



KINDNESS KIT

Hands-On Activities for
Children Learning about
Kindness and Inclusion

GRADES 1 - 2

Regardless of age, these materials are to be enjoyed by those
who *developmentally* align with these grade levels.

Kindness and Empathy • Fun for Everyone
Learning About Ourselves • Learning About Others

Download additional Kindness Kits at
magicalbridge.org/kindnesskits



MAGICAL BRIDGE®
CHANGING PERSPECTIVES

Welcome to the Magical Bridge Kindness Kits!

Magical Bridge Foundation knows that when people of all ages, abilities, and disabilities come together and play on the playground something special happens. Formative play experiences can help us build empathy, understanding, and create more inclusive communities.

The Magical Bridge Kindness Kits were developed in partnership with Changing Perspectives to provide classrooms, afterschool programs, and other groups with resources for teaching kindness and empathy to children in grades preK-5. We also have Kindness Kits @ Home available for teaching these important values to children in a home setting, particularly useful for those children learning remotely.

This guide will help teachers and group leaders better understand the purpose behind these resources and how to use them in the most meaningful ways possible.

- The resources are divided into 3 levels of activities for those who align developmentally with grades PreK-K, grades 1-2, and grades 3-5. For each grade level, we have curated a variety of activities for different types of learning including: lessons associated with a book or video, craft-based lessons, worksheets, group discussions, hands-on activities, and other creative group projects. Templates are available for many lessons so having a printer available is a plus!
- These resources are designed to be a library for you to choose from. There is no set order you must go in or number of activities you must do. These materials are here for you to use in whatever way works for you to support children in developing vital skills to become kind and empathetic individuals.
- The resources are designed to help lay a foundation for child(ren)'s social-emotional skill building. These essential, transferable skills can then be applied to support children as they navigate our ever changing and challenging world.

Here are other helpful tips and tricks:

- The books are noted at the top of the lesson so you can order them or find them in your local library. Some of the books can be found being read online. The videos are all available on YouTube.
- Develop a routine for doing these activities. By carving out a designated period of time weekly/daily/monthly to engage with these activities, it shows that learning about empathy and kindness is a priority and provides a welcome break from more rigid academic learning.
- We hope adults will engage in these activities, too! By doing activities along with the class or group, you are modeling that the concepts taught are important to you. These lessons help us learn more about each other and introduce valuable conversations about how we can contribute positively to challenges our communities are facing, on the playground and beyond.

From all of us at Magical Bridge and Changing Perspectives, we hope that these resources help to inspire kindness and empathy in you and your family.

We would love to hear from you about how you have used these resources, so please reach out with your stories and photos by emailing: kindnesskits@magicalbridge.org — and please tag [@magicalbridge](https://www.instagram.com/magicalbridge) on social media to share your experience!

» Other Kindness Kits and Kindness Kits @ Home are available at magicalbridge.org/kindnesskits



WHAT'S INSIDE?

TABLE OF CONTENTS FOR GRADE 1 - 2

Things You'll Need	4
Recommend Books	5
Recommended Videos	6
KINDNESS AND EMPATHY	
Defining Kindness & Empathy	7 - 8
Drawing Emotions	9
The Importance of Friendship	10
I Am Kind Poem	11 - 12
What Kindness Means to Me	13 - 14
FUN FOR EVERYONE	
Acting out Kindness	15 - 16
Being a Good Sport	17
Kindness on the Playground	18
Playground Pledge	19 - 23
Rules for Safety and Fun	24 - 25
LEARNING ABOUT OURSELVES	
5 Facts about Me	26 - 30
Dealing with Disappointment	31 - 32
Favorite Activity Charades	33
Guess Who?	34 - 35
Positive Traits	36
LEARNING ABOUT OTHERS	
Being Thoughtful	37
Connecting with New Friends	38
Fact Soup	39
Visible vs. Invisible	40 - 41
What Can I Learn about You?	42

THINGS YOU'LL NEED

MATERIALS FOR GRADE 1 - 2

MATERIALS FOR CRAFTS AND DISCUSSIONS

Markers or Crayons (most activities will use markers or crayons)

Paper

Scissors

Sticky Notes

Chart Paper or White Board

Bowl or Cooking Pot (for Learning About Others / Fact Soup)

TECHNOLOGY

Computer / Tablet with Screen

Access to YouTube

Printer

Letter-Sized Printing Paper (for worksheets, book making, Cards, etc.)

Copier (or use printer)

BOOK LIST

We Don't Eat Our Classmates by Ryan T. Higgins
(for Kindness and Empathy / The Importance of Friendship)

The Recess Queen by Alexis O'Neill
(for Fun for Everyone / Kindness on the Playground)

The Rabbit Listened by Cori Doerrfeld
(for Learning about Ourselves / Dealing with Disappointment)

The Day You Begin by Jacqueline Woodson
(for Learning about Others / Connecting with New Friends)

RECOMMENDED BOOKS Grades 1-2

Title of Book	Author	Discussion Questions	Corresponding URL
<i>Enemy Pie</i>	Derek Munson	<p>Why do you think the title of this book is Enemy Pie?</p> <p>What happens at the end of the book when the two boys eat the pie together?</p> <p>What does this story teach us about friendship?</p>	https://www.youtube.com/watch?v=FTM8C-ccl1xs
<i>Kindness Counts: A Story for Teaching Random Acts of Kindness</i>	Bryan Smith	<p>What happened at the sundae shop in the beginning of the story?</p> <p>What is a random act of kindness?</p> <p>What random acts of kindness did Cade and Sofia do in the story?</p>	https://www.youtube.com/watch?v=E_-QFAfKZ3s
<i>Giraffes Can't Dance</i>	Giles Andreae	<p>Who is Gerald, what makes Gerald special?</p> <p>How did Gerald feel when the other animals made fun of him?</p> <p>How did the cricket help Gerald in the story?</p>	https://www.youtube.com/watch?v=o0w-weS8P-tY
<i>What I Like About Me</i>	Allia Nobel Zolan	<p>Why is this book titled "What I Like About Me"?</p> <p>How are the kids in the story different from one another?</p> <p>What do you like about yourself?</p>	https://www.youtube.com/watch?v=SOD5M-bRKTPg

