



KINDNESS KIT

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.

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 3 - 5

MATERIALS FOR CRAFTS AND DISCUSSIONS

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

Paper

Scissors

Chart Paper or White Board

Stapler

Tape / Glue Sticks

Colored Paper

Index Cards

Magazines (for Collage)

Yarn (for Playground Activity Web)

TECHNOLOGY

Computer / Tablet with Screen

Access to YouTube

Printer

Laminator (optional)

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

Copier (or use printer)

Phone or Camera (for PSA Audio/Video Recording)

BOOK LIST

What If Everybody Thought That? by Ellen Javernick
(for Kindness and Empathy / Testing Assumptions)

On the Playground by Jillian Roberts
(for Fun for Everyone / Playground Respect)

I Am Enough by Grace Byers
(for Learning about Ourselves / Expressing Self-Respect)

The Crayon Box that Talked by Shane Derolf
(for Learning about Ourselves / A Vibrant Community)

Juana & Lucas by Juana Medina
(for Learning about Others / V.I.P to Me)



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

KINDNESS AND EMPATHY

IN MY SHOES — DURATION 20-30 MINUTES



GETTING STARTED

- Learning Intention - Students will define empathy.
- Materials/Setup - Coloring supplies, Shoe template or paper, Different types of shoes (optional)



THE ACTIVITY

- Begin with a discussion about empathy using the following prompts:
 - By show of hands, who has heard the phrase, “to walk in someone else’s shoes?” *Invite several students to share aloud.*
 - Next, ask students what the word “empathy” means. *The ability to understand and relate to someone’s emotions or feelings.*
 - How is the idea of walking in someone else’s shoes related to empathy? *If we can put ourselves in someone else’s place to think about their feelings, we can find connections to our own experiences and have empathy for them.*
- Explain to students that today they are going to do an art project to display their understanding of empathy. Hand out shoe templates or ask students to trace one of their shoes (this is easier if students remove the shoe to trace it). Instruct students to write the following inside their footprints:
 - The word “empathy” with a definition.
 - An example of a time they showed empathy to someone and/or
 - An example of when someone showed empathy to them.
- Provide coloring utensils and time for students to complete the task.
- Bring the class together for students to share their definitions and examples of their experiences giving and/or receiving empathy. Ensure students’ empathy definitions include some version of the ability to understand and share others’ feelings.
- Allow students additional time to decorate their footprints with drawings of kindness and caring.

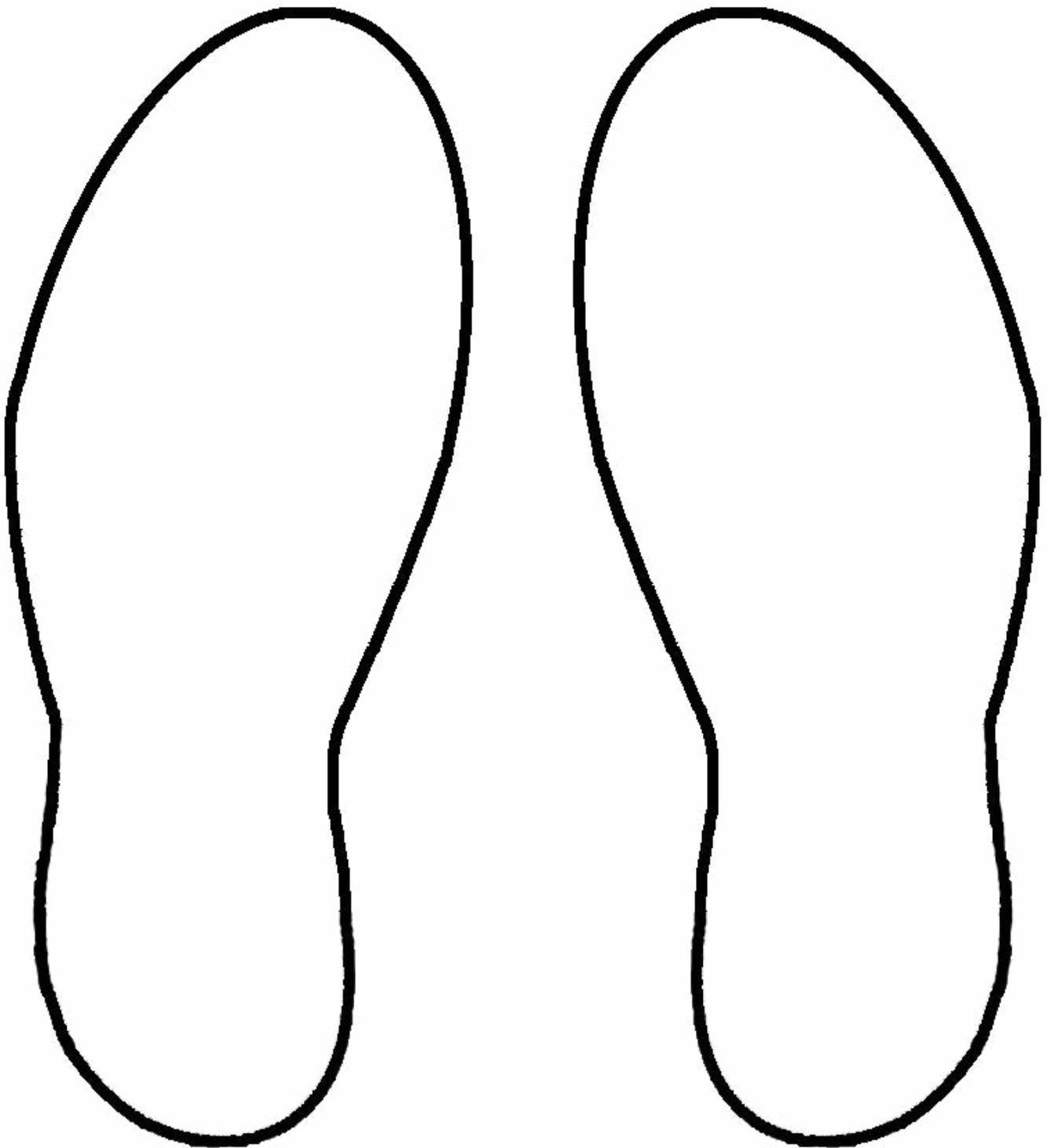


ON THE PLAYGROUND

- Display students’ footprints along the route to the playground and provide students time to discuss their artwork in a gallery-walk format on the way to recess.
- Supply students with shoes that are too big or too small, high heels, rain boots, snow boots, ballet slippers, water shoes, flip flops, etc. to feel what it would literally be like to play in someone else’s shoes. Take care to provide some safety guidelines for this activity, such as no climbing in high heels.



IN MY SHOES





KINDNESS AND EMPATHY

KINDNESS SENSES — DURATION 20-30 MINUTES



GETTING STARTED

- **Learning Intention** - Students will reflect on how kindness engages our senses.
- **Materials/Setup** - Kindness Senses chart, chart paper or whiteboard and markers



THE ACTIVITY

- Begin the activity with a discussion about kindness, asking students:
 - How do we recognize kindness?
 - When we experience kindness, what senses do we use?
- Allow time for students to share aloud, then explain that during the activity, they will be thinking about how kindness engages our different senses. They will create a chart to show examples of what kindness looks like and sounds like on the playground.
- Hand out copies of the Kindness Senses chart for students to complete independently, in pairs, or in small groups. Provide time for students to write down examples they can think of on their charts.
- Once students have had sufficient time to complete their charts, bring the class together and create a class chart on chart paper or a whiteboard using students' ideas.
- Wrap up by challenging students to think about the ways they can show kindness or speak kindly to others in the classroom and on the playground.
- Hang the class chart in the classroom or near the exit to the playground so students can refer to it before going outside.



ON THE PLAYGROUND

- Remind students to show kindness and speak kindly to others on the playground. Periodically after recesses, check in with students by asking them to share examples of their kindness to others or others' kindness toward them on the playground. If students have difficulty coming up with examples, review your class T-chart.

KINDNESS SENSES

Write examples of what kindness looks and sounds like.



KINDNESS LOOKS LIKE

(ex. waiting patiently, taking turns, etc.)



KINDNESS SOUNDS LIKE

(ex. respectful language, asking if someone needs help, etc.)



KINDNESS AND EMPATHY

TESTING ASSUMPTIONS — BOOK ACTIVITY — DURATION 20-30 MINUTES



GETTING STARTED

- Learning Intention - Students will learn about how assumptions affect how we act toward others.
- Materials/Setup - Book: *What If Everybody Thought That?* by Ellen Javernick



THE ACTIVITY

- Begin by telling students that they will be reading a book that has to do with preconceived notions and assumptions. Ask students, “Does anyone know what we mean by when we say ‘preconceived notions?’ How about ‘assumptions?’”
- Allow time for students to share ideas, then reinforce or elaborate on their answers by explaining that preconceived notions and assumptions are ideas or opinions that someone believes are true even without evidence, proof, or facts.
- Explain that we all make assumptions sometimes, but it is important to recognize when we do so that we can stop and think about what we actually know. Whenever possible, it is important to base our opinions on facts, evidence, and proof.
- Read aloud the book *What If Everybody Thought That?*
- After reading, initiate further discussion by asking students:
 - By show of hands, who can think of a time you might have made an assumption about someone without talking to them or learning about them? Did you later learn something that showed you were wrong about the preconceived notion you had? How did you learn it?
 - Has someone ever made an assumption about you? How did you feel about it? How did you set the record straight?
 - Why is it important to challenge our assumptions?
 - How can we be more thoughtful about differences?
- Tell students that they are going to do an activity where they are going to think more about what assumptions we sometimes make about other people.
- Hand out the **Testing Assumptions** worksheet and give time for students to complete at least two of the scenarios by filling in the table based on the prompts.
- Bring the class back together to share some of their ideas.
- Wrap up by reminding students that they are not bad people for making assumptions – we all do! – but we have the ability to test our assumptions by seeking evidence. To better understand other people, we need to base our impressions on facts. When we do, we learn more about what makes other people interesting, special, and unique.



ON THE PLAYGROUND

- Invite students to visit the kindness corner of your Magical Bridge playground and share one thing they learned about what people with differences can do.
- Remind students to be mindful of their assumptions about others. By asking kind questions, they can learn more about others about what they can and want to do while playing.



TESTING ASSUMPTIONS

Write examples of what kindness looks and sounds like.

WHEN I SEE...	I MIGHT ASSUME ...	BUT I CAN FIND THE FACTS BY ASKING RESPECTFUL QUESTIONS...
<i>Ex: Someone using a wheel-chair</i>	<i>They can't play sports.</i>	<i>Do you play a sport? What kinds of activities do you like to do?</i>
Someone using a wheelchair		
A kid who is bald		
A classmate having a hard time with math or reading		
A person with a service dog		
A kid with a hearing aid		
Someone who has trouble speaking		
A person with a facial difference		
A kid with a prosthetic leg		
Someone who won't look at me when I talk to them		
Someone whose voice sounds different		
A kid who has a hard time sitting still or being quiet		



KINDNESS AND EMPATHY

KINDNESS IN ACTION — DURATION OVER THE COURSE OF SEVERAL WEEKS



GETTING STARTED

- Learning Intention - Students will demonstrate acts of kindness.
- Materials/Setup - chart paper and markers, Kindness Project Suggestions sheet, Kindness Project Graphic Organizer, various supplies depending on chosen activities



THE ACTIVITY

- Note: There are two ways this activity can be done:
 - *Small group format where students are divided up into small groups and each group takes on its own project.*
 - *Single project where the entire class selects one project to work on together.*
- 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. Share with students that today they are going to think about what sort of actions they can do in their community that show kindness and also make their community a better place for everyone.
- **For the group/multi-project format:**
 - Divide the class into groups of 3-4 students.
 - Next, assign each group a Kindness Project category from the suggestions sheet or using another idea.
 - Provide each group with a piece of chart paper. Instruct students to brainstorm specific projects they could do to make their community a better place that fits under their assigned Kindness Project category.
 - After brainstorming, bring the class back together. Have each group present their brainstormed list and select one project per group that students can work on.
 - Support groups in setting timelines and assigning tasks to complete the project as a team. The Kindness Project Graphic Organizer may be used to help groups plan their projects.
- **For a class-based single project:**
 - Select a Kindness Project category from the suggestions sheet or other idea.
 - Facilitate a class discussion for students to share specific examples of projects they could do as a class that fit the Kindness Project category that was selected. As students share aloud, write their ideas on chart paper or a whiteboard.
 - After brainstorming, use a ballot system or have students raise hands to select a project by popular vote.
 - Engage in additional brainstorming for how to complete the selected project, including students' roles, committees, and a timeline. The Kindness Project Graphic Organizer may be used to the class plan out their project.



