



KINDNESS KIT

@ HOME

Hands-On Activities for
Children Learning about
Kindness and Inclusion

GRADES 3 - 5

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

Download additional Kindness Kits at
magicalbridge.org/kindnesskits



MAGICAL BRIDGE[®]
CHANGING PERSPECTIVES



Welcome to the **Magical Bridge Kindness Kits @ Home!**

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. With playgrounds closed in most areas, and all of the changes to our daily routines, we want to provide you with a set of tools to bring a little magic into your home.

The Magical Bridge Kindness Kits were developed in partnership with Changing Perspectives to provide parents and caregivers with resources for teaching kindness and empathy at home to children in grades preK-5. We are thrilled to be able to offer these kits to you free of charge, for you to fill family time with magical experiences while staying safe at home.

This guide will help parents and caregivers better understand the purpose behind these resources and how to use them with your child(ren) 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 three different types of learning resources for you to choose from: videos with discussion questions, books with discussion questions, and hands-on, 20-minute activities.
- 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 is going to be most enjoyable and engaging for you to support your child(ren) in developing vital skills to become kind and empathetic individuals.
- The resources are designed to help lay a foundation for your 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:

- Don't worry if you don't have access to the books. All of the books have links to videos of the stories being read. Try getting into a nightly routine where you read/watch a story and have a brief discussion with your child(ren) using our premade discussion questions at bedtime.
- Since many of us are spending time on screens at home, let's use the screen time to cultivate a greater understanding of empathy and kindness. Consider sitting with your child(ren) and watching some of our curated videos and discussing the themes in the videos using our premade discussion questions.
- Develop a routine for doing these activities at home. By carving out a designated period of time weekly/daily/monthly to engage with these activities, it can be easier to ensure that your family makes learning about empathy and kindness a priority and can provide a welcome break from more rigid academic learning.
- We hope adults will engage in these activities, too! By doing activities along with your children, you are modeling that the concepts taught are important to you. This is a great way to bring the whole family together to learn more about each other and to have valuable conversations about how you can contribute positively to challenges our communities are facing.

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!



WHAT'S INSIDE?

TABLE OF CONTENTS FOR GRADES 3-5

SUBJECT	PAGE
Recommended Books	4
Recommended Videos	5
4 Ways to Inclusion	6
Community Action	7 - 9
Empathy in my Shoes	10
Positive Word Power	11
PSA for Accepting Diversity	12
The Art of Self-Respect	13
What's New with You?	14 - 15
Who Am I Artifacts Exhibit	16



MAGICAL BRIDGE KINDNESS KITS

[Download at magicalbridge.org/kindnesskits](https://magicalbridge.org/kindnesskits)

KINDNESS KITS

Grades PreK - K
Grades 1 - 2
Grades 3 - 5

KINDNESS KITS @ HOME

Grades PreK - K
Grades 1 - 2
Grades 3 - 5

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RECOMMENDED BOOKS Grades 3-5

Title of Book	Author	Discussion Questions	Corresponding URL
<i>Stand in My Shoes</i>	Bob Sornsen	<p>What does Emily learn about empathy in the story?</p> <p>What are some examples of ways Emily shows empathy to some of the other characters in the book?</p> <p>Why do you think that it was important for Emily to learn about empathy?</p>	https://www.youtube.com/watch?v=e_Nkb-3vL0pQ
<i>Teach Your Dragon Empathy</i>	Steve Herman	<p>What does DiggeryDoo learn in this story?</p> <p>Why did Diggerydoo have no one to play with in the middle of the story?</p> <p>What does the word Empathy mean?</p>	https://www.youtube.com/watch?v=E5twEF_QZRk
<i>The Invisible Boy</i>	Trudy Ludwig	<p>Why did the author choose to title this story “The Invisible Boy”?</p> <p>How does Brian try to include Justin in class and in the cafeteria?</p> <p>What do you think the lesson of this story is?</p>	https://www.youtube.com/watch?v=cNHc2X-CultQ
<i>Seeds and Trees</i>	Brandon Walden	<p>What is the difference between the green seeds and dark seeds?</p> <p>What happened when the trees came alive? How did the green trees and the dark trees behave differently?</p> <p>What do you think the prince learned at the end of the story?</p>	https://www.youtube.com/watch?v=0ikdunJqavo
<i>The Sneetches</i>	Dr. Seuss	<p>What is the difference between the star bellied sneetches and the plain belly sneetches?</p> <p>Why did the plain belly sneetches pay \$3 to get a star on their bellies?</p> <p>What does this story teach us about equity and inclusion?</p>	https://www.youtube.com/watch?v=dZYRR6vCUcY



