



KINDNESS KIT

Hands-On Activities for
Children Learning about
Kindness and Inclusion

GRADES PreK - K

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



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THINGS YOU'LL NEED

MATERIALS FOR GRADE PREK - K

MATERIALS FOR CRAFTS AND DISCUSSIONS

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

Paper

Scissors

Chart Paper or White Board

Ball (for Fun for Everyone / Having a Ball)

Playdough or Clay

Glue Sticks / Tape

Yarn or String (for Learning About Others / Making Connections)

TECHNOLOGY

Computer / Tablet with Screen

Access to YouTube

Printer

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

Copier (or use printer)

BOOK LIST

The Three Questions by John Muth

(for Kindness and Empathy / What Could You Do?)

A Big Guy Took My Ball! by Mo Willems

(for Fun for Everyone / Having A Ball)

Ruler of the Playground by Joseph Kuefler

(for Fun for Everyone / Having A Ball)

I Like Me! by Nancy Carlson

(for Learning About Ourselves / I like Me)

The Things I Can Do by Jeff Mack

(for Learning About Others / Look What We Can Do)

RECOMMENDED BOOKS Grades PreK-K

Title of Book	Author	Discussion Questions	Corresponding URL
<i>I Like Me</i>	Nancy Carlson	<p>What is one thing you like to do for fun?</p> <p>What is one thing you do to take care of yourself each day?</p> <p>What do you do if you are feeling sad or make a mistake?</p>	https://www.youtube.com/watch?v=VbhUZ-PA6kwE
<i>A Big Guy Took my Ball</i>	Mo Williams	<p>Why did the Big Guy take the ball?</p> <p>How was the Little Guy feeling when the Big Guy took the ball?</p> <p>How was everyone in the book feeling at the end of the story? Why did they feel that way?</p>	https://www.youtube.com/watch?v=pe5LmF-1cKdU
<i>The Things I Can Do</i>	Jeff Mack	<p>What is this story about?</p> <p>What are things that you can do yourself?</p> <p>What is something you hope to be able to do by yourself when you are older?</p>	https://www.youtube.com/watch?v=yRzHwzh-GqXU
<i>Have you filled your bucket today?</i>	Carol McCloud	<p>How do you feel when your bucket is full?</p> <p>How do you fill up someone's bucket?</p> <p>What is a bucket filler?</p>	https://www.youtube.com/watch?v=3EuemNA-o6XE

RECOMMENDED VIDEOS Grades PreK-K

Title of Video	Producer	Discussion Questions	Corresponding URL
<i>Color your world with kindness</i>	A Better World	<p>What was an act of kindness you saw in this video?</p> <p>Why did the video change from black and white to color?</p> <p>What is one act of kindness you have done or can do in your life to help another person?</p>	https://www.youtube.com/watch?v=rwe-IE8yyYOU
<i>Sesame Street: Empathy</i>	Sesame Street	<p>What is this video about?</p> <p>What does the word empathy mean?</p> <p>How can you show empathy to a friend?</p>	https://www.youtube.com/watch?v=9_1R-t1R4xbM
<i>What does diversity mean</i>	STARS Nashville	<p>How were the kids in the video different from you?</p> <p>Why should we be kind to everyone no matter how they are different?</p> <p>What makes you different and special?</p>	https://www.youtube.com/watch?v=Fd5Cm3x-zMS4
<i>Kindness is a Muscle</i>	Peacock jr	<p>What is this song about?</p> <p>What is something someone has done to show kindness to you?</p> <p>What is something you can do to show kindness to someone else?</p>	https://www.youtube.com/watch?v=BX-Ao_5voOP0



KINDNESS AND EMPATHY

KINDNESS DETECTIVES — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will identify kindnesses created by others and themselves.
- Materials/Setup - Kindness Discovery! magnifying glasses, drawing supplies, bulletin board



THE ACTIVITY

- *Ideally, this activity is split between the beginning and end of a school day; however, it can be completed in a single sitting.*
 - Begin this activity by telling students that today they will be thinking about kindness.
 - Ask students to think of a kind thing they did for someone else and to turn to a neighbor and share it.
 - Then, ask students to share aloud with the class how they felt doing something kind for another person.
 - Next, ask students to think of a kind thing someone else did for them today, share it with a neighbor, and tell how it made them feel.
- Tell students that they are going to be Kindness Detectives. Their job is to notice when someone is being kind to another person.
 - *If you plan to split the activity into the morning and afternoon, stop here.*
 - Throughout the day, remind students that they are Kindness Detectives and that they will share their discoveries at the end of the day.
 - *If you plan to continue the activity in one sitting, continue,* asking students to think about different kindnesses they have observed recently (if not today).
- Gather students in a circle and ask each to share one of their kindness discoveries aloud. As each student shares, write their observation on the handle of a *Kindness Discovery!* magnifying glass, or, if they are able to write independently, ask them to record their observations themselves.
- After each student has shared a discovery, have students return to tables. Hand out drawing supplies and ask students to draw a picture in the circle of their magnify glass to go with their discovery.
- Create a “Kindness Detectives” bulletin board in your classroom by posting the magnifying glasses.
- Repeat the activity over a few days to add to the display. Try challenging kids to notice kindnesses in different settings, such as the playground, cafeteria, circle time, music, PE, library time, etc. You may also encourage students to share kindnesses they observe outside of school.

