied reactions.
- Lesson 12 on what to do when upset, overlaps heavily with the “safe space” and tools used in SEL curricula.

### Use Alone or With Other Curricula

The Kindness Curriculum can be offered as is or it can incorporate other evidence-based Social Emotional Learning (SEL) practices a given classroom or district may be implementing.

- The intention is that the Kindness Curriculum aids in creating classrooms that support mindful care, kindness and, ultimately, learning for both children and instructors alike.
- The emphasis on kindness and emotions fits nicely with other SEL curricula—feel free to use your own language to bring things together.

**Your ongoing mindfulness practice and commitment to being present in each moment during teaching can help cultivate your continued learning and the learning of others around you.**

**It is important to understand that the benefits of the Kindness Curriculum demonstrated by previous research may be specific to the context of the original studies.** We cannot guarantee benefits or make claims about how the curriculum will affect the children in your life

In gratitude,  
THE 2023 KINDNESS CURRICULUM TEAM



# Teacher preparation for the kindness curriculum

In our work with the Kindness Curriculum, classroom teachers participated in a class that involved personal mindfulness training and training on the Curriculum, prior to implementing it with children. We encourage this progression of

- beginning with personal practice,
- sharing in practice with others (e.g., friends and co-workers),
- teaching mindfulness practices in your classroom.

When a teacher is actively engaged in learning and practicing mindfulness, they are better able to be aware of their own sensations, thoughts and emotions in their interactions with students, and to care for and tend to their present moment experience throughout the school day.

In this way, teachers also serve as models of mindfulness in the many moments, large and small, of a classroom community. Teachers and students can learn with and from each other. For adults as well as children, ***learning mindfulness and developing healthy qualities of mind is an ongoing process.***

The resources below are potential avenues for instruction in mindfulness meditation, continuing support for a meditation practice, and personal learning in the fields of mindfulness and education. This list is certainly not exhaustive, but a place to begin.



## MINDFULNESS CLASSES IN PERSON

- Meditation and Mindfulness-Based Stress Reduction (MBSR) courses may be available in your local community.
- Continuing-education credit may be available with some classes. For example, the [Community Early Learning Center](#) offers a 26-hour summer training on using the Kindness Curriculum and mindfulness.

## MINDFULNESS TRAINING ONLINE

Mindfulness-Based Stress Reduction (MBSR) courses:

University of Massachusetts Center for Mindfulness

[www.umassmed.edu/cfm/mindfulness-based-programs/mbsr-courses/mbsr-online/](http://www.umassmed.edu/cfm/mindfulness-based-programs/mbsr-courses/mbsr-online/)

Palouse Mindfulness Note: Course available in English and Spanish

[www.palousemindfulness.com](http://www.palousemindfulness.com)

Tergar International, Joy of Living Meditation Program

[learning.tergar.org/course\\_library/joy-of-living-1/](http://learning.tergar.org/course_library/joy-of-living-1/)

## COMMUNITIES OF PRACTICE

Meditation groups and mindfulness programs in your local area may offer opportunities for practice as a community. Or, consider starting a neighborhood or workplace group of your own. This can be a way to support each other's personal practice as well as a group to reflect and learn together how to do this work skillfully with students.

## TEACHER RESOURCES & CLASSROOM MATERIALS

Teacher Resources on the Kindness Curriculum <https://www.communityearlylearningcenter.com/teacher-resources>

Rose, B. (2007). *Calm Down Boogie* [CD available [here](#)]. Albany, NY: A Gentle Wind.

Key Education. (2006). *Listening Lotto: Sounds on the Farm*. Greensboro, NC: Carson-Dellosa Publishing LLC. Available [here](#).

Key Education. (n.d.). *Emotions Photographic Learning Cards*. Greensboro, NC: Carson-Dellosa Publishing LLC. Link [here](#).

Greg & Steve. (1987). Animal Actions I. On *Kids in Motion* [CD]. Los Angeles, CA: Youngheart Records. Or Greg & Steve.

(2014). Animal Actions II. On *Kids in Action* [CD]. Greg & Steve Productions. Available [here](#).

Cox, K. (2009). Community Helper Cards. *PreKinders: Creative Ideas for Pre-K Teachers*. Retrieved September, 2009.

From [www.prekinders.com/community-helpers/](http://www.prekinders.com/community-helpers/).



## BOOKS

*A Still Quiet Place: A Mindfulness Program for Teaching Children and Adolescents to Ease Stress and Difficult Emotions*, by Amy Saltzman, MD (New Harbinger Publications, 2014)

*Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*, by Jon Kabat-Zinn (rev. and updated ed.) (Bantam Books, 2013)

*Handbook of Mindfulness in Education*, edited by Kimberly Schonert-Reichl, Robert Roeser, & Jacqueline Maloney (Springer, 2016)

*Mindfulness and Yoga in Schools: A Guide for Teachers and Practitioners*, by Catherine Cook-Cottone (Springer, 2017)

*Mindful Teaching and Teaching Mindfulness: A Guide for Anyone Who Teaches Anything*, by Deborah Schoeberlein David (Wisdom Publications, 2009)

*Mindfulness for Preschool and Kindergarten*, by Monica Moore Jackman (New Harbinger Publications, 2022)

*Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom*, by Patricia A. Jennings (W. W. Norton & Company, 2015)

*Planting Seeds: Practicing Mindfulness with Children*, by Thich Nhat Hanh and the Plum Village Community (2011)

*Teaching Mindfulness: A Practical Guide for Clinicians and Educators*, by Donald McCown, Diane Reibel, and Marc Micozzi (Springer, 2010)

*The Way of Mindful Education: Cultivating Well-Being in Teachers and Students*, by Daniel Rechtschaffen (W. W. Norton & Company, 2014)

*Sitting Still Like a Frog: Mindfulness Exercises for Kids (and Their Parents)*, by Eline Snel (Shambhala, 2013)

*Teach, Breathe, Learn: Mindfulness In and Out of the Classroom*, by Meena Srinivasan (Parallax, 2014)

*Teaching Mindfulness Skills to Kids and Teens*, Christopher Willard and Amy Saltzman, Eds, (Guilford Press, 2015)

*The Mindful Child: How to Help Your Kid Manage Stress and Become Happier, Kinder, and More Compassionate*, by Susan Kaiser Greenland (Free Press, 2010)

**INTERNET RESOURCES**

Association for Mindfulness in Education (AME)

[www.mindfulnesseducation.org](http://www.mindfulnesseducation.org)

Center for Healthy Minds

[www.centerhealthyminds.org](http://www.centerhealthyminds.org)

Hemera Foundation <https://hemera.org/contemplative-views-and-practices>

Mindful Education Teacher Training

[www.mindfuleducation.com](http://www.mindfuleducation.com)

Mindfulness in Education Network (MiEN)

[www.mindfuled.org](http://www.mindfuled.org)

Mindful Schools

[www.mindfulschools.org](http://www.mindfulschools.org)

The Still Quiet Place

[www.stillquietplace.com](http://www.stillquietplace.com)

University of California - Los Angeles Mindful Awareness  
Research Center

[www.marc.ucla.edu](http://www.marc.ucla.edu)

## THEME 1: MINDFUL BODIES AND PLANTING SEEDS OF KINDNESS

This theme introduces children to physical cues important to paying attention on the inside (e.g., breath, feelings) and to paying attention on the outside to the bell, plants, and friends. People and plants need kindness and care to grow.

### Recommendations for and from teachers

- You may want to break the lessons into pieces depending on your students and time available. Repetition of key practices is also helpful.
- Remember to send out the **introduction parent letter** (in [Appendix](#)), and then letter 1 at the end of the first lesson.
- The **bell practice** is included in every lesson of the curriculum. At first, children might not understand the exercise, or they'll blurt out observations. That's normal! Eventually, children recognize the bell as a time to get quiet and listen.
- Just like the bell, the **Growing Friendship Wish** is included in every lesson. The first time may be confusing for the kids. This is a wonderful chance to model curiosity and play (and show that making mistakes is okay).
- It might be helpful to include visuals of kindness (e.g., sharing, cleaning up, helping a hurt friend) in your classroom.

### Suggested supplemental sources—Activities & Books

#### Activities

- You can include additional breathing practices (lesson 1). For example, “Smell the flower, blow out the candle.”
- You can *add movement* to any lesson. For example, have the kids stand up to learn the Growing Friendship Wish

#### Books

- Lesson 2: Some children won't know what a flower needs to grow. You can add a book into this lesson (e.g., *The Very Best Pumpkin* by Mark Kimball Moulton).
- Lesson 2: *If You Plant a Seed*, by Kadir Nelson, works well here too.
- Lesson 3: *Sumi's First Day of School Ever*, by Soyung Pak, is out of print but a great choice; you can find used copies online).
- Lesson 3: *We Don't Eat Our Classmates*, by Ryan T. Higgins, also about making friends at school, even among a young t-rex and humans.

### Notes for self (teachers add your own ideas here):

## Lesson 1

# Mindful bodies and awareness of attention and breath

### CONCEPTS

- We can pay attention on the inside
- We can pay attention on the outside

### KEY WORDS

(A=Attention page)

breath, attention, inside, outside

### OBJECTIVE

Children will be able to:

- Pay attention on the outside (bell tone)
- Pay attention on the inside (breath sensations)

### MATERIALS

- Visual schedule board with pictures of activities (optional)
- Bell
- Container to hide bell
- Pinwheels
- Send home letter 1 to parents about program and breath ([in Appendix](#))
- A=Attention page ([A to G cards](#))



### ACTIVITIES

1. Introduction to paying attention and breath
2. Surprise: pinwheel; focus on feeling the breath on inside
3. Transition: drop pinwheels and letters to parents in cubbies
4. Surprise: bell; pay attention on the outside

### SUGGESTIONS

- The idea of paying attention on “the inside” and on “the outside” is a new concept for kids. They might not understand initially (and that’s okay). *Repetition will help.*
- The “A for Attention” poster may relate to other classroom expectations (e.g., “Give me 5” or “Be helpful, safe, and kind”), so *point out those connections to your children.*
- The pinwheel activity can also be done using other materials easily manipulated with the breath such as feathers, light fabric or cotton balls. A plastic straw can also be used to focus children’s breath and make it easier to manipulate objects.

## Connection.

*I feel excited on the inside to be here! For each Kindness lesson we will begin our time together like this, in a circle on the floor. Thank you for sitting in a circle and being ready so we can all learn together. Let's play the name game so I learn everyone's name.*

**Say your name and the names of those who came before you in the circle.**

**Teaching.** *Today we will learn a new word: "mindfulness." Mindfulness means to pay attention in a special way. What does "pay attention" mean?*

**Wait for responses.**

*We can learn to pay attention on the inside and the outside of our bodies. When we pay attention, we use mindfulness and this can help us calm down if we are sad, angry or frustrated. It can also help us feel happy.*

**Hold up A=Attention page and hang it up on the wall.**

*How can you tell this person is paying attention?*

**Eyes forward, body calm, no talking.**

*When we pay attention, in a special way, sometimes our bodies automatically become still. Let's say our new word, mindfulness, three times to help us remember it.*

**Say "mindfulness" three times slowly.**

*Now, let's pay attention to something I brought today... Are you ready? How do you feel on the inside waiting for a surprise?*

**Listen to answers.**

*What is this?*

**Bring out pinwheel.**

*How does it work?*

**Blow it.**

*You are right... watch me as I will fill up my belly with air and then blow it out.*

**Blow pinwheel.**

*I feel my belly and chest stretch on the inside when I breathe in and squeeze when I breathe out.*

**Active engagement.** *Now it is your turn to practice feeling your breath. Put one hand on your belly, take a big breath so your belly gets bigger and then pretend the back of your other hand is a pinwheel and feel your belly get smaller.*

**Demonstrate.**

*Great! Raise your hand if you want to share where you felt your breath.*

**Call on several children.**

*Now it's time to blow the pinwheels.*

**Pass them out.**

*Feel your belly fill with air... then blow your pinwheel.*

**After several attempts, check in to see what children noticed about the breath. Was it easy or powerful?**

*These pinwheels are for you to take home. Please put them in your cubbies and then come to sit on the rug so I can show you one more surprise today.*

**Let kids put away pinwheels and two letters to parents.**

*I brought another surprise... What do you think it is?*

**Let children guess and ask.**

*How does it feel to not know what I have?*

**Allow children to answer.**

*It's a bell. It can help us pay attention on the outside. Put one hand in the air. I will invite the bell. When you don't hear the sound of the bell anymore, put your hand on your belly to feel three breaths.*

**Invite the bell with a single ring. Ask students if they heard the beginning and end of the sound, and if they felt their breath in the belly. If time allows, repeat this process of inviting the bell paying attention to sound and breath.**

*Everyone was paying attention on the outside to the bell and on the inside to the breath.*

**Closing.** *Today we learned about paying attention, noticing our breath and inviting the bell. I will see you soon!*

**Reminders.** Send home parent letter 1 ([in Appendix](#)).



## THEME 1: MINDFUL BODIES AND PLANTING SEEDS OF KINDNESS

### Lesson 2

# Growing seeds

#### CONCEPTS

- Seeds need soil/dirt, water, sun and kindness to grow
- Waiting can feel uncomfortable on the inside
- Planting seeds feels exciting on the inside

#### KEY WORDS

soil, seeds/bulbs, knuckle, uncomfortable, excited, kindness

#### OBJECTIVES

Children will be able to:

- Tell what seeds need in order to grow
- Notice and name emotions of discomfort and excited/happy

#### MATERIALS

- Bell
- Planting pots (one per child/group and instructor)
- Soil
- Seeds or bulbs
- Popsicle sticks with names (one per child and instructor)
- Trays for pots
- Watering containers
- “Planting a Seed of Peace” song ([link to purchase](#))



#### ACTIVITIES

1. Invite bell (teach “criss-cross applesauce” if needed)
2. Introduce materials and model planting activity
3. Plant seeds or bulbs, noting how one feels on the inside
4. Invite bell

#### SUGGESTIONS

- For ease of materials, sometimes a few bulbs are given to an entire classroom (rather than every child planting their own seed). This makes the planting easier but doesn’t provide enough “jobs” for the kids. Some variations: Break into two groups, allowing all kids to touch the bulb and cover it with a handful of dirt; decorate pots in which to plant the bulbs.
- Teachers suggested growing grass seeds instead as they grow faster and stay alive all year. You can also do more to care for it (“hair cut”). There’s a balance between practical ease (buying materials and organizing them in the classroom) and engaging all the kids.

**We will start by paying attention and being mindful on the outside and inside.**



**Connection.** *Good morning—it's time for another kindness lesson. Last time, we learned about mindfulness and paying attention on the inside and outside. Every time we have our Kindness Lessons together, we will start by paying attention and being mindful on the outside and inside as we invite the bell. So I know you are ready, sit criss-cross applesauce and zip up your front and back so you are sitting tall. One hand in the air...*

**Invite bell.**

*When you don't hear the sound anymore, put your hands on your belly and chest. Feel two easy breaths, feeling your belly fill with air, then empty.*

**Comment about what was done well — paying attention to sound, breathing, posture.**

**Teaching.** *I brought many things with me today. Raise your hand to tell me what you think we will do today.*

**Listen to responses and put out seeds.**

*Paying attention on the outside helps us know what's happening!*

**Have students name materials.**

*Pay attention on the inside when I ask this question... What do plants need to grow? Notice how you feel on the inside, and if you have an idea, then raise your hand.*

**Ask kids... looking for: sun, soil, water and love/care.**

*What would happen if we forget to water our plants?*

**They would die.**

**Active engagement.** *We will plant at the tables. Pay attention on the outside so you know what to do at your table.*

**Demonstrate planting.**

*Take a pot, fill it with soil, put popsicle stick with name in the pot, dig a hole for the bulb or make finger holes up to the first knuckle for seeds. Then cover the seeds or bulb with dirt and put your pot on the tray to water the seeds or bulb.*

**Encourage instructors to move to tables and call students to walk slowly on tip toes (or other mode of walking that can motivate focused attention) to sit at their table. Assign jobs to children to keep them engaged: a water person, bulb person, stick person, etc.**

*Can everyone get dirt or bulbs/seeds at the same time?*

**No.**

*That means some kids will need to wait. When we wait, we can watch each other so we know what to do when it is our turn. If you have a problem, what can you do?*

**Ask a teacher or ask a friend for help.**

*I will call your name to go to a table and find the popsicle stick with your name on it and sit in that chair. I will have a song playing as we plant. It is a song about planting seeds.*

*When everyone at your table is finished, come back to the rug with your teacher.*

**Closing.** *How does it feel on the inside to plant bulbs/seeds? How did it feel to wait for your turn?*

**Listen to responses.**

*Let's pay attention on the outside and inside as I invite the bell. Remember criss-cross applesauce and zip up. Hand up. Feel your hand moving to your belly or chest as you feel two breaths.*

*See you next time.*



## THEME 1: MINDFUL BODIES AND PLANTING SEEDS OF KINDNESS

### Lesson 3

# Growing friendship with kindness

#### CONCEPTS

- People need kindness to grow
- Acts of kindness make our classroom peaceful and kind

#### KEY WORDS

growing friendships, acts of kindness

#### OBJECTIVE

Children will be able to:

- Begin learning the “Growing Friendship Wish” (GFW) song
- Tell at least three kind ways to grow friendship

#### MATERIALS

- Bell
- Turn-taking list with student names for watering plants
- Water pitcher
- “I’m New Here” book ([link to purchase](#))
- Kindness Garden poster in [English](#) and [Spanish](#), and [Seeds](#) of Kindness stickers



#### ACTIVITIES

1. Invite bell
2. Introduce turn-taking list for watering plants
3. Growing Friendship Wish (GFW)
4. Kindness Garden poster and Seeds of Kindness stickers
5. Book review (“I’m New Here”) and kind acts
6. Brain Game: “Follow Me”

#### SUGGESTIONS

- When you introduce the kindness garden, the kids will love the stickers. To encourage generosity, you can ask the children, “What’s something kind that a friend has done for you?” or “What’s something kind that you or a friend have done?” (The kids love to share their kind acts and get a sticker.)
- This is a long lesson, so you might not have time for the “Follow Me” game. Remember the flexibility of this curriculum: Shorten lessons, made additions, or spread out a lesson over many days.

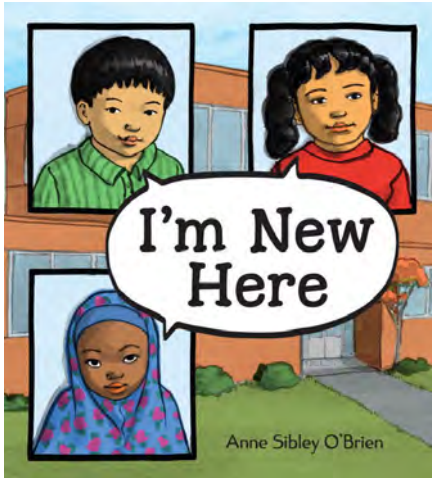
**Connection.** *Hello! Let's invite the bell. Criss-cross applesauce and zip our bodies up to help us pay attention.*

**Bell and breath.**

*Has anyone watered plants? Today I brought a list for taking turns watering the plants. They don't need water every day, only when they are dry. Let's pay attention on the outside to see if the soil is wet or dry.*

**Explain how the color of the soil helps us to know if plants need water. Pick a student to water.**

\_\_\_\_\_ has the first turn to water.