RECOMMENDED VIDEOS Grades 1-2

Title of Video	Producer	Discussion Questions	Corresponding URL
<i>Think about What Others Need</i> (from DANIEL TIGER'S NEIGHBORHOOD)	PBS Kids	What is something that you need to be happy? Why should we think about what other people need? How can you make sure other people in your house have what they need?	https://www.youtube.com/watch?v=s3w68zY8m-U
<i>Kindness for Kids</i>	Local Love Magazine	What does the word kindness mean? How can you be kind to another person? Why is it important that we show kindness to people everyday?	https://www.youtube.com/watch?time_continue=52&v=VApeQZWZVQw
<i>Controlling Emotions</i>	Math & Learning Videos 4 Kids	What are emotions? Why did Mr. Box have strong emotions in this video? How can you control your emotion when you are feeling strong emotions?	https://youtu.be/iGET9fNNikw
<i>Will.I.Am Sings What I am</i>	Sesame Street	What are some things that Will sings about in this video about what makes him special? What are three words that you could use to describe how you are special? Why should we celebrate what makes us different and special?	https://www.youtube.com/watch?v=cyVzjoj96vs
<i>Respecting the Differences between People</i>	TedX Talks	What does Mariana talk about in this video? What are your abilities and weaknesses? Why should we be kind to everyone no matter how we are different?	https://www.youtube.com/watch?v=_qtpmi4yzSs

KINDNESS AND EMPATHY

DEFINING KINDNESS & EMPATHY — VIDEO ACTIVITY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will learn the definitions of kindness and empathy.
- Materials/Setup - (Note: Some educators find it helpful to break this into two separate activities, one focused on kindness and the other focused on empathy) Chart paper or whiteboard and markers OR Smartboard, projector and bubble map template (sample provided).
- Videos on YouTube: [Local Love Magazine: “Kids Explain: Kindness” \(1:00\)](#) and [Kids Learning Tube: “Empathy” \(2:38\)](#)



THE ACTIVITY

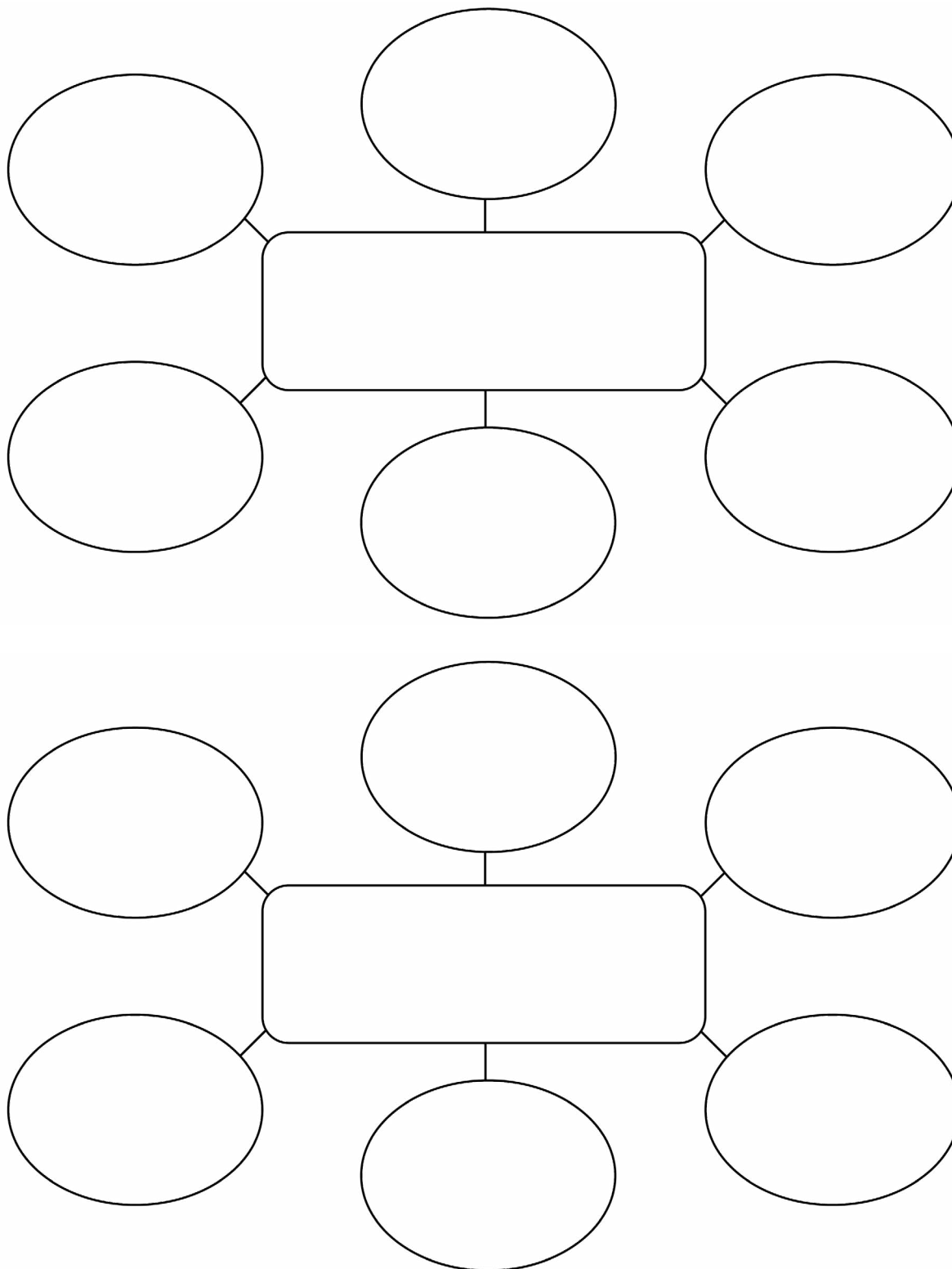
- Begin the activity by telling students that they will be learning more about kindness and empathy.
 - Display two blank bubble maps. These could be drawn on chart paper or a whiteboard or projected onto a SmartBoard.
 - In the center circle of one bubble map, write “Kindness” and in the center circle of the other, write “Empathy.” (See example below).
 - Tell students that they are going to work on filling in these bubble maps to show what they know about kindness and empathy.
- Show the video “Kids Explain: Kindness”.
- After the video, divide the class into two groups, each facilitated by an adult. Give groups 2-3 minutes to talk about what they learned about kindness from the video.
- Bring the class back together. Invite students to share their ideas aloud as you fill in the Kindness bubble map.
- Repeat the process with empathy as the focus. Begin by showing the video “Empathy”.
- Conclude by reviewing the two completed bubble maps and encouraging students to think about what they can do on their playground to demonstrate kindness and empathy every day.