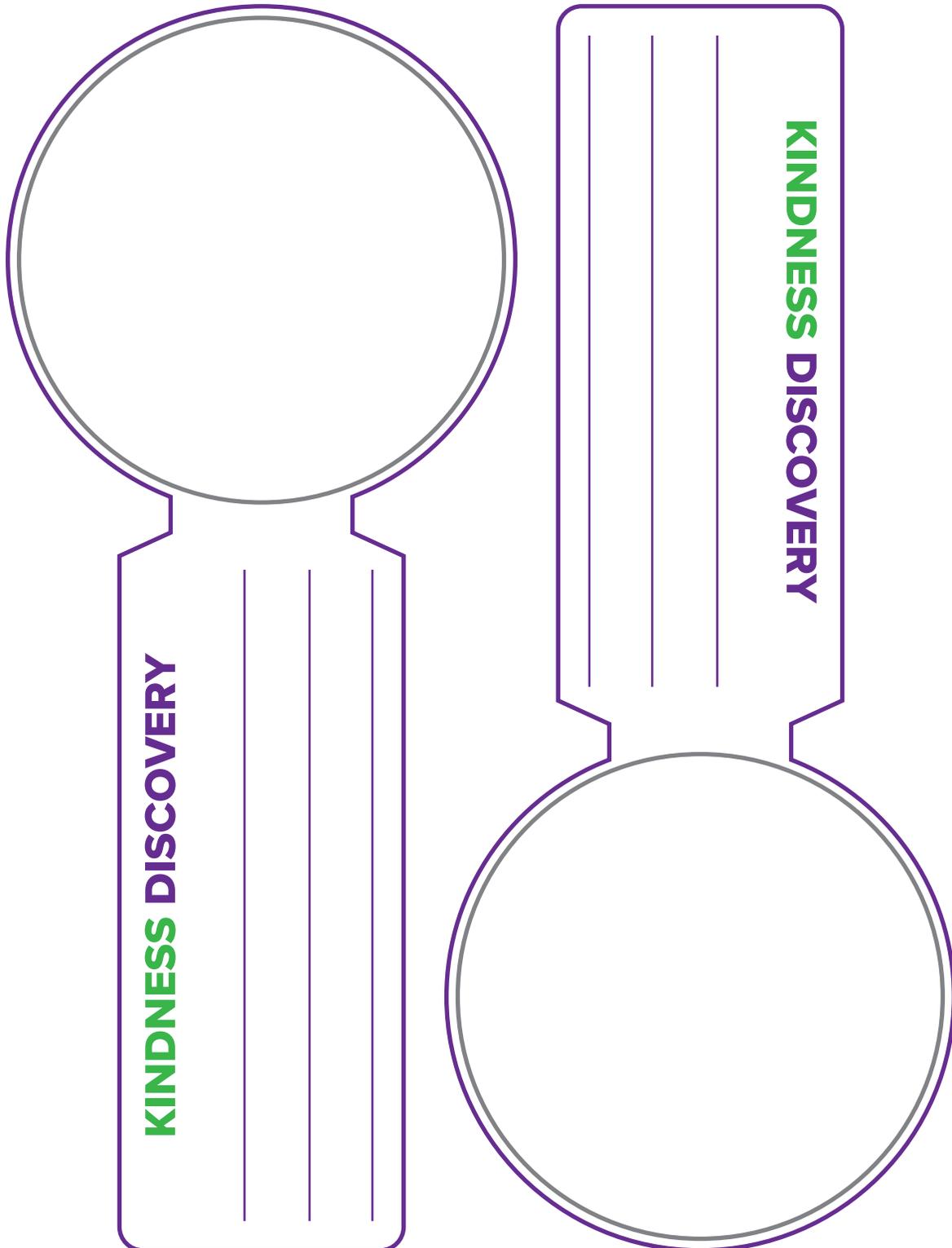


ON THE PLAYGROUND

- Discuss what others have done to make them feel good while on the playground. Brainstorm what students feel like they are capable of doing to help others feel good.
- Challenge students to find and create kindnesses specifically while on the playground and report back with their kindness detective work.
- Visit the kindness corner on your Magical Bridge playground.



KINDNESS DISCOVERY! MAGNIFYING GLASS AND CARD





KINDNESS AND EMPATHY

KINDNESS SENSES — VIDEO ACTIVITY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will explore the meaning of kindness.
- Materials/Setup - Video by [A Better World: "Color Your World With Kindness" \(2:13\)](#), chart paper or whiteboard and markers, Kindness Senses worksheet and drawing supplies



THE ACTIVITY

- Begin the activity by gathering students in a circle and telling them that you will be exploring how kindness makes us feel when we give it and receive it.
- Introduce the video by telling students that they are going to watch a short video about kindness. Watch "Color Your World With Kindness" on YouTube.
- After the video, facilitate a discussion with prompts such as:
 - Why do you think the people turned colors when someone was kind to them?
 - Do you also get good feelings when you do something kind for someone else?
 - The video showed what kindness might look like, but can you think of how kindness might sound or what it might feel like?
- On chart paper, create a Kindness Senses chart.
 - Brainstorm with students the different ways kindness looks, sounds, and feels.
 - Record students' ideas in your chart.
 - Add a simple drawing in each column as an example of one item in the list.
- Have students return to tables. Hand out Kindness Senses worksheets* and drawing supplies and instruct students to draw a picture for each section. (*For younger students, you may wish to ask them to choose one type of drawing – look, sound, or feel – to make on a plain piece of paper.)
- After students have had time to work, bring the class back together for students to share their drawings.
- Display students' drawings throughout the classroom for students to use as a reference for what kindness looks, sounds, and feels like.



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 to be sad or angry because we have empathy, so try to make others feel joy.
- Go on an emotion hunt around the playground! Identify at least three different emotions on a playground. What does each person do with their emotion?

KINDNESS SENSES

WHAT KINDNESS LOOKS LIKE...



WHAT KINDNESS SOUNDS LIKE...



WHAT KINDNESS FEELS LIKE...





KINDNESS AND EMPATHY

WHAT IS EMPATHY? — VIDEO ACTIVITY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will learn about what empathy is.
- Materials/Setup - Video by [Sesame Street: “Mark Ruffalo: Empathy” \(2:28\)](#), chart paper or whiteboard and markers



THE ACTIVITY

- Begin the activity by gathering students in a circle and asking students to raise a thumb if they have ever heard the word “empathy.” Explain that empathy is when we help people by letting them know we understand how they feel.
- Introduce the video by telling students that they are going to watch a short video about empathy to help them understand what it is.
- Show the video “Mark Ruffalo: Empathy”
- When the video ends, ask students to recall the definition of empathy:
 - “Empathy is when you’re able to understand and care about how someone else is feeling.”
- Then, ask students if they can recall the examples in the video, how the person felt, and how the other person was able to have empathy:
 - Stubbing your toe
 - Losing your teddy bear
 - Wanting to dance the dance of happiness
- As a class, brainstorm other examples of times they could have empathy or receive empathy. As students share, record their ideas on chart paper or a whiteboard.
- Tell students that they are going to act out some of their ideas so they can practice showing empathy.
 - Have students work in pairs.
 - Give the pair a scenario to act out, with one person showing the action and the other person practicing how to show empathy.
 - Have students switch roles and use the same scenario or a different one.



ON THE PLAYGROUND

- Discuss with students how they could demonstrate empathy on the playground. Ask students to think about and share a situation that might happen when they could show empathy to a classmate.