**For each act of kindness we saw in the book, we'll plant a seed sticker in the soil.**

**Teaching.** *We know that plants need certain things to grow. Do you remember one?*

**Soil, water, sun and love/care.**

*Kids also need things to grow friendships. Sometimes we forget to be kind to others, so let's learn a way to help us remember to be kind. It is called the Growing Friendship Wish (GFW). Stand up and follow me.*

**Teach the GFW with sign language, see signs and video demonstration on following page.**

*"May all I think, say and do not hurt anyone and help everyone." Let's try it again.*

**Repeat with signs.**

*Each time we practice the GFW we will get better and better at remembering to be kind to our friends. Let's sit now.*

*So what are some ways we can help others? Let's think of things that we can do to grow friendships in our class.*

1. *We can be kind.*
2. *We can play fair by sharing, taking turns and including others.*
3. *We can help others when they need help.*
4. *We can "Speak from the Heart and be a Star Listener." We will talk more on how to do this on another day soon.*

*When you or a friend does one of these things or something else kind for someone, we will plant a Seed of Kindness in the soil of our Kindness Garden poster. Here are the seeds we plant.*

**Hold up example.**

*Just like we planted seeds in the soil last time, we can plant seeds of kindness too.*

*I would like to read a book to you that shows how we grow friendships.*

**Hold up "I'm New Here" book.**

*I'll turn the pages and read. Once we finish each part, you raise your hand to tell me the kind things kids did for the new children.*

**Take responses and show students that you are putting aside one sticker for each kind thing that was done. Do about 10.**

*This is our Kindness Garden poster, and for each act of kindness we saw in the book, we'll plant a seed sticker in the soil.*

**Give seed stickers to students to add them to poster.**

*In our classroom, we are growing plants but we also are growing friendships with each other. Doing kind things for other people is planting seeds of friendship... What do you think will grow in this garden?*

**Active engagement.** *Let's all practice being kind to each other by playing "Follow Me." Watch what I do and do the same.*

*You followed me by paying attention to me on the outside and on the inside feeling your own body. I felt happy that you followed me. Raise your hand if you have a movement for us to follow.*

**Allow a few students to come stand by the teacher and lead. Ask each child how he or she felt when kids followed them.**

*Now everyone sit on the rug.*

**Closing.** *Let's practice being kind to our friends, just like friends in the book. Remember to plant a Seed of Kindness in the soil of our Kindness Garden when you notice your classmates being kind.*

#### Directions for Brain Game: "Follow Me"

Leader models a movement and students follow by doing similarly.

Sample movements: bow, jump one time, jump twice, jump three times, turn around, clap hands three times, punch alternate fists in the air four times

Watch the Growing Friendship Wish Video and signs at: [youtu.be/K6YLtRORDAQ](https://youtu.be/K6YLtRORDAQ)

## Growing Friendship Wish (GFW)

WORD	SIGN
<b>May</b>	Flat open hands, palms up alternately lifting and lowering
<b>All</b>	Left hand, palm facing body, is circled by right open hand
<b>I</b>	"I" hand shape with thumb on chest
<b>Think</b>	Right index finger to right temple
<b>Say</b>	Right index finger moves from right corner of mouth forward
<b>And Do</b>	Two "C" hands face down side by side move slightly to right and left
<b>Not</b>	Right thumb moves from chin outward
<b>Hurt</b>	Right and left index fingers touch twice
<b>Anyone</b>	Right thumb moves up and down from left to right
<b>One</b>	Right index finger pointing up
<b>And</b>	"C" hand changes to flat "O" hand as it moves left to right
<b>Help</b>	Right fist rests on left open palm up hand and both move up together
<b>Everyone</b>	Right thumb strokes left thumb as it moves in a semicircle, followed by sign for the number 1

## THEME 2: I FEEL EMOTIONS ON THE INSIDE

This theme teaches children self-care by noticing their own emotions, engaging in self-calming, and communicating their feelings. They learn that all emotions, even difficult ones like anger or sadness, can be helpful.

### Recommendations for and from teachers

- Discussing feelings can be quite complex for children so it is helpful to simplify some concepts so they are better able to comprehend them. For example, children might think that it's not okay to get angry or mad. It is helpful to acknowledge that all emotions are okay; we just need to learn how to deal with them.
- These lessons are lengthy, and children may struggle to stay focused. You know your class—you can break the lessons into parts or across multiple days and include lots of repetition and practice.
- Model difficult concepts for your students, such as what a quiet place is, labeling emotions, and how to handle big emotions.
- Some books in theme two are quite long and children may stop paying attention. Alternative approaches include: Shorten the book, only choosing certain pages; Read the book during a different time of the day and then talk about it in the KC lesson; Read the book on your own and then summarize the story for your students, while showing the pictures.
- Belly Buddies are introduced in lesson four. You may find that the rocks don't work well as belly buddies, especially if there are behavioral concerns (e.g., possibility of a rock being thrown). You can use bean bags or stuffed animals instead which may be more comforting, and they're soft!

### Suggested supplemental sources—Activities & Books

#### Activities

- Lesson 4: This is a good lesson to tie in with the “safe space” you may already have in your classroom. The concept of a “quiet place on the inside” is quite abstract for children, but it can still be introduced.
- Lesson 4: Children can draw pictures or think about a familiar place that they could use as their quiet place.
- Lesson 4: The breathing exercises overlap with other SEL programming so you can add in similar activities such as “smell a flower, blow out the candle” as alternative ways to focus on one's breath in a calm and regulated manner.
- Lesson 5: Have children sit on the floor and take their shoes off. Next, have them see how it feels to stand on a carpet or a hard floor, feel their socks with their fingers, etc. Follow up with a discussion around “paying attention to our bodies.” Model an example and ask for responses.
- Lesson 6: Animal cards (farm animals) could be held up after the children talk about “What animals they heard?”
- Lesson 6: Continue to discuss “how YOU feel” after each animal action. It is helpful to repeat this for younger children.

#### Books/Songs

- C is for Curious (An ABC of Feelings) by Woodleigh Hubbard ([link here](#)) is a humorous book that looks at a “host of feelings from A(ngry) to Z(ealous).”
- Lesson 4: The CD, *Calm Down Boogie* can be purchased ([link](#)); and here is a link to the song, “[Breathing In, Breathing Out](#),” in the lesson.
- Lesson 5: A link for one version of “Sounds on the Farm” is available [here](#).
- Lesson 5: The book, “Sounds on the Farm” ([link to purchase](#)) is nice for younger children.
- Lesson 6: The song *Animal Action* ([link here](#)) is a great “listen and move” song. It's one that children love and it adds movement to the lesson.

#### Notes for self (teachers add your own ideas here):

## Lesson 4

# Quiet emotions on the inside



### CONCEPTS

- Taking care of ourselves is important
- We each have a safe and peaceful place inside us

### KEY WORDS

(B=Breath and Body page)

quiet, Belly Buddy, peaceful, search

### OBJECTIVE

Children will be able to:

- Lead the bell practice
- Follow their breath in a lying down or sitting position as they listen to a breathing song

### MATERIALS

- Kindness Garden poster ([link](#))
- Bell
- Turn-taking list of student names for inviting bell
- “A Quiet Place” book ([link to purchase](#))
- Belly Buddies bucket with flat stones or other weighted objects
- “Breathing In, Breathing Out” song ([Calm Down CD](#)), or [here](#)
- B=Breath and Body page (add link)

### ACTIVITIES

1. Introduce turn-taking and regularly invite bell
2. Water plants (repeat periodically as necessary)
3. Growing Friendship Wish and seeds for Kindness Garden
4. Read book beforehand; review and talk about quiet place
5. Introduce and practice with Belly Buddies (“Breathing In, Breathing Out” song)

### PREPARATION

Read story with children prior to lesson

### SUGGESTIONS

- The book “A Quiet Place” is long. One alternative is to read the first two pages, then “picture walk” the other pages, asking kids what they see, and finish by reading the last page. You could also read the book during a different time of the day and then talk about it in the KC lesson.
- Consider other materials that can be used as “Belly Buddies”: stuffed animals, pillows, bean bags, etc. — ideally something with a bit of weight to it, so that children can really feel the item moving with the flow of the breath.
- If you use stones for the belly buddies, you could have the children decorate them so that they’re easier to distinguish.
- Teachers may want to point out acts of kindness that they see so kids begin to notice them too.
- You might tie this lesson in with the “safe place” you already have in your classroom.

**Connection.** Today I have another list of your names so you can take turns inviting the bell.

\_\_\_\_\_, you will have the first turn. How can you tell if the kids are paying attention on the outside? Let's remind them. Say "criss-cross applesauce" and "zip up." Now they look ready. Remember, hand in the air until you don't hear the sound anymore. Then let's feel three breaths. \_\_\_\_\_, please invite the bell.

**Hold bell, giving student the mallet to invite the bell, and then take mallet back.**

I saw hands on bellies and bellies filling/emptying. \_\_\_\_\_, how did it feel on the inside to lead us in inviting the bell?

**Listen to response.**

You will each have a chance to do this. Let's practice our Growing Friendship Wish again.

**Stand and repeat GFW.**

**Teaching.** We have been talking about how we can grow friendships by being kind to others. Has anyone done something kind for someone else?

Or maybe somebody did something kind for you? Maybe you saw a friend be kind in our classroom? Let's add some Kindness Seed stickers to our garden.

**Add a sticker for each person involved in kindness act.**

We also want to be kind to ourselves! We have been reading this book "A Quiet Place." The boy in this book takes care of himself by finding a quiet place when he needs one. Where are his quiet places? He likes being quiet by the bush, in the woods, by the sea, in the desert, by a pond, in a cave, on a hill, in the snow, in a museum, in a library, in his room or inside himself. Raise your hand if you have a special quiet place.

When I want to be in my quiet place, on the inside, I use the surprise in this bucket.

**Have bucket covered.**

What might it be?

**Let students respond.**

I'll show you. These have a special name, "Belly Buddies" (BB).

**Describe your BB to the children.**

I will show you how to use them. I lie down, put the BB on my still, not moving body. Then I feel my BB going up and down. I don't push my belly in and out. I just feel my natural breath and the BB going up and down.

**Hand out BBs to the group.**

**Active engagement.** We will practice feeling our own quiet place inside. First, carefully look at your BB. Notice: What shape is it? What color? Does it have a broken part? Is it heavy or light, smooth or rough? Look at them carefully so you remember which one is yours. Then everyone put them back into the center of the rug.

When I say "search," carefully and slowly find your BB for today. When you find it, lie down and put your BB on your belly. Feel your breath and the BB gently moving as you listen to our breathing song.

**Play song until a student starts to fidget, then end song and have students sit and put BB in bucket.**

**Closing.** How did you feel on the inside while breathing, feeling the BB and listening?

**Take responses.**

Raise your hand if you rested in a quiet place on the inside. Today we learned more about breath and body.

**Hold up B=Breath and Body page.**

This "B" page helps us remember to feel our breath and body. We'll put it beside the "A=Attention" page. We all have a quiet place on the inside of our body. That's all for today.

## Lesson 5

# I can notice things when I'm quiet on the inside

### CONCEPT

- When we are quiet, we notice things
- We can notice sounds and feelings

### KEY WORDS

Listening Walk, Feeling Walk

### OBJECTIVE

Children will be able to:

- Notice and name sounds
- Notice and name sensations



### MATERIALS

- Bell
- “The Listening Walk” book ([link to purchase](#))
- “Sounds on the Farm” song

### ACTIVITIES

1. Animal movement and bell
2. “Sounds on the Farm” song or book ([link to purchase](#))
3. Listening Walk
4. Feeling Walk
5. Growing Friendship Wish (GFW)

### PREPARATION

Read story with kids prior to lesson

### SUGGESTIONS

- “The Listening Walk” book is long. You may want to shorten the book, choosing certain sounds to focus on and do a call and response with the children (i.e., you make the sound, then they make the sound) or you can ask them “what sound does a [fill in the blank] make?”
- Before doing a listening walk, you can begin by having children listen to sounds in the room.
- Could add the book, “Sounds on the Farm” ([link to purchase](#)), especially nice for younger children.

**Connection.** Before we invite the bell, I'd like to teach you one of the ways we can move our bodies to help us pay attention. It's named after an animal — the **Elephant!** Everyone stand up. Elephants stand tall and have a long trunk that moves.

**Clasp hands together.**

Let's make our trunks reach up and spray water. Then lower the trunk.

**Bending body at the waist.** Let's pick up peanuts or leaves. **Do it three times.**

Now it's \_\_\_\_\_'s turn to invite the bell. While listening to the bell, see if you can be mindful of the quiet place on the inside when we feel our breath on the inside.

**Thank child for inviting bell.**

Raise your hand if you rested in the quiet place inside your body.

**Respond to hands up and down.**

**Teaching.** Last time and today we practiced resting in the quiet place in our bodies when we were still and quiet on the outside and the inside. We read a new book, "The Listening Walk." In the book, it was NOT quiet on the outside, but the girl was quiet. Why was the girl quiet?

**Answers: to hear, to pay attention.**

How did the girl feel on her Listening Walk?

**Let students share.**

**Active Engagement.** Now let's start our Listening Walk. We will pretend we are on a farm as we walk around our room, and then I will invite the bell to tell you when to come back and sit on the carpet. Remember, when we are on our Listening Walk, we are quiet on the inside but pay attention on the outside and inside. When you hear the bell sound, "freeze."

**Demonstrate.**

Notice how you feel on the inside when you hear an animal sound and see if you can remember one sound that you hear on our walk.

**Play "Sounds on the Farm" song and begin walking. Model walking with finger over mouth to remind students to remain quiet. Each time the bell sounds on the track, ask students to freeze in place. When sounds track ends, invite bell to return to rug.**

Turn and share with a friend one sound you heard. Raise your hand if you heard \_\_\_\_\_.



**Offer several animal names.**

Raise your hand if you want to tell everyone how you felt when you heard an animal sound. I will call on three students to share.

**Choose three students.**

Let's walk again, but this time it will be a Feeling Walk. Everyone stand up. This time we will pay attention to our bodies when we walk. Before we walk, feel your feet and legs holding you up. Are they moving?

**Answer: No.**

Notice your hands. Can you feel them?

**Answer: Yes/No.**

When we walk, let's pay attention to how our bodies feel when we are moving. Remember, no talking... just feeling your body moving. Let's start with slow walking. Lifting your leg, move it forward, place your foot. Same with the other leg. Feel what happens to your arms when you are walking.

**Walk a bit.**

Let's return to the carpet... feeling our bodies taking us there. What did you notice about your body?

**Provide a modeled example and then allow kids to respond.**

**Closing.** Where could we take a Listening Walk or a Feeling Walk?

**Possible answers: at school, on the way to specials, out at recess, in my house, at the zoo, etc.**

Thank you for paying attention. Let's close with the GFW. See you next time!

**Do GFW with children.**

## Lesson 6

# Different emotions feel differently on the inside

### CONCEPTS:

- I can tell someone how I feel on the inside
- I like some feelings and don't like other feelings, but all feelings are helpful

### KEY WORDS

E=Emotions page ([A-G pages link](#))

snail/slow, bee/busy, basset dog/sad, lark/happy, tiger/brave, shrimp/shy

### OBJECTIVE

Children will be able to:

- Reflect and comment on feelings in the body
- Tell how feelings we like and don't like are helpful

### MATERIALS

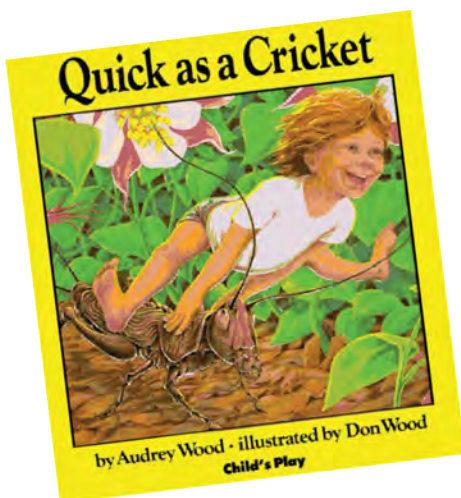
- Bell
- Belly Buddies
- “Quick as a Cricket” book ([link to purchase](#))

### ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book: “Quick as a Cricket”
4. Pretend to be animals/reflect on feelings
5. Belly Buddies with “Breathing In, Breathing Out” song

### SUGGESTIONS

- Children often like the book “Quick as a Cricket” and they enjoy moving like the animals.
- The emphasis on kindness and emotion fits nicely with many SEL curriculums—feel free to use your own language to bring things together.
- For the belly buddies and the “Breathing In, Breathing Out” song, look back at the suggestions for Lesson 4.



## We don't always feel quiet on the inside.



**Connection.** It's \_\_\_\_\_'s turn to invite the bell.

**Support as needed.**

Let's stand up and say our GFW and \_\_\_\_\_ will lead us. Thank you.

**Offer Kindness Seed.** Comment on growing number of seeds in the Kindness Garden or encourage teacher and students to recognize recent kind acts in classroom.

**Teaching.** Last time, we talked about feeling quiet on the inside when walking and feeling or walking and listening, even if it is noisy on the outside. We don't always feel quiet on the inside. Today I have a book that shows how some animals feel on the inside. Notice how YOU feel on the inside before we begin the book.

**Read "Quick as a Cricket."**

**Active engagement.** Now it's time for us to practice feeling on the inside and telling how we feel. First let's practice being **Snails**. What kind of movements does the Snail make?

**Slow, slithery, etc.**

When I invite the bell, start moving like the Snail. When I invite the bell again, freeze. Ready?

**Invite bell.**

Raise your hand to tell me how it feels inside to move your body like a snail. Where in your body do you feel it?

**Continue on with Bee: excited/calm; Basset: sad/heavy/relaxed/busy; Lark: happy/light/scared flying; Tiger: brave/big/afraid; Shrimp: shy/small/afraid.**

Let's do a Feeling Walk back to the rug. Feel the bottom of your feet with each step. Then sit down criss-cross applesauce and feel your bottom on the carpet.

We felt many emotions pretending to be animals.

**Hold up E=Emotions page and add it to the wall with other letters.**

Raise your hand if you want to share with the class which animal you liked being best.

**Students share. Check to see how many other students liked being that animal.**

Raise your hand if you want to share which animal you didn't like being.

**Allow children to answer.**

Even though we feel emotions we like and emotions we don't like, all emotions are helpful. Why are emotions helpful?

**Answer: They keep us safe and help us know what we need.**

**Closing.** Let's finish today resting into our quiet place on the inside. Before we lie down, let's stretch our arms and legs and then rest on the rug. When bodies are still and you can feel your breath, I will place a Belly Buddy on your belly as we listen to our "Breathing In, Breathing Out" song. Notice how you feel in your body and tell us as I collect the Belly Buddies. See you next time!