ON THE PLAYGROUND

- Challenge students to search for examples of kindness and empathy while playing.
- Post the bubble map in places where students and adults can reference them on and off the playground.
- After recess, ask students to share a time that they demonstrated kindness or empathy to other students during their time on the playground.

KINDNESS AND EMPATHY BUBBLE MAP



The image contains two identical empty bubble maps. Each map is designed for a student to write a central concept in a rounded rectangle and then branch out to five related concepts in circles. The top map is for 'KINDNESS' and the bottom map is for 'EMPATHY'.

KINDNESS AND EMPATHY

DRAWING EMOTIONS — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will articulate and visually display emotions.
- Materials/Setup - Whiteboard or chart paper and markers, paper, art supplies (e.g., markers, colored pencils, paint)



THE ACTIVITY

- Write the word “Empathy” on the board. Ask students to share if they know anything about this word. Allow time for students to share. Then, explain to students that empathy is the ability to understand and feel what someone else is feeling.
- Explain that it is important to be able to name our own emotions because that can help us make connections and show empathy towards other people.
- Tell students they are going to brainstorm a list of emotions. Ask students to think and share a list of emotions, such as joy, sadness, anger, disgust, fear, pride, surprise, nervousness, guilt, excitement, etc.). As students share, jot down a list on the whiteboard or chart paper.
- After the list is complete, tell students that they are going to pick an emotion from the brainstormed list and make an illustration to show it.
- Hand out paper and art supplies and allow time for students to express themselves by drawing at least one emotion. Encourage students to think about the colors and shapes they can use to help represent their emotion(s).
- Bring the class together for students to share their pictures.
- If you’d like, create an emotion gallery on a bulletin board.



ON THE PLAYGROUND

- Remember that people have and can change emotions quickly. Our actions and words can help or hurt others, so being kind and including others is important, especially during play. We know what it feels like to be sad or angry because we have empathy, so try to help others feel joy.
- Go on an emotion hunt around the playground. Challenge students to find at least three different emotions on the playground. After recess, invite students to share their observations and how they could tell what the person was feeling. Do avoid hurt feelings, ask students not to use names sharing their observations.

KINDNESS AND EMPATHY

THE IMPORTANCE OF FRIENDSHIP — BOOK ACTIVITY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will consider how to make friends.
- Materials/Setup - Book: *We Don't Eat Our Classmates* by Ryan T. Higgins, chart paper and markers, sticky notes



THE ACTIVITY

- Begin by telling students that there are many different things that we do to become friends with other people. Ask students to think about a time that they made a new friend. Invite some students to share aloud what they did to make a friend (e.g., I asked her to sit with me at lunch. Ben moved into the house next to me. We played together on the soccer team. I helped him when he was feeling sad.). As students share their ideas, create a list on chart paper.
- Explain to the students that they are going to hear a story about a girl named Penelope. In the story, Penelope tries to make friends and be kind.
- Instruct students to pay attention to the ways Penelope tries to make friends as they listen to the book. Read aloud *We Don't Eat Our Classmates*.
- After reading the story, lead a discussion with students by using the following prompts:
 - How does Penelope feel throughout the book?
 - Why are the children afraid of Penelope? Why don't they want to be her friend?
 - What is challenging for Penelope at school? What makes it difficult for her to make friends?
 - What does Penelope do to try to make friends?
- Return to your brainstorm list and add any new ideas for making friends inspired by Penelope and her efforts.
- Remind students that it feels good to have friends and that being kind to others is how we make friends.



ON THE PLAYGROUND

- Challenge students to try at least one of the brainstormed ideas when they are playing on the playground.
- Write each strategy for making friends on a sticky note and display the notes around the playground as reminders of how to make friends and be kind.

KINDNESS AND EMPATHY

I AM KIND POEM — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will explore what kindness means to them.
- Materials/Setup - Whiteboard or chart paper and markers, blank paper or I Am Kind poem template, markers/colored pencils/pencils



THE ACTIVITY

- Begin the activity by telling students that you are going to talk more about what it means to be kind.
- Invite students to brainstorm a list of words and phrases that have to do with being kind. As they share, make a list on the whiteboard or chart paper. Some suggestions are:
 - Friendly, gentle, loving, sympathetic, thoughtful, tolerant, understanding, good-hearted, neighborly, kids playing together, keeping hands to self, inviting to play, including everyone, noticing when someone needs help, donating, doing nice things, being nice, etc.
- After the list is complete, tell students that they are going to write poems about kindness using their own names.
- Provide students with plain paper or I Am Kind poem templates and coloring utensils.
 - Instruct students to write their names down the left hand side of their paper, placing one letter on each line.
 - Then, using the list the class created, they can fill in the longer lines with the phrases and words related to kindness based on the letters in their names.
 - Use your own name to make an example or use the following sample:

S ... Share
E ... Empathize
T ... Treat others the way you want to be treated
H ... Have fun together!
- Allow time for students to complete this task, supporting students as needed. Encourage students with short names to use their last names as well. Invite all students to decorate their poems.
- Gather as a group to share students' completed poems.
- Create a kindness bulletin board or class kindness poems book.



ON THE PLAYGROUND

- Challenge students to use their poems as reminders of how they can demonstrate kindness on the playground.
- Identify phrases and depictions of what kindness looks like on the playground versus in the school or other community spaces. Allow students to draw and/or write examples for what playground kindness looks, sounds, and feels like.



I AM KIND

[illegible]

KINDNESS AND EMPATHY

WHAT KINDNESS MEANS TO ME — VIDEO + POEM ACTIVITY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will define kindness.
- Materials/Setup - Paper and art supplies and sing-a-long lyric music video on YouTube by Universal Kids/Sprout: [“Kindness Is a Muscle”* \(2:54\)](#)



THE ACTIVITY

- Begin by asking students to think of their own definition of kindness. Go around the class and ask each student complete the sentence “Kindness is ...”
- Next, gather students to watch one of the “Kindness Is a Muscle” videos. The Sing-a-long version is animated with the song lyrics, while the official video shows kids singing and dancing.
- Following the video, have students draw an illustration that represents how kindness is a muscle.
- After students have completed their illustrations, have them share their work.
- Display students’ drawings on your own “Kindness is a Muscle” bulletin board.