ON THE PLAYGROUND

- Encourage students to participate in kind acts while on the playground, such as handing out snacks, picking up trash, creating a donated shoe/sock bin, etc.
- Remind students to spend time in the Kindness Corner of your Magical Bridge playground.



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
- holding an animal costume party/dance with proceeds going to a specific cause or shelter
- _____
- _____

HELPING OTHER KIDS

- organizing a clothing/food/school supply/book drive(s)
- having a coin drive to make a donation
- creating backpacks with toiletries, a stuffed animal, books, and other items for kids in the foster care system
- creating an extra clothes/shoes bin or school supply “library” for use at school
- _____
- _____

SAVING THE PLANET

- planting trees
- planting a pollinator garden to help bees, hummingbirds, and other pollinators
- picking up trash around school grounds or in a park or other public place
- creating a composting program in your cafeteria
- _____
- _____

FIGHTING HUNGER

- organizing a food drive
- making food for a shelter
- holding a bake sale and donating proceeds to a food shelf
- planting a garden to donate fresh food
- _____
- _____

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

- visiting, making a treat, or making artwork for a retirement community or nursing home
- inviting emergency responders to an ice cream social/tea and cookies or other appreciation event
- organizing 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 Category: _____

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: _____



KINDNESS AND EMPATHY

KINDNESS MAKES KINDNESS — VIDEO ACTIVITY — DURATION 20-30 MINUTES



GETTING STARTED

- Learning Intention - Students will learn about how one person's kindness can inspire others to be kind.
- Materials/Setup - [Video by Life Vest Inside: "Kindness Boomerang - One Day" \(5:44\)](#), Kindness Boomerang Reflection handout, boomerang template, drawing implements, scissors



THE ACTIVITY

- Begin by asking students what "random acts of kindness" means to them and having them share their ideas with a neighbor.
- Bring the class back together and ask students to guess what they think the term "kindness boomerang" means. Allow for students to share with the group.
- Tell students that they will be watching a video about kindness. As they watch, they should think about the idea of a kindness boomerang.
- Watch the video, "*Kindness Boomerang - One Day*".
- Following the video, hand out Kindness Boomerang Reflection sheets for students to complete individually or in pairs.
- After students have had time to complete the questions on the reflection sheet, bring the class back together. Tell students that they are now going to take their thoughts about kindness and put them into a drawing.
- Hand out copies of the kindness boomerang template, drawing implements, and scissors.
 - Ask students to write and/or draw at least three things on their boomerang that they can do to make the world a kinder place. Students can use their reflection sheets for ideas.
 - Ask students to cut out their boomerangs.
- Bring the class together for a brief discussion by asking questions such as:
 - What did you notice in the video that helped you understand what kindness boomerang means?
 - Do you think that kindness is contagious?
 - Can you think of a time when you were kind and kindness came back to you as a result? What happened?
- Wrap up by having students share the boomerangs they made and explaining their ideas for being kind.
- Display boomerangs along the route to the playground to remind students about ways to be kind.



ON THE PLAYGROUND

- Challenge students to do at least one of the kind acts they wrote on their boomerangs while on the playground.
- Encourage students to be kindness detectives and recognize their classmates for helping make the playground a kind and safe place to play.

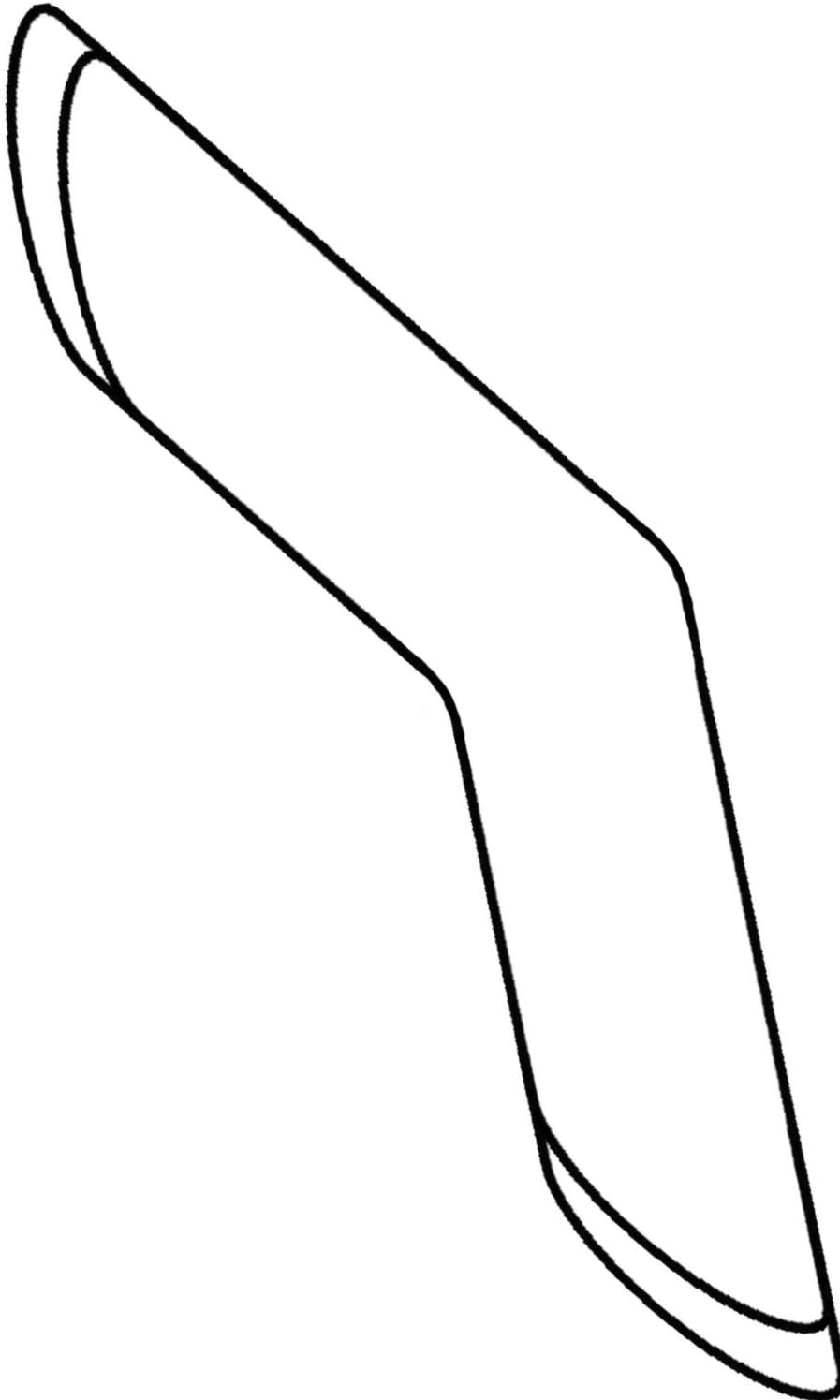
KINDNESS MAKES KINDNESS BOOMERANG REFLECTION

Name at least three acts of kindness exemplified in the Kindness Boomerang video.

What is one act of kindness you can do today at school or at home?

What is one act of kindness you can plan for and do for your community?

KINDNESS MAKES KINDNESS BOOMERANG





FUN FOR EVERYONE

PLAYGROUND RESPECT — BOOK ACTIVITY — DURATION 20-30 MINUTES



GETTING STARTED

- Learning Intention - Students will define and create illustrations for respect and acceptance.
- Materials/Setup - Book *On the Playground* by Jillian Roberts, paper, coloring implements, Playground Respect template



THE ACTIVITY

- Begin by asking students to share their understanding of the concept of 'self-respect'. Summarize self-respect as having pride, confidence, and honor. Regardless of differences and disabilities, everyone has potential and can be a good role model for others. People with differences are “just another cool part of the world” as stated in the book *On the Playground* by Jillian Roberts.
- As you read *On the Playground*, ask students to be thinking about how they would feel or respond to the situations of prejudice and harassment that are depicted. As is appropriate to your group, periodically stop to have students share out to the class or do a turn and talk with a partner after the book is finished.
- Indicate that when we accept someone for who they are we are respecting them and their differences. Instruct students to think about what acceptance and respect look, sound, and feel like to them.
- Hand out paper and drawing implements for students to define and illustrate respect and acceptance.
- Bring the class together to share their depictions.



ON THE PLAYGROUND

- Have a 'pink shirt day' to support anti-bullying. Discuss the importance of acceptance and respect with other students while on the playground.
- If you see someone who is hurt or sad on the playground, check in with them; ask. “are you hurt?” or “do you need help?”

PLAYGROUND RESPECT

NAME _____ DATE _____

Respect on the playground looks, sounds, and feels like...



FUN FOR EVERYONE

FREEZE TO REFRAME — DURATION 20-30 MINUTES



GETTING STARTED

- Learning Intention - Students will learn and practice strategies for being inclusive on the playground
- Materials/Setup - Open area, Scene Prompts



THE ACTIVITY

- Begin by writing the word “inclusive” on the board. Ask students to turn and talk to a neighbor about what being inclusive means. Then invite students to share aloud with the entire group.
- Explain to students that they will be playing a game in which they will act out scenarios showing how everyone can be safe, have fun, and be inclusive.
 - Select a starting prompt and 3-4 students to begin acting out the scene.
 - At any time after the initial scene has been set, a student from the audience can call out “freeze” and the actors must stop moving.
 - The student who froze the action then takes the place of one of the actors and restarts the scene with the goal of making it more inclusive and fun for all.
 - Allow several freeze switches to occur until the prompt has been exhausted.
 - Repeat this process with new prompts until everyone has had a chance to participate.
- Bring the class together to discuss:
 - How did it feel to step into a situation and make a positive change?
 - Would you step in to make a similar situation more positive and inclusive if you saw it on the playground? Why or why not?



ON THE PLAYGROUND

- Invite students to “freeze a scene” on the playground if they see someone being excluded. During the freeze, anyone being excluded can join the activity before it resumes.
- Encourage students to step up if they see conflicts or prejudices arise on the playground to make their school community an inclusive, safe, fun place for everyone to play and learn.

SCENE PROMPTS

A STUDENT IS ALONE WATCHING A GROUP OF KIDS PLAYING A GAME OR ON A PIECE OF EQUIPMENT.

A STUDENT BRINGS A GAME OR EQUIPMENT (E.G., BALL, FRISBEE) FROM HOME TO USE ON THE PLAYGROUND.

STUDENTS ARE GATHERING TO PLAY A GROUP BALL GAME IN AN OPEN SPACE/FIELD. (STUDENTS MUST DECIDE WHAT GAME TO PLAY, WHO CAN PLAY, HOW THE GAME IS PLAYED, ETC.)

A STUDENT IS PLAYING ON A PIECE OF EQUIPMENT AND SOMEONE COMES ALONG WHO WANTS A TURN.