### THEME 3: HOW I FEEL ON THE INSIDE SHOWS ON THE OUTSIDE

In theme 3, children learn how emotions show on faces, but that sometimes we can't tell what others feel. They learn to ask about others' feelings with kindness and understanding and how to work out problems.

#### Recommendations for and from teachers

- Recognizing and understanding emotions is often hard for children. You might want to choose the easiest, most accessible emotions, like happy and sad on [Emotion cards](#) and start with those.
- For difficult concepts like “hugging their own feelings” try to relate it to something more familiar. For example, if children are told their stuffed animal is sad or upset, they may spontaneously hug and care for it. You can then mention the connection to their own emotions, but don't worry if kids have difficulty with the bigger concept. Often, hugging the stuffed animal is enough.
- If you want to break up sitting time, try an emotion movement song like Emotions Hokey Pokey ([link](#)). This allows kids to feel emotions on the inside and outside while moving their bodies

#### Suggested supplemental sources—Activities & Books Activities

- Lesson 7: Taking turns and sitting still during the game of charades may be challenging. If your class seems restless, you can show a picture and have all the kids mimic the emotion. This is a way for the entire class to participate at the same time.
- Lesson 8: The “script” for role playing is meant as a loose outline. Make changes, if needed, to create a more meaningful, comfortable role-play situation. The kids love watching teachers role play if two teachers are willing! Or you could role-play with a child or divide them in small groups.
- Lesson 8: Some teachers use a cut-out paper ear and mouth to do the “Speaking from the Heart” and “Star Listener” activity.
- Lesson 9: The children often like the book *Dogger* very much, but it is long. Remember that if it is too long, you can read it in stages or during a different time of the day or shorten the book, carefully choosing certain pages.
- Lesson 9: Some teachers add more animal movements to this lesson, asking the kids to relate the movements to emotions.

#### Books/Songs

- *The Boy with Big, Big Feelings* by Britney Win Lee ([link](#)) fits with themes 2 and 3. Children relate to the boy with BIG feelings, especially kids experiencing anxiety and other challenges.
- This Loving Kindness song fits well anywhere in this theme ([link](#)).
- Lesson 7: This *Feelings and Emotions* song demonstrates showing emotions in a mirror ([link](#)).
- Lesson 9: *Knuffle Bunny: A Cautionary Tale* by Mo Willems ([link](#)) that is a humorous story that shows emotions of all involved when some bunny is left behind on an outing.
- Lesson 9: *On Monday When It Rained* by Cheryl Kachenmeister ([link](#)) shows very expressive pictures of a young boy (e.g., proud, scared, lonely) if you want to get at some more complex emotions.
- Lesson 9: Some teachers add more animal movements to this lesson, asking the kids to relate the movements to emotions. This “animal freeze” game is fun ([link](#)).

#### Notes for self (teachers add your own ideas here):

## Lesson 7

# Emotions on the inside show on the outside

### CONCEPTS

- My face and body can show how I feel
- I don't always know how someone else feels

### KEY WORDS

charades

### OBJECTIVE

Children will be able to:

- Show different emotions in their faces and bodies
- Begin learning optional theme-related song about feelings

### MATERIALS

- Mirror (optional: mirrors for each child to use)
- Bell
- Emotion Cards (link [here](#))
- A theme-related song about feelings (e.g., [link](#))

### ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Explore feelings in face/body
4. Charades/Emotion Cards game
5. Bell



### SUGGESTIONS

- You can also add an age-appropriate song about feelings, from a Social Emotional Learning (SEL) curriculum (e.g., [link](#)) if one is used, or from other children's musicians (this site has great options [link](#)).
- If your class seems restless during charades, you can show a picture or use mirrors, and have all the kids mimic the emotion. This is a way for the entire class to participate at the same time.
- Emotion movement songs like Emotion Hokey Pokey ([link](#)) are a great way to break up sitting time.

**Connection.** It's \_\_\_\_\_'s turn to invite the bell. Let's listen on the outside and feel the breath moving on the inside. \_\_\_\_\_, please lead us in the GFW. Thank you.

**Offer Seed of Kindness to student to place in garden.**

**Teaching.** Last time we pretended to be animals like in the "Quick as a Cricket" book to see how they feel on the inside. How we feel on the inside shows in our face and body on the outside.

Do you notice when your feelings show in your face and body? Do we all have feelings?

**Yes!**

Let's explore a little bit how our feelings might show in our face and bodies. Show me how your face and body can be when you are feeling happy.

**Use mirror to help students see their happy faces.**

Show me how your face and body can be when you are feeling angry.

**Use mirror again so students can see their angry faces.**

Sometimes our feelings may show in our hands, our feet or other parts of our body. Where in your face and body do you notice your feelings?

**Listen to responses.**

**Active engagement.** Today we will play a game called "Charades." I will need several helpers for this.

**Select two or three students to be the first to act out an emotion.**

We will look at a picture and decide the emotion the person is feeling: happy, sad, surprised, scared or maybe shy. Then we will show the emotion in our faces and bodies and the rest of the class will try to guess quietly what emotion we are showing them. You can raise your hand and cover your mouth when you have a guess, so that we are quiet while other people are thinking. Let's practice.

**Demonstrate with the first group of students — show one Emotion Card and act out that emotion with them.**

I saw students keeping their guesses very quiet. Thank you for being kind that way! Can you tell which emotion that is?

**Call on one or two students.**

Would a few other people like a turn to show an emotion in their faces and bodies?



**... Sometimes we think we know what someone is feeling but we may not know.**

**Select a few new students, show them a picture of an emotion and ask them to demonstrate that emotion for the class.**

See if you can quietly guess which emotion they are showing in their bodies. Raise your hand and cover your mouth when you have a guess.

**Give time for thinking, then call on several students. Repeat several more times, with new students demonstrating emotions, as time allows.**

Nice job feeling emotions on the inside and showing emotions on the outside. Did you see that sometimes we think we know what someone is feeling but we may not know? So we can ask: "How are you feeling right now?"  
Everyone try it: "How are you feeling right now?"

**Closing.** \_\_\_\_\_, please invite the bell for us to finish our time together today.

## Lesson 8

# Working with emotions in a kind and friendly way

### CONCEPTS

- We can work out problems
- Working out problems helps us and others feel better on the inside

### KEY WORDS

“Speak from the Heart,” “Star Listener,”  
peace, work out

### OBJECTIVE

Children will be able to:

- Get and use wands with teacher guidance
- “Speak from the Heart and be a Star Listener”

### MATERIALS

- Bell
- I’m the Best book ([link](#))
- Peace Wands



### ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Review book and demonstration of Peace Wands use
4. Give one pair of students turn to practice using the wand
5. Brain Game: “Follow Me”
6. Bell

### PREPARATION

Read story with children prior to lesson

### SUGGESTIONS

- In the *I’m the Best Book*, the line “I win. I’m the best” is repeated often. Some teachers find it a poor takeaway message for children, so they say the line fewer times. Reword the book so you feel comfortable reading it to your students. You know your class best!
- The Peace Wands fit nicely with “solution cards” common to SEL programs. Feel free to use both—more ways for children to communicate and work on problem-solving.



## THEME 3: HOW I FEEL ON THE INSIDE SHOWS ON THE OUTSIDE

**Connection.** *Hi everyone. It is \_\_\_\_\_'s turn to invite the bell. See if you can pay attention on the outside and then feel the quiet place on the inside when we breathe five natural (not trying to change) breaths. Stand up for the GFW.*

**Say and sign the GFW.**

**Teaching.** *The last time we were together, we played Charades. We showed how it looked to feel sad, angry, happy or excited. Sometimes things happen that make us feel sad. We read the book "I'm the Best." Some animals were sad in the book. Their friend said he was the BEST at everything! The friends felt sad because they weren't the best. How did the friends fix or work out the problem of feeling sad?*

**Answer:** *They talked about how they were feeling, said they were sorry and were still friends.*

*Today I have a surprise. It will help us show our friends that we care about them. Here is the surprise... Peace Wands. Remember we talked about some things we can do to grow friendships? Being kind and helping others are ways we can grow peace. The Peace Wands also can help us grow peace in our classroom. This is the "Speaking from the Heart" Wand and this is the "Star Listener" Wand. Today I will show you how to use the Peace Wands to work out a problem. In this example, we both want the same toy.*

**See script on next page.**

*Let's see what happens and how it feels.*

**Instructor and another adult act out script as model of using Peace Wands.**

**Active engagement.** *Can anyone think of a problem that they have had with a friend at school?*

**Teacher may know of a recent situation to use as an example.**

*Would you and your friend be willing to work it out with the Peace Wands? This would be a great time to practice "Speaking from the Heart and Being a Star Listener."*

**The instructors are always there to help. Allow students time to work through both sides of speaking/listening, and then discuss how they feel after having worked it out.**

*Nice work.*

*Now let's move a little... with a Brain Game.*

**Play brief Brain Game of "Follow Me" for three sets. Include "growing like a flower" among actions. Finish with students sitting.**

**Closing.** *How do you feel on the inside right now?*

**Responses.**

*Let's see if it changes as we invite the bell. It is \_\_\_\_\_'s turn. See if they are ready to rest in the quiet place on the inside. Remember to use the Peace Wands if you have a problem with a friend in class. Ask your teacher if you need help. I'll ask next time to see if anyone used the Peace Wands to work out a problem.*



**Teachers model difficulty working it out: This often makes kids giggle because it is unusual to see teachers acting inappropriately.**

### Directions for Brain Game: "Follow Me"

Leader models a movement and students follow by doing similarly.

Sample movements: bow, jump one time, jump twice, jump three times, turn around, clap hands three times, punch alternate fists in the air four times

# Peace Wands Demonstration

Let's pretend that \_\_\_\_\_ (other instructor's name) and I both want to play with the \_\_\_\_\_ (insert toy or classroom object).

**Teachers model difficulty working it out: This often makes kids giggle because it is unusual to see teachers acting inappropriately.**

**Instructor 1:** *I want it!*

**Instructor 2:** *No! I want it!*

**Instructor 1:** *I had it first.*

**Instructor 2:** *No, I had it first.*

**Stop and talk about how the problem, wanting the same toy, is not getting worked out. The instructors are not helping each other. Have instructors talk about how they feel when not helping.**

## LET'S TRY SOMETHING DIFFERENT

One of the instructors asks the other "Do you want to work it out?" If the person says "Yes," the person who asked gets the Peace Wands. If "No," maybe get an instructor to help or you can work it out later.

## DEMONSTRATE WORKING IT OUT

**Instructor 1** with "Speaking from the Heart" Wand: *I'm sad in my heart. I want to play with the \_\_\_\_\_.*

**Instructor 2** with "Star Listener" Wand: **Repeats what s/he heard.** *You are sad and want a turn with the \_\_\_\_\_.*

**Instructor 1:** *Yes.*

## SWITCH WANDS

**Instructor 2** with "Speaking from the Heart" Wand: *I'm mad in my face. I waited for this toy for a long time.*

**Instructor 1** with "Star Listener" Wand: *You're mad. You waited a long time to play with the \_\_\_\_\_.*

## GFW PROBLEM SOLVING

**Instructor 2** with "Speaking from the Heart" Wand:

*I can give you the \_\_\_\_\_ when I'm done.*

OR

*Let's take turns using the \_\_\_\_\_.*

**Tell how you are feeling when you work it out and problem solve. Discuss with kids the difference between the two ways to handle it.**

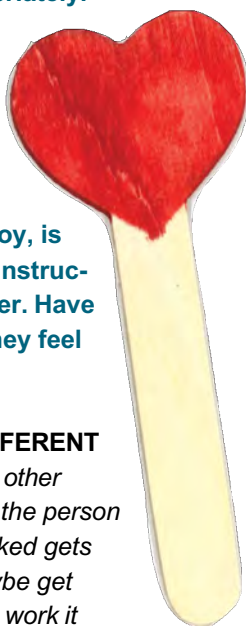
*We all get upset sometimes. It just happens. Can we be mindful of our feelings in our body? If we are too upset to talk, we can take some time to take care of our feelings. Maybe we need to say, "Let's talk about it later." Then, we can take some breaths and notice the changing of how we feel. When we are ready, we can ask our friend to use the Peace Wands. As*

*we talk we may notice that things are changing on the inside. They may also change on the outside. Make sure that both people have time to talk and time to listen. If you need help when you are trying to talk it out with your friend, then ask an instructor for help.*

*Notice how you feel on the inside after you worked out the problem. Do you feel differently now than you did at the beginning?*

### Allow time for responses.

*Did you plant a Seed of Kindness? If you both feel better, you can both remember to put Seeds of Kindness stickers on our Kindness Garden.*





## THEME 3: HOW I FEEL ON THE INSIDE SHOWS ON THE OUTSIDE

## Lesson 9

# Emotions change many times each day

## CONCEPTS

- I can be kind to my uncomfortable emotions
- Emotions and feelings change
- When I am kind, I feel good and the other person feels good

## KEY WORDS

(C=Caring page)  
caring, lion, peaceful

## OBJECTIVE

Children will be able to:

- Show kindness toward themselves when there is a problem
- Show kindness to someone else having a problem

## MATERIALS

- Bell (shown below)
- Watering pitchers
- “Dogger” book ([link to purchase](#))
- “May You Be Happy” or the “Caring” song ([link to purchase](#))
- C=Caring page ([link](#))
- Bean bag animals

## ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Animal movement: Lion (you can add more, such as elephant, frog, and penguin or the animal freeze game ([link](#))).
4. Book review: “Dogger”
5. Pretend (baby animals are our feelings)
6. “Caring” song (explains & shows [link](#))
7. Bell (if time allows)

## PREPARATION

Read story with children or play audio recording prior to lesson; skim and summarize text as needed

## SUGGESTIONS

- Children enjoy the book “Dogger,” but it is long so plan accordingly. Alternative books include: “Knuffle Bunny” ([link](#)) or “On Monday When it Rained” ([link](#)).
- The “Caring” song doesn’t need to be sung. It can be spoken as a phrase which allows you and your students to say the words more slowly and include the signs ([link for spoken version](#)).
- It can be helpful to spend more time on difficult feelings like “angry” or “scared” as these are complex emotions and harder to self-control.
- Self-kindness is an important concept but challenging to differentiate from selfishness. You can model self-kindness out loud. For example, “Oops, I spilled. It’s okay that I made a mistake. I can try to do better next time.”



## We notice how our feelings can change.

**Connection.** Let's start with \_\_\_\_\_ inviting the bell.

**Child leads bell practice.**

Now lead us in the GFW.

**Child leads the GFW.**

How are our plants doing? Raise your hand if you have cared for them.

**Await responses.**

Great! Raise your hand if you have remembered to be helpful with a friend and put a sticker in the Kindness Garden.

**Comment about remembering/feelings.**

Let's learn another way to move our bodies that helps us to pay attention. It is named after another animal. Do you recognize this?

**Hold up Lion card.**

To do **Lion**, let's get on hands and knees. Take a deep breath in, then exhale while sticking out your tongue and opening your eyes wide, with a silent roar. Then relax and breathe normally.

**Do three times.**

Last time we talked about how we sometimes experience uncomfortable feelings and how we can "Speak from the Heart" to work out problems. We noticed how our feelings can change. We have been reading a book about changing feelings, "Dogger."

**Teaching.** "Dogger" is about Dave. His feelings keep changing. Let's look at the pages and see if we can tell how Dave is feeling and the reason his feelings change.

Briefly summarize and review the story with students with a focus on Dave: How is he feeling and what happened that made him feel that way? Make sure to comment about the Seeds of Kindness that he is sharing with others and that others are sharing with him.

Did Dave's feelings stay the same or change? Do our feelings stay the same or change? What helps Dave feel happy?

**Answer: When he is kind to others and others are kind to him.**

We can also be kind to our feelings. Being kind to our feelings is a way of caring.

**Hold up C=Caring page and add it to the wall with other letter cards.**

**Active engagement.** Raise your hand if you have ever been sad like Dave was.

**Allow responses.**

Sometimes our feelings feel like angry or sad animals. If you had a pet and it was sad, what would you do to help it feel better?

**Answers: hug it, say "it's okay" or "I hope you feel better," etc.**

Today I brought some bean bag animals. Let's pretend that they are your own sad feelings. Let's practice being kind to our feelings.

**Let kids hold and talk to bean bag animals.**

Let's learn another song that can help us and other kids feel better: The "May You Be Happy" or "Caring" song. Let's sing this song to our bean bag animals.

**Ask students to place animals on the carpet near them. See song lyrics on next page/play song.**

**Closing.** If a friend is feeling sad or upset, we can sing the "Caring" song for him/her. We can also sing the "Caring" song for ourselves. See you next time.

# “Caring” song

“May You Be Happy” by Betsy Rose

*This song is about feeling happy, peaceful and filled with love. It’s called the “May You Be Happy” or “Caring” song. The song has sign language in it. Raise your hand if you know what sign language is? Right, it is a way to use your hands to talk with someone who can’t hear. Let me teach you some signs so you can sing the “Caring” song.*

You can view the sign language for the song at these video links: [Version 1](#) and [Version 2](#)

Watch what I do with my hands when I play and sing the song (here is video of the [Caring song](#) itself)

May		I be		happy		
flat open hands, palms up, alternately lifting and lowering	fist, thumb side against chest, small finger raised	open hands with fingers moving up in front of chest				
May		I be		peaceful		
flat open hands, palms up, alternately lifting and lowering	fist, thumb side against chest, small finger raised	press palms together and rotate hands at wrist in opposite directions, then bring both hands out and away angled downward toward the floor				
May		I be		filled	with	love
flat open hands, palms up, alternately lifting and lowering	fist, thumb side against chest, small finger raised	one hand in a fist, thumb side up; the other brushing flat across the top of the 1 <sup>st</sup> hand	touch fists together		keep hands in fist, cross arms over chest	

Let’s try it together.

Today let’s sing the “Caring” song three times.

The first time, let’s sing to ourselves.

**Sing verse 1.**

The second time, let’s turn toward a friend. We’ll do signs like this.

**Show “May you” sign — point at others.**

The last time, let’s sing to all of us like this.

**Show “May we” sign — right hand creates semi-circle in front of body, shoulder to shoulder.**

May I be happy  
 May I be peaceful  
 May I be filled with love

May you be happy  
 May you be peaceful  
 May you be filled with love

May we be happy  
 May we be peaceful  
 May we be filled with love

## THEME 4: TAKING CARE OF STRONG EMOTIONS ON THE INSIDE AND OUTSIDE

In this theme children learn to make a mind jar to help them calm a busy mind and focus their attention. The lessons also introduce waiting, patience, turn-taking, and using a safe space to self-calm.

### Recommendations for and from teachers

- For longer lessons, you might not have time for everything. Feel free to shorten the lesson based on the personality of your class (especially on a given day) or break the lesson into two or more sessions.
- This is the final emotion-focused theme. It is a good time to revisit activities that worked well with your class or review concepts that were hard. The activities focus on noticing emotions, similar to other SEL programming, so you can also connect with those practices, tools, and techniques.
- Children love the mind jars they make in lesson 11! They show them to their parents/guardians and explain how to use the mind jar. They are typically quite excited for this lesson.
- With the mind jars, children might not understand the concept that their thoughts correspond to the glitter in the jar. That's okay! Simply watching the glitter settle can relax kids when they're upset.
- Remember to send out "Parent Letter #2" after Lesson 11 when children make the mind jars.