ON THE PLAYGROUND

- In groups or as a class, come up with your own dance moves for “Kindness Is a Muscle (the whole song or just the chorus). Practice and perform your dance on your Magical Bridge playground.
- Visit the Kindness Corner of your Magical Bridge playground and discuss acts of kindness that you can do throughout your school and community.

KINDNESS IS A MUSCLE

BY UNIVERSAL KIDS

*Kindness is a muscle
Work it out, gotta hustle
We kids will show you the way
Gotta flex it every day*

Thump thump, your heart will grow
Every time your kindness shows
Beat beat, your heart gets strong
When you sing a kindness song

Grown Ups, if you are mean
Don't think it goes unseen
We act the way you do
So be kind every day too

*Kindness is a muscle
Work it out, gotta hustle
We kids will show you the way
Gotta flex it every day*

Kindness is a muscle, we already know
And like a muscle you can make it grow
By being kind even when we're mad
And helping others when they're sad

It's easy, it's peasy, it's how we're made
We don't know hate, we don't throw shade
If someone is different it's the greatest thing
'Cos being different makes us sing!

Thump, thump, thump
Your heart knows what's right
Beat, beat, beat
Kindness gives us might

Grown ups, follow our lead
Some love is all you need
It's easy watch our moves
And dance to our kindness grooves

*Kindness is a muscle
Work it out, gotta hustle
We kids will show you the way
Gotta flex it every day*

I'll break it down one more time for you
Because I got more kindness rhymes to do
There's a couple more things to keep in mind
And so many reasons for being kind

It's all about exercise
We don't want awards or a prize
It's acting how we should
Because being kind feels good!

*Kindness is a muscle
Work it out, gotta hustle
We kids will show you the way
Gotta flex it every day*

FUN FOR EVERYONE

ACTING OUT KINDNESS — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will understand that their words and actions impact other people.
- Materials/Setup - Skit Prompts



THE ACTIVITY

- Begin the activity by explaining to students that our words and actions affect the way other people feel. When we are kind, we make our community a safe and fun place for everyone to learn and play.
- Tell students that to help them think more about this, they will be acting out scenarios that might happen on the playground.
- Break students into groups of 3-4 and give each group a skit prompt card.
- Allow 3-5 minutes for groups to plan and practice their scenes.
- Then, bring the class back together. Call up each group one at a time to perform their skit in front of the class.
- After each scenario, teacher can facilitate a brief discussion by asking questions such as:
 - What happened in the skit?
 - How was everyone feeling during the skit?
 - What words and actions showed that everyone was having fun?
 - Is there anything you think you would do differently if this happened to you on the playground?



ON THE PLAYGROUND

- Use the playground as your stage to perform your skits for other classes and model how to be kind, safe, and make the playground fun for all.
- Implement the strategies from your scenarios while playing on the playground.

PLAYTIME SKIT PROMPTS

YOU ARE WAITING IN LINE
FOR THE SLIDE. IT IS
TAKING A LONG TIME.

ALL THE SWINGS ARE FULL.
YOU WANT A TURN.

YOU ARE PLAYING PRETEND
IN THE HOUSE AND
SOMEONE WANTS TO JOIN.

SOMEONE IS
SITTING ALONE.

YOU ARE STARTING A BALL
GAME (SOCCER, KICKBALL,
BASKETBALL).

SOMEONE FALLS AND
HURTS THEIR KNEE.

FUN FOR EVERYONE

BEING A GOOD SPORT — VIDEO ACTIVITY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will discuss ways to be safe and fair.
- Materials/Setup - Video on YouTube by [A Better World: "Always Be a Good Sport" \(2:47\)](#), whiteboard or chart paper and markers



THE ACTIVITY

- Begin the lesson by guiding students in a short discussion about safety and playing fair during any game or activity in school. The following discussion questions can help to guide the conversation:
 - What makes a game fun to play?
 - How can we make sure everyone is able to participate?
 - What does it mean to be a "good sport?"
- Tell students that they are going to watch a short video to think more about what it means to be a good sport. Watch "Always Be a Good Sport".
- After the video, draw a three column chart on the board or chart paper. Label the columns as follows:

LOOKS LIKE	SOUNDS LIKE	FEELS LIKE
------------	-------------	------------

- Have the class suggest ideas for what being a good sport looks like, sounds like, and feels like. As students share, aloud write their ideas in the appropriate column.
- After the discussion, tell students that one aspect of being a good sport is what they say or do to their opponent(s). Have students practice this by doing the following:
 - Form two single file lines facing each other.
 - One at a time, have a student walk to the student standing across from them. Instruct students to shake hands or give a high five and say something to show they are a good sport, such as "Good game!" "Thanks for playing with me." "That was fun."
- Conclude the lesson by reminding all students that recess is a fun time to play games and sports. Sometimes we win and other times we lose, but it is important to always be a good sport.



ON THE PLAYGROUND

- Post your Looks Like/Sounds Like/Feels Like poster on or near the playground for easy reference for students and adults.
- Remind students as they head out to recess that one of their jobs is to be a good sport.

FUN FOR EVERYONE

KINDNESS ON THE PLAYGROUND — BOOK ACTIVITY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will understand the importance of being kind on the playground.
- Materials/Setup - Book: *The Recess Queen* by Alexis O'Neill, whiteboard or chart paper and markers



THE ACTIVITY

- Begin this activity by asking students to raise a silent hand if someone has ever been unkind or hurtful to them at recess. Next, ask students to think to themselves how they felt when that happened. Invite a couple of students to share aloud how it made them feel.
- Tell students that they will hear a story about a girl who makes recess no fun for the other kids. Read aloud *The Recess Queen*.
- After reading the story, use the following prompts to discuss the story:
 - What makes Jean so mean? (She pushes and slams, grabs and chases, is bossy/bully, no one plays with her.)
 - What changes for Jean when Katie Sue shows up? (Katie Sue stands up for herself and asks Jean to play. She is kind and wants everyone to play.)
 - How do the other children react when Jean starts to play nicely? (They encourage her and want to play and have fun all together.)
- Reinforce that everyone deserves to feel safe and included on the playground.
- Explain to students that the words we say to our friends on the playground can help make the playground a safe and fun place for everyone. On a white board or chart paper, brainstorm a class list of positive, encouraging things to say while playing with others.