A GROUP OF STUDENTS ARE PLAYING A GAME OF FOUR-SQUARE. ANOTHER STUDENT WANTS TO JOIN THE GAME.

A GROUP OF KIDS IS HANGING OUT AT A PICNIC TABLE TALKING AND LAUGHING. ANOTHER STUDENT WONDERS OVER AND SITS DOWN.



FUN FOR EVERYONE

INCLUSION ABCS — DURATION 20-30 MINUTES



GETTING STARTED

- **Learning Intention** - Students will learn about the many facets of inclusion.
- **Materials/Setup** - ABC page templates printed on white paper and cut in half so there is one letter per page, drawing/writing implements, laminator (optional)



THE ACTIVITY

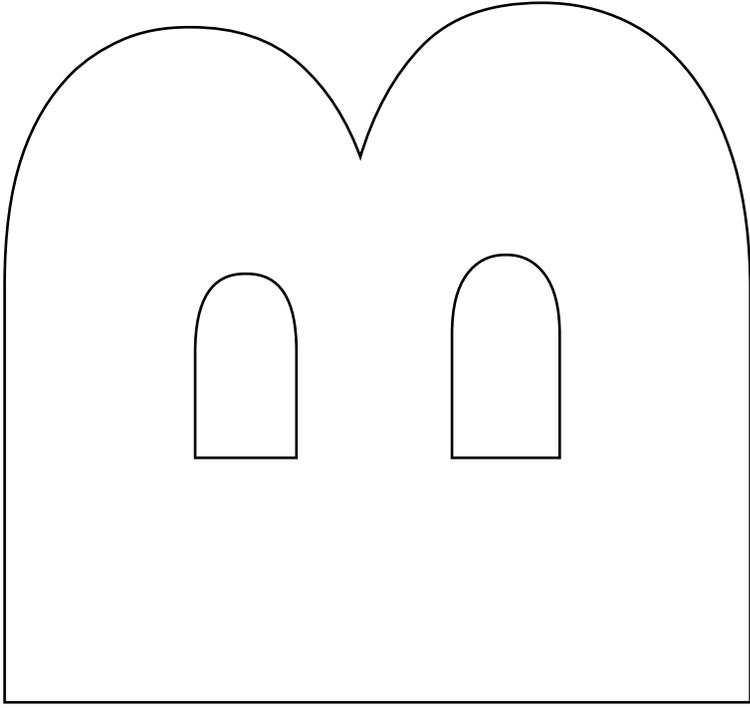
- Begin by asking students to share what they know about what it means to be inclusive:
 - How can we define inclusion?
 - What are some examples of inclusion?
 - Why is inclusion important?
- After students have had time to share their thoughts aloud, tell students that they will work as a class to create an Inclusion Alphabet to display as a reminder of how everyone can help promote inclusion in school, on the playground, and in our communities.
- Students may work individually or in pairs for this activity.
- Hand out letter templates and writing/drawing implements, making sure to give each student/pair a different letter.
- Explain that for their letter, students will come up with words or phrases that start with that same letter that exemplify inclusion. They may also draw pictures to illustrate their ideas.
 - If needed, help students brainstorm as a class, in small groups, or in pairs to identify inclusion words and phrases. Remind students that some letters may have more words and phrases than others. Some examples are Acceptance, Belonging, Count everybody in, Differences are cool, Empathy, etc.
 - Encourage them to be creative about how they think about inclusion
 - Depending on class size, students may need to work on more than one letter to complete the alphabet. Invite students who finish more quickly to pick a new letter to work on.



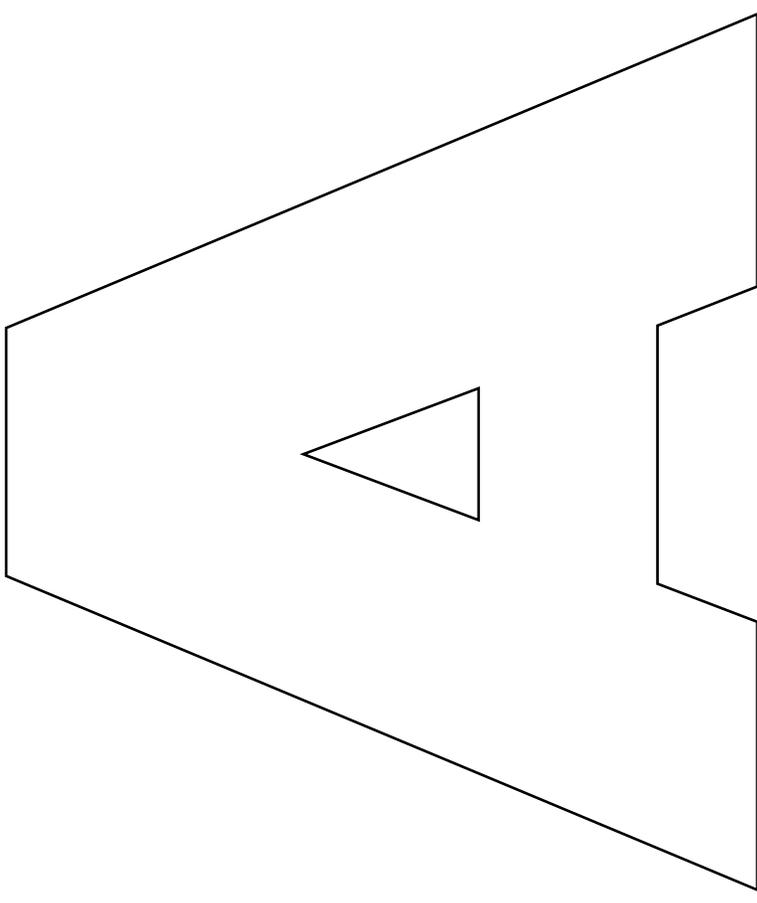
ON THE PLAYGROUND

- Laminate students' Inclusion ABC letters and hang them around your Magical Bridge playground as inspiration.
- As a class, brainstorm a list of inclusive games everyone can join in on the playground and display it in the classroom or near the playground. Periodically, dedicate a recess (or schedule an extra outdoor time) to playing some of the inclusive games students identified. Be sure to add to the list if new ideas for inclusive games emerge.