KINDNESS AND EMPATHY

WHAT COULD YOU DO? — BOOK ACTIVITY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will consider ways they can help others.
- Materials/Setup - Book: *The Three Questions* by Jon Muth



THE ACTIVITY

- Begin the activity by gathering students in a circle and leading a discussion using the following questions:
 - When is the best time to do things?
 - Who is the most important one?
 - What is the right thing to do?
- Tell students that you are going to read a book about a boy trying to find the answers to these three questions.
- Read aloud *The Three Questions*.
- After reading, reiterate the questions, allowing time for students to respond to each:
 - When is the best time to do things? (now)
 - Who is the most important one? (the one you are with)
 - What is the right thing to do? (do good for the one who is standing at your side)
- Explain to the class that they are going to play a role playing game called What Could You Do? to think more about the lessons from the book.
- Create groups of 2-3 students. Give a group a scenario and ask the students to act it out while the rest of the class watches.
 - Someone else has a toy you and your friend want to play with. What could you do?
 - You need a tool to complete an activity, but you can't find it. What could you do?
 - Your friend's pencil or crayon broke in the middle of an activity. What could you do?
 - Your friend couldn't see or hear the instructions for a game or activity. What could you do?



ON THE PLAYGROUND

- As students head out to recess, remind them to be thinking about ways to help out a friend on the playground.
- Act out scenarios for helping others while on the playground, such as:
 - Helping push on a swing
 - Inviting someone to join a game
 - Helping someone who gets hurt
 - Taking turns with toys



KINDNESS AND EMPATHY

WHAT IS KIND? — DURATION 15-20 MINUTES



GETTING STARTED

- **Learning Intention** - Students will explore what kindness means and different ways they can show kindness.
- **Materials/Setup** - Chart paper or whiteboard and markers, What is KIND? acrostic poem worksheet and drawing supplies OR poster or chart paper and drawing paper and supplies



THE ACTIVITY

- Prior to the activity, based on your students' abilities and the amount of adult support in the classroom, choose if students will complete the poem activity individually or as a class and gather the relevant supplies.
- Begin the activity by asking students to brainstorm about what it means to be kind.
 - Ask, "What does it mean to be kind?"
 - Ask, "What are some other words that mean the same thing as kind?" (e.g., nice, sharing, good, friendly, loving, generous, thoughtful, include everyone, do nice things, help someone out, give a hug, kids playing together)
 - As students share, record their ideas on chart paper or a whiteboard; keep this list posted as an aid for the poem activity.
- Facilitate the activity.
 - **To do the activity as a class:** Use markers to write the letters K-I-N-D vertically down the left margin of the poster or chart paper. Record students' ideas for each letter using words or phrases to complete the acrostic. Then, give students paper and drawing supplies to draw an example of what kindness means. Create a bulletin board with the completed class poem surrounded by students' drawings.
 - **To do the activity individually:** Hand out What is KIND? acrostic poem worksheets and drawing supplies. Explain to students that they can use words or phrases to write their poems. Remind them that they can use the list you brainstormed earlier. Give students time to complete their poems and draw an example of what kindness means. Circulate among students to provide support. Create a kindness bulletin board to showcase students poems and drawings.
- After students have completed their worksheets/drawings, gather the class in a circle and give students time to share their poems and/or drawings.



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/write examples for what playground kindness looks, sounds, and feels like.

WHAT IS KIND?

BY _____

K _____

I _____

N _____

D _____



FUN FOR EVERYONE

HAVING A BALL — BOOK ACTIVITY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will learn about why including others is important.
- Materials/Setup - Book: *A Big Guy Took My Ball!* by Mo Willems, one or more balls



THE ACTIVITY

- Begin this activity by telling students that you are going to read them a story about playing with others.
- Gather students in a circle and read aloud *A Big Guy Took My Ball!*
- After reading, facilitate a conversation using prompts such as:
 - How do you think Piggy felt throughout the book? How did he feel when he found the ball? How did he feel when it was taken away? How did he feel when he realized it belonged to someone else?
 - How did Gerald feel? What did he do when Piggy was upset?
 - What was the Whale feeling when Piggy found the ball but ran away. How did the Whale feel at the end of the book when they decided to play together?
- Reiterate that it can be a lot of fun to share toys and tools and play together.
- As a class or in small groups, make up a game called “whale ball.”



ON THE PLAYGROUND

- Play a version of “whale ball” and/or other ball games on the playground, such as:
 - Rolling balls down slides
 - Kickball or soccer
 - Catch
 - Basketball/toss ball into a basket
 - Wall ball



FUN FOR EVERYONE

MAKING RULES TOGETHER — BOOK ACTIVITY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will learn about how rules help everyone in the community.
- Materials/Setup - Book: *Ruler of the Playground* by Joseph Kuefler, Playground Rules sheets or plain paper and drawing implements, poster or chart paper and markers



THE ACTIVITY

- Begin this activity by telling students that you are going to read them a story about playing on a playground.
- Gather students in a circle and read aloud *Ruler of the Playground*.
- After reading, facilitate a conversation with prompts such as:
 - Why do you think the book is called *Ruler of the Playground*?
 - How do you think Jonah feels throughout the book? Is he having fun the whole time? Why or why not?
 - How do you think Lennox feels throughout the book? Is she having fun the whole time? Why or why not?
 - How do you think the other children on the playground felt while Johan and Lennox were being the rulers?
- Tell the class that they will come up with playground rules. To begin, each student will draw a rule they feel strongly about.
- Give each student a copy of the **Playground Rules** sheet or plain paper and drawing implements. Instruct them to think about a rule for the playground to help make sure that all students are safe and have fun. Students will draw their pictures and then, with help from an adult or independently, write their rules on their papers.
- Bring the class together and have students share their rules. As they share aloud, create a Class Playground Rules poster on poster or chart paper. Be sure to add any unmentioned school/community rules.
- Display the poster in the classroom or at the playground entrance.



ON THE PLAYGROUND

- Review the rules every time you visit the playground.
- Take turns at recesses having 1-2 students be benevolent “playground rulers,” making sure everyone is being kind and safe on the playground.

PLAYGROUND RULES

WHEN WE HAVE RULES TO KEEP US SAFE, EVERYONE
CAN HAVE MORE FUN ON THE PLAYGROUND!