RECOMMENDED VIDEOS Grades 3-5

Title of Video	Producer	Discussion Questions	Corresponding URL
<i>What is Social Distancing?</i>	Kid Explorer	<p>What is social distancing?</p> <p>Why is social distancing important?</p> <p>How are you and your family social distancing during this time?</p>	https://www.youtube.com/watch?v=Ypm34dEGa2o
<i>Kindness Boomerang</i>	LifeVestInside	<p>Why do you think this video is called Kindness Boomerang?</p> <p>What is one example of an act of kindness that is demonstrated in the video?</p> <p>How could you start your own kindness boomerang?</p>	https://www.youtube.com/watch?v=nwAYpLVyeFU
<i>Kid President: 20 Things we should say more often</i>	SoulPancake	<p>What do you think is the most important thing that the Kid President says in this video?</p> <p>If you made a list of 5 things you should say more often what would they be?</p> <p>Why do you think Kid President made this video?</p>	https://www.youtube.com/watch?v=m5yCOSHeYn4
<i>Why Do We Lose Control of Our Emotions?</i>	Kids Want to Know	<p>Why is it hard to manage our feelings sometimes?</p> <p>Have you ever lost control of your emotions?</p> <p>What can you do to control your emotions when you are feeling strong emotions?</p>	https://www.youtube.com/watch?v=3bKuoH8CkFc
<i>We are all Different and That's Awesome</i>	TedX Talks	<p>What is the main message about Cole's talk?</p> <p>Why should we celebrate our differences?</p> <p>What are some things that make you different yet awesome?</p>	https://www.youtube.com/watch?v=sQuM5e0QGLg
<i>What is Empathy?</i>	Start Empathy	<p>What does the word Empathy mean?</p> <p>How could you show empathy towards another person?</p> <p>Has anyone ever showed you empathy?</p>	https://www.youtube.com/watch?v=icllUdTEQnU

4 WAYS TO INCLUSION

DURATION 20-30 MINUTES



MATERIALS/SETUP

- Paper plates
- Coloring utensils, such as markers, colored pencils, and crayons



THE ACTIVITY

- Begin this activity by asking your child(ren), “What does the word ‘inclusion’ mean?” Then ask, “Why is it important to be inclusive?”
- Ask them to share a time when they witnessed someone, or a group of people, excluding another person or group. This could be a firsthand experience or something that they saw in the news, a movie, TV show, or video.
- Tell your child(ren) that today you are challenging them to think of four ways that they can be more inclusive. Encourage them to think about being inclusive in a variety of ways, such as things they can say or things they can do.
- Also ask child(ren) to think about different places where they can be inclusive, such as home, online playing games with friends, at school, at a community park, etc.
- Give your child(ren) a paper plate and coloring utensils. Have them draw two lines to divide their plate into four sections.
- For each section, ask them to write and draw how they can be inclusive. For example:
 - Invite a friend to play with me
 - Pay attention to who doesn’t have anyone to play with at recess and invite them to join in
 - Be friendly
 - Use kind words when I am playing Xbox with my friends
 - Teach my younger brother about inclusion
 - Listen to everybody’s ideas for what game to play



COMMUNITY ACTION

DURATION OVER THE COURSE OF SEVERAL WEEKS (3 PAGES)



MATERIALS/SETUP

- Kindness Project Suggestions list
- Kindness Project Organizer (optional)
- Various supplies, depending on your project



THE ACTIVITY

- Begin the activity with a discussion about why it is important to recognize kindness and actively make our world a better place through our actions. This activity is an opportunity to engage your child(ren) in some sort of project where they can take action to make their community and world a better place.
- Using the list below, support your child(ren) in picking a project and doing research to determine the best way to take action on it.
- If you'd like, print the Kindness Project Organizer to help your child(ren) think through their project.