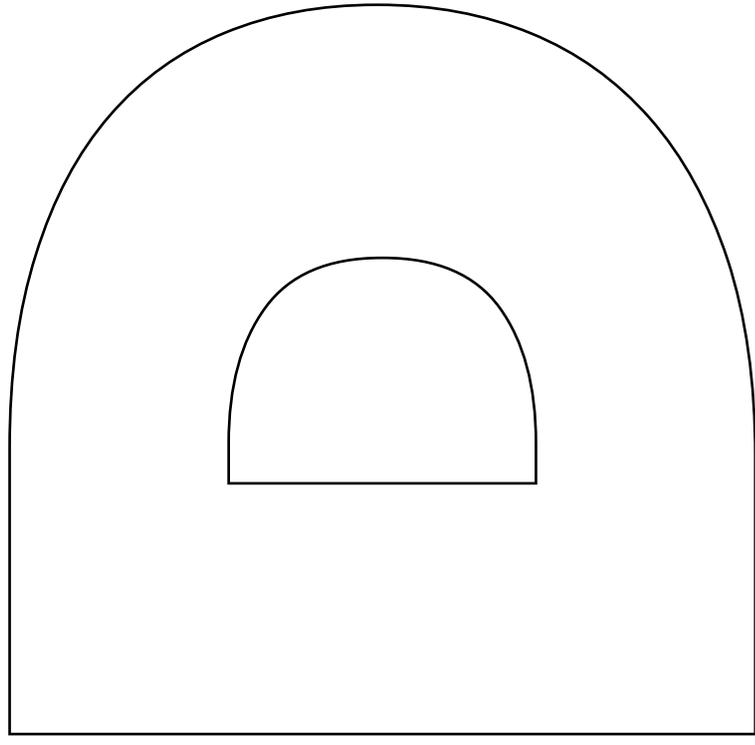
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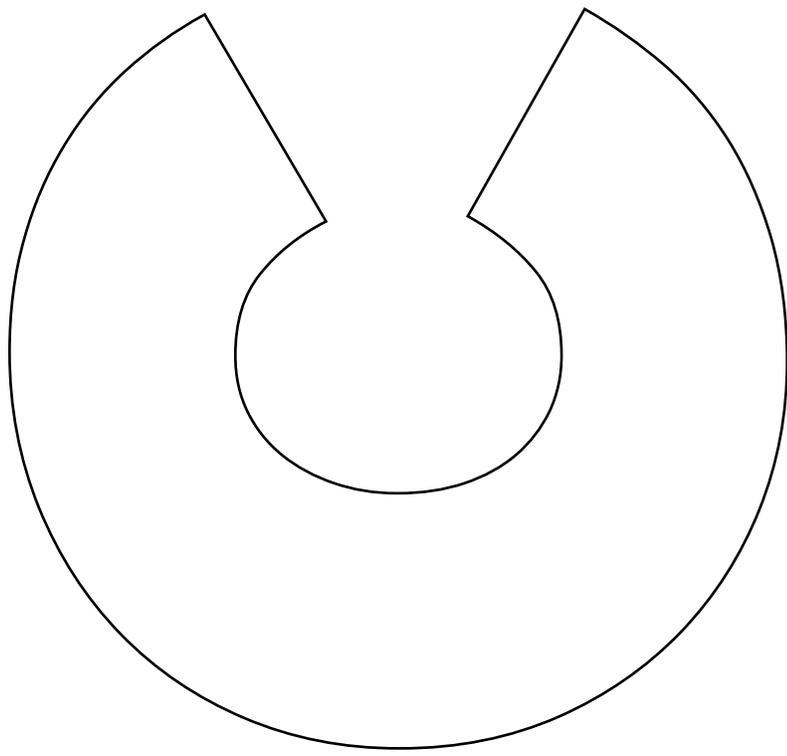
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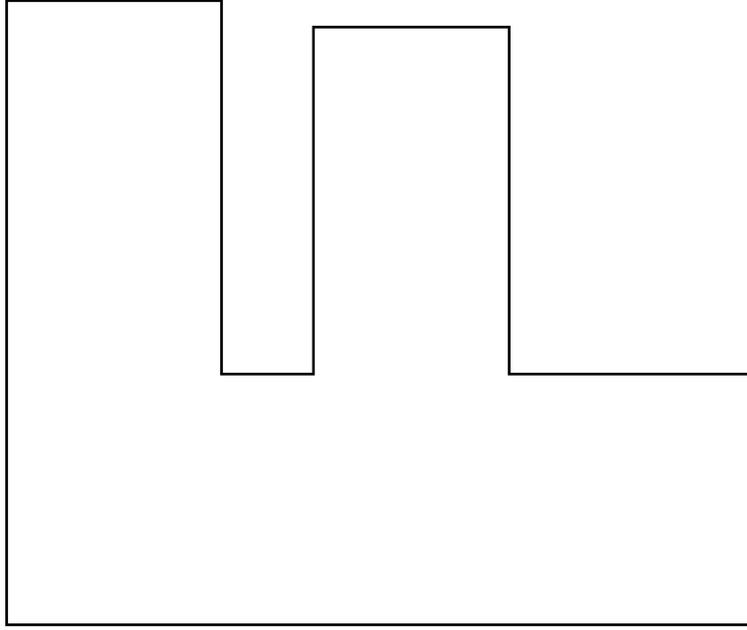
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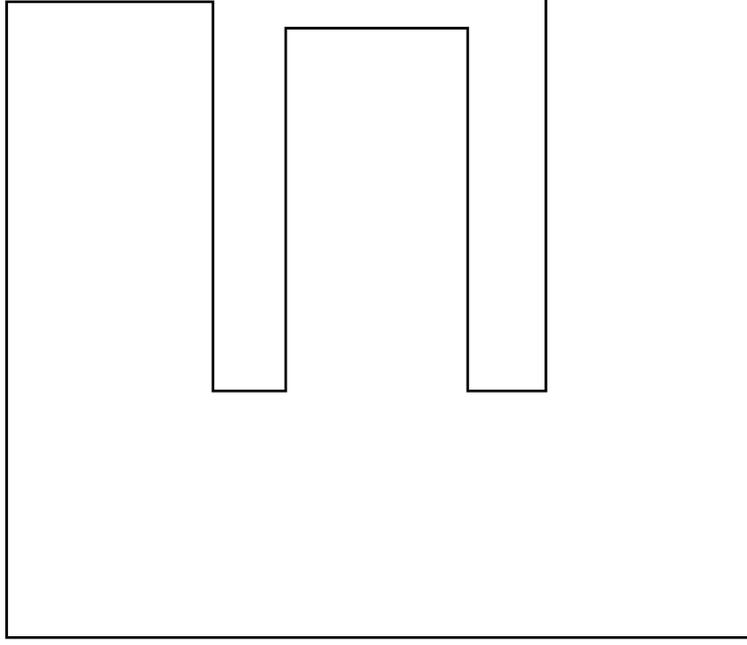
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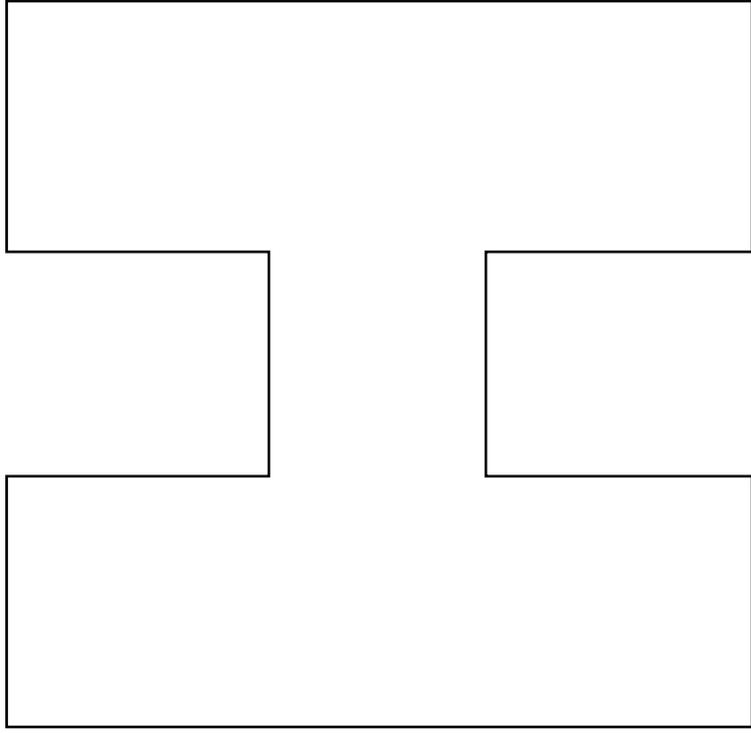
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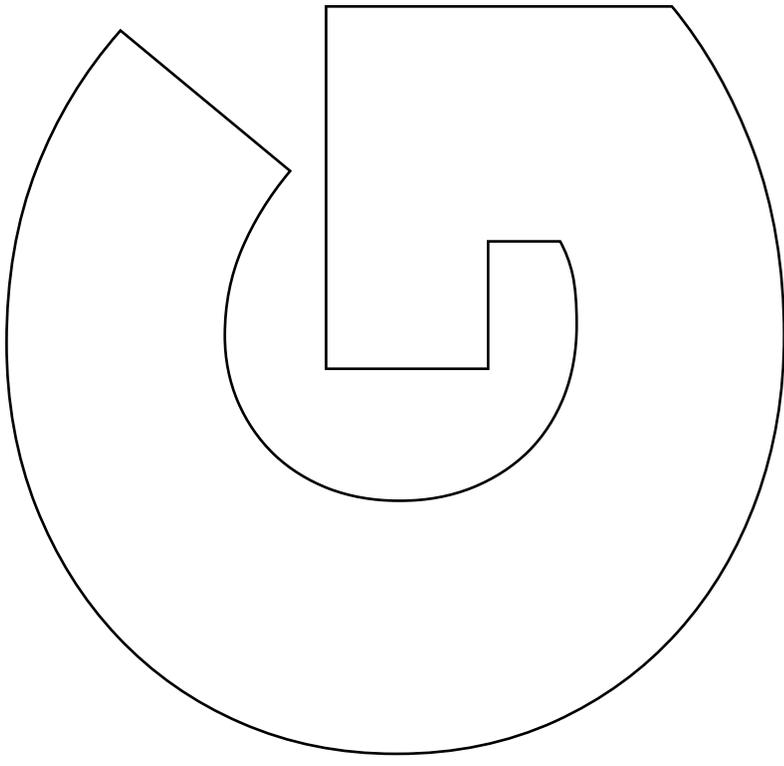
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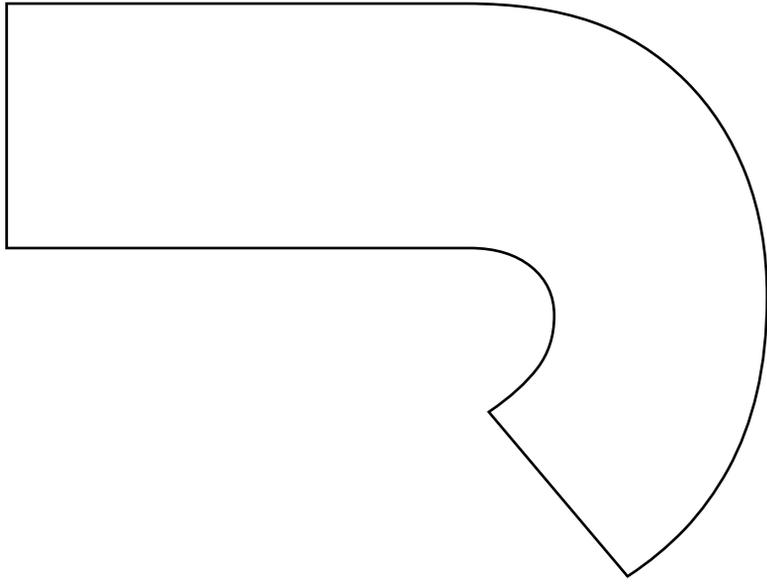
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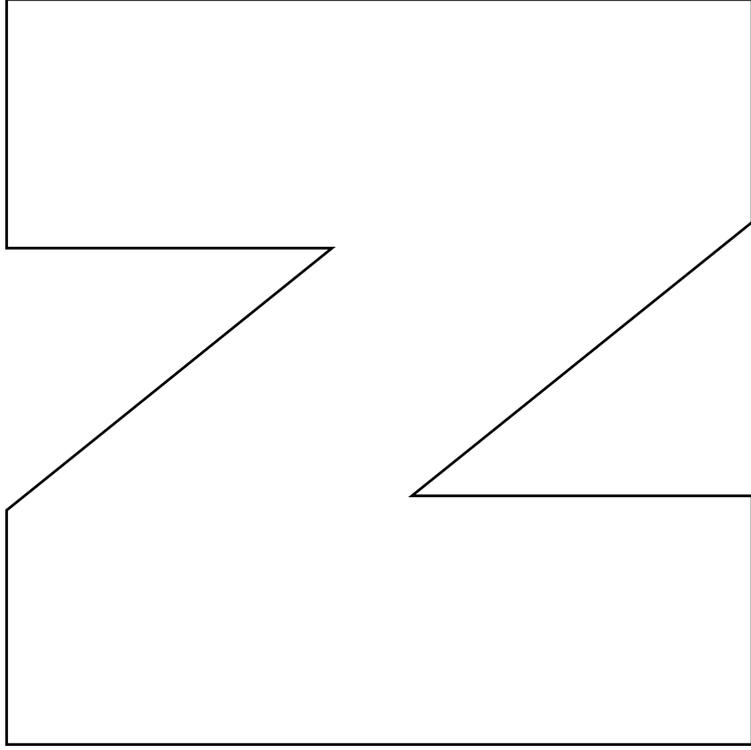
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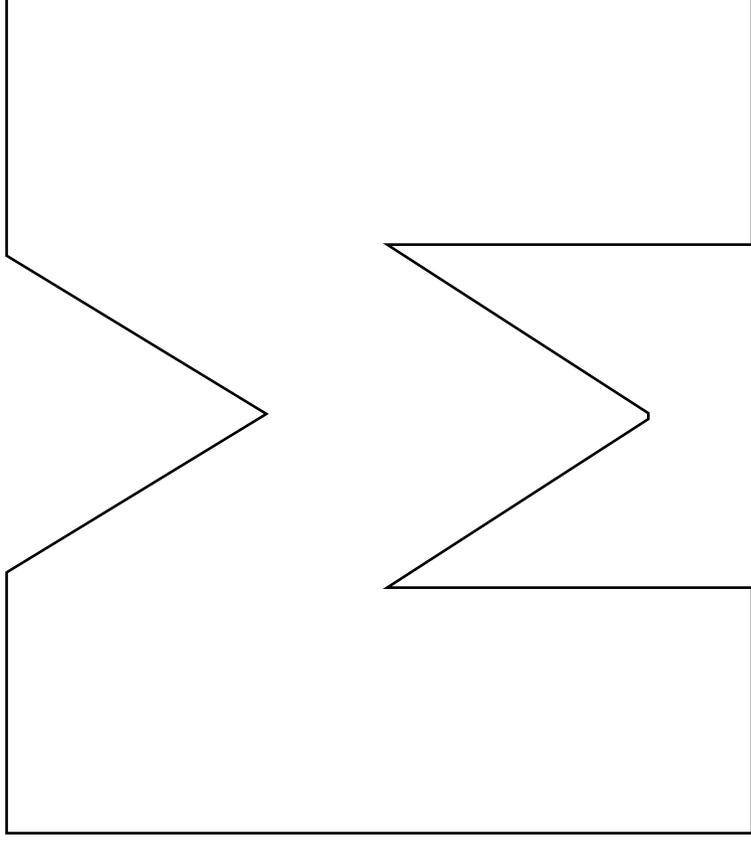
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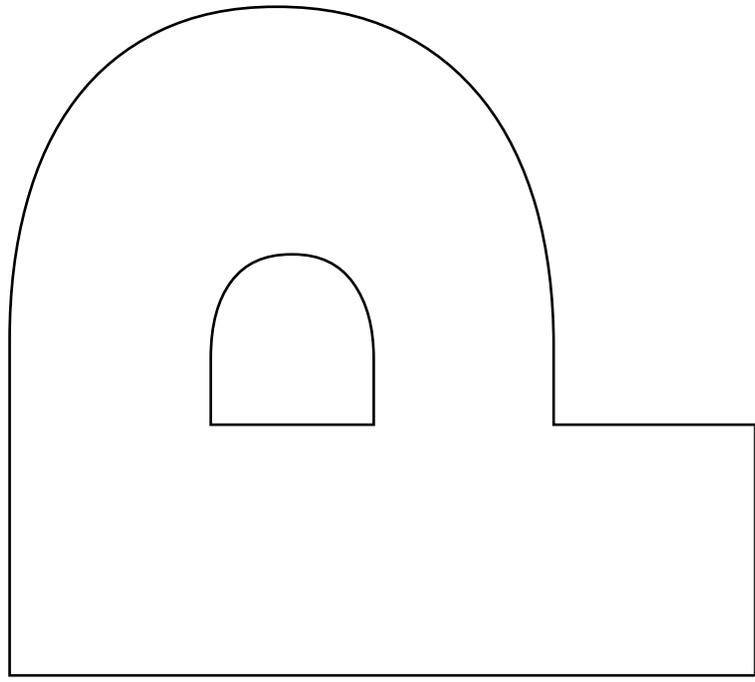
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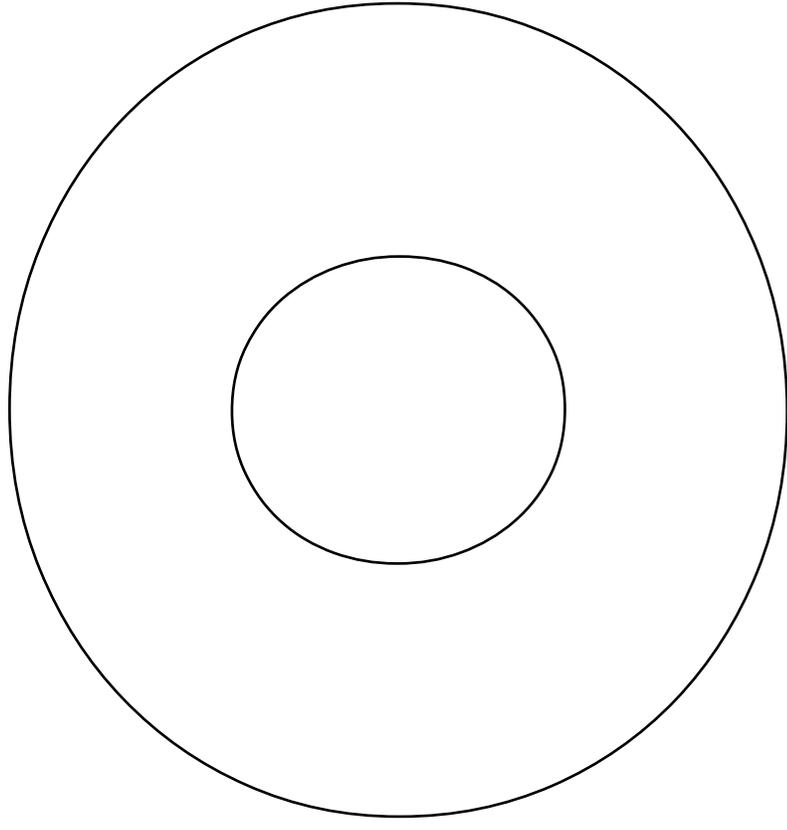