FUN FOR EVERYONE

PICTURING INCLUSION — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will learn about some ways to include others.
- Materials/Setup - Picturing Inclusion cards



THE ACTIVITY

- Begin this activity by telling students that everyone deserves to feel welcome, safe, and important in the community. A special word for this is “inclusion,” derived from feeling included.
- Gather students in a circle and choose one of the three versions for using the Picturing Inclusion cards for the activity:
 1. Hold up one card at a time and discuss how inclusion is being depicted.
 2. Lay the cards out and, taking turns, allow each student to select an image they identify with and explain why they do.
 3. In small groups or with partners, ask students to come up with a story to go along with a Picturing Inclusion card.
- Begin the activity.
 - **For versions 1 and 2**, prompt students with the following questions as you go through each card.
 - Tell the story of what is happening in the picture.
 - How do you think the children feel?
 - Do the children look like they feel included and important? How can you tell?
 - What is safe and welcoming about what is happening?
 - Are there things that could make the situation more inclusive?
 - **For version 3**, ask students think think about these questions as they develop their stories:
 - Do the children in the picture look like they feel included and important? How can you tell?
 - Are there things that could make the situation more inclusive?



ON THE PLAYGROUND

- Explore your Magical Bridge playground and identify the special features that make it safe and welcoming for everyone.
- Students act out Picturing Inclusion card scenarios that are applicable to playgrounds.



PICTURING INCLUSION CARDS (Cut out to make a deck of cards)

CLIMBING



PLAYING GAMES



SPINNING



SWINGING



SLIDING



PLAYING TOGETHER



DIGGING AND BUILDING



HELPING AND SHARING





FUN FOR EVERYONE

RESPECTING OTHERS' BODIES — VIDEO ACTIVITY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will learn about personal space and why it is important to respect it.
- Materials/Setup - Video from [WonderGrove Kids: "Keep Your Hands to Yourself" \(2:26\)](#), timer, fun music



THE ACTIVITY

- Begin this activity by asking students to raise a hand or give a thumbs up if they think it is important for everyone to feel safe and comfortable on the playground.
- Explain that you are all going to think about what we can do to make sure that everyone feels safe and comfortable on our playground.
- Gather students in a circle and show the video, "Keep Your Hands to Yourself"
- After the video, facilitate a discussion by asking students to recall some situations when Dee was touched and didn't like it or wasn't asked first, such as:
 - When Chris touched her nose during Simon Says
 - When Maria tickled her while they were playing animals
 - When Maria touched Dee's hairband in class
 - When Maria borrowed the shovel in the sandbox
- Ask students, "Can you think of a time when something like that happened to you? How did you feel?"
- Ask students to recall the situation where Dee was asked first before being touched:
 - When Maria asks about making a pinkie promise about asking before touching
- Ask students, "How do you think Dee feels when Maria asks her about the pinkie promise?"
- Tell students that they are going to practice keeping their bodies safe and respecting others' bodies while having a silly dance party.
 - Explain to students that you are going to set a timer and play some fun music. While the music is playing, they can do a silly dance, but they need to keep their own and others' bodies safe. When they hear the timer go off, they should stop dancing.
 - Set the timer for 30 seconds and turn on the music. Allow students to dance, keeping an eye out for students respecting each others' personal space; provide gentle redirection if needed.
 - When the timer goes off, pause the music and ask students to give a thumbs up if they were able to keep their own and others' bodies safe.
 - Repeat until all students can put up their thumbs at the end of the dancing or as time allows.
- Wrap up by pointing out how much everyone can have when we all work to keep ourselves safe and respect other people's bodies, too.



ON THE PLAYGROUND

- Play a game of tag where you practice giving gentle open-handed touch to make someone "it."
- Model asking kindly and taking turns using playground equipment.



LEARNING ABOUT OURSELVES

I LIKE MYSELF — BOOK ACTIVITY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will identify positive attributes.
- Materials/Setup - Book: *I Like Me!* by Nancy Carlson, mini book template (provided) printed/copied on 8.5" x 11" paper, drawing supplies



THE ACTIVITY

- Prior to the activity, print and fold mini book templates for students.
 - Hold the paper in a portrait orientation and fold it in half horizontally along the dotted line.
 - Then, fold the paper in half vertically along the dotted line to create a 4-page mini book.
- Begin the activity gathering students in a circle and explaining that taking care of ourselves is important for feeling good about who we are.
 - Ask students to share ideas of things they do to take care of themselves, such as brushing teeth, eating healthy foods, sleeping, and playing.
 - Then, ask students to turn to a partner and share one thing they like about themselves, such as "I like that I am good at soccer," "I like that I can sing," "I like that I am tall."
- Read aloud the book, *I Like Me!* After reading, initiate a brief discussion by asking students to recall some of the things the piggy in the book says she likes about herself.
- Following the discussion, tell students that they are going to make their own mini books about some of the things they like about themselves.
- Have students move to tables.
- Hand out blank mini books and drawing supplies. Model and guide students through completing each page. Circulate to help with any writing (e.g., names on the covers).
 - Cover (I LIKE ME!): Draw a self portrait.
 - Page 1 ("I like to"): Draw a picture of an activity you like to do.
 - Page 2 ("I know how to"): Draw a picture of something you know how to do all by yourself.
 - Back cover ("I take care of myself by): Draw a picture to show something you do to take care of yourself.
- Wrap up by bringing the class back together and inviting students to share their books with partners or the class.



ON THE PLAYGROUND

- Sometimes it is fun to play by ourselves even when other people are around. Think of ways to play alone on the playground. What activities must be done with someone else?
- Ask students to reflect about things they could not do on the playground at one time that they can now do, such as going down a big slide or swinging high.

I Know How To

I Like To

I Take Care of Myself By

I LIKE ME!