KINDNESS IN ACTION PROJECT SUGGESTIONS + BRAINSTORM SHEET

HELPING ANIMALS

- collecting items for an animal shelter
- learning about an endangered animal and spreading awareness with posters
- hold a virtual animal costume dance party and share the donation link for the shelter with your guests
- _____
- _____
- _____
- _____

SAVING THE PLANET

- planting trees
- planting a pollinator garden to help bees, hummingbirds, and other pollinators
- pick up trash in a park or other public place
- learn about composting and how you can do it at home
- _____
- _____
- _____
- _____

FIGHTING HUNGER / ASSISTING WITH BASIC NEEDS

- donate to a food drive or directly to a food shelf
- donate toiletries, linens/towels, or cleaning supplies to a family or homeless shelter
- have an online “yard sale” and donate proceeds to a family or homeless shelter
- _____
- _____

ASSISTING WITH BASIC NEEDS

- holding a toiletries/towels/linens for a family or homeless shelter
- having a clothing exchange
- organizing a food drive
- _____
- _____
- _____
- _____

CONNECTING TO COMMUNITY

- make artwork for a retirement community or nursing home
- make thank you cards for emergency responders or medical professionals
- organize a pen pal exchange with kids in a local hospital
- _____
- _____
- _____
- _____

OTHER IDEAS?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

KINDNESS IN ACTION PROJECT GRAPHIC ORGANIZER

Use this graphic organizer to help you plan out your Kindness Project.

Kindness Project: _____

Who does this kindness project help: _____

What do we need (materials, time, expertise etc) to accomplish this project? _____

What steps are involved in accomplishing this project (put in chronological order)? How much time will they take?

Step 1: _____ Time: _____

Step 2: _____ Time: _____

Step 3: _____ Time: _____

Step 4: _____ Time: _____

Step 5: _____ Time: _____

Step 6: _____ Time: _____

Step 7: _____ Time: _____

Step 8: _____ Time: _____

Step 9: _____ Time: _____

Step 10: _____ Time: _____



EMPATHY IN MY SHOES

DURATION 20-30 MINUTES



MATERIALS/SETUP

- Shoe or slipper
- Paper towel or cleaning wipe
- Paper and pencil
- Scissors
- Coloring utensils, such as markers, colored pencils, or crayons



THE ACTIVITY

- Begin this activity by asking your child(ren), “What does the word ‘empathy’ mean?”
- Engage in a brief discussion around this word.
 - Reinforce as needed that empathy is the ability to understand how another person is feeling in a given situation.
 - Some people describe this as being able to “put yourself in their shoes” or “see the world through their eyes.”
- As a follow up, ask “Why do you think empathy is important?”
- Next, tell your child(ren) that they are going to make their own empathy shoes.
 - Find a shoe or slipper and use a paper towel or cleaning wipe to wipe off the bottom so it is clean.
 - Place the shoe on a piece of paper and use a pencil to trace it.
 - Use scissors to cut out the shoe outline.
 - Inside the shoe, write the word “Empathy,” along with your own personal definition of what empathy means.
 - Color in the shoe.
 - Find a visible place to display the empathy “shoes” to remind everyone to practice empathy.