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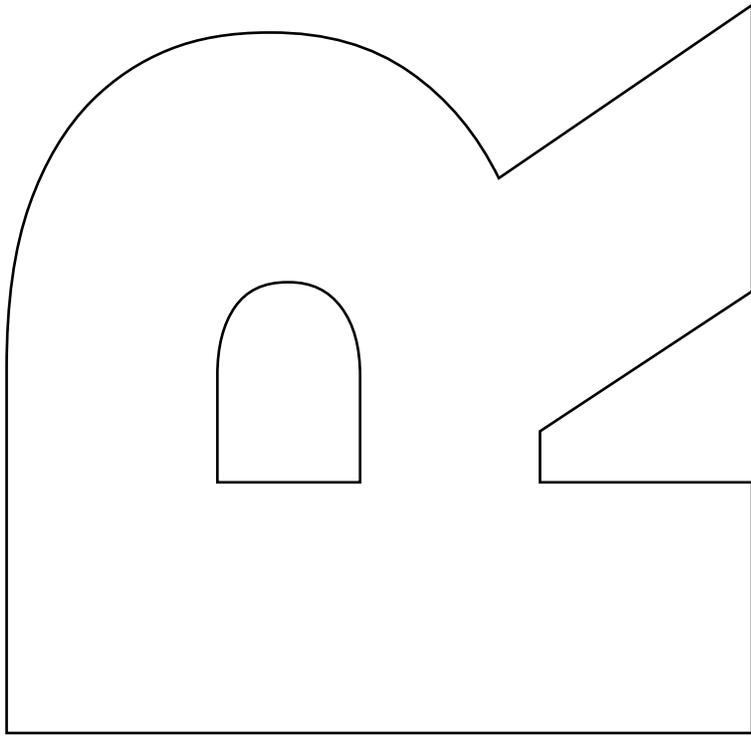
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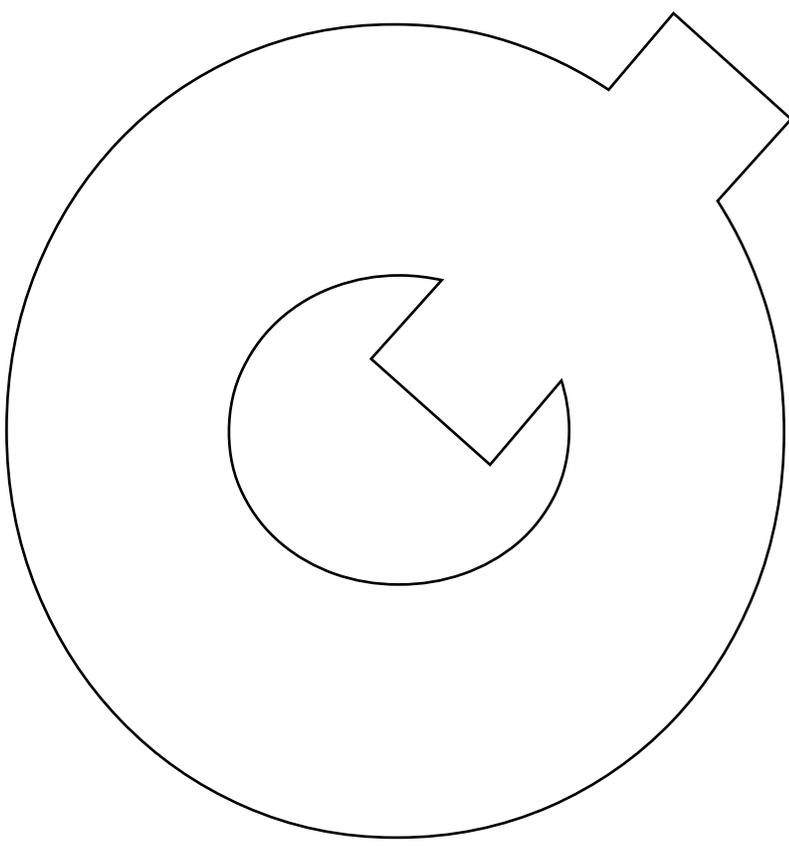
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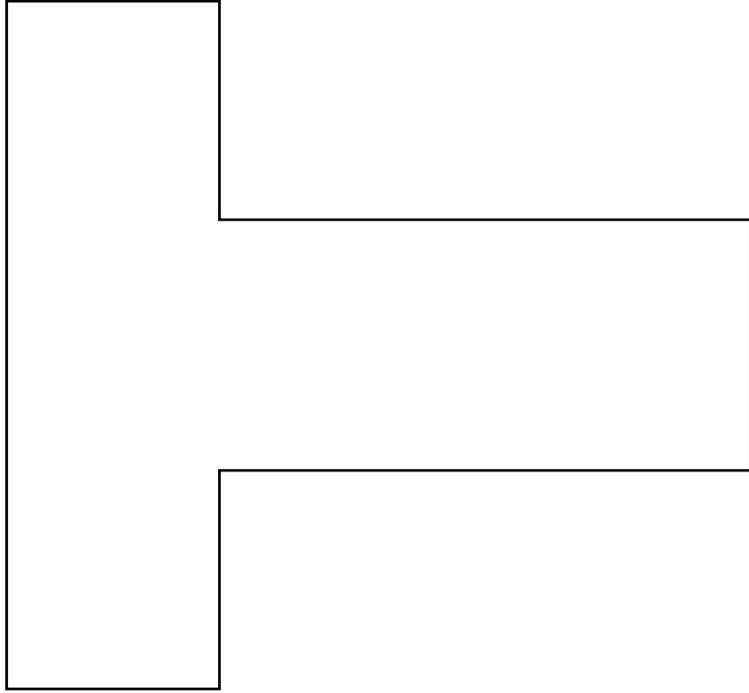
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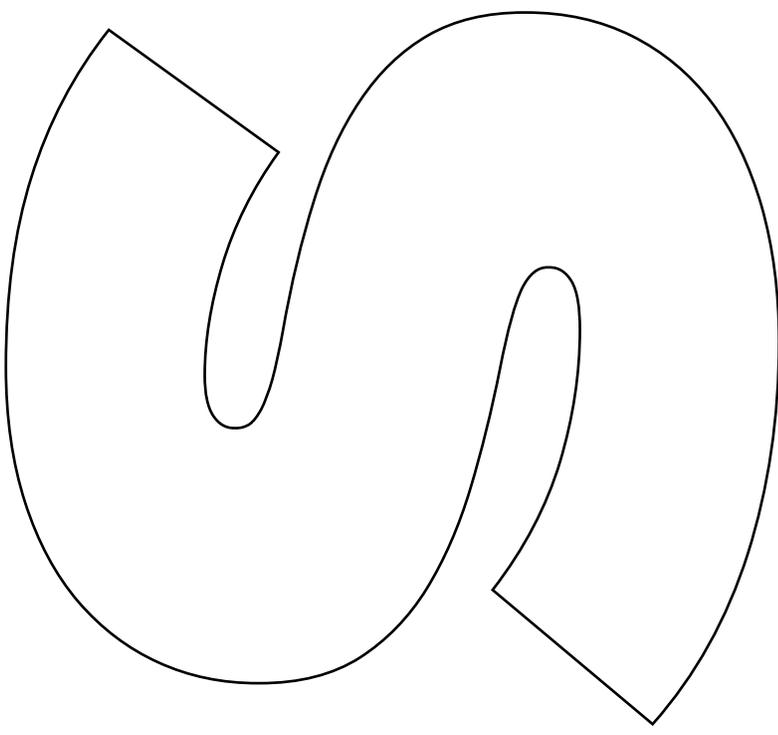
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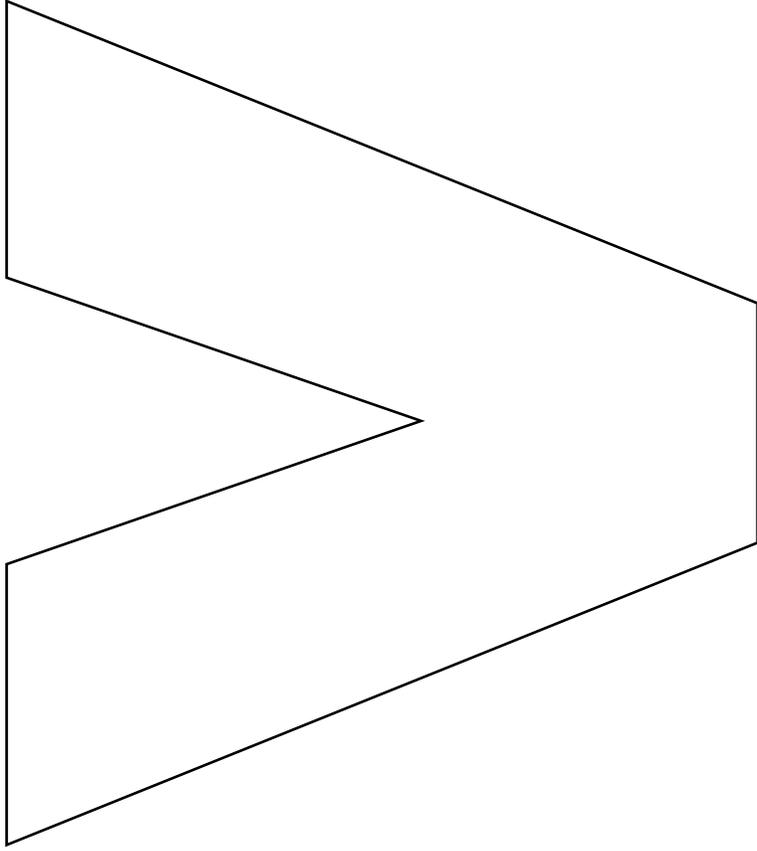
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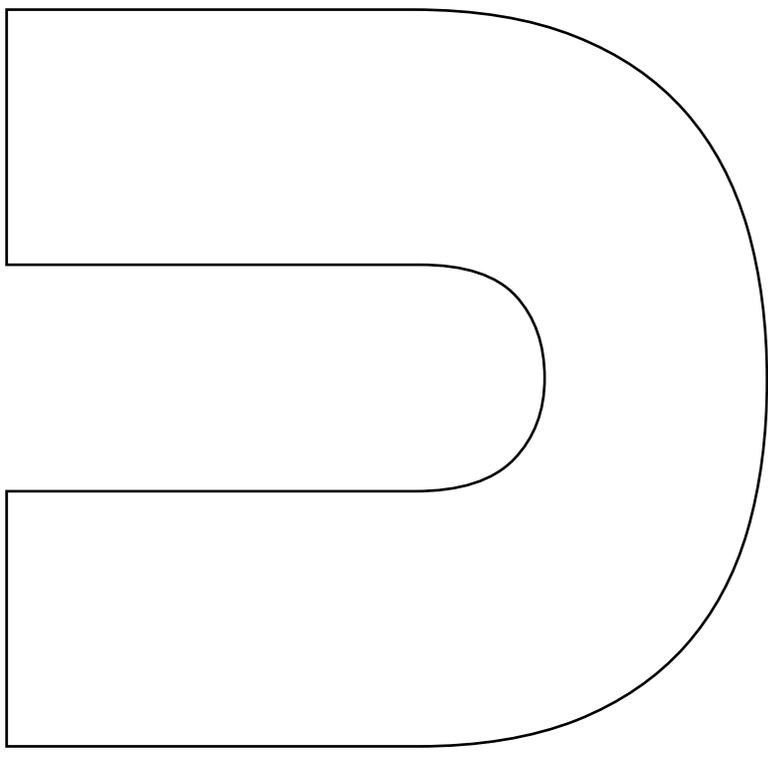
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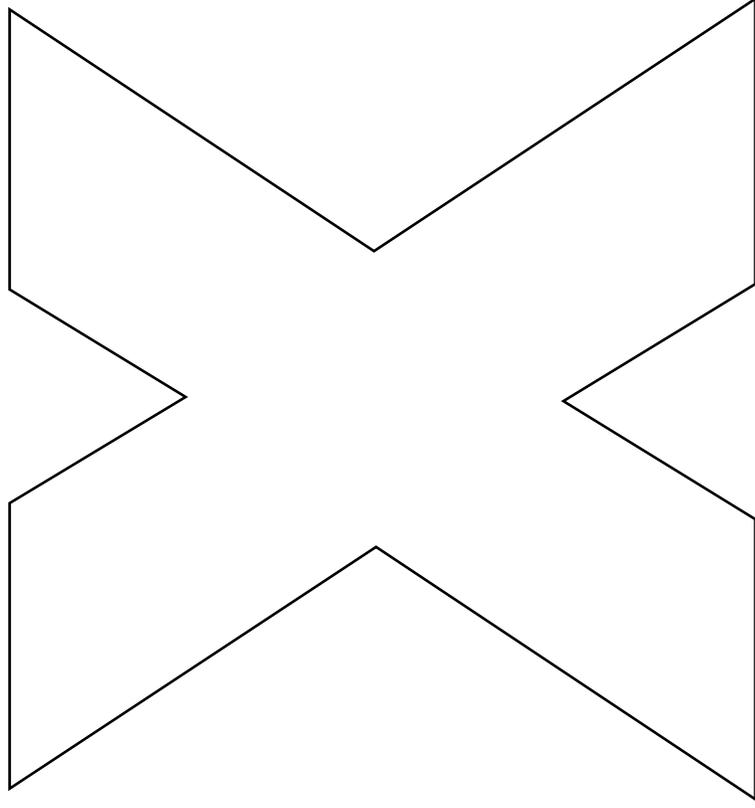
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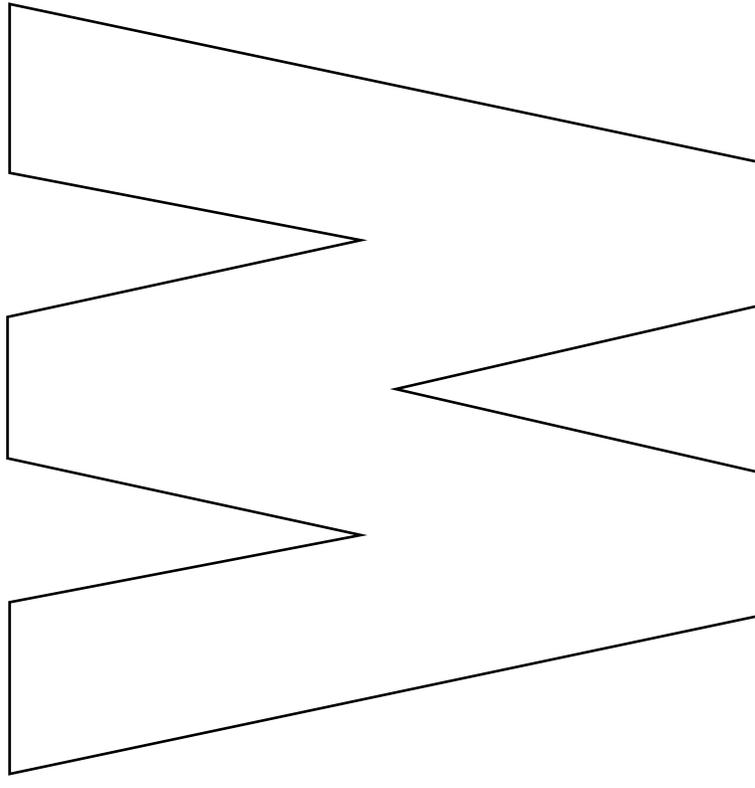
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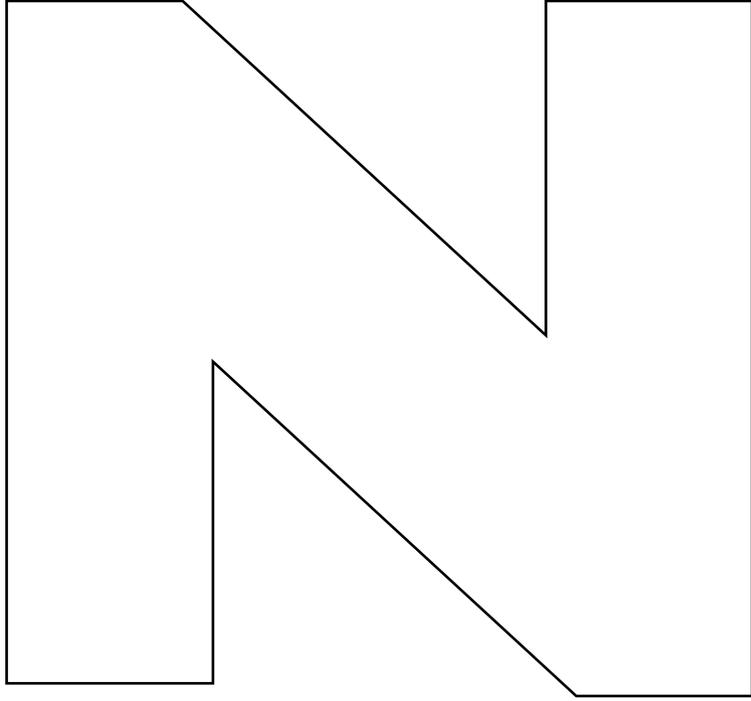
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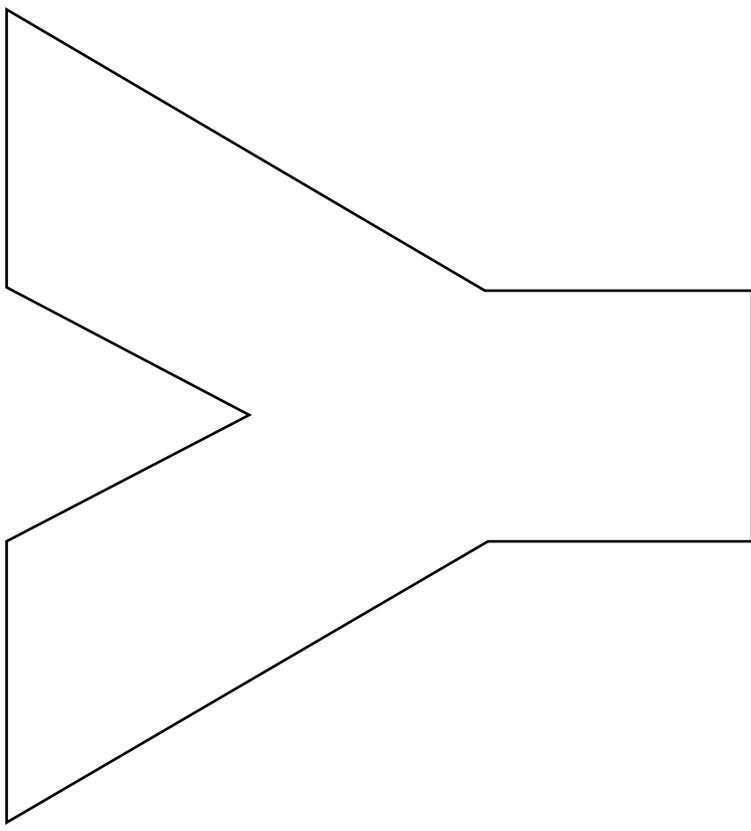
WHAT IS INCLUSION?