### Suggested supplemental sources—Activities & Books Activities

- Lesson 11: Here is one recipe for making mind jars (see [Appendix](#)) but feel free to experiment with this recipe. It's not an exact science. Add more glycerin/clear glue if you want the glitter to settle slowly; add less glycerin/clear glue if you want the glitter to settle quickly. Try different colors and kinds of glitter. Let yourself and the children play and experiment.
- Lesson 11: You can also use small 8 ounce juice jars for mind jars ([link](#)) and then use individual glitter packets ([link](#)) which makes it easier for students to pour the glitter into their jar with some assistance (e.g., teachers may need to cut the corner of the packet).
- Lesson 12: This lesson overlaps with the "safe space" and tools used in many SEL programs. If you have already established a "safe space" in your classroom, you can use group time to remind your students about self-calming activities within the Kindness Curriculum.
- Lesson 12: You can post solution cards (e.g., [link](#)) to review and talk about what is helpful to do when you are upset.

### Books/Songs

- The boxed set *A Little Spot of Emotions* by Diane Alber ([link](#)) contains 8 books on emotions, including anxiety, happiness, and confidence and fits well with this theme.
- There is a series of books on emotions including anger, sadness, etc. by Daniela Owen ([link](#))
- The book *Sometimes I'm Bombaloo* by Rachel Vail ([link](#)) works well with the lessons in this theme. It looks at "big feelings and includes a wise take on tantrums and learning how to feel like yourself again!"
- Lesson 10: Some teachers like to use an *I Love You Ritual* ([link](#)) in addition to the *Caring Song*.
- Lesson 10: The book *Mouse was Mad* by Linda Urban ([link](#)) or *Calm-Down Time* by Elizabeth Verdick ([link](#)) are good alternatives for *Moody Cow Meditates*.
- Lesson 12: The book *You are Helpful* by Todd Snow ([link](#)) gives children everyday examples of ways that they can help out such as putting their toys away or getting dressed themselves.

### Notes for self (teachers add your own ideas here):

## Lesson 10

# Busy mind and clear mind

### CONCEPTS

- Emotions and thoughts can make our mind busy
- Focusing attention can make our mind calm

### KEY WORDS

mind, meditate, Mind Jar

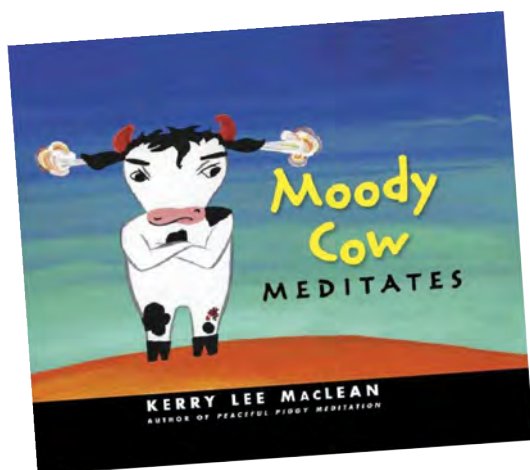
### OBJECTIVE

Children will be able to:

- Use Mind Jar to show a busy and calm mind
- Focus attention as glitter within Mind Jar settles

### MATERIALS

- Bell
- “Moody Cow Meditates” book ([link to purchase](#))
- A completed Mind Jar (see following lesson on how to make your own)
- “My Mind is a Clear Blue Sky” song ([link to purchase](#))



### ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book review and “Caring” song
4. Brain Game (“Follow Me,” emotions)
5. Mind Jar and “My Mind is a Clear Blue Sky” song

### PREPARATION

Prepare Mind Jar to model for class

### SUGGESTIONS

- Moody Cow Meditates is lengthy and includes actions that you may not want to encourage in your classroom (e.g., name calling); however, it is good for illustrating emotions and the concept of a mind jar. Alternatives: You can read the book yourself and summarize the story; show the pictures and replace any words or actions that you want to skip; read the last few pages to discuss the mind jar; or choose a different book (e.g., *Mouse was Mad* or *Calm-Down Time*).
- The discussion of emotions and feelings overlaps with practices in many SEL programs, including paying attention to emotions and what to do when we are upset. Feel free to incorporate those practices into the lesson.
- This lesson introduces empathy and other emotions. It is difficult for children to put themselves in “another person’s shoes.” Empathy takes time to learn and you will come back to this concept again and again.

**Connection.** It's \_\_\_\_\_'s turn to invite the bell.

**Invite.**

Please lead the GFW.

**Child leads GFW.**

Have you seen students planting Seeds of Kindness lately? Should we add some seed stickers to our Kindness Garden?

**Provide stickers if appropriate.**

Last week we talked a lot about being mindful of our emotions/feelings. Emotions can feel good or not so good.

Emotions change all the time, and we can take care of our emotions by being kind to them.

**Teaching.** Let's read the "Moody Cow" story and see what he does with his strong emotions.

**Read story aloud.**

So many awful things happen to Moody Cow.

**Flip through the pages to show: bad dream, sister incident, missed bus, bike accident, teased, breaking window.**

Raise your hand if you ever had something happen that made you feel sad or angry.

**Call on several kids to let them share.**

How do we feel on the inside when we hear something happened to our friend?

**Answer: Sad.**

Let's sing our "Caring" song to our friend.

**Have students turn to face their friend while following along with the teacher leading the song.**

How does it feel to have your friends sing to you?

**Allow responses.**

**Active engagement.** Everyone, stand up to play the "Follow Me" game. I will show you a body position and a face. You do what I do. Then I'll ask how you think I was feeling.

**Angry: gritted teeth, clenched fists, stomping feet.**

**Sad: mouth down turned, body caved in, drooping shoulders.**

**Afraid: wide-eyed, mouth slightly open, hands fisted protecting chest/throat.**

**Tired: eyes half closed, arms hanging, walk dragging feet.**

**Excited: smiling, hands clapping in front of chest, small jumping movement.**

I saw people following me. You knew how I was feeling.

Thank you for following me.

Sometimes when I get very upset, I use my Mind Jar... just like Moody Cow's grandfather taught him. The glitter is like our upset thoughts and feelings.

Let's pretend I am angry.

**Show an angry body.**

I shake my Mind Jar (**demonstrating**), put it down and pay attention on the outside to the angry thoughts and feelings just settling down. Let's try it together. Let's pretend we are upset. I will shake the jar. Then everyone closely pay attention on the outside to the upset thoughts and emotions settling down. Can you keep your attention on the glitter until it all settles down?

**Closing.** Let's all lie down and listen to a song about our mind.

**Use Belly Buddies and play "Caring" song.**

Let's sit up and open our eyes. Next time, we will make Mind Jars to take home. How does it feel on the inside to know we'll make Mind Jars?

## Lesson 11

# Making Mind Jars and practicing using them

### CONCEPTS

- Sometimes we need to wait
- We feel good when we get our turn

### KEY WORDS

upset

### OBJECTIVE

Children will be able to:

- Say “I’m waiting” and how they feel when they get their turn
- Know how to use the Mind Jar

### MATERIALS

- Bell
- “Moody Cow Meditates” book ([link](#))
- Mind Jars (with glycerin, water/water pitchers, glitter, dish soap, permanent markers, measuring spoons — enough for each table of students) (mind jar recipe in [Appendix](#))
- Send home Parent letter #2 ([in Appendix](#))

### ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Animal movement: Giraffe
4. Making Mind Jars
5. Pretend (you are upset or angry; use Mind Jars together)

### PREPARATION

1. Have Mind Jar materials set up at tables
2. Have students’ initials written in permanent marker on the Mind Jar lids
3. It may be helpful to have a list of students’ names for each table, so you can call them over easily

### SUGGESTIONS

- Children love the mind jars and are very excited for this lesson; however, waiting for their turn can be very challenging! Some suggestions: invite volunteers to help on mind jar day; work in small groups; pre-mix the glitter in packets; use funnels to fill the jars; and find plastic bottles/jars with wide mouths.
- This is a great lesson to focus on patience, waiting your turn, and calming down. Talk about how they are feeling (e.g., excited, upset) and discuss ways to deal with those feelings .

**When all of the thoughts and feelings settle, we rest and move our attention to the inside.**

**Connection.** Have next student on list invite bell and lead GFW.

Last time we read about Moody Cow (**hold up book**). He learned a way to help himself watch his upset feelings change and settle down. Raise your hand if you remember what Moody Cow does to help himself calm down.

**Have the book available to show them the Mind Jar.**

*We all get upset sometimes, right?*

**Teaching.** We each do different things when we get upset. Sometimes we may yell, hit, kick or we may get really quiet or feel very tight. Are those helpful?

**NO!**

But it is hard to remember to be kind and helpful when we are angry or sad or scared or confused. One kind thing we can do is use a Mind Jar. Does anyone here have a Mind Jar?

**No.**

So let's make one. First, let's try another mindful movement to help us focus our attention. Let's try **Giraffe**. Feel your feet on the floor and your hands pointing toward the floor. Then inhale and feel your back/spine straightening up, lifting your neck and head. Stretch up. Relax and breathe out.

**Do this three times.**

**Active engagement.** Now when everyone is quiet and paying attention on the outside to me, I will show you how to make a Mind Jar.

**On the rug, demonstrate making a Mind Jar according to these directions:**

The Mind Jar has glycerin in it already. Glycerin can make your eyes sting if it gets in your eyes so please be careful when you work with it. Make sure that you don't spill the glycerin on your hands and if you do, wash your hands right away.

1. Put two teaspoons of glitter into your Mind Jar.
2. Pour in water to the very top of the jar.



3. Put one drop of soap liquid in.
4. Find the cap with your initials and put it on your jar. Make sure it is tight so no glitter or glycerin gets out!
5. Wait until everyone at your table is done making the Mind Jar. Then go to the rug.

**Super glue lids on before sending jars and parent letters home with students the next day.**

Remember that we all cannot have a turn at the same time. What can you do while waiting for your turn?

**Answer: watch, count, feel your breath.**

Everyone will have a turn!

**Closing.** When I invite the bell, we will all pretend we are angry, shake our Mind Jars and then place them on the floor in front of us. Our eyes notice the angry feelings start to settle on the bottom of the jar. When all of the thoughts and feelings settle, we rest and move our attention to the inside and feel five breaths.

**Count breaths for the children.**

How do you feel on the inside right now?

**Let students answer.**

Each of us has a Mind Jar and a letter to take home tomorrow. We will also have a Mind Jar here at school. Remember, if you are upset, you have a Mind Jar to shake and watch until your feelings settle to the bottom of the jar. That is another kind way to be with our feelings. See you soon.

## Lesson 12

# What else can we do when we are upset?

### CONCEPTS

- There are many things we can do when we are upset
- One thing is to go to a safe place and calm down

### KEY WORDS

(use a classroom “safe place” if you have one), calm down place, quiet place

### OBJECTIVE

Children will be able to:

- Tell three things to do to calm down
- Tell where the safe place is

### MATERIALS

- Bell
- “When Sophie Gets Angry” book ([link to purchase](#))
- Bean bag animals
- Mind Jar
- Peace Wands
- Theme-related song about being calm ([link](#)) or ([link](#))

### ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book
4. Set up a “Kindness Place” (gather Kindness Curriculum materials to a central location)
5. Brain Game: “Follow Me”
5. Growing Friendship Wish (GFW)
6. Bell

### SUGGESTIONS

- This lesson ties in nicely with the “safe space” and tools used in many SEL programs. If you have already established a safe space in your classroom, then you can use group time to remind your students about the tools and activities in the Kindness Curriculum.
- The concept of patience and calming down are challenging for young children. You can introduce an age-appropriate song about calming down such as the ‘*Calm Body Calm Mind*’ Mindfulness Song ([link](#)).

**All feelings  
are okay:  
sad, worried,  
afraid...**



### Connection.

*Let's begin with some animal movements.*

**Allow children to suggest which two they want to try. Lead movements for those animals. If appropriate, have next student invite bell.**

*Last time, we made a Mind Jar.*

**Have Mind Jar there.**

*Mind Jars help us do what?*

**Answer: calm down when we are upset, worried or over-excited.**

*What else can you do if you feel uncomfortable, worried, angry or upset on the inside?*

**Make sure to have bell, bean bag animals, songs and Peace Wands available.**

**Teaching.** *Let's read a story to see what Sophie does when she is feeling angry.*

**Read aloud "When Sophie Gets Angry."**

*How was Sophie kind to herself when she was really, really angry?*

**Answer: took some time by herself to pay attention on the outside including feeling the wind, seeing the water.**

*How did she feel after paying attention on the outside?*

**Answer: Calmer.**

*Is it okay to get angry?*

**Answer: Yes.**

*All feelings are okay: sad, worried, afraid... Is it okay to be mean to others or ourselves when we have uncomfortable feelings?*

**Answer: No.**

*Can we hit friends or run away?*

**Answer: No.**

**Active engagement.** *Is there a place in the classroom where we can go if we need time to take care of our feelings, the way Sophie did?*

**If "yes" great, if "no," say, "Let's make one."**

*Let's put all of our kindness materials there.*

**Review all of the Kindness Curriculum materials so far and how we use them.**

**Discuss classroom plan for making use of the Kindness Place: Do students need to ask permission to go there? Can more than one student be there at the same time? Create classroom agreements for using the space and materials.**

*Let's remember our Growing Friendship Wish, too.*

**Ask a student to lead the GFW.**

*You have been very kind by listening to the story and helping to create our Kindness Place today. Now let's play the "Follow Me" game.*

**Tiptoe, jump five times, balance on one foot and do the Eagle animal movement.**

**Closing.** *Great! Let's sit and \_\_\_\_\_ will*

*invite the bell. Remember that there is a calm down place here in the classroom where our kindness materials are kept.*

*This can be a helpful space when you need to take care of your feelings. See you next time!*

## THEME 5: CALMING AND WORKING OUT PROBLEMS

This theme explores forgiveness to self and others as a means to work out problems. It also teaches about using movement to calm our emotions and be in the present moment.

### Recommendations for and from teachers

- When beginning Lesson 13, **add flowers to your Kindness Garden** before the children arrive at school. As children come in ask, “Are things growing in our garden?” and then talk about kind acts and growing friendships.
- If you don’t have animal cards in your classroom, you can print out pictures of all the animals mentioned in the lesson. It’s helpful for the kids to have a visual to accompany the animal movements.
- If you’re not sure how to do an “animal movement,” that’s okay! Choose the movements with which you’re comfortable or add new ones. The movements in the lesson bring in all parts of the body, stretches, and spinal twists in slow controlled ways.
- After lessons with a lot of movement, it might be difficult for kids to lie on the floor and breathe. Some teachers used belly buddies at the start of the lesson rather than at the end. Others used belly buddies at the end to discuss transitions to calming. Do what feels best in your classroom.

### Suggested supplemental sources—Activities & Songs

- Lesson 13: You can purchase the Animals in Motion CD ([link](#)) or Animals in Action CD ([link](#)) by Greg and Steve, or use a replacement such as this one with real animals ([link](#)) or this one ([link](#)).
- Lesson 15: Kids enjoy the egg pass. If you have a large group (and enough teachers), you can break into smaller groups, so the egg pass flows more smoothly.

### Books

- Lesson 14: If the beautiful but long *Down the Road* book about parents offering forgiveness is challenging for your group, you could try *I Am Human: A Book of Empathy* by Susan Verde ([link](#)).
- *It’s Okay to Make Mistakes*, by Todd Parr is about embracing mistakes and happy accidents ([link](#)).
- *We All Need Forgiveness* by Mercer Meyer is about letting go of lingering anger ([link](#)).
- *No David* by David Shannon, about David doing things he is not supposed to do –which some teachers connect to forgiveness and learning self-control ([link](#))!
- *The Giving Tree* by Shel Silverstein about love and acceptance ([link](#)).
- *Splat Says Thank You* by Rob Scotton, Splat the cat creates a thank-you book for his friend ([link](#)).
- *Last Stop on Market Street* by Matt de la Peña is about kindness, empathy, gratitude, and a special bond between a boy and his understanding grandmother ([link](#)).

### Notes for self (teachers add your own ideas here):

## Lesson 13

# Mindful movement

### CONCEPTS

- Movement helps us feel our bodies
- Movement can help us calm our emotions

### KEY WORDS

armadillo

### OBJECTIVE

Children will be able to:

- Remember and lead animal movements
- Understand how calming can be easier after movement

### MATERIALS

- Bell
- Animal movement picture cards
- “Animal Action 1” song ([link to purchase](#))

### ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Animal movements
4. “Animal Action 1” song, twice
5. Belly Buddies
6. Bell

### SUGGESTIONS

- Remember to *add flowers to the Kindness Garden* before the kids arrive for school. Then ask, “Are things growing in our garden?” and talk about kind acts and growing friendships.
- Pretending to be animals is a favorite of the kids and learning to do quiet animal movements is exciting.
- After all the movement in this lesson, it might be difficult for kids to do lie down for Belly Buddies. Some teachers used belly buddies at the start of the lesson. Others used belly buddies at the end to introduce transitions to calming. Do what feels best in your classroom.
- If you don’t have animal cards in your classroom, you can print out pictures of all the animals mentioned in the lesson. It’s helpful for the kids to have a visual to accompany the animal movements.
- Videos of an Animal Action song are available here with real animals ([link](#)) or here with different animals ([link](#)).