BY



LEARNING ABOUT OURSELVES

INNER ME, OUTER ME —DURATION 15-20 MINUTES



GETTING STARTED

- **Learning Intention** - Students reflect on the differences between their inner and outer selves.
- **Materials/Setup** - My Inner Portrait and My Outer Portrait templates (optional) or plain paper, drawing supplies, mirrors



THE ACTIVITY

- Begin this activity with a discussion about how there is more to everyone than what we see on the outside.
- Discuss with students what it means to have an inner self. An inner self is the way we feel and think, things we enjoy, and people we love.
 - Using a template or plain paper, model drawing a self-portrait of your inner self using self-talk, such as, “This is what I like to do. This is who is in my family. I love my pet _____. I like to eat _____. I love to play _____.”
 - Hand out My Inner Portrait templates or plain paper and drawing supplies.
 - Instruct students to draw inner self self-portraits. Encourage them to use their favorite colors and surround themselves with their favorite things, activities, and people.
- Collect the inner self self-portraits.
- Next, discuss with students what it means to have an outer self. Our outer selves are the way we look on the outside and what we can do with our bodies. We see our outer selves when we look in a mirror.
 - Model using a mirror to study your outer self, using self-talk such as, “This is what I look like in the mirror. Right now I am wearing _____. My eyes are _____.”
 - Give each student a mirror, a My Outer Portrait template or plain paper, and drawing implements.
 - Instruct them to draw a self-portrait of their outer selves.
- When students are finished, collect the out self-portraits.
- On a bulletin board, display students’ inner and outer portraits side by side and allow them to identify the similarities and differences between them for each person.



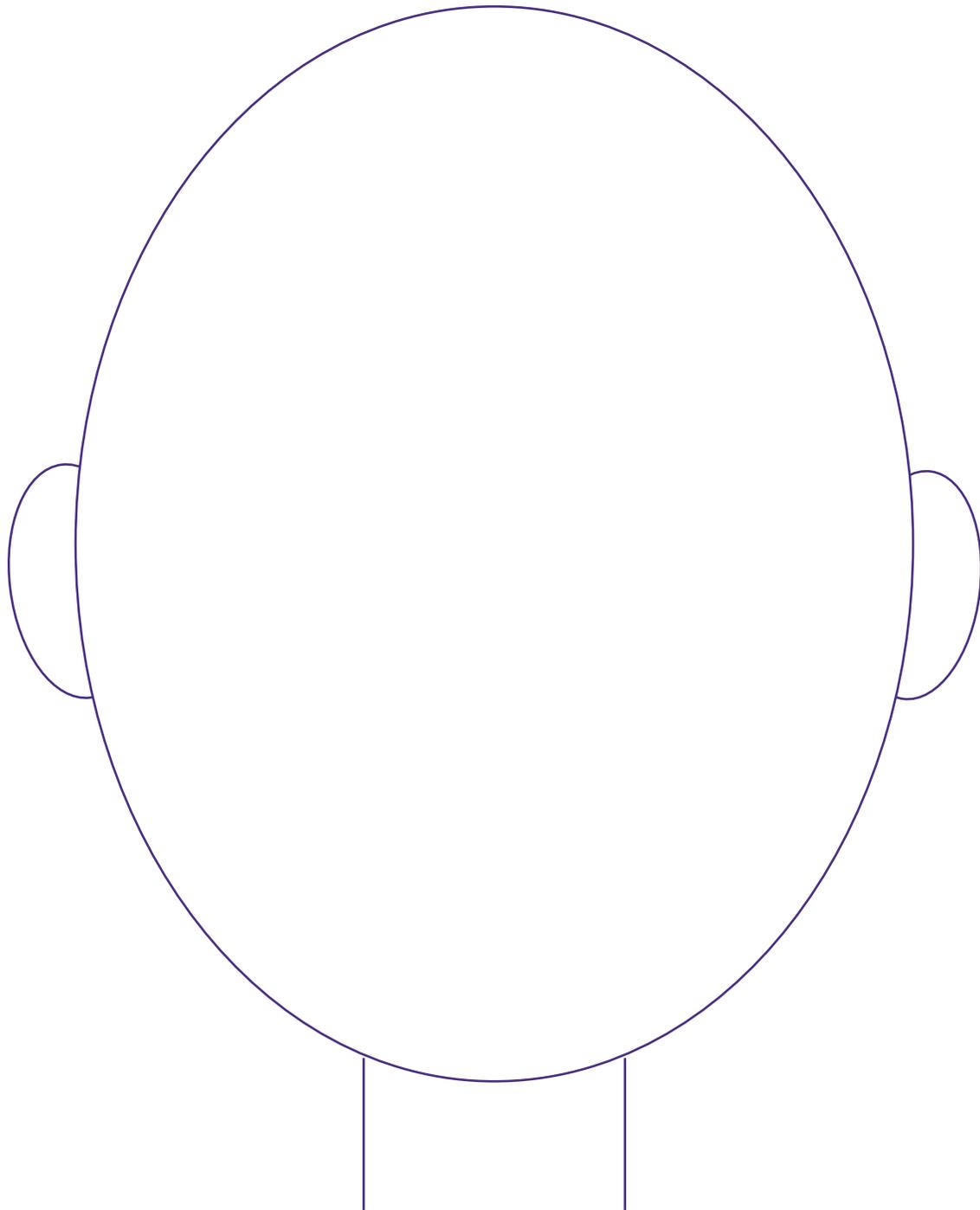
ON THE PLAYGROUND

- Remember that every person has an inner self and an outer self. Someone may think one way or love one thing on the inside but not be able to express or participate on the outside.
- Discuss that while playing on the playground, there are lots of choices of things to do. It is important to know ourselves and what we feel comfortable with and are able to do safely.