ON THE PLAYGROUND

- As students head out to recess, refer back to the brainstorm list and challenge students to say two things from the list to someone on the playground during recess that day.
- Before playing on the playground, ask students to think of at least two different games/activities that they would be excited to do; if they are not able to do their first choice, they will have another option in mind to try and have fun.

FUN FOR EVERYONE

PLAYGROUND PLEDGE — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will consider the importance of being kind and safe on the playground.
- Materials/Setup - Magical Bridge Playground coloring sheets (included), markers, pencils, crayons, stickers



THE ACTIVITY

- Write the following statement on the board: **“It is important for everyone to be kind, be safe, and have fun on the playground.”** Read the statement aloud and ask students to raise a silent hand if they agree with it.
- After students have raised their hands, explain that a pledge is a *promise*. Students will be taking a pledge to make their Magical Bridge playground a kind, safe, and fun place for everyone to play.
- Hand out Magical Bridge Playground pledge certificate, coloring sheets and coloring supplies to students. Allow them time to color in their sheets. For the pledge, have them write their name and “sign” the pledge.
- When students are finished coloring, invite them to take turns standing up to share their coloring with the class. When they hold up their pledge certificate, they can state, “I pledge to make our Magical Bridge playground a kind, safe, and fun place for everyone.”
- Create a bulletin board of the coloring pages and pledge certificates to remind students of their pledge.



ON THE PLAYGROUND

- Challenge students to identify when others are being kind, safe, and having fun on the playground and to thank them for following the playground pledge.
- While students are standing in line to go out to the playground, have them recite the pledge.

MY MAGICAL BRIDGE PLAYGROUND PLEDGE



**“I pledge to make
Magical Bridge Playground
(and everywhere I play)
a kind, safe, and fun place
for everyone.”**

Signed:

(write your name above)

(ask your friend or teacher to sign and “witness” your pledge)

MY NAME IS

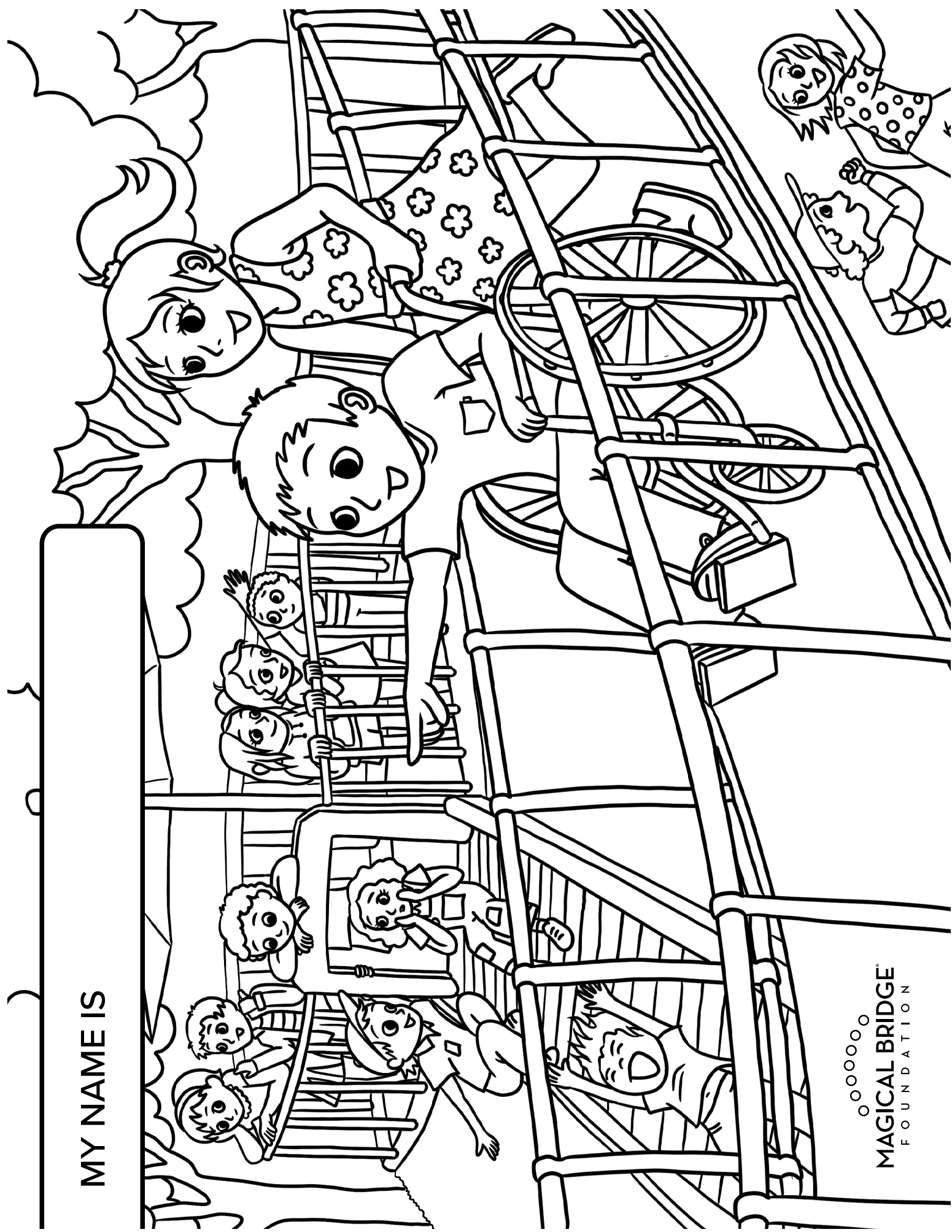


MY NAME IS



MY NAME IS

MAGICAL BRIDGE[®]
FOUNDATION



FUN FOR EVERYONE

RULES FOR SAFETY & FUN — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will understand the importance of playground rules.
- Materials/Setup - Sticky notes, chart paper and markers