WHAT IS INCLUSION?



WHAT IS INCLUSION?





FUN FOR EVERYONE

MAKING OUR PLAYGROUND MAGICAL — DURATION 20-30 MINUTES



GETTING STARTED

- **Learning Intention** - Students will learn about their role in making the playground safe and fun for everyone.
- **Materials/Setup** - Strips of colored paper, permanent marker or pens, stapler(s) or scotch tape



THE ACTIVITY

- Begin by discussing as a class what makes Magical Bridge playground so magical. Allow students to share their ideas about the physical space.
- Then, ask, “How do the people who use our playground change or enhance how magical the space can be?” Allow students to discuss with a partner the impact people have on the playground.
- Explain that our attitudes and the way we interact with a space changes how much fun it is for ourselves and others. When we are kind and safe, everyone can have fun on the playground.
- Hand out three strips of colored paper and pens/markers to each student and ask them to write, one per strip:
 - One idea for keeping the playground safe for everyone
 - One idea for how to be kind/inclusive on the playground
 - One goal they have for trying something new on the playground
- After students have finished their first three strips, invite them to share more ideas on additional strips if they would like.
- As students finish, have them create short chains by bending their strips into loops with the writing on the outside and linking them together. Students can secure their links with staples or tape.
- Bring the class together and invite individual students to share their chains. After each student shares, add their chain to a longer class chain until all the chains are linked.
- Display the chain in your classroom or around the playground as weather permits.



ON THE PLAYGROUND

- As you head out to the playground, remind students about their goals and their ideas for keeping the playground safe and fun for everyone. Invite students to add new goals to the chain as they meet their earlier goals.
- Periodically, check in with students about their goals for the playground. Are they reaching their goals? Do they need help to accomplish their goals?