MY INNER PORTRAIT

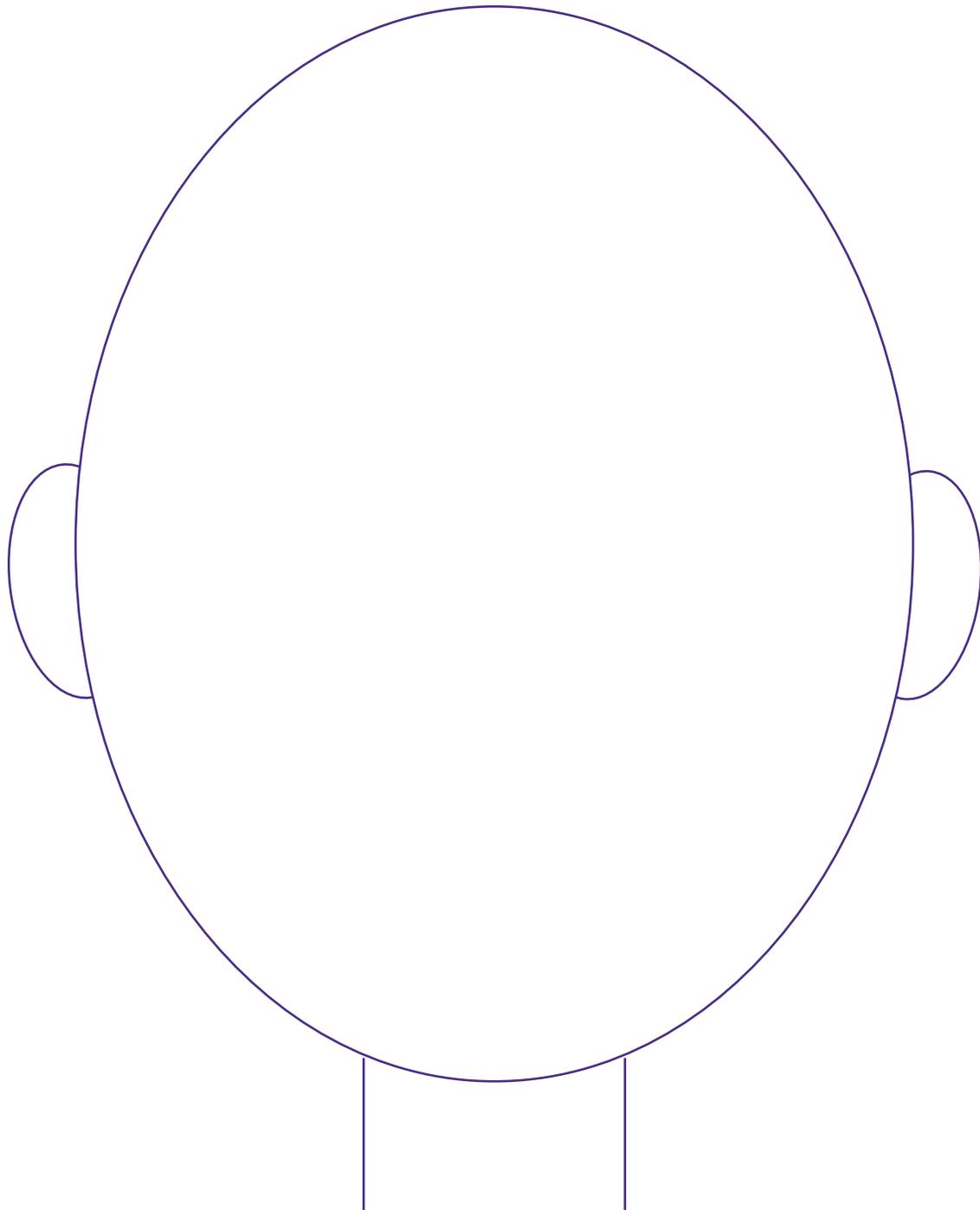
BY _____





MY OUTER PORTRAIT

BY _____





LEARNING ABOUT OURSELVES

MANY WAYS TO PLAY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will learn about preferences.
- Materials/Setup - Chart paper and markers, playground tally chart (example included)



THE ACTIVITY

- Prior to the activity, create a tally table on chart paper with a wide column on the left and a smaller column on the right. Either prefill the chart's left column with names of equipment and stations on your Magical Bridge playground or leave the chart blank to brainstorm a list with students during the activity.
- For this activity, you will be bringing students out to the playground.
- Before you head outside to the playground gather students in a circle and begin by telling them that they are going to be learning about the different things their friends like to do on the playground.
- Ask students to turn and share with a partner one activity they like to do on the playground.
- Refocus the class and present the tally table.
 - If you prefilled the table, read the list of the equipment or stations (left column).
 - Alternatively, brainstorm with students to list different playground equipment or station.
- After you have completed the table, tell students that they are going to go outside to the playground.
- Proceed to the playground and give students time to explore.
- After the tour, gather the students, either outside on the playground or back in the classroom.
- Explain that you are going to gather information about everybody's favorite activities to do on the playground. Have students think to themselves of one activity they like to do most on the playground.
- Using the tally table you created in the classroom, read the list through one time to remind students what is included. Then, read the list a second time, pausing for each item and asking students to raise a hand for their favorite activity.
- In the table's right column, make a tally mark for each raised hand for each item.
- When you are finished, lead a brief discussion:
 - Did everyone have a chance to try each activity? If you'd like, go through the list again and ask students to raise a hand if they have ever done the activity.
 - Which activities seem most popular?
 - Even if we have favorite activities, can we still try and enjoy other activities?
- Conclude by reminding students that our Magical Bridge playground includes lots of fun things to do alone and with our friends.



ON THE PLAYGROUND

- Challenge students to try a new playground activity or one that they haven't done in a while. After recess, check in with students to see who tried or revisited an activity and ask them to share about their experience.
- Create individual student charts, so students can keep track of the stations they visit repeatedly over the course of a week. At the end of the week, lead students through reflecting about how they spent their time on the playground. Did they show a preference over the course of the week for a different activity than they thought they would or did they stick to the same games?



PLAYGROUND ZONES AND ACTIVITIES	MARK IF THIS YOUR FAVORITE THING TO DO ON THE PLAYGROUND
SLIDE	
SWING	
PERFORM ON STAGE	
CLIMB	
SPIN	
PLAY IN PLAYHOUSE	
DIG OR BUILD THINGS	
VISIT THE KINDNESS CORNER	
RUN	
BALANCE	
TALK TO A FRIEND	
WATCH OTHERS	
LOOK AT NATURE	
SIT AND READ OR DRAW	



LEARNING ABOUT OURSELVES

SHARING TRADITIONS — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will explore how traditions help us to learn about ourselves.
- Materials/Setup - Playdough or clay OR drawing supplies (e.g., paper, markers, pencils, crayons)



THE ACTIVITY

- Begin the activity by gathering students in a circle and telling them that you are going to be talking about traditions. Explain that traditions are things we do many times in the same way that become special for us. Traditions are something we look forward to. For example:
 - Going to the beach every summer
 - Watching a movie every Friday night
 - Having a special meal or dessert for your birthday
 - Getting together with the same friends for a holiday every year
- Tell students that we all have traditions. Sometimes, our friends have similar traditions. Sometimes, our friends have different traditions. It can be really fun to learn about other people's traditions.
- Ask students to close their eyes and think about a favorite tradition they have with their family or friends.
- Have students open their eyes and return to tables.
- Hand out play dough or drawing supplies and ask students to make an item out of clay (e.g., a birthday cake or beach pail) or draw a picture that shows something about their tradition. Allow time for students to work.
- Bring the class back together and invite students to share their clay creations or drawings to tell students about their tradition:
 - What did you make/draw?
 - How is that part of your tradition?
 - How does your tradition make you feel?
 - How often does your tradition happen (e.g., yearly, weekly, etc.)?
- Invite 1-2 students to share a question or comment for each student who is sharing.
- Wrap up by encouraging students to think about their friends traditions and how they are similar or different from their own. Sharing our traditions helps us learn more about the people in our community and makes our community stronger.