## THEME 5: CALMING AND WORKING OUT PROBLEMS

### Connection.

**Have next student invite bell and lead GFW.**

*How is our Kindness Garden coming along? Are things starting to grow there?*

**Comment about seeing things grow/feelings.**

*Raise your hand if you have remembered to be helpful with a friend and put a seed sticker in the garden. How does it feel to notice that our seeds are helping things to grow?*

**Listen to a few responses.**

*We have been talking about different ways we can take care of ourselves and our feelings. Raise your hand if you can help us remember one thing we can do to care for ourselves and our feelings.*

**Answer: Mind Jar, Belly Buddies breathing, quiet place.**

*Sometimes we can calm our emotions on the inside when we move and use our bodies. Today we're going to move our bodies like some animals do, and we can notice how it feels when we move in these ways.*

### Teaching and active engagement.

*You have learned the movements for some of these animals already. Do you remember?*

**Elephant, Lion, Giraffe — practice those.**

*We can move our bodies like other animals too.*

**If pictures of animals are available, show pictures of some the animals below.**

*You can whisper the animal's name if you know it.*

**When you come to the Armadillo picture say, "I don't know if anyone will know this animal."**

**Ask them to pay attention to how it feels to know or not know and comment on how feelings may change as we keep learning.**

*We will practice breathing and being mindful in our bodies as we do animal movements. I will show you the movement, and then we will do it three times.*

**Repeat each movement three times.**

*First, is **Eagle**. Eagle moves his wings slowly. Watch first and then we will fly like Eagle three times. Breathing in slowly, lifting the arms up, and breathing out lowering the arms. Feet stay firm on the floor.*

**Do three times.**

*We will do **Cat** and **Cow** together. Watch me on hands and knees. Breathe out rounding the back, dropping the head and tailbone. That is Cat. Then breathe in dropping the belly toward the floor, while lifting the head and tailbone. That's Cow. Let's try three times.*

**Guide breathing.**

*Next we will do **Snake** and **Snail** together. Watch me... Snake starts lying on the floor with face down with hands under shoulders. Then breathe in as you straighten your arms and lift your head. For Snail, breathe out as you relax back sitting on your heels with arms extended and face down on the floor. Let's do those movements three times too.*

**Do three times.**

*Now, **Armadillo**. Armadillo twists his body first to one side and then to the other.*

**Demonstrate sitting spinal twist in each direction, inhaling to have a straight spine and then exhaling as you twist and look behind you as your opposite shoulder turns toward knee that is crossed over the other. Do three times.**

*Now it's time to move like **Frog**. What do frogs do?*

**Jump!**

*Let's start in a squat with folded legs, and then jump up like a frog.*

**Do three times.**

*Next comes **Monkey**. Monkeys use their arms to hang from trees. Let's reach our arms up over our heads, one at a time.*

**Stretch side bodies. Do three times.**

**Active engagement.** *Now let's use our animal movements to move our bodies along with a song. Remember to make sure you have space around your body before making big movements.*

**Play "Animal Action I" song.**

**Closing.** *Now let's calm and settle our bodies. Find a place to lie down on the rug and relax our bodies for a few minutes. Feeling your legs, bottom and feet resting on the floor... Arms are at your sides and closing your eyes if that is comfortable for you.*

**Distribute Belly Buddies.**

*Let's use our Belly Buddies as we listen to the bell, feeling the breath moving in and out of your strong, animal bodies.*

**Invite the bell.**

**After the sound ends, ask,** "How are you feeling on the inside right now?" "Where do you feel it?"

**Children can answer.**

*Moving our bodies and then relaxing them can help us calm down and stay healthy.*



## THEME 5: CALMING AND WORKING OUT PROBLEMS

## Lesson 14

# Forgiving myself

## CONCEPTS

- We all have accidents
- We can forgive ourselves when we have an accident

## KEY WORDS

(F=Forgive page)

accident, forgive, hug

## OBJECTIVE

Children will be able to:

- Recall a time they had an accident
- Give themselves an “imaginary hug”

## PREPARATION

Read story with group prior to lesson; skim and summarize text as needed

## MATERIALS

- Bell
- Animal movement pictures
- “Down the Road” book ([link to purchase](#))
- A theme-related song about accidents and forgiveness (optional)

## ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Movement (Giraffe and Eagle)
4. Book review: “Down the Road”
5. Discussion: How it feels when you do something on accident
6. Brain Game (“imaginary hug,” “playful bear hug,” “ant hug”)
7. Bell

## SUGGESTIONS

- The book, *Down the Road*, is beautiful but long. Going to the store alone is unfamiliar for most young kids and it’s a story of parents offering forgiveness. Because the book is spread over two lessons, it’s possible to picture-walk the story and review it another time. Alternatively, you can choose a different book (e.g., *I Am Human: A Book of Empathy* by Susan Verde).
- Forgiveness is a big concept! The children might not fully understand it, but they can relate to self-forgiveness about making a mistake or having an accident.
- You can add an age-appropriate song about accidents and forgiveness, this one is nice for younger kids ([link](#)) or this one mainly about apologies and forgiving others ([link](#)).
- Sometimes the word accident triggers potty training mishaps. You can use mistakes instead and have other examples ready.

**Connection.** Have next student on list invite bell and lead GFW.

Please stay standing. Last time, we practiced animal movements. Sometimes when we are upset, if we move our bodies and breathe, we can feel calmer. Let's do **Giraffe** and **Eagle** today.

**Do mindful movement.**

**Teaching.** Raise your hand if you remember this book.

**Hold up "Down the Road."**

How did the girl feel when she had an accident?

**Call on students.**

What did she do?

**Answer: sat in a tree.**

Did the girl's parent stay mad at her for a long time?

**Answer: No.**

They didn't stay angry with her. They forgave her.

**Show F=Forgive card and add it to wall.**

Forgiving helps us and the other person feel better. At school and at home we all have accidents. Can someone share about an accident that happened to them?

**Call on a child to share. Be sure to have a story ready about an accident that you have had or seen at school if the children cannot remember something that has happened to them.**

**Active engagement.** We can probably all think of an accident that happened to us. They happen to everyone. How do you feel when you have an accident? Raise your hand if you'd like to share how accidents make you feel.

**Bad, sad, embarrassed, etc.**

If we have an accident that hurts other people, we can remember to say, "I didn't mean it. Are you okay?"

Sometimes when I have an accident, I feel really sad or embarrassed. Then I like to give myself an "imaginary hug." I close my eyes and feel a hug. Let's try it. Then I might give myself a real hug. Let's stand up and try some hugs. Can you give yourself a great big bear hug?

**Model a hug.**

Now a little tiny ant hug.

**Have fingers crawl up opposite arms to the shoulders.**

Last, let's try a patty cake hug.

**Pat arms up to shoulders.**

Can you think of other kinds of hugs we can try?

**Allow answers.**

**Closing.** Let's invite the bell to close our time together.

**Choose next student on list to invite the bell.**



**Forgiving helps us and the other person feel better.**



## THEME 5: CALMING AND WORKING OUT PROBLEMS

## Lesson 15

# Forgiving others

## CONCEPTS

- We all have accidents
- We can forgive others when they have an accident

## KEY WORDS

accidents, forgive, work out (problems)

## OBJECTIVE

Children will be able to:

- Say “I didn’t mean it. Are you okay?”
- Say how it feels on the inside to forgive someone

## MATERIALS

- Bell
- “Down the Road” book
- One plastic spoon per student and two plastic eggs
- Peace Wands

## ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book: “Down the Road”
4. Game: Pass the egg saying, “I didn’t mean it…” if it falls
5. Discussion: Something that hurt your feelings
6. Peace Wands (review use for accidents and on purpose)
7. Bell

## SUGGESTIONS

- Kids enjoy the egg pass. If you have a large group (and enough teachers), you can break into smaller groups, so the egg pass flows more smoothly.
- The Peace Wands return in this lesson. They can be difficult for younger children to understand and use, yet sometimes kids surprise us! A cut-out ear and mouth may work too. Choose what feels most helpful for your classroom.
- You might want to repeat or add another forgiveness song ([link](#)) or book that emphasizes key forgiveness concepts.

**Connection.** Have next student on list invite bell and lead GFW. Check in on watering of plants/flower growth and seed stickers for Kindness Garden.

**Teaching.** We have been talking about accidents: things that happen that we didn't mean to happen, like breaking eggs, bumping into someone or spilling something. We read this story (**hold up "Down the Road" book**), and we saw that Hattie had an accident. Do you remember what happened to Hattie? Do you remember what Hattie's parents did when they learned of the accident?

What can we say when we do something by accident?

**"I didn't mean it. Are you okay?" Point to F=Forgive page on wall.**

Remember, we can forgive ourselves when we have an accident. We can also forgive friends and other people when they do things by accident.

**Active engagement.** Let's play a game... this is called "Pass the egg." Your job is to pass the egg to the next person without dropping it. If the egg falls onto the floor or hits someone, what can we say?

**"I didn't mean it. Are you okay?"**

If the egg falls when we try to pass it, we can pick it right up and try again. When we forgive ourselves, it can be easier to start over again. I'll demonstrate with your instructor how we are going to pass the egg to each other.

**Demonstrate a successful and an unsuccessful pass.**

Now let's all play the game.

**Have students stand in a circle and attempt to pass the plastic egg all the way around, at least once. Finish by commenting:** "I heard people saying 'I didn't mean it' when they had an accident."

How does it feel on the inside to say that?

How did it feel when we were finally able to pass the egg all the way around the circle? I noticed I was feeling excited and a little bit jumpy inside as we were getting close to finishing!

**Collect the spoons and egg.**

Sometimes kids do things that make us feel bad and it's NOT an accident. What are things that kids do that make you feel bad? Raise your hand if you have an idea.

**Answers: hit, say mean things, take our toys, or say "You can't play."**

When kids do things that hurt our feelings, how can we work it out?

**Use the Peace Wands.**

Has anyone used the Peace Wands? Can you show us with a friend how you used them?

**See if a pair of students can act out how they can fix a problem, or role play another problem scenario and help students work through speaking and listening with Peace Wands.**

How does it feel to be able to work out a problem with a friend?

**Encourage answers.**

**Closing.** Let's finish our time together by inviting the bell and being mindful of our breath. Feel your breath inside your body.

**Choose next student on list to invite bell.**

## THEME 6: GRATITUDE

This theme encourages children to think about people and things for which they are grateful, and to express that gratitude. Gratitude for their own bodies and healthy, mindful eating are also introduced.

### Recommendations for and from teachers

- Some teachers added things to these lessons to help children understand the concept of gratitude and explained the concept in simple terms (e.g., start with the word “thankful”). Other teachers split lessons in pieces due to time constraints. Do what works best in your classroom for your students! Repeat practices (e.g., saying what you are thankful for”) throughout the day.
- The Caring Phrase of Song works well with all these lessons. Remember, it doesn’t need to be sung. You can speak the words slowly, so the sign language is easier to absorb (May you be happy; may you be peaceful; may you be filled with love, ...).
- Lesson 16, many teachers skip the “elbow partner,” and do full group sharing instead.
- In Lesson 17, you can lead your own practice of gratitude for body parts—asking the kids to participate. Be creative and flexible with the lesson.
- Generally, the kids enjoy lesson 17 on mindful eating. It is easier if everyone has the same snack for the mindful eating activity. Still, predictable issues can arise: impatience with waiting to eat, not wanting to eat certain foods, eating too quickly. Some teachers suggest choosing more exotic foods (so the children are surprised and interested); other teachers suggest simplicity. Do what feels right for you and your classroom.
- Mindful eating lessons can be extended into lunch or snack time, which may help with what can be a stressful time for teachers. It is helpful if you model mindful eating for your students, so they understand what you are asking them to do.
- Lesson 18 about neighborhood helpers may be challenging for younger kids, who often aren’t familiar with “jobs.” Still, the children like to do the role playing, and starting with a familiar role like teacher or doctor may help.

### Suggested supplemental sources—Activities & Songs

- You can add songs about gratitude such as *I’m Thankful* ([link](#)) or a *Thank You song* ([link](#)).
- The theme of gratitude connects with many SEL programs focus on helping and kindness to others. Use materials that you may already have in the classroom, such as helper or tool cards, to make connections.
- Lesson 17: Some teacher added visuals to help children to talk more about gratitude. For example, one used magnetic pictures and had kids choose a picture/object to put on a grateful/thankful magnetic board and say who or what they are grateful for before tasting the food.
- Lesson 18: You can ask students where their parents or “big people” work and make a list of the places or jobs. You can also ask volunteers to come in and talk to the children about their jobs.
- Lesson 18: This is a song about uniqueness, diversity, and gratitude for others ([link](#))

### Books

- *We Are Grateful: Otsaliheliga* by Traci Sorell, a Cherokee story about community and gratitude ([link](#)) with sing along available ([link](#)).
- Lesson 16: *I Like Me!* By Nancy Carlson is about liking oneself ([link](#))
- Lesson 17: You can add a book about the 5 senses (e.g., [link](#) or [link](#)).
- Lesson 18: *Whose Tools are These?* By Sharon Katz Cooper explores tools workers use ([link](#))

### Notes for self (teachers add your own ideas here):

## Lesson 16

# Gratitude for people or things in my life

### CONCEPTS

- We all have people or things we feel grateful for
- Gratitude feels good on the inside

### KEY WORDS

(G=Gratitude page) [in Appendix](#)  
gratitude/grateful, thankful

### OBJECTIVE

Children will be able to:

- Tell one person/thing they are grateful for and why
- Tell how gratitude feels on the inside

### PREPARATION

- Teacher prepares a G=Gratitude page with a drawing to share with students as an exemplar
- Be sure that crayons/coloring supplies are ready and available

### MATERIALS

- Bell
- G=Gratitude page
- “Gracias/Thanks” book ([link to purchase](#))
- Copies for each student of Gratitude page
- Songs from the “Calm Down Boogie” album (optional) ([link to purchase](#))

### ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book: “Gracias/Thanks”
4. Brain Game: “Stand and Repeat”
5. Drawing gratitude picture

### SUGGESTIONS

- You could play the “Thanks Be” track from Betsy Rose’s “Calm Down Boogie” album while students are drawing their pictures.
- It can be hard for children to come up with ideas of things they’re grateful for, so referring to a pet, favorite toy in the room, or the weather outside provides concrete examples.
- Some teachers skip the “elbow partner,” and do full group sharing instead.



## THEME 6: GRATITUDE

### **Connection.** Have next student on list invite bell and lead GFW.

We were talking about accidents and fixing problems last time. How does it feel on the inside when someone forgives us or we forgive someone?

**Answer: Good.**

### **Teaching.** There is another emotion that also feels good on the inside. It is called gratitude.

**Hold up G=Gratitude page and put on wall.**

Everyone say that with me.

**Clap out syllables of gra-ti-tude.**

Let's read a story about some things we can have gratitude for in the book "Gracias/Thanks." It is about a boy who is thankful and grateful for many things.

What are some of the things the boy is grateful for?

**Answers: sun, ladybug, waves, bees not stinging him, money from his abuelita, friend, worms, little brother, mom, music, family, chocolate, pajamas, cricket.**

How do you think the boy feels on the inside when he is grateful?

**Answer: happy.**

**Active engagement.** We are going to play a game, "Stand and Repeat." For this game, we need to think of something we are grateful for. When you have an idea, raise your hand. When I call on you, tell me one thing you are grateful for. When your friends hear what you are grateful for, they stand up and softly say it too. Let's practice by asking (**a student or another adult in the room**), "What are you grateful for?"

**Have student or other adult say something they are grateful for.**

Everyone stand up and repeat what they said.

**Students repeat.**

Then everyone sit down again. You can take a minute to turn to an elbow partner to share one thing you are grateful for.

**Allow time for partner conversations.**

Now let's "Stand and Repeat." Raise your hand if you want to share what you are grateful for.

**Continue this way, asking everyone to repeat what students say, until several children have had a turn.**



**Closing.** There are so many things we are thankful or grateful for. Now it's time to draw a picture of what we are most thankful for. When I say your name, see if you can quietly do a Feeling Walk to a seat at the table. Be mindful of feeling your toes the whole way to the table. You will have a chance to draw a picture of something in your life that you are grateful for... maybe someone, or something at home or at school, or even some special place.

**Assist students unable to write by writing what they have drawn on their gratitude sheet.**



## THEME 6: GRATITUDE

## Lesson 17

# Gratitude for my body

### CONCEPTS

- My body is able to do many things
- I am grateful for my body

### KEY WORDS

grand, gripping, universe

### OBJECTIVE

Children will be able to:

- Tell five things parts of their body can do
- Tell what they notice when eating healthy snacks

### MATERIALS

- Bell
- Book: “All of Me!” ([link to purchase](#))
- Senses Cards
- Food (whole grain chips, dried fruit, cheese crackers, fresh fruit/grapes)
- Paper plates

### ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book: “All of Me!”
4. Mindful eating with our senses
5. Bell

### PREPARATION

1. Prepare paper plates and napkins (one for each child and adult in the room) at tables
2. On each plate, place two of each food so that when the children move to the tables everything is set up
3. Read book “All of Me!” with children prior to lesson

### SUGGESTIONS

- You can choose a different book about gratitude for your body (e.g., *I Like Me!* By Nancy Carlson), or you can lead your own practice of gratitude for body parts—asking the kids to participate.
- For the mindful eating activity, feel free to change the foods you use, substituting different (unique) foods or changing the amount of food.
- Often there are opportunities during the mindful eating activity to talk about patience and to discuss feelings (e.g., excited, frustrated) and how to deal with them.
- Kids enjoy the mindful eating activity, but predictable issues can arise: impatience with waiting to eat, not wanting to eat certain foods, eating too quickly. It is easier if everyone has the same snack. Some teachers suggest choosing more exotic foods (so the children are surprised and interested); other teachers suggest simplicity. Do what feels right for you and your classroom.

**Connection. Have next student on list invite bell and lead GFW.**

*Last time I was here, we shared many things we are grateful for, like...*

**Give examples of what the students said.**

*There is something else we can all be thankful for. We read a book about it.*

**Hold up “All of Me!”**

*What is the boy in this book grateful for?*

**Answers: feet, bottom, hands, arms, knees and elbows, mouth, lips and teeth, eyes, nose, ears, silence, heart, feelings — thankful and calm, and universe.**

**Teaching and active engagement.**

*Today we have a surprise for our mouths that taste and chew things. We will bring mindfulness to eating by exploring the food with our senses. With our senses, we use our eyes, our nose, our ears, our mouth, and our fingers. What do our eyes do?*

**See.**

*What do our ears do?*

**Hear. Continue going through each sense.**

*We will pay attention to our senses and our bodies as we try each food. We can be grateful for our food and our mouths that chew and taste food. When we get to our chair, let’s pretend that we have never seen or tasted these things before. We can pretend that we are tasting them for the first time ever! And for some of the food it may be the first time.*

*Let’s stand up and quietly and slowly walk on tip-toes to the tables. Pay attention to your feet moving as you find a place to sit at the table.*

**Start with a food that the children will not know the name of, like dried cherry maybe... but tell them NOT to eat it right away.**

*Tell me about this food. What do you see? What color is it? What shape? How does it feel? Soft, hard, sticky? Does it make noise? What does it smell like? Now, put it in your mouth and feel it but don’t bite it yet. Can you taste it? How does it feel?*



**Allow children to answer.**

*What’s happening in your mouth? Now take a bite and chew it with your great teeth. How does it taste?*

**Sweet/sour, crunchy/chewy, etc.**

*Do you like it or not like it? What do you think it is?*

**Go through this with each food item.**

*Tell a friend at your table which food your mouth and tummy liked the best or which food your mouth or tummy didn’t like. We can sometimes tell whether we like or don’t like things by how we feel on the inside. Raise your hand if you want to tell me how you feel on the inside right now.*

**Call on a few children.**

*Remember, we can pay attention to eating just like we pay attention to our breath and our feelings, at school and at home.*

**Closing.** *Let’s close with inviting the bell.*



## THEME 6: GRATITUDE

## Lesson 18

# Gratitude for other people

### CONCEPTS

- Many people help keep me safe and healthy
- I can be kind and say “thank you” to people

### KEY WORDS

conductor, letter carrier, barber/haircutter, magician

### OBJECTIVE

Children will be able to:

- Name people in their community who help them
- Say “thank you” when someone does something for them

### MATERIALS

- Bell
- Community Helper Cards (examples include [link](#) or [link](#))
- Book: “What’s My Job?” ([link to purchase](#))

### ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book: “What’s My Job?”
4. Pretend (Community Helper Cards: bus driver, police officer, firefighter, dentist)
5. “Caring” song to helpers
6. Bell

### SUGGESTIONS

- A blank index card in the book may be helpful to keep students from looking ahead to the next helper and starting to guess too soon.
- This resource book on people in the neighborhood may be helpful ([link](#)).
- The concept of “jobs” may be challenging for younger kids. Still, the children like to do the role playing, and starting with a familiar role like teacher or doctor may help.