THE ACTIVITY

- Begin the activity by asking students to share an example of something fun they did on the playground yesterday. Allow time for several students to share.
- Next, ask students to think about what they do to make sure everyone feels safe on the playground. Allow time for several students to share.
- Tell students that they will be coming up with playground rules to ensure that everyone is safe and has fun on the playground.
- On chart paper, create a table with two columns (or use the template included). Label one column “SAFE” and the other column “FUN.”
- Ask students to brainstorm ideas for playground rules. Remind them that their rules must fit into either the safe or fun column.
- This activity can be done as a class or independently.
 - For a class activity, have the students seated in a circle or at their desks. Call on students to share an idea for a rule and which column they think it belongs in. Write ideas on the table.
 - For an independent activity, give each student 1-2 sticky notes. Encourage students to come up with at least one idea each. Instruct students to write just one rule per sticky note. Then provide time for students to stick their notes onto the chart in the correct category, either safe or fun.
- Once everyone has had an opportunity to add an idea, review all of the rules and come up with a list that everyone can agree on to make sure the playground can be fun for everyone. It is best to keep your final list short (3-5 rules is ideal) so students can recall the rules easily.
- Create a final class poster of your rules. Have students sign their names on the poster to as a promise to try and follow the rules every day.
- Display the poster in your classroom or on your playground for easy reference for students and adults.



ON THE PLAYGROUND

- Review the playground rules for safety and fun every time the class goes to the playground.
- After recess, gather the students for a brief discussion about how well students were able to follow the rules during their time on the playground.

PLAYGROUND RULES

SAFE

FUN

LEARNING ABOUT OURSELVES

5 FACTS ABOUT ME! — VIDEO ACTIVITY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will identify characteristics and interests about themselves.
- Materials/Setup - Video on [YouTube by Disney Junior: “Five Things About Nancy” \(1:10\)](#), paper, markers and/or paint, *Things About Me!* book template (included — letter-sized, folded to 5.5x8.5 and stapled or taped to become an 8-page book)
- *Prior to the lesson, print and cut enough Things About Me booklet templates for students.*



THE ACTIVITY

- Begin by telling students that they will be creating special books all about themselves. They will be able to draw, paint, and/or write about five special things to tell others about themselves and things they like.
- Watch the video “Five Things About Nancy”.
- After the video, set out art supplies and *Things About Me!* book template with prompts such as:
 - I know a lot about ...
 - I adore ...
 - I get excited when ...
 - My favorite color is ...
 - I have ...
 - I use ...
 - A special place I play is ...
- You may also wish to make extra blank pages available for students to share ideas beyond the prompts. You can also add a bonus page: “On our Magical Bridge playground, I like to ...”
- Allow ample time for students to work on their books; this may be an activity to work on across several days.
- When all students have completed their books, allocate time for students to share one thing fact from their books.



ON THE PLAYGROUND

- Allow students to bring their 5 Facts About Me books to the playground and share them with friends to get to know each other better.
- Challenge students to tell five students a special fact about themselves while playing

ONE MORE
THING...

THINGS
ABOUT ME

BY

MY FAVORITE
COLOR IS:

I LOVE...

HERE ARE SOME OF MY FAVORITE
THINGS IN THIS COLOR

I GET
EXCITED
WHEN...

I HAVE...

I KNOW ALOT
ABOUT...

MY FAVORITE
PLACE IS...

LEARNING ABOUT OURSELVES

DEALING WITH DISAPPOINTMENT — BOOK ACTIVITY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will learn ways to cope with disappointment.
- Materials/Setup - Book: *The Rabbit Listened* by Cori Doerrfeld, whiteboard or chart paper and markers, Taylor's Strategies worksheet (optional)



THE ACTIVITY

- Begin this activity by asking students to raise a silent hand if they have ever felt disappointed. Invite a couple of students to share aloud about their experiences.
- Next, tell students that you are going to read a story about a character named Taylor, who, with the help of some animals, has to figure out how to solve different problems.
- As you read, ask students to pay attention to the different strategies that the animals suggest to Taylor.
- Read aloud the book *The Rabbit Listened*.
- After the story is complete, point out that when we feel disappointment sometimes we have to use different strategies to help us. Ask students to help brainstorm the different strategies for dealing with disappointment used throughout the book. Write their answers on the whiteboard or chart paper, filling in any students miss:
 - Talking
 - Hiding/Pretending it didn't happen
 - Shouting
 - Throwing something away
 - Remembering
 - Ruining things for someone else
 - Laughing
 - Wanting to be alone
- Next, ask students to go through the list of strategies.
 - To do the activity as a class: read each strategy and ask students to raise a silent hand if they have ever used the strategy when they have felt disappointed. Do a quick tally of responding students and write the number next to each item on the list.
 - To do the activity individually: hand out copies of the Taylor's Strategies worksheets. Ask students to go down the list and put a check mark next to each strategy they have used and to circle the strategies that have worked best for them. When students are finished, read down the list and ask students to raise a hand if they checked off a strategy on their sheet. Tally responding students and write the number next to each item on the list.
- Bring the class back together and invite students to share observations:
 - Which strategies are most commonly used? (Prompt students to look at your tally.)
 - Are there any strategies that are better not to use? (hiding, shouting, ruining things for others, throwing things away) What could you do instead?
 - What are the most helpful strategies you have used?
- Wrap up by reiterating that different people deal with disappointment in different ways. Sometimes what works for one person isn't what will work for you. It's important to know yourself and ask for the help you need.



ON THE PLAYGROUND

- Put a list of strategies on the playground that students can reference when a situation arises and they feel disappointed.
- After recess gather students in a circle and ask them to share aloud if they had a problem on the playground how they resolved it.

TAYLOR'S STRATEGIES

Mark the strategies that *you* have used.
Circle the strategies that worked the best
to resolve your conflicts.

- ☐ Talking
- ☐ Shouting
- ☐ Remembering
- ☐ Laughing
- ☐ Hiding/Pretending it didn't happen
- ☐ Throwing something away
- ☐ Ruining things for someone else
- ☐ Wanting to be alone
- ☐ _____

Like Taylor and the Rabbit, draw a picture of
you and a your favorite animal.

TAYLOR'S STRATEGIES

Mark the strategies that *you* have used.
Circle the strategies that worked the best
to resolve your conflicts.

- ☐ Talking
- ☐ Shouting
- ☐ Remembering
- ☐ Laughing
- ☐ Hiding/Pretending it didn't happen
- ☐ Throwing something away
- ☐ Ruining things for someone else
- ☐ Wanting to be alone
- ☐ _____

Like Taylor and the Rabbit, draw a picture of
you and a your favorite animal.