FUN FOR EVERYONE

PSA FOR INCLUSIVE PLAY — DURATION 20-30 MINUTES



GETTING STARTED

- **Learning Intention** - Students will inspire inclusion on their playground.
- **Materials/Setup** - Whiteboard or chart paper and markers, PSA for Inclusive Play guiding questions, paper and pencils, audio recording devices (optional), PA system (optional), assembly or other forum to share information



THE ACTIVITY

- Begin by splitting the class into groups of 3-5 students. Tell groups that they will have five minutes to brainstorm what makes their Magical Bridge playground so special. How can it be used and enjoyed by everyone in their school community?
- After five minutes, bring the class back together and ask groups to share their thoughts with the class.
- As students share, jot their ideas down on chart paper or a whiteboard to create a list of ideas, tips, and tricks for making sure the playground is safe and fun for everyone.
- After brainstorming, tell students that they will be creating their own public service announcements, or PSAs, to help members of the school community think about how to ensure that everyone feels safe and included on the playground. They will present their finished PSAs to the school community.
- Explain that PSAs are short messages designed to help people learn something important they can use to take action to make something good happen. Encourage students to consider the many different formats they could use for their PSA, such as creating a skit to act out, writing a speech to read, or making an audio recording.
- Have students work independently or in small groups to create a written or pre-recorded announcement or short skit to convey their ideas. Their finished PSAs should be about 60 seconds for speeches or recordings and up to two minutes for skits.
- Invite students to use the class brainstorm list for ideas, if needed.
- This project may be best undertaken over a couple of class periods so students have time to brainstorm, write and revise their scripts, rehearse, and, if relevant, record.
- Set aside time for students to share their PSAs with the class as a dress rehearsal. This can help students further refine their PSAs (content, length, tone) using respectful feedback from their peers before presenting to a broader audience.
- Arrange time(s) for students to share their finished PSAs with the school community. There are many ways to accomplish this, such as during an assembly, inviting other classes to your own classroom for a performance, scheduling students to read their scripts or play their recordings during morning announcements on the intercom, or planning a playground awareness day for students to perform in the outdoor space.



ON THE PLAYGROUND

- As students go out for recess, remind them to think about the ideas their classmates shared in their PSAs for making their playground fun, safe, and inclusive for all.

PSA FOR INCLUSIVE PLAY PLANNER

Names of Group Members: _____

What are some of the special features of your Magical Bridge playground you would like to highlight in your message?

How can your Magical Bridges playground be used by everyone in your school and community?

How should students behave with the equipment?

How should students interact with each other?

What tips and tricks should students know about the playground to make it safe and fun for everyone?

Why is it important to be inclusive on your playground?



LEARNING ABOUT OURSELVES

EXPRESSING SELF-RESPECT — BOOK ACTIVITY — DURATION 20-30 MINUTES



GETTING STARTED

- Learning Intention - Students will reflect about how to respect themselves.
- Materials/Setup - Book: *I Am Enough* by Grace Byers, paper, coloring/drawing/painting supplies



THE ACTIVITY

- Begin by asking students what self-respect is. Give them time to think and invite a few students to share. 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
- Tell students that you are going to read a book about recognizing one's own importance in the world. Though we can learn, grow, and change during our lives, the person you are is important.
- Read aloud the book *I Am Enough*.
- When you are done reading, ask students to take a few quiet moments to self-reflect about what makes them the person they are. What are they proud of? What are their special skills or talents? What are some of their likes and dislikes? What do they hope to accomplish as they grow older?
- After the reflection time, tell students that they will be using their creativity to make self-portraits that focus on their positive attributes and interests. Hand out paper and art supplies.
- Give students ample time to work on their self-portraits.
- Bring the class together to share their portraits and/or do a gallery walk where students display and discuss their portraits. Be sure to allow other students to share positive comments and/or ask respectful questions about what they notice in their classmates' artwork.



ON THE PLAYGROUND

- Start recess with a sharing circle in which each student shares at least two special features or facts about themselves that they can demonstrate or use on the playground, such as, "I am good at teaching others how to play a game," "I am good at taking turns," or "I try to include everyone in the fun."



LEARNING ABOUT OURSELVES

OUR REACTIONS ARE POWER — DURATION 20-30 MINUTES



GETTING STARTED

- Learning Intention - Students will understand how our reactions impact other people.
- Materials/Setup - Scenario cards, printed and cut apart, chart paper and markers



THE ACTIVITY

- Begin the activity by telling students that today they are going to think about how we each react to certain situations and how our reactions can affect other people. As members of a school community, we should each think about how our reactions contribute to making our school a kind and inclusive place for everyone.
- Divide the class into groups of 3-4 students. Provide each group with two scenarios from the scenarios worksheet; more than one group to have the same scenario.
- Instruct students to read each scenario and then discuss as a group how they might react to the situation.
- Provide time for groups to complete their discussions, then bring the class back together.
- Read each scenario aloud and ask students who discussed that scenario to share what their reaction might be in order to make everyone feel safe and included.
- Wrap up by brainstorming as a class ideas for what to do when negative situations arise on the playground. Ask students to think about how they like others to treat them as they consider how to react to situations themselves. As students share, write their ideas on chart paper. If needed, use prompts such as:
 - How would you like someone to talk to you if they were reminding you of the rules?
 - How do you feel if someone yells at you or tries to boss you around?
 - What are some nice ways to encourage classmates to take turns/share/follow the rules/be kind to others?
 - If you were hurt on the playground, what would you want someone to do to help you?
- Display the list in the classroom or near the exit to the playground so students can refer to it if needed.



ON THE PLAYGROUND

- Empower students to be playground stewards by regularly reviewing ideas for how to help when negative situations arise.
- Encourage students to notice opportunities to help stop negative interactions on the playground.



REACTIONS ARE POWER SCENARIO CARDS

A student is gossiping or tattling about someone else.

Two students want to play on the same equipment, but there is only room for one.

A group of students is deliberately excluding someone from play.

Someone is sitting by themselves and looks lonely.

It's time to line up and several students ignore the bell/call.

Someone is obviously hurt, but does not ask for help.



REACTIONS ARE POWER SCENARIO CARDS

A student cannot use the equipment on the playground without assistance.

You overhear a student saying mean things about another classmate.

A student is not letting others have a turn on the swings.

You see a student doing something dangerous on a piece of equipment.

A student brings their own toy to play with. Someone else takes it.

There is a long line at the slide. Students are getting impatient.



LEARNING ABOUT OURSELVES

POSITIVE WORD POWER — VIDEO ACTIVITY — DURATION 20-30 MINUTES



GETTING STARTED

- Learning Intention - Students will learn about the impacts that positive words can have on others.
- Materials/Setup - [Video by SoulPancake: "Kid President's 20 Things We Should Say More Often"](#) (3:31), chart paper or whiteboard and markers, index cards, writing utensils, tape (optional), poster board (optional), laminator (optional)



THE ACTIVITY

- Begin the activity by asking students to raise a hand if they believe that words have power. Explain to students that they are going to be thinking about how powerful the words we use to describe ourselves and to talk to other people can be. When we use positive words to describe ourselves, we feel good. When we say kind things to others, we help them feel good and help make the community a kind place for everyone.
- Tell students that they are going to watch a video about positive words. Show the video, "Kid President's 20 Things We Should Say More Often".
- After the video, ask students to recall the 20 things that Kid President says we should say more often. As students share aloud, write a list on chart paper or the whiteboard. If needed, show the video again so students can complete the list.
- Hand out index cards and instruct students to write their names on their cards, along with a list of three things they will try to say more often to other people.
- Create a class bulletin board to post index cards or have students tape their index cards onto their desk or table as a reminder.



ON THE PLAYGROUND

- As a class, create a list of 20 Things We Should Say More Often On the Playground. Make your list on poster board, then laminate it and post it on the playground.
- Remind students to use their positive phrases while on the playground.



LEARNING ABOUT OURSELVES

THIS IS ME BROCHURE — DURATION 20-30 MINUTES



GETTING STARTED

- **Learning Intention** - Students reflect on themselves and what is important in their lives.
- **Materials/Setup** - Samples of tri-fold brochures to use as examples, Brochure Planning Guide worksheet, This Is Me brochure template, coloring/drawing supplies



THE ACTIVITY

- Begin by explaining that when we share information about ourselves, others can gain a greater understanding of us and we can make more connections, which is important for building community.
- Tell students that they are going to reflect on who they are and what is important in their lives by making brochures about themselves.
- Hand out copies of the Brochure Planning Guide worksheet and provide time for students to complete at least 4-5 of the questions.
- Bring the class back together. Ask each student to share aloud an answer to one of the questions on the planning guide.
- After students share, hand out This Is Me brochure templates and coloring/drawing supplies.
 - Explain to students that they will use their planning guide information and draw pictures to create a brochure that highlights special things about them.
 - If available, show students examples of tri-fold brochures so they can see samples of how to combine text, art/drawings, and color to make an effective presentation.
 - Students can complete just the three interior panels of the brochure or fold the brochure along the guidelines and complete all six panels.
- Provide ample time for students to complete their brochures.
- Then, bring the class together for students to share their completed brochures. Encourage students to ask questions or share positive comments about their peers' work.
- Display brochures on a Who We Are class bulletin board.



ON THE PLAYGROUND

- Allow students to bring their brochures to the playground to share with others and/or post them along a playground route in the building where other students can read them and learn about their peers.
- Challenge students to share at least three facts about themselves that they did not include on their brochure with someone on the playground.

BROCHURE PLANNING GUIDE

NAME _____ DATE _____

Describe some of your external characteristics (hair color, height, birthmarks, or clothing style).

Describe some of your internal characteristics (kindness, intelligence, emotions, or personal qualities).

What skills, hobbies, or interests do you have?

Who is a special person in your life? Why?

Where is a special place you like to visit? Why?

What are your passions? What gets you excited or motivated?

What is something you hope to accomplish, such as a career, a challenge, or a task?



LEARNING ABOUT OURSELVES

A VIBRANT COMMUNITY — BOOK ACTIVITY — DURATION 20-30 MINUTES



GETTING STARTED

- Learning Intention - Students will reflect about how they contribute to the vibrancy of their community.
- Materials/Setup - Book: *The Crayon Box that Talked* by Shane Derolf, crayons, crayon template



THE ACTIVITY

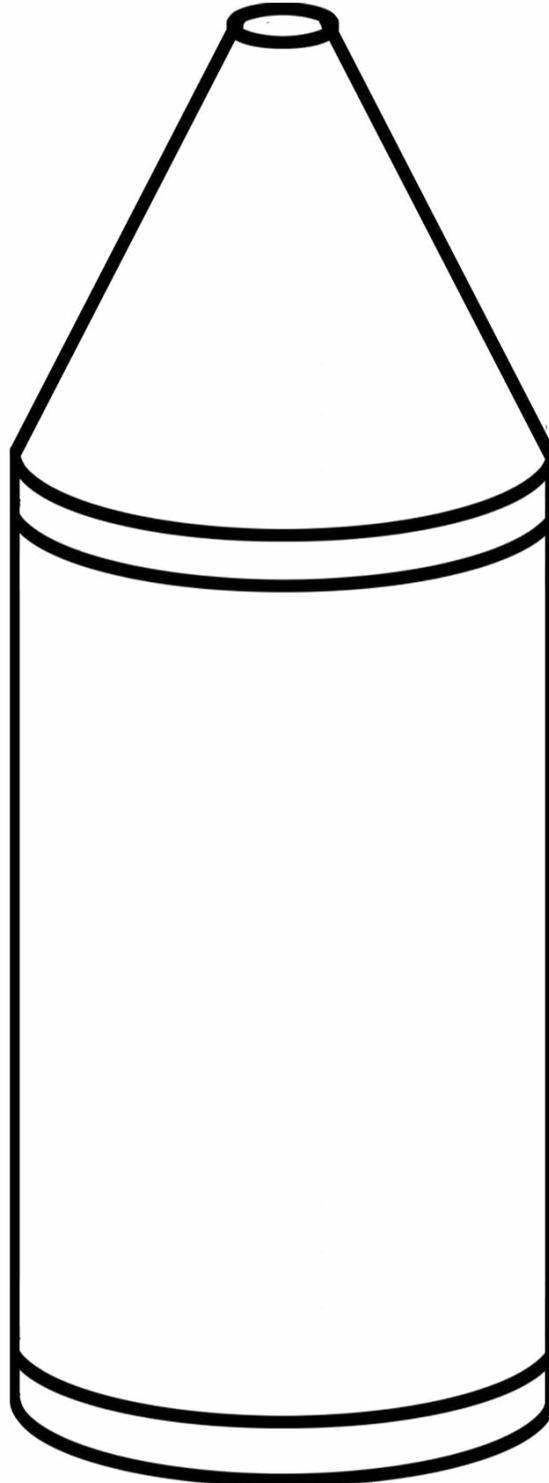
- Begin the activity by asking students, “What makes a community more than just a collection of people?” Give students time to reflect and answer. If needed prompt students to recognize that communities are characterized by people sharing common goals and interests and respecting one another’s contributions. Everyone has something to offer a community.
- Tell students you are going to read a book about community. Read aloud *The Crayon Box that Talked*.
- After reading, facilitate a brief discussion with questions such as:
 - Why do the crayons dislike one another in the beginning of the book?
 - Is it easier to like someone who is more like us then different from us? Why or why not?
 - What changes for the crayons from the beginning of the book to the end? Why do their opinions change?
 - What do the crayons realize after the girl draws the picture?
 - How is the crayon box like a community?
- Hand out crayon templates and crayons and instruct students to decorate their crayons to show at least one thing they do that helps make their classroom community stronger and supportive for everyone.
- Allow time for students to complete their drawings. While students work, prepare a bulletin board to serve as the “class crayon box” where students will display their illustrations.
- Then, bring the class together and have students take turns reading or describing their special fact(s) and adding their artwork to the bulletin board.
- Wrap up the activity by reiterating that sharing about ourselves allows others to learn about everyone’s value to the community.