POSITIVE WORD POWER

DURATION 20-30 MINUTES



MATERIALS/SETUP

- Paper and pencil/pen for planning
- Various supplies, depending on your activity
- Paper chain: Plain or construction paper cut into strips (about 2" x 11"), scissors, stapler or tape, markers
- Positivity Signs: Large index cards/large sticky notes/paper, markers or colored pencils, masking tape, if needed
- Video PSA: recording device, video editing app (optional)
- Positive Words List: Laptop or other device



THE ACTIVITY

- Begin this activity by asking your child(ren) if they believe that words have power. Explain that, in a world filled with challenges, words have the power to make things better.
- On a piece of paper, brainstorm a list of positive words and phrases with your child(ren, such as peace, kindness, inclusion, equity, please, thank you, love, etc.
- Once your word list is complete, there are a variety of ways that you can engage your child(ren):
 - Paper Chain: Create a paper chain to hang around your house by writing one of your positive words/phrases on a paper strip and connecting strips to make a chain; make sure your words/phrases are on the outside of your links!
 - Positivity Signs: Write down the positive words and phrases on large index cards, sticky notes, or paper and post them on your windows and doors so people passing by your house can see them. Make them colorful and fun to catch people's eyes!
 - Video PSA: Create a PSA video sharing the words and phrases and upload it to social media to share with friends and family. There are many free video apps, including stop motion, you can use to create a fun video.
 - Positive Words List: Type up a list titled "10 Positive Words and Phrases We Should Say More Often" and email it to friends and family.



PSA FOR ACCEPTING DIVERSITY

DURATION 20-30 MINUTES



MATERIALS/SETUP

- Paper and pencil for planning
- Paper and pencil or laptop or other device for script writing
- Device for recording (optional)
- Access to video, audio, podcast, slideshow app/service (optional)
- Art supplies (optional)



THE ACTIVITY

- Begin by having a brief conversation with your child(ren) about the importance of diversity and being accepting/inclusive of everyone for who they are. Mention that sometimes people need reminders about how to treat others.
- For this activity, have your child(ren) create their own public service announcement, or PSA, to educate and remind others about the importance of accepting diversity and being inclusive.
- Get creative with this activity! Your child(ren) can make a video to upload online for easy sharing, create a podcast or audio recording, create a slideshow, or just present their PSA live in front of members of your household.
- Here are a few tips for making an effective PSA:
 - Keep the PSA to about 30-60 seconds in length
 - Write a script first so you can plan what you want to say
 - Remember to focus on the main objective of helping people understand why it's important to be accepting
 - Share specific ways that someone watching the PSA can take action
 - Before you record or present, practice several times so you can speak smoothly and clearly
 - No matter how you deliver your PSA (video, audio, live), speak slowly and clearly so people can get your message
 - For slideshows, use a simple font so people can read your messages, keep your slide text short, and be sure to keep each slide visible long enough for viewers to read it or view your images
 - Be creative and have fun!



THE ART OF SELF-RESPECT

DURATION 20-30 MINUTES



MATERIALS/SETUP

Depending on your child's choice of activity, you'll need the following supplies:

- Writing: Paper and pencil or computer/device to type on
- Self-portrait: paper, markers, colored pencils OR canvas/canvas board/paper, paints and paintbrushes
- Collage:
 - Lightweight cardboard, as from a cereal box, paper, or poster paper
 - Old magazines, catalogs, calendars; duplicate photos; printed images from the internet
 - Scissors
 - Markers, colored pencils
 - Glue sticks



THE ACTIVITY

- Begin by asking your child(ren) what self-respect is. Then, reinforce or elaborate by explaining that self-respect means many things, such as:
 - Being proud of your abilities and accomplishments
 - Taking care of your body and mind
 - Having self-awareness and self-confidence
 - Staying true to your beliefs
 - Understanding that you are worthwhile
 - Recognizing that you have valuable things to contribute to the world
- Here are some other questions that might generate discussion:
 - What are you proud of?
 - What are some of your special skills or talents?
 - What are some things you like? What are some things you dislike?
 - What do you hope to accomplish as you grow older?
- After your conversation, have your child(ren) express their thoughts through writing, drawing, or collage:
 - Writing: Provide a prompt and allow them to write a response on paper or a computer or other device..
 - *Prompt 1: What does self-respect mean to me and how do I demonstrate self respect each day?*
 - *Prompt 2: What is a story about me that would help understand how I respect myself?*
 - Drawing: Provide drawing or painting supplies to have your child(ren) create their own self portrait highlighting who they are and what makes them special.
 - Collage: Have your child(ren) cut images or words out of old old magazines/catalogs/calendars; make drawings; write words; use old/duplicate photos; or print images from the internet to create a collage representing who they are and how they show self-respect.