LEARNING ABOUT OURSELVES

FAVORITE ACTIVITIES CHARADES — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will consider their favorite activities. .
- Materials/Setup - Open space



THE ACTIVITY

- Begin this activity by explaining that sharing about ourselves and learning about others is an important way to build a welcoming community for everybody. Tell students they will be playing a game to help them share about themselves and learn about their classmates.
- Ask students if they are familiar with the game charades. Allow students to share and then elaborate on their responses to explain how you play the game. Explain that for this version of the game, they will silently act out a favorite activity and the class will guess what it is.
- Model acting out one of your favorite activities silently while students guess. You might try acting out a sport, cooking something, eating something, playing with a pet, reading, dancing, painting, etc.
 - Depending on your class size, allow all students to take turns performing in front of the whole class or break students into smaller groups with an adult facilitating each group.



ON THE PLAYGROUND

- Remind students that on the playground everyone likes to do different things. Sometimes what you like to do is different from what your friend likes to do. It is important to take turns with different activities so everyone has a good time on the playground.
- Play playground charades, where one student acts out an activity to do on the playground. When someone guesses the correct activity, everyone goes to play. Repeat as time allows.

LEARNING ABOUT OURSELVES

GUESS WHO? — DURATION 15-20 MINUTES



GETTING STARTED

- **Learning Intention** - Students will reflect about themselves and what makes them unique.
- **Materials/Setup** - Guess Who... card template sheet, pencils/colored pencils/markers, photo of each child and glue sticks (optional)
- *Prior to the lesson, print and fold enough Guess Who... cards for students. Fold the paper in half horizontally to form a card with the questions on the front. Students will be drawing a picture of themselves or pasting a photo on the inside of the card. If using photos, take and print a picture of each child prior to the activity.*



THE ACTIVITY

- Begin the activity by telling students that today they will have a chance to think more about themselves and what makes them special and unique.
- Give each student a Guess Who... card and art supplies.
 - Ask students to secretly complete the “my favorite...” questions on the front of the card; circulate to provide writing support as needed. (Tip: to create a “privacy screen,” have students flip the back of the card up while they are writing).
 - Once they have answered all of the questions, students should fold their card in half in reverse, so the answers are hidden and they can work on the inside of the card.
 - Inside the card, ask students to paste their photo or draw a self-portrait and write their name.
- As students finish, collect their cards. When you have collected all of the cards, shuffle them and then read each student’s response aloud and allow the class to guess who it is about.
- Display the finished cards in a classroom or hallway bulletin board so others can guess.



ON THE PLAYGROUND

- Challenge students to learn four new facts about friends and other students on the playground.
- Encourage students to find a classmate who shared a similar “favorite” and talk about what they have in common.



Answer the questions, then
fold on the dotted line.
On the inside, write your name
and draw a photo of yourself
or tape or glue a photo of
yourself.

GUESS WHO?!

My favorite game to play on the
playground is...

My favorite animal is...

My favorite movie is...

My favorite color is...

My favorite food is...

Answer the questions, then
fold on the dotted line.
On the inside, write your name
and draw a photo of yourself
or tape or glue a photo of
yourself.

GUESS WHO?!

My favorite game to play on the
playground is...

My favorite animal is...

My favorite movie is...

My favorite color is...

My favorite food is...

LEARNING ABOUT OURSELVES

POSITIVE TRAITS — VIDEO ACTIVITY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will identify positive personal traits.
- Materials/Setup - Whiteboard or chart paper and markers, Video by [Sesame Street: “Will.i.am sings ‘What I Am’” \(1:51\)](#)



THE ACTIVITY

- Begin the activity by asking students what “positive traits” means. Allow time for students to share ideas, then, sum up by explaining that positive traits are things about ourselves we feel proud of, such as emotions, abilities, and characteristics that are kind.
- Invite students to share positive traits about themselves. As they share, write a list on the whiteboard or chart paper.
- Next, tell students they are going to watch a short video about positive traits. Watch the video, “What I Am”.
- After watching, ask students if there were any traits they noticed in the video that they want to add to the list. Add traits from the song to the list of positive personal traits you have already started, such as strong, thoughtful, musical, smart, brave, helpful, special, never give up, proud, friendly, grouchy, and magical.
- Show the video again and encourage students to sing along and call out the traits that they identify with during the “what I am is _____” verses.
- Conclude by summarizing with students that each one of us has positive traits to share.
- Post the list of positive traits in your classroom or near the playground to remind students of all they have to offer when playing with their classmates.



ON THE PLAYGROUND

- Challenge students to identify positive traits while playing on the playground. For example, “What I am is helpful” while helping a student on a structure, or “What I am is musical” while drumming on the play structure, or “What I am is thoughtful” while including others.
- Practice the song “What I Am” and perform it on your Magical Bridge playground.

LEARNING ABOUT OTHERS

BEING THOUGHTFUL — VIDEO ACTIVITY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will think about other people and their needs.
- Materials/Setup - Video by [PBS KIDS/Daniel Tiger's Neighborhood: "Think About What Others Need"](#) (1:17), chart paper or whiteboard and markers



THE ACTIVITY

- Begin the activity by telling students that they will be learning about the things that other people need to be happy, safe, and successful. There are times when the thing you want might be what another person needs; if we think about other people, we can make thoughtful decisions that help those around us.
- Watch the video "Think About What Others Need".
- After the video, ask students to turn to a neighbor and share one way that a character in the clip thought about someone else's needs.
- Refocus the students and, as a class, brainstorm various situations in the classroom or on the playground when it might be important to think about other people and their needs. Some examples are: sharpening a colored pencil instead of putting it back broken, throwing away trash so someone else doesn't need to pick up after you, etc.) As students share aloud, make a list on the chart paper or whiteboard.
- Conclude the activity by reminding students that thoughtful decisions and actions can help other people to feel happy, safe, and successful every day at school. Other people's thoughtful actions can help us feel happy, safe, and successful, too.
-



ON THE PLAYGROUND

- Ask students to pay attention to the different ways they and their classmates use the playground. Do some structures make it easier or harder for everyone to use them? What do other students need in order to play safely and have fun?
- Challenge students to identify at least two different ways the same piece of equipment can be used or a game can be played safely so everyone can have fun.