**Connection.** Have next student on list invite bell and lead GFW.

We are talking about gratitude; being thankful for family, friends, food, and many other things. Do you want to add any stickers to our Kindness Garden for acts of kindness that others have done for you?

**Add stickers, if applicable.**

**Teaching.** There are many people in our neighborhood who help us too. Even though we don't know them very well, they help keep us safe and healthy. I am very grateful for all they do.

**Show some of the Helper Cards and offer/ask for information about what they do.**

The book "What's My Job?" helps us to think about some of these important helpers. Let's see if you can guess who the helpers are. If you think you know the person being described, don't say it out loud but show me with your thumb up. Or you can whisper your answer into your hand and hold onto it until we are all ready. Let's give everyone a chance to think before we talk about the answer.

**Talk about how it feels to keep the answer quiet for a while, how it feels to guess incorrectly, etc. Read the book, covering the helper on the next page until ready.**

**Active engagement.** Now, let's pretend that we are all grown up and have jobs. Everyone stand up... our first job is to be a bus driver... let's drive to pick up the children for school. Everyone ready? Follow me.

"Driving, driving... paying attention to the road, coming to a stop to pick up children for school. Open the door... Good morning, children!"

**Children repeat greeting.**

Close the door.

**Make two or three stops for children.**

"Time to go to school now. Driving, driving... Stop at school. Open the door and everyone off... have a good day!"

Good job, bus drivers. What would happen if we didn't have bus drivers?

**Allow time for responses.**

Let's say "thank you" to all the bus drivers.

**"Thank you, bus drivers."**



Now let's pretend to be firefighters. Is everyone ready? Firefighters, there is a fire in the grass.

Please get your hoses and very carefully point your hose toward the burning grass. Is everyone spraying? ... I see the fire going out. Looks like you saved the animals hiding in the tree over there. Turn off your hoses and put them back on the fire truck. Then reach up and get the kittens from the trees. Good work, firefighters! What would happen if we didn't have firefighters?

**Let kids respond.**

Let's say "thank you" to all the firefighters.

**"Thank you, firefighters."**

**Closing.** Let's all sit now. There are so many people who have jobs that help us be safe and healthy. I will put some pictures down so you can see them. Let's sing the "Caring" song to the people who help us.

**Drivers, firefighters, photographers, chefs, police officers, builders/construction workers, doctors, farmers.**

We hope that all of these helpers are happy, peaceful and filled with love.

## THEME 7: ALL PEOPLE DEPEND ON EACH OTHER AND THE EARTH

This theme reaches out beyond children’s immediate experience to discuss different world cultures and our environment. Big concepts, yet kids may offer creative ideas about peace and cross-cultural connections!

### Recommendations for and from teachers

- Lesson 19: The concept of people living on other places on earth (and pointing at the globe) won’t register with all kids, but they enjoy seeing pictures of different places and different people. Similarly, world peace is a big concept, but they love saying the word “peace” in different languages. As in other lessons, the big concept might not be grasped but the smaller ideas are fun for and helpful to the children. Teachers can use Google translate ([link](#)) to hear the word “peace” in different languages and for help with pronunciation.
- Lesson 20 contains two books. The suggestion is to read both books ahead of time, which might not be realistic on a single day. Teachers report that *How Kind!* is a very engaging book and the kids love it. The second book, *Somewhere Today*, can be used after the lessons or you could picture-walk the book. Again, be flexible and make changes based on your classroom.
- Children seem to love all parts of lesson 21 about caring for animals. That said, there’s a lot of material to cover in one time period. Some teachers break up the lesson into two pieces. Other teachers “picture read” the “*Hey, Little Ant*” book, depending on the mood of the classroom.
- If you have animals or insects in your room (e.g., ant farm, hamster), use them with lesson 21.
- Remember to send home **Parent Letter #3** after lesson 19.

### Suggested supplemental sources—Activities, Books, & Songs

#### Activities

- Lesson 19: There is a read-along audio version of *Can You Say Peace?* if helpful in your classroom ([Link](#)).
- Lesson 20: Have kids look at mini mirrors and have the children smile at themselves to see how that feels before doing the “Pass A Smile” activity.
- Consider inviting someone from a local cultural group to visit and talk about children’s experiences in another country (works well with lesson 19 or 20). Some teachers brought in examples of cultural differences and similarities using activities from sites on multiculturalism (e.g., [link](#) or [link](#)).
- Consider inviting someone who works with animals or insects to visit your classroom (lesson 21).

#### Books & Songs

- *My Two Blankets* by Irena Kobald and Freya Blackwood is a story of a child who moves to a new country where an old blanket provides comfort and a new blanket helps to build a friendship ([link](#)).
- *Whoever You Are* by Mem Fox shows children in different cultures to “remind children to accept differences, to recognize similarities, and—most importantly—to rejoice in both” ([link](#)).
- *I Can Help: A Picture Book* by David Hyde Costello, about helping others in need, works well with even very young children ([link](#)).
- *All People Are Beautiful* by Vincent Kelly introduces children to talking about race and how being human brings us all together ([link](#)).
- *Owen & Mzee: The True Story of a Remarkable Friendship* by Isabella Hatkoff, Craig Hatkoff, and Paul Kahumbu is about a friendship between a baby hippo and an elderly tortoise ([link](#)).

**Notes for self (teachers add your own ideas here):**

## Lesson 19

# People around the world want peace

### CONCEPTS

- We are the same as others because we all want peace
- We are different from others because we speak different languages

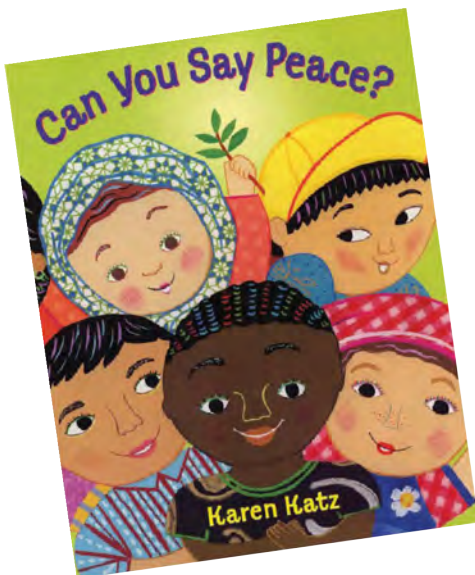
### KEY WORDS

world, language, peace

### OBJECTIVE

Children will be able to:

- Say one way they are the same and different from others
- Name one thing that everyone wants: peace



### MATERIALS

- Bell
- Book: “Can You Say Peace?” ([link to purchase](#))
- World globe
- “Caring” song
- Parent letter #3 ([in Appendix](#))

### ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book: “Can You Say Peace?”
4. Peace vocabulary
5. “Caring” song
6. Bell

### SUGGESTIONS

- The Caring song/phrase is used in the lesson. If time is limited, the Growing Friendship Wish (lesson 2) can be repeated at the end instead.
- This is a good opportunity to explore children’s cultural backgrounds, sharing information or traditions from their country of origin or cultural history. You could invite in families or members of local cultural or indigenous groups.
- Some teachers brought in examples of cultural differences and similarities using activities from sites on multiculturalism (e.g., [link](#) or [link](#)).
- Send home “Parent Letter #3” after this lesson.

**Connection.** Have next student on list invite bell and lead GFW.

**Teaching.** Show the class a world globe.

*Does anyone know what this is?*

**Answers:** world, Earth, globe.

*Yes, and this is where we live in the world.*

**Point to your hometown.**

*Do you know that there are children who live all around the world? Today we're going to talk about people we have never even met who live very far away. Just like we want to grow peace and kindness in our classroom, people all around the world want peace and kindness too. We will see where each of the children live and how they say "peace" in their language.*

**Read "Can You Say Peace?"**

*Some of the children in the book look the same as us and others look different from us.*

**Active engagement.** *Let's look again at the children in the book who live in different places from us. I will show you on the world globe where they live. This child/these children live in \_\_\_\_\_.*

**Tell the country and point it out on the globe.**

*What are some of the things you notice in the picture of life in \_\_\_\_\_?*

**Let children respond.**

*In that country, this is how they say "peace."*

**For each illustration, have students describe what they see and teach them how to say "peace" in that country's language.**

**U.S. = peace (English)**

**Japan = heiwa (Japanese)**

**Bolivia = mojjsa kamana (Aymara)**

**Australia = kurtuku (Warnmen)**

**Ghana = goom-jigi (Buli)**

**Mexico = paz (Spanish)**

**Russia = mir (Russian)**

**France = paix (French)**

**China = he ping (Mandarin)**

**Iran = sohl (Farsi)**

**India = shanti/śānti (Sanskrit/Hindi)**



*We just learned many ways to say "peace."*

**(If appropriate:)** *Does anyone here speak a different language at home? Do you know how to say "peace" in your home language? Maybe you could ask your mom, dad or grandparents how to say "peace" in their language and then share the word with us.*

**Closing.** *So, kids from other places are similar to you because they like to play and have fun. Sometimes they wear different clothes, speak different languages and eat different foods. Do you think they want to be happy and filled with love too? Let's sing the "Caring" song for them so we all can be happy, peaceful and filled with love.*

**Play and sing song.**

*I have a letter for you to take home that explains to your families these new words we learned. Have fun practicing some of these new words for "peace" at home!*



THEME 7: ALL PEOPLE DEPEND ON EACH OTHER AND THE EARTH

## Lesson 20

# Connections with others

### CONCEPT

- Kindness shared with others can come back to you
- Helping and caring for others feels good on the inside

### KEY WORDS

(D=Depend page)  
depend

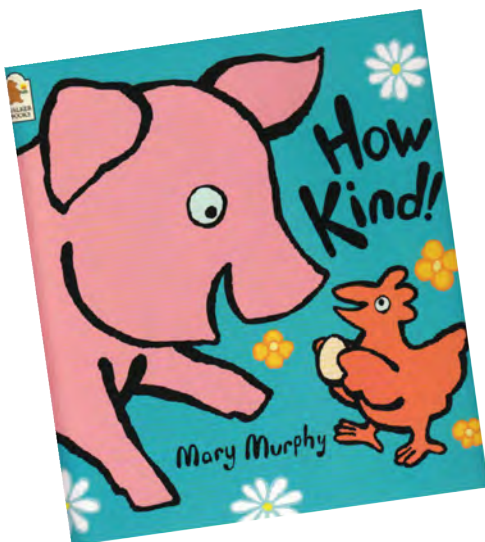
### OBJECTIVE

Children will be able to:

1. Identify ways in which we all depend on others
2. Tell how it feels on the inside when someone is kind to them
3. Offer a smile to people they don't know

### PREPARATION

Read both books with students prior to the lesson



### MATERIALS

- Bell
- World globe
- Books: “Somewhere Today” ([link to purchase](#)) and “How Kind!” ([link to purchase](#))
- D=Depend page

### ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book: “Somewhere Today”
4. Circle Time: Pass a smile (sit in a circle all facing left; tap shoulder of person in front of you; when they look, smile)
5. Kindness Garden check-in
6. Bell

### SUGGESTIONS

- If you don't have time to read both books before the lesson, teachers recommend reading *How Kind!*, a very engaging book that the kids love. The second book, *Somewhere Today*, can be used after the lessons or you could picture-walk the book. Again, be flexible and make changes based on your classroom.
- Look at mini mirrors and have the children smile at themselves to see how that feels before doing the *Pass a Smile* activity. Even younger children like this activity!
- Sometimes children think that every kindness leads to another—they expect something back when they are kind. You may want to explain that sometimes we do things just to be kind.
- Some teachers had children draw pictures of how to be kind to friends.
- Noticing kindness is sometimes a part of other SEL curricula—make connections if you can.



## How does it feel on the inside to have someone smile at you?

**Connection.** Have next student on list invite bell and lead GFW.

**Teaching.** Last time, we looked at pictures of kids from around the world and learned how to say “peace” in their language. People everywhere want to be happy and filled with love. And when they need help, all people want to be able to get help from others. That is what it means to depend on other people... knowing others will be there to help and care for you when you need it. We all depend on each other.

**Hold up D=Depend page and put it on the wall with other letter cards.**

Let’s look at a book that shows ways in which we depend on each other and ways we can be caring towards others.

**Review “Somewhere Today.”**

Raise your hand to tell me one way in which someone is caring for someone else.

**Answers: being a friend, teaching something new, doctors taking care, etc.**

How do you feel on the inside when you see people doing these kind things?

**Answers: happy, calm, peaceful.**

By caring for others and for the Earth, we can help to create peace and make the world a better place. Who is someone you depend on?

**Allow children to answer.**

**Active engagement.** There is something really special that happens when we are kind and caring toward someone else. One kindness can lead to another! That’s what happened in the story we read earlier.

**Hold up “How Kind!”**

Each animal who received a kindness gave one too. Who did the egg come back to?

**Let students answer.**

When we do kind things for others, sometimes the kindness comes back to us.

Let’s practice that by sharing a smile. Let’s be mindful of how we feel on the inside if we pass a smile around the room.

**Have students stand or sit in a circle. Start with one child and have them “pass” a smile to the next person, going around the circle.**

Did the smile come back to the person who started it?

**Yes. If time allows, share a smile again in the other direction around the circle.**

How does it feel on the inside to have someone smile AT you? Does your heart feel open or closed? You can give smiles to family members at home or to friends or teachers in school, or even to people you don’t know very well. Think for a moment about someone you might share a smile with. Turn and share with a friend an idea of someone you could give a smile to. Notice if it feels good on the inside to think about giving a smile to someone.

**Closing.** We can even add a seed sticker to our garden for smiles that others give us. Have you been adding seeds to the garden? What’s happening above the soil? How does it feel inside to notice what’s happening?

Let’s have \_\_\_\_\_ invite the bell so we can rest into our body and feelings right now.

**Invite next student on list.**



THEME 7: ALL PEOPLE DEPEND ON EACH OTHER AND THE EARTH

## Lesson 21

# Caring for animals and insects

### CONCEPT

- We can help others in big and small ways
- We can be kind and caring to animals and insects

### KEY WORDS

jungle

### OBJECTIVE

Children will be able to:

- Tell how it feels on the inside to be thankful for animals
- Tell how they can take care of insects

### MATERIALS

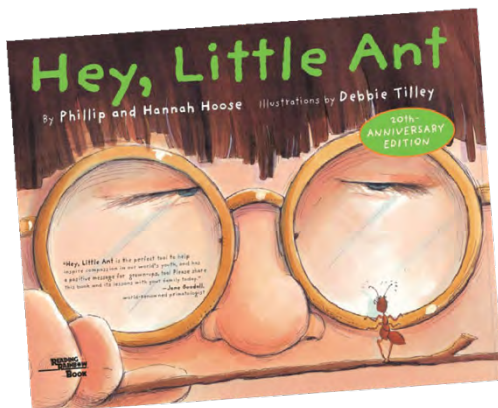
- Bell
- Book: “Hey, Little Ant” ([link to purchase](#))

### ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Pretend: animal safari
4. Book: “Hey, Little Ant”
5. “Caring” song to all the animals
6. Bell

### SUGGESTIONS

- At the end of *Hey, Little Ant*, the children like to discuss what the boy should do. You may ask what kind of things the children could do to care for animals.
- Some teachers had children bring pictures of or talk about their pets and how they depend on us. Another passed around a stuffed dog and discussed how dogs depend on us.
- If you have animals or insects in your room (e.g., ant farm, hamster), discuss their care.
- You could invite someone who works with animals or insects to visit your classroom. Children often don't understand why we might appreciate a spider or a bat.
- Some teachers break this lesson into pieces as kids have many ideas and seem to enjoy more time on animals.



**Connection.** *Let's start with some animal movements before we invite the bell.*

**Lead students in two animal movements of your/their choice. Have next student on list invite bell and lead GFW.**

*Last time we talked about smiling at people. Raise your hand if you remembered to smile to friends or someone in your family. Raise your hand if you would like to tell us who you shared a smile with. How did it feel on the inside to share a smile with someone?*

**Call on students.**

*We have been talking about being kind and depending on each other. Who can we be kind to?*

**Allow students to answer: friends, family, people we don't know very well, all people around the world.**

*Yes.*

**Active engagement.** *There are other living beings in the world that we can be kind to also. Let's take a jungle walk and see if we can discover any other living things. What animals might we see in a jungle?*

**Choose around five students to respond.**

*Let's be kind and quiet so we don't scare any animals.*

**Lead students in line walking around the room, allowing imaginations to spark comments about animals we might see on a jungle walk. Whispering...**

**So many living beings in our world that depend on us too!**

*Oh, I see a brown monkey up in the tree. I think it is eating a banana. Hi, monkey.*

**To children:** *What do you see?*

**Prompt children to look high and low, in rivers and on the ground as you walk around the classroom... ending back on the rug.**

*So many living beings in our world that depend on us too!*

**Teaching.** *Now let's read a book about being helpful or hurtful to an animal.*

**Read "Hey, Little Ant."**

*If you were the boy, would you be helpful or hurtful to the ant?*

**Possible dilemmas that may come up for discussion: one or both parents' interactions with insects in the house. Suggested response: *If outside, let insects live. If they come inside, we can try to take them outside where they belong. Sometimes there are too many, so we need to make sure insects don't get into our food in the house. What other ways can we solve this problem that would be helpful?***

**Closing.** *Animals depend on us to care for them. Let's end with singing the "Caring" song for all the animals in the world.*

**Say or sing "Caring" song.**

*Remember to share kindness with all kinds of animals. See if it makes you feel happy on the inside.*



## THEME 8: GRATITUDE AND CARING FOR OUR WORLD AND WRAP-UP

This theme extends caring to taking care of the earth, providing opportunities to discuss environmental concerns in your area and globally. The wrap-up lesson allows you to review favorites!

### Recommendations for and from teachers

- Remember that you can modify any of the lessons. Shorten the introduction, split the activity into two days or break into shorter segments—do whatever works for students in your classroom!
- Being grateful is still a hard concept for children to understand, so it's helpful to revisit. You can model ways to show gratitude, ask students to give examples of people and things they are grateful or thankful for, or use books and songs from the KC to illustrate the concept.
- Without prompting, it's often difficult for children to come up with ideas for how to “take care of the earth with our hands/hearts.” You can modify the questions to focus on direct experiences (e.g., Let's look out the window and see if we see garbage...) or start with some suggestions of your own.
- Based on the “favorite activities” chosen by children in your classroom, **please revisit** those lesson, books, and activities that you think will benefit their learning and mindfulness skills. This provides further opportunities for practice and allows the curriculum to extend all year!