ON THE PLAYGROUND

- Have students stand in a circle. Start with one student and have kids “count off” by the colors of the rainbow, so the first student is red, the second is orange, and so on. There can be more than one person per color.
- Pick a student to begin the game. This student chooses an item on the playground that matches their color and, in 1-2 sentences, describes how they can have fun on that equipment or in that space.
- Go around the circle until every student has had a chance to contribute.
- Wrap up by giving students time to try some of the playground activities they talked about. Challenge students to try new activities if they can.

THE CRAYON BOX THAT TALKED — A VIBRANT COMMUNITY





LEARNING ABOUT OTHERS

CLASS COLLAGE — DURATION 20-30 MINUTES



GETTING STARTED

- **Learning Intention** - Students will learn why it is important to learn about other members of their communities.
- **Materials/Setup** - magazines, scissors, whiteboard or chart paper and markers, glue sticks, magic markers, butcher or other rolled paper OR poster boards



THE ACTIVITY

- Begin by reminding students that communities are strongest when we get to know the other community members. This includes sharing information about ourselves so others can learn about us, too.
- Ask students to think silently of at least three things that they would like others to learn about them, such as favorite foods, animals, books, movies, colors, hobbies, etc. Then, have students turn to a neighbor and mutually share their three things.
- Explain to students that they will be creating a class collage full of images and words to illustrate each student's attributes and traits.
- Next, call on students in turns to say aloud the three things their neighbor shared with them. As students share about their partners, make a list of the attributes on the whiteboard or chart paper.
- Hand out scissors and magazines. Provide students time to look through the magazines and cut out any images or words that match the list you made. Remind students that this is class collage and they can cut out images that relate to anyone in the class besides themselves.
- After giving students time to find images, bring the class together. Have students share some of the images they found.
- Next, roll out a large piece of butcher or other paper or set out poster boards. Hand out glue sticks and allow students time to glue down their images and words to create a collage that represents three things about each classmate. If using poster board, you can attach them at the back with packing tape.
- When the collage is complete, ask students to each use a magic marker to write their name somewhere on the collage paper.
- Display the collage in the classroom.



ON THE PLAYGROUND

- Encourage students to learn one new thing about someone on the playground. Be sure to share something new about yourself, too!
- Play charades by having each person take a turn to act out a new fact or attribute about themselves they would like others to know about.



LEARNING ABOUT OTHERS

ON BEING DIFFERENT — VIDEO ACTIVITY — DURATION 20-30 MINUTES



GETTING STARTED

- Learning Intention - Students will explore what it means to be different.
- Materials/Setup - [Video by Kids In The House “SportsKid of the Year Nominee” - Ezra Frech](#)



THE ACTIVITY

- Begin this activity by telling students that they will be watching a short video about a kid athlete named Ezra, who has a disability. As they watch, ask them to think about what Ezra has to say about having a difference and focusing on what you have.
- Watch the video, “SportsKid of the Year Nominee - Ezra Frech”.
- After the video, divide the class into groups of 3-4 students. Give one student in each group a copy of the Ezra Frech discussions questions (in box below).
- Provide about 10 minutes for students to discuss the questions in their groups.
- Then, bring the class together for a discussion:
 - Ask each student to share aloud one word that summarizes their takeaway from the video.
 - Ezra says that he likes it when other kids ask questions about his differences. What is one question you would like to ask Ezra?
 - Invite students to share/recap ideas for how to ask someone respectful questions about their differences.



ON THE PLAYGROUND

- Encourage students to make a mental picture of what their outside time is going to look like before going to play. Envisioning and naming safe, inclusive, and positive interactions is the first step in making it happen!
- Recognize your own perceptions of others. Ask what someone is willing and able to do before making assumptions that might exclude them.

DISCUSSION QUESTIONS

Questions about being different:

- We all have differences. What’s one of your differences?
- How do you treat others who are different from you?

Questions about being grateful:

- Ezra believes it’s important to think about what you have instead of what you don’t have. What is something you are grateful for?
- How do you adapt to new situations and circumstances?

Questions about Identity:

- Ezra stated that he identifies as an athlete first, not a person with a physical disability. What are your multiple identities?
- How do you see yourself? How do you think others see you?

Questions about making dreams happen:

- What dream do you have for yourself? For the class? For the community?
- What do you need in order to make your dreams happen?

LEARNING ABOUT OTHERS

PLAYGROUND ACTIVITY WEB — DURATION 20-30 MINUTES



GETTING STARTED

- Learning Intention - Students will understand the importance of similarities and connections with one another.
- Materials/Setup - several yarn balls



THE ACTIVITY

- Begin the activity by gathering students in a seated circle on the floor. Tell students that you are going to talk about connections. We are all connected across aspects of our lives. When many things are connected, we sometimes refer to that as a network or web.
- Explain to students that they will be thinking more about how they are connected to each other by things they like to do on the playground. To show this network, students will create a yarn web with their classmates.
- For the activity, students will be considering if they agree with different statements about playground activities.
 - Select one student to begin, hand them a ball of yarn, and ask them to make a statement about something they like to do on the playground. Instruct other students to raise a hand if they agree with the statement.
 - The student making the statement will then hold onto a piece of the yarn and hand the rest of the yarn ball to someone who has raised a hand in agreement.
 - The student who receives the ball of yarn will then make a statement for classmates to respond to, hold a piece of yarn, and hand off the ball to another student.
 - Repeat the process to form a web that visually represents the network, continuing until every student has had a chance to receive the yarn and make a statement.
- If needed, model two or three passes to show how you hold onto the yarn and pass the yarn ball around the circle.
- Suggest prompts, if needed, such as: *I like swinging high; _____ is my recess monitor; The slide is my favorite; I get dizzy if I spin too fast.*
- When the web is complete, facilitate a brief wrap-up discussion using questions such as:
 - Did the web turn out the way you imagined it would? Make one observation about the completed web.
 - Did you notice who else likes to do some of the same activities as you do?
 - Is there anything about this activity that surprised you? What and why?
- Name an activity that many people showed they like to do.



ON THE PLAYGROUND

- Encourage students to seek out classmates they don't usually play with who showed interest in similar activities to make new connections.



LEARNING ABOUT OTHERS

PLAYGROUND SURVEY — DURATION 20-30 MINUTES



GETTING STARTED

- Learning Intention - Students will understand that different people enjoy different activities.
- Materials/Setup - Playground Survey worksheet



THE ACTIVITY

- Begin this activity by reminding students that we all have likes and dislikes. We may have friends that we like to do some activities with and different friends we like to do other activities with. Sharing some preferences and not others is normal in a community.
- Ask students to share aloud what their favorite Magical Bridge playground activity is. Provide time for each student to respond.
- After students have shared, explain that they are going to conduct surveys to learn more about what their classmates like to do on the playground.
- Have students work individually or in pairs. Hand out Playground Survey worksheets to each student or pair.
- Provide time for students to come up with a survey question about the playground, such as: What is your favorite playground game? What is your favorite piece of equipment?
- Then, allow students to walk about the room and quietly collect data from classmates.
- After students have completed data collections, there are several options for sharing the information, such as:
 - Compiling data and presenting the findings in the school newsletter or as part of morning announcements.
 - Creating a graph during math class
 - Sharing the students' data on the school's website or social media
 - Making a presentation at a school-wide meeting or assembly



ON THE PLAYGROUND

- Choose a recess time when students from multiple classes or grades are on the playground and have students gather data during that time. After recess, give students time to tally their data and make comparisons to the data from just the classroom. How are the results similar? How are they different? What factors might explain the similarities or differences?

PLAYGROUND SURVEY

NAME(S): _____ DATE _____

MY SURVEY QUESTION IS: _____

SURVEY RESPONSES

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



LEARNING ABOUT OTHERS

V.I.P TO ME — BOOK ACTIVITY — DURATION 20-30 MINUTES



GETTING STARTED

- Learning Intention - Students will reflect on the qualities that make people good friends and community members.
- Materials/Setup - Book: *Juana & Lucas* by Juana Medina, V.I.P to Me organizer, writing/drawing implements



THE ACTIVITY

- Begin the activity by asking students if they know what “V.I.P” stands for. Allow a couple of students to share and then reinforce or explain that V.I.P stands for “very important person.” Often, we hear about famous people being V.I.Ps, but we all have people in our lives who are very important to us because they support us in being the best people we can be.
- Tell students that they are going to read a book about a girl named Juana and the people who are important to her. Ask students to think about these questions as you read:
 - *What are the qualities Juana thinks about when she writes about who is special to her?*
 - *How does Juana share information about the people who are close to her?*
- Read aloud at least through chapter 4 of *Juana & Lucas*, stopping at each “summary illustration” of the important people in Juana’s life.
- After reading, invite students to share some of their observations about the book.
- Then, tell students that they are going to reflect on the qualities that make someone important to them. Give students a moment to think to themselves about the people in their lives who are most important to them. They can be family, friends, classmates, teachers, or others who help, care about, and support them.
- Hand out V.I.P to Me Organizers, instruct students to complete their organizers by writing at four short descriptions of what makes their V.I.P special to them. If there is time students can also draw a picture about their V.I.P
- Wrap up by asking students to reflect about what they can learn about how to be a good friend and community member from their V.I.P.
- If desired, create a V.I.P Hall of Fame bulletin board to showcase the students’ work.



ON THE PLAYGROUND

- Challenge students to think about one of their V.I.P’s qualities and how they can emulate it when playing with others on the playground.
- Prior to heading out to a recess, challenge students to keep an eye out for V.I.P behaviors among their peers on the playground, especially around including others, being respectful, keeping safe, and being a good friend. Have a post-recess sharing circle to allow students to share their observations about others’ V.I.P actions.

NAME _____ DATE _____

A V.I.P TO ME ORGANIZER

Juana uses short descriptions to tell others about the important person she is illustrating. Write at least 4 things about why your V.I.P is a very important person in your life. If you'd like, draw a picture of your V.I.P.

MY V.I.P IS _____

My V.I.P is important to me because...

1. _____

2. _____

3. _____

4. _____