ON THE PLAYGROUND

- Encourage students to talk about their traditions together on the playground. Do they have any games or activities that are traditions for them that they can teach to their friends?



LEARNING ABOUT OURSELVES

WHAT I LIKE COLLAGES — DURATION 15-20 MINUTES



GETTING STARTED

- **Learning Intention** - Students reflect on what makes them special and unique.
- **Materials/Setup** - Poster paper, scissors, old magazines, pictures (e.g., from old calendars), glue sticks, stickers, drawing supplies



THE ACTIVITY

- Prior to the activity, set up craft stations at different tables, such as magazines, pictures, and scissors at one table, glue sticks and stickers at another table, and drawing supplies at another table.
- Introduce the activity to students by explaining that they will be creating collages of things that they like. Explain that a collage is a picture made of other pictures.
- Tell students that to make their collages, they may cut pictures out of magazines and/or cut up or choose other pictures and glue them on their posters. They can also use stickers, draw their own pictures, and add words.
- Before students begin, ask them to think about different things they like and might want to include in their collages. These could be places, playground activities, objects, food, animals, TV or movie characters, books, sports, activities – things that make them feel special and unique.
- Hand out poster paper and allow students to visit the craft stations to cut, glue, draw, and sticker. If needed, help students with writing, such as their name, pets' names, places they have been, etc.
- Allow ample time for students to complete their posters.
- When students are finished, bring the class together for students to share their work.
 - Invite 1-2 students to ask a question or make a comment about each classmate's collage.
 - Who can find similarities to their own interests?
- Display collages on a bulletin board in the classroom or hallway.



ON THE PLAYGROUND

- Ask students to recall the different things their classmates included in their collages. Are there similarities among the activities many students like to do? Remind students to share, take turns, and help each other, whether in the classroom making a collage or on the playground using the swings, slides, and other equipment.
- Discuss with students that sometimes friends may not want to do the same activity as you. That is okay. We can still be friends even if we like to do different things sometimes. Try finding a different friend to share the activity with.



LEARNING ABOUT OTHERS

GETTING TO KNOW YOU — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will explore ways to introduce themselves and ask questions to learn about new friends.
- Materials/Setup - Getting To Know You Bingo sheet, crayons



THE ACTIVITY

- Gather students in a circle and talk about how it helps build our community and helps everyone feel included when we learn about others.
- Ask students, “What are some ways we learn about other people?”
 - Examples: ask questions; read about them; look at pictures of them; watch them do an activity
- Explain to students that asking questions is one of the best ways to learn about others because they can tell us exactly what they like, think, and feel.
- Brainstorm with students ideas for questions we can ask to learn more about someone, such as:
 - What’s your favorite color? Favorite food/ice cream flavor/fruit/drink?
 - Do you have any brothers or sisters? How old are they?
 - Do you have any pets? What kind? What are their names?
 - What’s your favorite game to play? Favorite book or movie?
- Tell students that they are going to play a game called **Getting To Know You Bingo** to help them learn more about their classmates. Each student will get a Getting To Know You Bingo sheet.
 - There are six boxes on the sheet and each one has a picture for an idea of something to ask a friend. For example, one square has a ball to ask about a favorite game or sport, and another has a dog to ask about a pet or favorite animal.
 - Students will move safely around the classroom and ask their friends questions to learn more about them. After they ask a friend one of the questions, they will color in the box for that question.
 - They will also be answering questions from their friends as they go.
 - For each friend, ask a question from a box you haven’t colored in yet.
 - When they have asked six different friends questions and colored in all of their boxes, they should return to the circle and wait quietly for everyone to be done.
- Hand out bingo sheets and crayons. Using a blank bingo sheet, model how to ask different students questions and color in the boxes.
- Remind students about taking turns and waiting to talk to a friend if someone else is talking to them.
- Have students begin the game. Give students several minutes to circulate and ask their friends questions. If needed, help students who are having trouble complete their bingo sheets before returning to the circle.
- When all students are back in the circle, ask each student to share something they learned about one or two classmates.



ON THE PLAYGROUND

- Play a game of tag where you practice giving gentle open-handed touch to make someone “it.”
- Model asking kindly and taking turns using playground equipment.



GETTING TO KNOW YOU BINGO

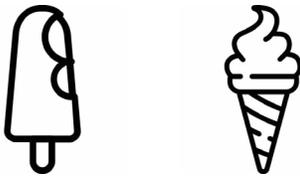
SPORT OR GAME



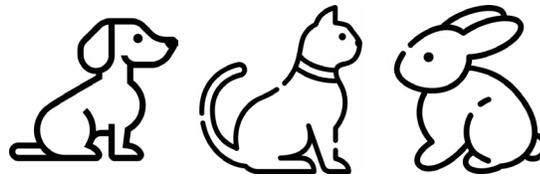
FAMILY



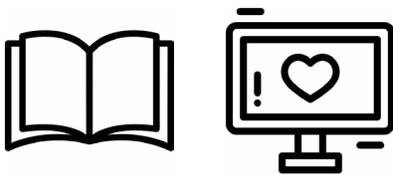
ICE CREAM FLAVOR



ANIMAL OR PET



BOOK OR MOVIE



ACTIVITY





LEARNING ABOUT OTHERS

LOOK WHAT WE CAN DO! — BOOK ACTIVITY — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will learn about their friends' skills and talents.
- Materials/Setup - Book: *The Things I Can Do* by Jeff Mack, My Friend Can book page template or plain paper, drawing supplies



THE ACTIVITY

- Gather students in a circle and explain that, as they grow and get older, there will be more things that they can do and participate in.
- Ask students to think about one special thing they can do by themselves right now, such as tie shoes, zip a jacket, get dressed. Have students turn and share with a partner.
- Read aloud the book *The Things I Can Do*.
- When you have finished reading, tell students that they will be making a class book about things they can do; however, instead of writing about themselves, they will create a drawing of what a classmate can do.
- Assign partners and have students sit at tables. Direct them to take turns asking each other, “What can you do?”
- Hand out “My Friend _____ Can” templates or plain paper and drawing supplies.
- While students are drawing, circulate to help students write names and descriptions of what they are illustrating.
- When students are finished, bring the class back together so students can share their illustrations and what they have learned about their partner.
- Wrap up the discussion by reminding students that learning about what other people can do helps make us better friends and a stronger community.
- Following the lesson, compile the students' drawings into a “The Things We Can Do” classroom book you can revisit from time to time.