### Suggested supplemental sources—Activities & Songs

- Lesson 22: There are lots of great songs about taking caring of the earth such as *Take Care of the Earth* ([link](#)) and *I Love my Planet* ([link](#))
- Lesson 22: This is a great lesson to do outside if the weather cooperates. You can go on a “litter walk” and pick up trash or do a “recycling sort” as ways to show caring for the Earth.
- Lesson 22: You can have children sit in a circle and pass a rock (or other “talking piece” you may use in your classroom) and say what they are thankful for (e.g., a person, animal, something in nature) at the beginning of the lesson.
- Lesson 23: If making bracelets is too difficult, you can make door hangers with A-G on them and hand out bracelets later for them to take home.
- Lesson 24: You can make the “heart and hands” wreath ahead of time to allow more time for discussion of Kindness topics instead and so that no one is left out in the decoration process.

### Books

- Lesson 22: *My Friend Earth* reminds us of all our planet provides for us and how to be a good “friend” in return ([link](#))
- *The Earth Gives More* also talks about being good caretakers of our planet ([link](#))

**Notes for self (teachers add your own ideas here):**

## Lesson 22

# Gratitude and caring for our world

### CONCEPTS

- There are many things in the world that we are grateful for
- We can take care of all that we are given in the world

### KEY WORDS

(G=Gratitude card)  
gratitude

### OBJECTIVE

Children will be able to:

- Name three gifts the Earth gives us
- Name three ways we can take care of the Earth

### MATERIALS

- Bell
- Book “In My World” ([link to purchase](#))
- “[Helping Hands and Hearts](#)” sheets
- Crayons, colored pencils or markers

### ACTIVITIES

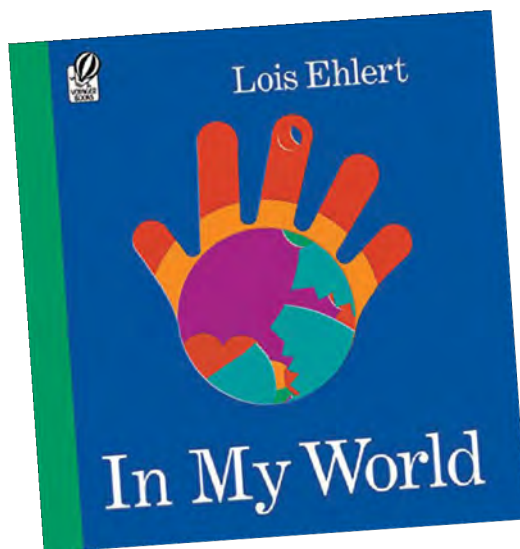
1. Bell
2. Growing Friendship Wish (GFW)
3. Book: “In My World”
4. Share with each other ways to care for Earth
5. Make hands and hearts
6. Bell

### PREPARATION

Have pencils, crayons or markers as well as scissors available for coloring activity

### SUGGESTIONS

- If the weather is nice, you can move this lesson outdoors. Some teachers also add in a “litter walk” or “recycling sort” to demonstrate other ways that we can take care of the earth.
- There are lots of great songs (e.g., We Care for the Earth [here](#)) and books (e.g., The Earth and I [here](#)) about taking care of the earth that work well with this lesson.
- It may be challenging for children to identify ways to take care of the Earth with hands and heart. Feel free to modify the questions (e.g., with a concrete example based on your surroundings) or provide some ideas of your own to get the conversation going.
- This lesson’s focus on being helpful, kind and caring overlaps with similar concepts taught in SEL programs.



**Connection.** Have next student on list invite bell and lead GFW.

*We have been talking about being kind and depending on each other. Who can we be kind to?*

**Allow students to answer: friends, family, people we don't know very well, all people around the world, animals and insects too.**

Yes.

**Teaching.** *Raise your hand if you have gone swimming in a lake, played in a park, looked at beautiful flowers, sat under or climbed a tree, breathed fresh air? Why is this possible? Because many people have taken care of our water, land, plants and air. In the same way, we can care for our Earth/environment. Then everyone can continue to enjoy our Earth.*

*Here is a book titled "In My World." It is about some of the things in the world that kids are thankful for.*

**Read book.**

*What are three things in the world you are thankful for?*

**Allow wait time and ask students for examples.**

*How does it make you feel when you think about them?*

**Answers: good, happy.**

*How does it feel if you think about not having them?*

**Sad.**

*Because the world has given us so many things, maybe we show kindness to our world by taking care of it.*

*How can we take care of the Earth with our hands?*

**Answers: pick up trash, plant things, not pull bark off trees.**

*How do we take care of the Earth with our hearts?*

**Answers: be kind, think nice thoughts, we each do it in our own way.**

*How does it make you feel on the inside to take care of the Earth around you?*

**Allow answers.**

*You will each get a paper that has hands or hearts on it. These can remind us of how to take care of the Earth. You can color them any way you want.*

**Show them samples.**

*Make sure your name is on each piece you color. **Show name on each piece.** If there is time, you may be able to cut out each hand and heart. Be sure to cut along the outer shape. I will call your name and give you a hands or hearts page when it is your turn to go to the tables and color.*

**Call students to walk to tables and pass out their requested pages.**

**Close.** *We will invite the bell when it is time to be finished for today. That means stop working and feel your breath. If you don't finish right now, you can have more time to finish decorating at another time.*

**Collect finished hands and hearts.**



**Because the world has given us so many things, maybe we show kindness to our world by taking care of it.**

## Lesson 23

# Bringing it all together

### CONCEPTS

We can remember and do all that we are learning

### KEY WORDS

kindness bracelet, pipe cleaner

### OBJECTIVES

Children will be able to:

- Find the Kindness ABC's (cards) in the classroom
- Show where to look in the room to remember what each letter on their bracelet means

### MATERIALS

- Bell
- World globe ([link to purchase inflatable globe](#))
- Beads
- Pipe cleaner
- Paper plates

### ACTIVITIES

1. Bell
2. "Caring" song
3. Circle Time: Demonstrate and lay out letters
4. Making bracelets activity
5. Bell

### SUGGESTIONS

- Bracelets can be difficult to make with young children and require many supplies. Some teachers with older children embrace the bracelet and love the activity! Depending on your classroom and supplies available, make adjustments.
- Some teachers make door-knob hangers instead of bracelets. Others review the A-G letters and then give the kids a pre-made bracelet. Be flexible and creative with this lesson!

**Connection.** Have next student on list invite bell.

Let's sing the "Caring" song for all of the Earth: the sun, the lakes, stars, trees, plants that we eat, and all of the animals, insects and pets of the Earth.

**Put globe in center of the circle.**

We have two more Kindness Lessons together. I'm feeling kind of sad about that on the inside, and I notice feeling a little bit heavy in my body. But I'm even more excited about what we're going to do today. I feel like I have a smile on my face. How are you feeling in your body right now?

**Encourage answers.**

**Teaching.** I brought something new today, and I want you to have a chance to look at it carefully. I will walk around our circle to show you what we will make today. What do you see?

**Colored beads, heart bead, star bead and ABC beads.**

Do the heart and star beads remind you of something we talked about during the time I visited here?

**Answer: Star Listener and Speaking from the Heart Wands.**

Right!

Place the Heart Wand on the floor and leave room for all of the letter cards before putting down the Star Wand.



Why do we have ABC beads?

**Kids may not know.**

How does it feel to not know?

It's okay.

Let's talk about it. Where are the ABC cards we have been learning about?

**Hanging on the wall.**

The letter...

- |          |  |
|----------|--|
| <b>A</b> | Acts of kindness and attention (paying attention on the inside and outside)                  |
| <b>B</b> | Belly Buddies, body and breath   |
| <b>C</b> | Caring   |
| <b>D</b> | We depend on each other/nature and others/nature depend on us                                |
| <b>E</b> | Emotions (bean bag animals, emotion pictures, Mind Jar)                                      |
| <b>F</b> | Forgiveness (speaking from the Heart and Star Listener Wands and helping to forgive someone) |
| <b>G</b> | Gratitude for our bodies, our school, our family and friends, nature                         |

Great job remembering all we have learned.

**Active engagement.** Pay attention on the outside to see how we make our bracelet. Everyone will have an envelope with beads in it. Pour them out carefully onto the paper plate. Find the heart bead and put it on the pipe cleaner. Then begin to put on the ABC beads: first A, then B, then C. Continue through G. Then put on the star bead, the first letter of your name, the last letter bead and the colored beads. Raise your hand when you are done, and a teacher will make it into a bracelet for you. You can take your bracelets home and maybe help your families learn about kindness too.

**Closing.** Invite the bell.

Be mindful of how you are feeling on the inside, right now. See you next time.

# Lesson 24

## Wrap-up

### CONCEPTS

We can remember and do all that we are learning

### KEY WORDS

wreath

### OBJECTIVE

Children will be able to:

- Use their booklet to tell about what they learned in class
- Identify a favorite activity from the lessons

### MATERIALS

- Bell
- “Hands and Heart” colored, cut-out, completed by students
- Kindness Garden poster
- Parent letter #4 ([in Appendix](#))

### ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Review: Make list of activities learned
4. Sharing activity: Favorite activity, glue hands/ hearts to poster
5. Pass a smile around the circle

### PREPARATION

Have the colored hearts or hands that children decorated ready; cut them out and write children’s names on them

### SUGGESTIONS

- It’s difficult for children to remember all the different Kindness Curriculum activities. Ahead of this lesson, try to gather the books and resources so the children have visuals to remind them of all they learned.
- If time permits, you can read the *How Kind* book again.
- The wrap-up lesson includes similar themes found in many SEL programs, such as being safe, being kind, and being helpful.
- After this lesson, you should send home *Parent Letter #4* ([in Appendix](#)).

**Connection.** Have next student on list invite bell and lead GFW.

*Today will be our last Kindness Lesson time together. But we can keep practicing all that we have learned together. And we can keep doing acts of kindness and growing friendships and peace in our school. Let's remember some of the things we have been practicing together.*

**Make a list of Kindness Curriculum activities.**

**Teaching.** *Remember the hands and hearts that we made? We made those to remind us of ways we can care for the Earth. When we care for the Earth, we're also caring for each other.*

**Pass hearts and hands back to children.**

**Active engagement.** *We are going to use the hands and hearts that you decorated to make a wreath for our classroom door. When you add your hand or heart to our wreath, you can tell us, "What was your favorite activity that we learned during our time together?"*

*When you bring your hand or heart to put on the wreath, please show us your drawing, if you like, and tell us your favorite activity.*

**Have kindness materials on the carpet to help students remember some choices.**

*We did so many things to help grow friendships and kindness in our school!*

*When everyone has added their hand or heart to the wreath and are paying attention to me, we can sing the "Caring" song to each other.*

**Closing.** *Let's stand up, hold hands and pass a smile around our circle. I hope you have all learned a lot about kindness and caring. I also hope that you will continue to invite the bell, use your Belly Buddies, use the Peace Wands, and be kind to everyone, so that our garden will grow and grow!*



# Acknowledgments

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Special thanks to the 2023 Kindness Curriculum Team: Miriam Boleyn-Fitzgerald (CELC), Stephanie Burdick-Shepherd (LU), Beth Haines (LU), Kathy Phillippi-Immel (UWO), Sarah J. Short (CHM; UW), and Marta Statz (CELC), and all the participating agencies, whose leaders and teachers provided reflections on the Curriculum.

We extend a deep bow to Jon Kabat-Zinn for his pioneering work with adults and without whom this curriculum would not have been possible and to Sharon Salzberg for her work aimed at cultivating kindness and caring. Much gratitude also for Susan Kaiser Greenland's foundational work in tailoring mindfulness and meditation practices for children, families, and educational settings.

Certain photos used throughout the curriculum are courtesy of CHM or CELC.

# Appendix

## KINDNESS CURRICULUM MATERIALS: CLASSROOM SUPPLIES, MUSIC, AND BOOKS

Below are materials that could be included if you are preparing classroom bins for the Kindness Curriculum:

- 1 bell chime ([link](#))
- 1 set of emotion cards ([link](#))
- 1 inflatable globe ([link](#))
- Pinwheels ([link](#))
- Plastic spoons and 2 plastic eggs
- Small Mirror
- A copy of the Kindness Garden ([link](#))
- 1 starter pack of flower stickers for Kindness Garden ([link](#))
- 1 starter pack of seed stickers for Kindness Garden ([link](#))

Teachers will also need supplies for:

- For growing seeds (lesson 2): containers, soil, seeds
- Belly Buddies (lesson 4): flat stones or other weighted objects
- Making mind jars (lesson 11): recipe on page 39 and video here ([link](#)).

### MUSIC: CDS

- Rose, B. (2007). *Calm Down Boogie* [CD available [here](#)]. Albany, NY: A Gentle Wind.
- Key Education. (2006). *Listening Lotto: Sounds on the Farm*. Greensboro, NC: Carson-Dellosa Publishing LLC. [here](#).
- Greg & Steve. (1987). *Animal Actions I. On Kids in Motion* [CD]. Los Angeles, CA: Youngheart Records. Available [here](#) or Greg & Steve (2014): *Kids in Action* [CD]. Greg and Steve Productions. Available [here](#).

### BOOKS FOR THE KINDNESS CURRICULUM

The Kindness Curriculum lessons provide opportunities to connect with literacy learning in the classroom. The children's literature used in these lessons offers reinforcement of literacy skills as well as a way to engage students in the lessons. Books are not just read to students; the reader engages the students in the book as an adventure, piquing their natural curiosity and problem-solving skills. Ask questions along the way about how characters are feeling, what might happen next and the connections students make to what they are learning.

The list of books included in the Kindness Curriculum are below; supplementary options are listed with the Themes and Lessons.

LESSON	LESSON TITLE	NOTE	BOOK TITLE	AUTHOR	PAGES	ESTIMATED TIME	THEME(S)
3	Growing Friendships with Kindness		<b>I'm New Here!</b>	Anne Sibley O'Brien	32	7 minutes	Emotions, caring behaviors, adjusting to a new culture & language
4	Quiet Emotions on the Inside	Begin reading portions of this book on first day of curriculum.	<b>A Quiet Place</b>	Douglas Wood	30	Read in multiple sittings.	Restfulness and quiet
5	I Can Notice Things When I Am Quiet Inside	Read story with students prior to lesson.	<b>The Listening Walk</b>	Paul Showers	30	10 minutes	Restful and quiet place
6	Different Emotions Feel Differently on the Inside		<b>Quick as a Cricket</b>	Audrey Wood	23	10 minutes	Feelings in the body

LESSON	LESSON TITLE	NOTE	BOOK TITLE	AUTHOR	PAGES	ESTIMATED TIME	THEME(S)
8	Working with Emotions in a Kind and Friendly Way	Read story with students prior to lesson.	<b>I'm the Best</b>	Lucy Cousins	30	7 minutes	Hurting feelings and fixing them
9	Emotions Change Many Times Each Day	Read story with students or play audio recording prior to lesson; skim and summarize text as needed.	<b>Dogger</b>	Shirley Hughes	30	10 minutes	Kindness and gratitude
10	Busy Mind and Clear Mind		<b>Moody Cow Meditates</b>	Kerry Lee MacLean	28	8 minutes	Being with anger
12	What Can We Do When We Are Upset?		<b>When Sophie Gets Angry</b>	Molly Bang	33	6 minutes	Working with anger and uncomfortable feelings
14	Forgiving Myself	Read story with students prior to lesson; skim and summarize text as needed.	<b>Down the Road</b>	Alice Schertle	35	10 minutes	Forgiveness
16	Gratitude for People or Things in My Life		<b>Gracias/Thanks</b>	Pat Mora	28	10 minutes	Gratitude for all that we have
17	Gratitude for My Body	Read story with students prior to lesson.	<b>All of Me!</b>	Molly Bang	30	10 minutes	Gratitude
18	Gratitude for Other People		<b>What's My Job?</b>	Lyn Calder	30	10 minutes	Adult jobs and services offered
19	People Around the World Want Peace		<b>Can You Say Peace?</b>	Karen Katz	30	5 minutes	Peace
20	Connections with Others/Dependence	Read story with students prior to lesson.	<b>Somewhere Today</b>	Shelly Moore Thomas	22	8 minutes	Depending on each other
			<b>How Kind!</b>	Mary Murphy	24	5 minutes	Passing kindness on to others
21	Caring for Animals and Insects		<b>Hey, Little Ant</b>	Philip and Hannah Hoose	24	7 minutes	Kindness, helpfulness, empathy
22	Gratitude and Caring for Our World		<b>In My World</b>	Lois Ehlert	40	2 minutes	Gratitude for the world

## INTRODUCTION: PARENT LETTER

One version of all five parent letters used by a program that added some family activities is also available here ([link](#)) in English, Spanish, and Hmong.

Dear Parent(s)/Guardian(s),

Your child is beginning a 24-lesson **Kindness Curriculum** developed specifically for children ages 3-6 years old. The curriculum includes children's books, music, movement and other activities that teach concepts and model behaviors related to *kindness* and *compassion*. Students will learn and practice ways to recognize and work with strong emotions, notice things for which they're grateful, and attend with care to what's happening in the world around them.

The foundation of the curriculum is mindfulness practice with an emphasis on kindness practices. Mindfulness is "paying attention" on purpose, in the present moment, without judging one's experience.

The main themes of the Kindness Curriculum are:

- One Mindful bodies and planting seeds of kindness
- Two I feel emotions on the inside
- Three How I feel on the inside shows on the outside
- Four Taking care of strong emotions on the inside and outside
- Five Calming and working out problems
- Six Gratitude
- Seven All people depend on each other and the Earth
- Eight Gratitude and caring for our world

You will receive several letters throughout the curriculum, accompanying lessons where children create projects they will bring home. We hope this helps you to better understand the Kindness Curriculum and how to support this important learning at home. Please don't hesitate to reach out with any questions!

[INSERT HOW PARENTS CAN GET IN TOUCH WITH THE INSTRUCTOR]

With gratitude,

## LESSON 1 PARENT LETTER #1

Dear Parent(s)/Guardian(s),

Today we began the **Kindness Curriculum** in your child's class. In the first several lessons, we are learning about paying attention with kindness. We are practicing paying attention on the outside (to what is going on around us) and on the inside (to our own feelings, sensations, and thoughts).

Today in class we practiced paying attention to our breath. First we played with pinwheels and watched how our breath spun them around, and then we practiced sitting quietly and paying attention to our breath on the inside. We learned that breathing can be fast or slow, shallow or deep, gentle or forced, and that noticing our breath changes the way we feel in our bodies.

Your child is bringing home his/her own pinwheel today. You may want to ask your child to share with you what (s)he learned today about breath.

Have a good day,

## LESSON 11 PARENT LETTER #2

Dear Parent(s)/Guardian(s),

Within the **Kindness Curriculum** we have been learning about:

- 1. Caring for seeds/bulbs:** children have planted and are caring for their plants
- 2. Caring for themselves:** by noticing their breath and what's happening "on the inside" (their thoughts, feelings, and emotions)
- 3. Caring for their friends:** by doing "acts of kindness" such as sharing or working out a problem with a friend in a kind way

Today at school we made "Mind Jars." Sometimes our minds get very busy and filled with angry or sad or excited feelings, and it can be hard to calm down and see things clearly. Whenever a child feels upset or overexcited, they can shake their mind jar and watch the glitter settle, just as our minds and emotions gradually calm down after feeling distressed. This is another way to care for ourselves.