WHAT'S NEW WITH YOU?

DURATION 20-30 MINUTES (2 PAGES)



MATERIALS/SETUP

- Paper and pencil



THE ACTIVITY

- Begin this activity by reflecting with your child(ren) about how they have had to adjust to staying home more over the last few months. During this time of physical distancing, it can sometimes feel like relationships aren't as close because you don't have a chance to see friends and share daily experiences in the same way.
- Even if we can't hang out with friends in person, we can take time to learn more about them and what they have been up to. One way to do this is a survey with questions about new things friends have learned or tried. Surveys are easy to do by phone, video conferencing, emailing, or another form of physically distanced communication.
- Help your child(ren) brainstorm about some new things they have learned, tried, or experienced recently, such as new movies they've seen, games they've learned, foods they've tried, or books they've read. (Sample template included)
- Next, have your child(ren) look at their list of new experiences and come up with 3-5 questions that they can ask their friends to learn more about what their friends have been doing, such as, "Have you seen any new movies? Which ones?"
- Help your child(ren) create a tally sheet using the sample as a guide or by making one of their own design.
- When the tally sheet is ready, create a list of who they are going to contact for their survey. Help your child(ren) set up their survey calls, video chats, emails, etc.
- Give your child a chance to practice asking the questions and filling out the tally sheet. Then, have them do their surveys.
- After the surveys are complete, your child(ren)'s findings can be a great topic of conversation at the dinner table to compare and contrast what other people have been doing and to inspire new ideas for fun things your family can do.



WHAT'S NEW WITH YOU? SURVEY

NEW HOBBY?												
NEW FOOD?												
NEW GAME?												
NEW BOOK?												
NEW MOVIE?												
NAME												



WHO I AM ARTIFACTS EXHIBIT

DURATION 20-30 MINUTES



MATERIALS/SETUP

- Artifacts your child(ren) collect from around the house
- Display case materials, such as:
 - Plastic soda bottles, scissors or sharp knife (may require adult supervision)
 - Boxes or shoeboxes, scissors, plastic wrap, scotch tape
 - Plastic jars or clear plastic containers with lids
- Index cards or paper slips for labels
- Pencils, markers, or colored pencils



THE ACTIVITY

- This activity is about helping your child(ren) think more about who they are as individuals and what makes them unique.
- Begin by asking your child(ren) what they think makes them unique or special. These could be their interests, personality traits, unique physical characteristics, etc.
- Tell them that they are going to create their own exhibit with artifacts that represent who they are and what makes them special.
- To do this follow the directions below:
 - Ask your child(ren) to select five items (artifacts) from around your home that represent who they are and what makes them unique. Challenge them to pick artifacts that can fit in their hands.
 - Next, have your child(ren) make display cases for their artifacts. Here are two ideas, but they can come up with their own:
 - Plastic soda bottles (2-liter size works best): Remove any labels. Help your child(ren) use scissors or a sharp knife to cut off the top of the bottle at the cap end. Place the bottle over the artifact like a dome to act like a display case like you might see at a museum.
 - Boxes: Turn a box on its side and, if needed, cut off or push in any flaps. Place an artifact inside. Stretch plastic wrap across the front and secure it with scotch tape to close the display case.
 - Clear plastic jars/containers: Place an artifact inside a jar or container and then close with a lid.
 - Let your child(ren) mix and match display cases in their exhibit.
 - Next, give your child(ren) index cards or paper slips to make a label for each artifact. The label will state what the artifact is and why it represents them. For example: "This is a baseball. This artifact represents me because I like playing baseball."
 - Have your child(ren) set up their artifacts like a museum exhibit and provide gallery tours to household members.