LEARNING ABOUT OTHERS

CONNECTING WITH NEW FRIENDS — BOOK ACTIVITY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will learn the importance of making connections with other people.
- Materials/Setup - Book: *The Day You Begin* by Jacqueline Woodson



THE ACTIVITY

- Begin this activity by asking students to think about a time when they first met someone. Ask, “What information do you usually try to learn about someone when you meet them for the first time (e.g., name, age, where they go to school, etc.)?” Invite students to share their ideas.
- Tell students that you are going to read them a book and talk together about some of the ways people make connections even when they seem different from each other.
- Read aloud the book *The Day You Begin*. After reading the story, initiate a discussion using questions such as:
 - In what ways do the new children perceive they will be challenged?
 - (looks, language, food, ability, etc.)
 - How do the new students find ways to connect?
 - (share stories, learn facts about each other, etc.)
 - What are some things that are challenging with making new friends? How are some ways you have been successful when trying to make a friend?
- Following the discussion, remind students that meeting someone who seems very different from us can make us feel nervous. It may feel strange or scary to share about ourselves with other people. (The other person may feel the same way!) But, when we do share, we often discover that we have more similarities than we do differences.



ON THE PLAYGROUND

- Find a partner and tell stories about yourselves until you find something you have in common.
- Challenge students to talk with someone they don’t usually play with and invite them to play together.

LEARNING ABOUT OTHERS

FACT SOUP — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will learn new things about their peers.
- Materials/Setup - index cards, drawing implements, a bowl, pail or cooking pot



THE ACTIVITY

- Begin this activity by holding up a bowl or cooking pot for all the students to see. Explain that when you make a tasty soup, you add many different ingredients to the broth. To make a supportive community, you add many different types of people and interests.
- Give student index cards and drawing supplies and ask them to write and/or draw one special fact about themselves to add to the class “fact soup” bowl. They should not write their names on their cards.
- Allow time for students to complete their index cards. As they finish, they can add their cards to the bowl/pot.
- When all the cards have been collected, mix them together.
- Tell students that they are each going to be “served” a special fact about one of their classmates.
 - Walk around the classroom and have each student pick a card out of the bowl/pot.
 - Ask each student to read the card or describe the picture aloud.
 - Give the student three guesses to try to identify which classmate shared the fact on the card.
- Repeat the process until the bowl/pot is empty and every student has had a chance to guess.
- Reinforce that learning about others helps make our community stronger and a special place for everyone.



ON THE PLAYGROUND

- Create a playground fact soup where students write or draw their favorite thing to do on the playground.
- Bring bowls, pots, spoons, and other cooking implements onto the playground for students to engage in pretend cooking play. Students can cook up other students’ favorite foods.

LEARNING ABOUT OTHERS

VISIBLE VS. INVISIBLE — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will identify visible and invisible qualities.
- Materials/Setup - chart paper or whiteboard and markers, Visible vs. Invisible T-chart worksheet, writing/drawing implements, masking tape and a permanent marker



THE ACTIVITY

- Gather students so they can all see the chart paper or whiteboard.
- Ask students if they have heard the word “visible” before. Invite students to share aloud what the word visible means. Next, ask students if they have heard the word “invisible” before. Invite students to share aloud what the word invisible means. Explain that everyone has visible and invisible qualities.
- On the chart paper or whiteboard, create a T-chart. Label the left column “Visible” and the right column “Invisible.”
- Remind students that visible means things you can see. Ask students to brainstorm things they can see with their eyes about other people, such as hair color, height, clothing, and eye color. Write students’ ideas in the Visible column.
- Remind students that invisible means things you cannot see. Ask students to brainstorm things they cannot see about other people, such as kindness, intelligence, and favorite things. Write these in the Invisible column.
- Give each student a copy of the Visible vs. Invisible T-chart worksheet. Provide time for students to fill in their charts using words or pictures to record some of their own visible and invisible qualities.
- When students have finished, pair students up to share and compare their T-charts with a partner.
- Next, gather students together to wrap up the activity.
 - Reinforce that everyone has parts of them that can be seen and other qualities that are hidden inside of us.
 - Both types of qualities are important parts of who we are.
 - We can learn some things by looking at someone, but there are many things we can’t see. Asking questions and talking together can help us learn more about the qualities we cannot see.



ON THE PLAYGROUND

- Remind students that other people on the playground might have visible or invisible differences. It’s important to include and play with everyone! With invisible qualities, you may need to ask questions to get to know someone better. If you’re not sure what someone is thinking or feeling, ask them.
- Prior to free play, ask each student to come to you to tell you an invisible quality they would like to share with their peers. Use a permanent marker to write the trait on a piece of masking tape and have the student wear the tape their shirt. On the playground, challenge students to find classmates who share similar qualities or to ask respectful questions to learn more about an invisible quality a classmate is sharing.

VISIBLE

List things you CAN see with your eyes about other people (such as hair color, height, clothing, etc.)

INVISIBLE

List things you CANNOT see with your eyes about other people (such as helpfulness, kindness, interests, etc.)

LEARNING ABOUT OTHERS

WHAT CAN I LEARN ABOUT YOU? — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will learn and recall facts about their peers.
- Materials/Setup - Open Space



THE ACTIVITY

- Begin this activity by gathering students in a seated circle. Explain that when we learn about other people, we become a stronger community.
- Tell students that they will be sharing facts about themselves with their classmates so everyone can learn a little bit more about each other. You are going to give them a silent moment for them to think of two special things about themselves, such as a birthmark, physical skill, hobby, interest, a favorite book/food/game, etc.
- Begin the thinking moment and ask students to show a thumbs up when they have their two special facts in their mind.
- When everyone is ready, explain to students that they will be sharing one fact with the neighbor on their right, and the other fact with the neighbor on their left. Their neighbors will each also share one of their facts with them.
- Assign initial pairings and ask students to share one of their special facts. Switch pairings for students to share their second fact.
- Remind students to use active listening skills to remember the special facts their classmates tell them.
- After everyone has shared with both neighbors, go around the circle and ask each student to share their neighbors' special facts. Prompt students to name each neighbor and state the fact: "Joey has three cats. Susan likes to roller skate."
- Discuss as a class how learning about others can help them during play. Ask, "What does knowing a special fact allow us to do or know when playing with each other?"



ON THE PLAYGROUND

- Have another "What Can I Learn About You?" circle where special facts are about something they like to do on the playground.
- Challenge students to find two new friends on the playground and learn a special fact or two about them.