Please take some time to have your child tell you how (s)he made the Mind Jar and show you how to use it.

Thank you for continuing to support this important learning at home!

Kindly,

## LESSON 19 PARENT LETTER #3

Dear Parent(s)/Guardian(s),

As our **Kindness Curriculum** lessons continue, we are talking about ways we can be kind to ourselves, to other people we know, and to people who live around the world. We talked about similarities and differences between children in our community and children from other places, and how children and families from all over the world want to feel safe and happy.

In our lesson today, we read a book called “Can You Say Peace?”, and we learned to say the word for **peace** in many different languages. These new words are listed below. Some of the words are really fun to say! The children enjoyed hearing and saying these peaceful words together.

We also learned the “Caring” song, and we used this to offer wishes for peace to children around the world. The “Caring” song is another way to be kind to ourselves and others. The lyrics to the song are below, so that you can practice it at home if you like. Perhaps your child will remember some of the sign language we learned to go along with it. (We’re still learning the signs.)

### **The Caring Song**

May I be happy, May I be peaceful, May I be filled with love.  
May you be happy, May you be peaceful, May you be filled with love.  
May we be happy, May we be peaceful, May we be filled with love.

Wishing you peace,

U.S. = peace (English)  
Japan = heiwa (Japanese)  
Bolivia = mojjsa kamana (Aymara)  
Australia = kurtuku (Warnmen)  
Ghana = goom-jigi (Buli)

Mexico = paz (Spanish)  
Russia = mir (Russian)  
France = paix (French)  
China = he ping (Mandarin)  
Iran = sohl (Farsi)

## LESSON 24 PARENT LETTER #4

Dear Parent(s)/Guardian(s),

Your child has participated in the **Kindness Curriculum** for several months, emphasizing skills like kindness, compassion, gratitude, and forgiveness. The Kindness Curriculum activities help children calm their bodies and minds and pay attention to their feelings and the feelings of others. Now, (s)he is bringing home a **Kindness Bracelet**. The letters on the bracelet correspond to the letters of Kindness Curriculum themes (A-G) plus your child's initials. It is unlikely that your child will remember what all of the letters stand for, but you can help remind them by looking at the list below.

- A:** Attention and Acts of Kindness
- B:** Belly Buddies, breath and body
- C:** Caring
- D:** Depend on each other
- E:** Emotions
- F:** Forgiveness
- G:** Gratitude

Hopefully this list will help your child remember a favorite activity from the Curriculum or something that (s)he has learned about being kind and caring toward themselves and others. We will still practice the kindness lessons in the classroom, and we hope you will still enjoy mindfulness and kindness activities as a family. It is a joy to work with the unique personality and talents your child shares in the classroom every day.

With gratitude for all you do to offer a safe and caring home that supports your child's ability to thrive in the classroom,

## MATERIALS

With the help of numerous project assistants at the Center for Healthy Minds, many of the materials used in Kindness Curriculum lessons were created at the Center. As with the books and songs used in the lessons, these are not the only materials that can be helpful in conveying the themes of the curriculum. Use creativity in selecting or creating your own set of materials to use in your lessons.

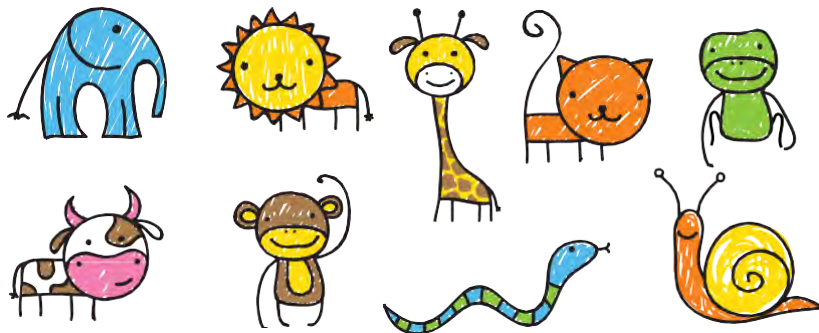
### SUGGESTIONS:

**Visual Schedule Board:** This can be created by modifying a cardboard board with pieces of velcro to attach the senses and animal movement cards. This gives the children a way of seeing what is to come in the current lesson or next.



**Kindness Garden Poster:** You can print a 22" x 30" poster like this in [English](#) or [Spanish](#). Alternatively, you can create a poster by modifying an existing poster and printing flower and seed stickers for attaching.

**Animal Movement Cards:** Use any photos or drawings of elephant, lion, giraffe, eagle, cat, cow, snail, snake, armadillo, frog, monkey; you can attach hook and loop tape to the back of the cards so they can be added to the Visual Schedule Board.



**Senses Cards:** Use any photos of the five senses; you can attach hook and loop tape to the back of the cards so they can be added to the Visual Schedule Board.



**Emotion Learning Cards:** Photos of children (similarly aged to kids participating in the curriculum) with facial expressions and body language conveying emotions ([link to example](#)). Many Social and Emotional Learning (SEL) programs offer sets of these photos.



**Mind Jar Recipe:**

Experiment with this recipe. It's not an exact science. Add more glycerin/clear-glue if you want the glitter to settle slowly; add less glycerin/clear-glue if you want the glitter to settle quickly. Try different colors and kinds of glitter. Let yourself and the kids play and experiment.

**Ingredients**

- Clear plastic bottle/jar, 5-10 ounces (shop around at craft stores or save Gatorade or water bottles)
- Glitter: regular glitter, white or iridescent glitter (for extra shimmer), and/or extra-fine colored glitter
- Vegetable glycerin (in craft stores or on Amazon); alternatively, you can use clear glue
- Clear liquid dish soap (helps the glitter settle)
- Super glue

**Instructions**

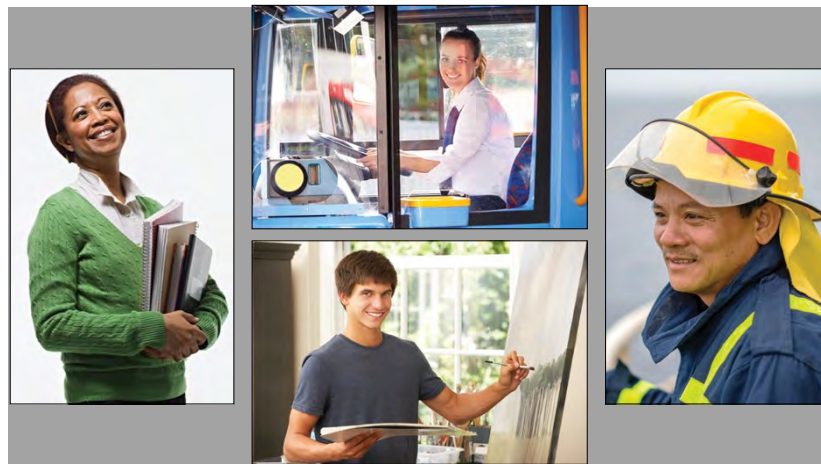
- Fill jar 1/4 full with glycerin or clear glue.
- Add 1 heaping tsp. coarse/regular glitter, 1/2 tsp. white glitter, 1 tsp. extra fine glitter (use more glitter if using a bottle larger than 5 ounces). It's fine to change the amounts based on the glitter you choose.
- Add water to the top. (Warm water is helpful, if you use clear glue, as it keeps the glitter from clumping.)
- Add 1-2 drops of dish soap.
- Put the cap on the bottle and shake it up. Add more glitter as needed.
- Use super glue around the rim to seal the cap. (Include the child's name or initials on the top.)

**Community Helper Cards:** Photos of adults working in community helper roles. Here are some options:

This set has 12 cards including teachers, farmers, mechanics ([link](#))

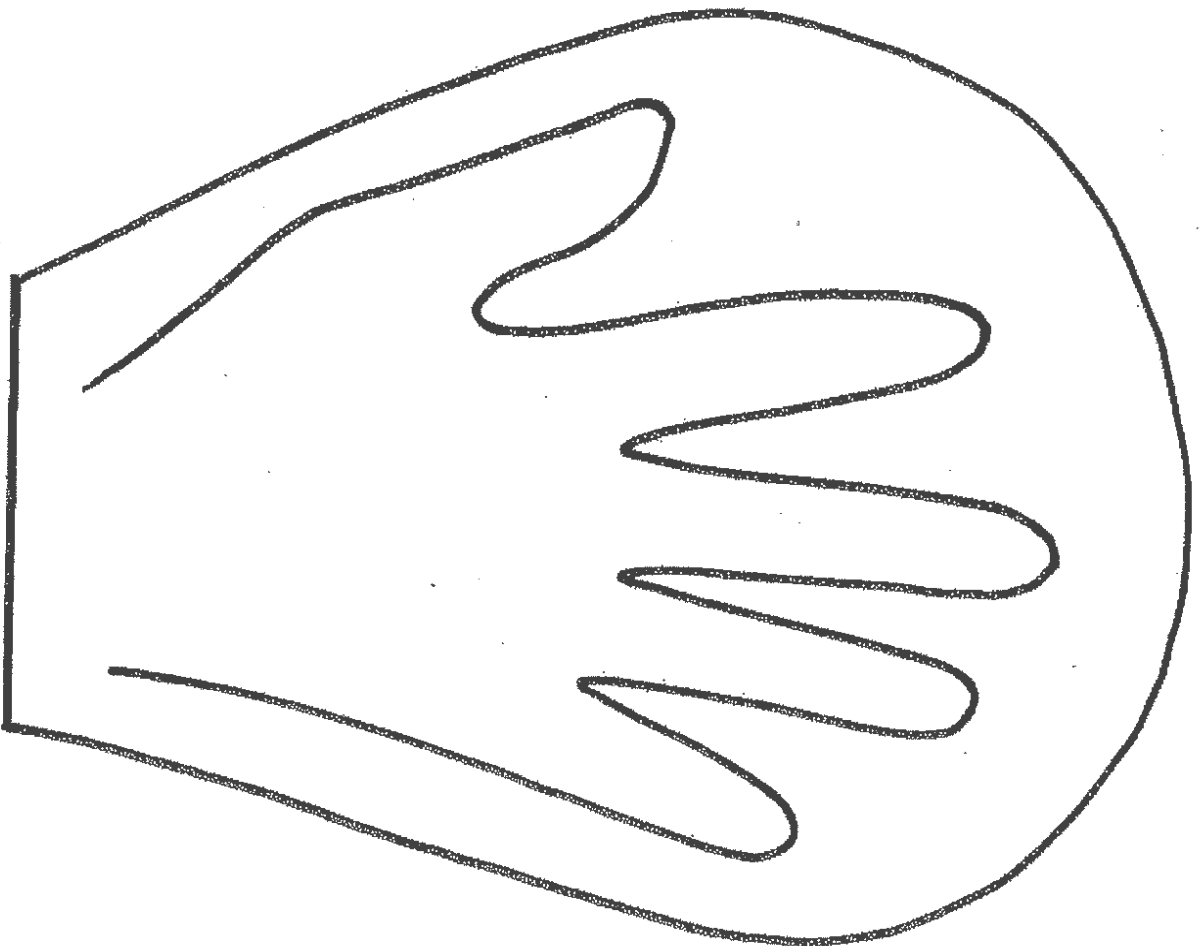
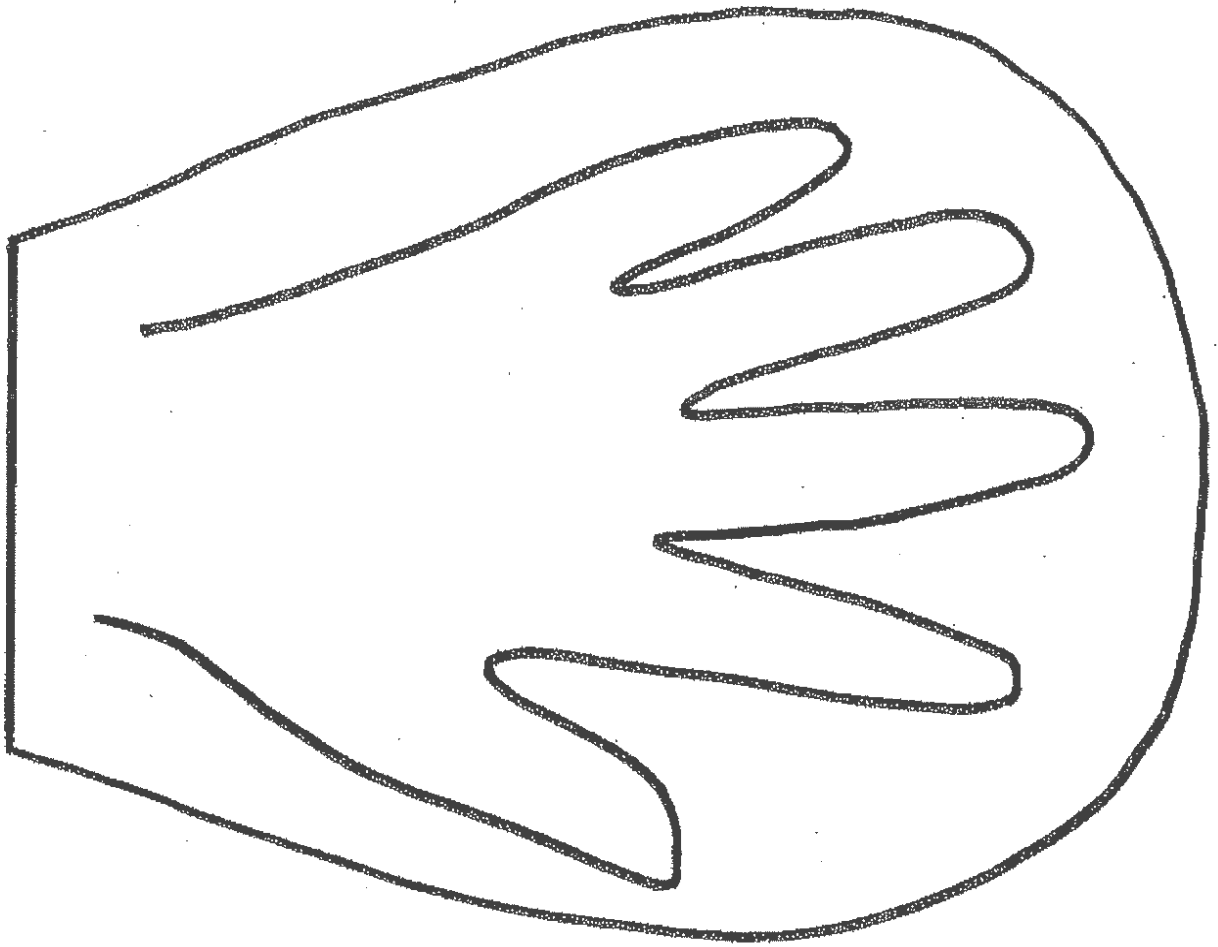
The set you can download and print ([link](#))

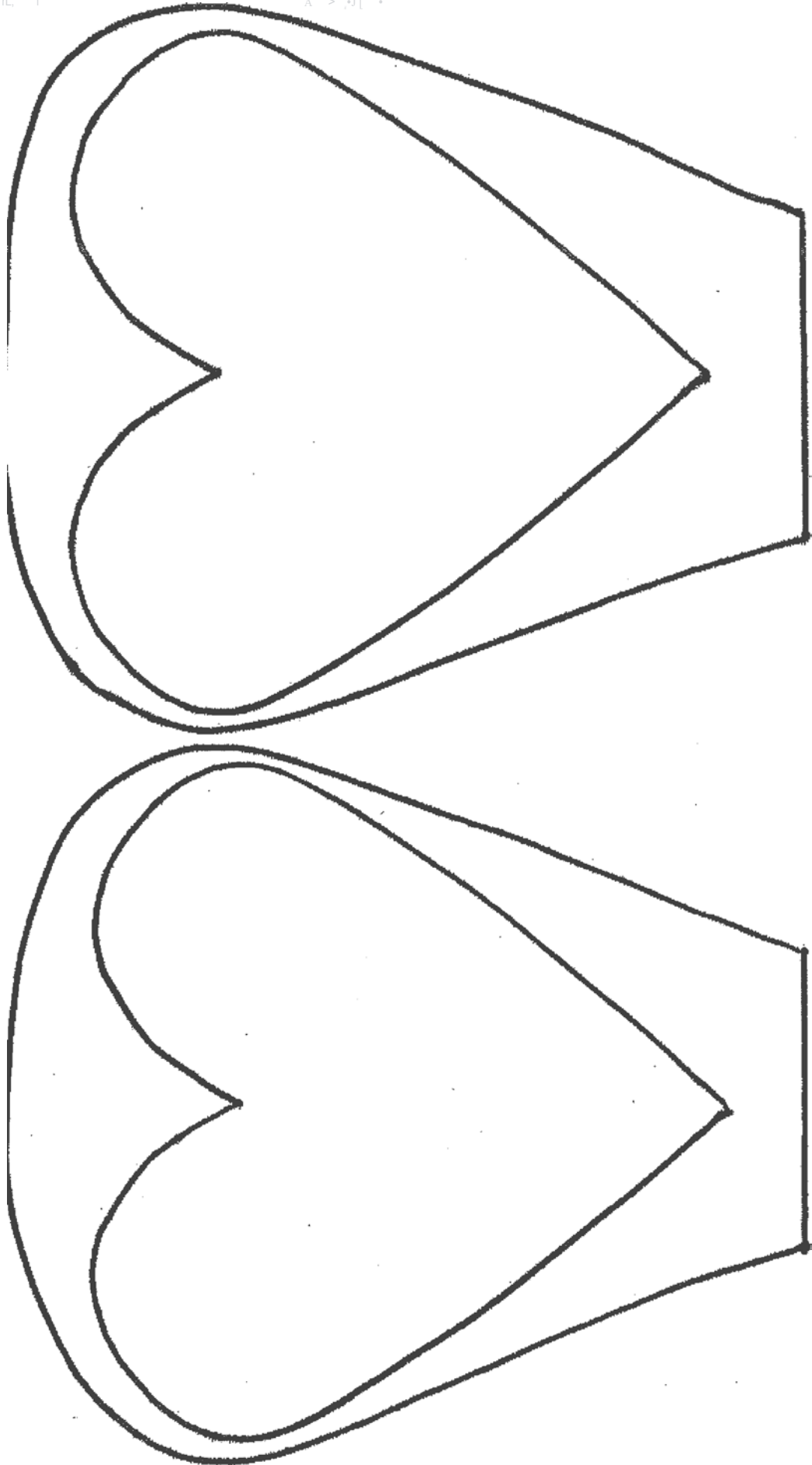
This resource book on people in the neighborhood may be helpful ([link](#)).



**Gratitude page** ([link](#))

**Helping hearts and hands sheets** ([link](#))





# G=Gratitude

Things that \_\_\_\_\_ is grateful for.

(people, animals, insects, fish, plants, trees, lakes, food, bed, and many other things)