ON THE PLAYGROUND

- Ask students to think about what they can do on the playground all by themselves. Challenge them to find a classmate who also can do that same thing.
- Challenge students to find a friend they can teach a skill to or learn a skill from.

MY FRIEND _____ CAN

BY _____



LEARNING ABOUT OTHERS

MAKING CONNECTIONS — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students make connections with peers.
- Materials/Setup - Large ball(s) of yarn



THE ACTIVITY

- Gather students in a seated circle on the floor.
- Tell students that they are going to learn more about each other by creating a special web with yarn. Explain that they will be rolling or handing a ball of yarn to another person while still holding onto a piece of the yarn to create a web. Model two or three passes, holding onto your string as the ball gets passed to other people in the circle.
- *If you have a very large class and extra adults to supervise, consider splitting into multiple circles, each with its own ball of yarn.
- To begin the activity, hand the ball of yarn to a student, Student A.
- Ask Student A to share aloud something they enjoy doing during recess (e.g., I like going high on the swings, I like playing outside, playing soccer is fun).
- After Student A shares, ask other students to raise a hand if they agree with Student A's statement.
- Ask Student A to pass the yarn ball to one of their classmates who raised a hand.
- Repeat this process until every student is holding a part of the web.
- Make sure every student is passed to at least once.
- Ask students to look at the web they have made. Can they see how everyone is connected by the yarn? We are all connected to others in some way.



ON THE PLAYGROUND

- Remember what classmates like to do and play together.
- If you meet a new person on the playground, ask what they like and make a connection.



LEARNING ABOUT OTHERS

MORE THAN WHAT YOU SEE — DURATION 15-20 MINUTES



GETTING STARTED

- Learning Intention - Students will identify visible and invisible qualities.
- Materials/Setup - A wall or designated path to line up on.



THE ACTIVITY

- Begin the activity by gathering students in a circle. Ask students if they know what the word “visible” means. Wait for students answers and reinforce or explain that visible means things you can see, like hair color, how tall you are, or the types of clothes you wear.
- Ask students to line up from shortest to tallest along a wall, edge of a gathering rug, or other area. Explain that you are going to share a statement aloud and if the statement relates to them, they are going to step out of line and go back to sit in the circle. Come up with statements that relate to visible attributes, such as “if you have black hair, you may sit down... if you have a yellow shirt, you may sit down... if your hair is short, you may sit down” etc)
- Once all students are seated, reiterate that we all have visible differences and similarities, things we can see when we look at someone.
- Ask students, “What does the word “invisible” mean?” Call on a few students to share their thoughts.
 - Explain that invisible differences are things you cannot see about a person, such as how kind a person is, their favorite ice cream flavor, when their birthday is, or their thoughts and feelings. You can learn about invisible qualities by asking questions or if someone shares the information with you.
 - Ask students to share aloud some other things about a person that might represent invisible differences.
- Pair up students. Have each student share one visible difference and one invisible quality with their partner. For example “I have brown hair and my favorite color is purple.”
- After all students have shared with a partner, bring the class back together.
 - Invite students to share some invisible things they learned about their partners.
 - Ask, “Did anyone discover something about their partner that is similar or the same for them, such as a favorite color, type of pet, or a food they like?”
- Wrap up the activity by recapping that we all all have differences and similarities. Some of these are visible, meaning you can see them, and some of these are invisible, meaning you can’t tell just by looking at someone.



ON THE PLAYGROUND

- Ask students to line up to visit the playground by calling out visible or invisible qualities: “Anyone with sneakers may line up”, “Anyone who likes watermelon may line up”, etc.
- Remind students that other people on the playground might have visible or invisible differences, but it’s important to include everyone. With invisible qualities, you may need to ask questions to get to know someone better. If they are not sure what someone is thinking or feeling, they can try asking a question.



LEARNING ABOUT OTHERS

WHOSE SHOE? — DURATION 15-20 MINUTES



GETTING STARTED

- **Learning Intention** - Students will learn new facts about their classmates as a way to illustrate the importance of friendship and community.
- **Materials/Setup** - Open space, blanket/large cloth



THE ACTIVITY

- Begin by gathering students and asking them to sit on the floor or ground in a circle.
- Explain to students that learning about people helps build friendships and helps everyone feel important and like they belong in the community.
- Tell students that they will be playing a matching game called Whose Shoe? The game is a chance to learn new things about their classmates.
 - The game involves taking off shoes; you may want to remind students that this is a special occasion and normally shoes stay on our feet for safety.
 - Pausing between each question to give students a chance to answer, ask students, “What kind of shoes do you wear in the rain? What kind of shoes do you wear to play soccer? What kind of shoes do you wear at the beach?”
 - Follow up by explaining that our shoes change depending on the activities we expect to be doing. Point out that even if we have the same kind of shoes (e.g., sneakers, boots), they might be different styles or colors or meant for different activities, such as wading boots, rain boots, and snow boots.
 - Observe that shoes can tell us something about someone, such as colors or activities they like
- Start the game.
 - Ask students to take off their shoes. They should place one shoe in the middle of the circle and one shoe in front of them. Ask adults to add a shoe, too.
 - Once all shoes are in the middle, cover them with a blanket.
 - Pick a student to start and ask them to reach under the blanket and pull out a shoe.
 - Ask the student to match the shoe to its owner.
 - When they find the shoe’s owner, they will ask one question to get to learn more about the person, such as favorite color/food/animal, how many siblings/pets, special trick they can do, etc.
 - After the shoe’s owner answers the question, they pull the next shoe.
 - Repeat until all the shoes have been returned to their owners.
- Ask students to put their shoes back on. While they do, wrap up the activity by reinforcing that it is fun to learn new facts about other people because it helps us all be better friends and members of the community.



ON THE PLAYGROUND

- Challenge students to learn something about a classmate out on the playground today during recess.
- Discuss appropriate footwear for various activities, such as playing on a playground. What would be best for jumping rope, soccer, or monkey bars?
- Play a matching game on the playground where students find a piece of playground equipment or something on the playground that matches the color of their shoes.