



children's  
kindness  
network

# Moozie's Learning Experiences for Kindness

Edited By  
Dr. Kathleen G. Burriss  
and Dr. Sandra J. Stone

SECOND EDITION



# Moozie's Learning Experiences for Kindness



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Children's Kindness Network (CKN) is a 501(c)3 nonprofit organization founded in 1998.

CKN's mission is to instill the values of kindness in young children through Moozie the cow in various learning environments and spread joy to children through Moozie.

CKN's vision is to shape a world where kindness prevails.

## Contributors

This curriculum was developed in 2015 with the title *Moozie's Learning Activities for Kindness* by an expert team of educators led by Cathey Pilkinton who was a career early childhood educator. This second version with the slightly modified title was revised in 2023 with extensive additions by Dr. Kathleen G. Burriss and Dr. Sandra J. Stone.

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In addition to serving as editor for the *Journal of Research in Childhood Education* (JRCE), she launched and served as founding editor for the *International Journal of the Whole Child* (IJWC). In contrast to traditional academic journals, IJWC provides readers with current research and practical application and does so in a myriad of innovative forms. After stepping down as editor she continues to review for IJWC, where she particularly enjoys supporting the efforts of new writers and international authors.

Dr. Burriss has published numerous and varied research articles and co-edited two books, *It's Elementary* (Crawford/Burriss, 2002, ACEI) and *Outdoor Learning and Play: Ages 8-12 Years* (Burriss/Folks-Boyd, 2005, ACEI). She also co-authored *Understanding Multiage Education* (Stone/Burriss, 2019, Routledge).

Traveling with students several times to Japan, she participated in the Japan-U.S. Teacher Education Consortium (JUSTEC) where her students were involved in home-stays, cultural events and discussions with Japanese university students. In alternate years, she and her American students hosted Japanese university faculty and students.

In addition to presenting numerous academic papers nationally and internationally (China, Russia, Lithuania, Czech Republic, and England) she has visited more than 20 countries in an effort to develop a global perspective. Her knowledge of children's play, outdoor playscapes, appropriate learning strategies and the multi-age environment extends from an initial interest in prosocial behavior. From these many years of writing, researching and teaching, she believes learning and understanding begin with a foundation of relationships. Most relevant to a Moozie connection, she believes relationships build upon a foundation of kindness, respect and regard for differences.

Dr. Sandra J. Stone is Professor Emeritus at Northern Arizona University. Her areas of expertise include children's play, early literacy, and multiage education. She founded the *National Multiage Institute* and has worked extensively with multiage schools throughout the world, in order to contribute to the success and well-being of every child. She was selected by the US Department of Defense Dependent Schools (DoDDS) to support teachers in multiage education in Europe and Asia, working with them for almost ten years. She was invited by the Minister of Education to transform all schools in the Netherlands Antilles to multiage education.

Dr. Stone has also served as editor for the *Journal of Research in Childhood Education* (JRCE) and is a current reviewer for JRCE and a reviewer for *International Journal of the Whole Child* (IJWC) and *Early Childhood Education Journal* (ECEJ). Dr. Stone is the author of *Playing: A Kid's Curriculum*, *Creating the Multiage Classroom*, and co-author of *Understanding Multiage Education* (Stone/Burriss, 2019, Routledge). Dr. Stone consults nationally and internationally.

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## About - Children's Kindness Network

### Our Goal

As adults, we search for ways to assist each child in developing his/her full potential. Sharing with a child how to be kind is one of the greatest and best gifts we can model for, and share with, children. Our goal for the *Children's Kindness Network* (CKN) is to support young children in their own development of kindness by providing ideas and experiences for teachers and parents to guide young children in their own life goals of kindness. CKN's mission is to encourage children to be kind to Self, Others, Animals and Earth.

### Our Ambassador, Moozie the Cow



Moozie is a lovable, gentle character to whom children can easily relate and from whom they learn valuable, lifelong lessons. Sharing the suggestions in this '*Moozie's® Learning Experiences for Kindness*' guide and kit gives parents and teachers an opportunity to make an enduring difference in the lives of children. The myriad of kindness experiences can be naturally incorporated into daily home and school life.

### Defining Kindness

We frequently hear news stories of violence involving children. Taking in these accounts gives us a sense of urgency to teach and model how to relate to one another with kind and acceptable behaviors.

The goal of these learning experiences is to build within each child an understanding of the importance of kindness to ourselves, others, animals, and our Earth.

As parents and teachers, we are looking to support and help children develop an *inward* morality represented as *kindness* which includes empathy, sympathy, gentleness, thoughtfulness, care, helpfulness, charity, compassion, and consideration.

**Kindness** involves inward feelings (emotions), responsive thinking (intellectual decision-making strategies), and appropriate actions (verbal and nonverbal behaviors).

**Empathy** is a feeling for another, responding with sympathy and compassion. Children, especially young children, are naturally egocentric. This means, developmentally, young children are not yet able to assume the perspective of another. Young children are more focused on themselves and their own needs and are limited in their ability to consider the needs of others. Their young age often limits them to experiencing the world from only their viewpoint. However, providing young children with kindness experiences with others can support them as they build empathy and see the perspective of others over time.

**Perspective-taking**, being able to see the needs of others, is developmental and requires time, adult modeling and rehearsal. Although all humans are born with some sense of empathy, the potential to feel and respond to others needs to be nurtured. Referred to as prosocial behavior, children learn to respond with kindness and to express these feelings through words and actions. Research shows that these children are less likely to be bullies or to be violent. They have

developed an inward sense of right and wrong, a personal autonomy that guides their reactions to self, others, animals, and Earth. They have developed a personal responsibility for their own lives within our world.

A child who is kind does not need to rely on a supervisor to enforce rules for his or her behaviors. Children who develop self-motivation and kindness do not require adult intervention and discipline restraints. A kind classroom and home free the parents and teachers to share other enriching learning experiences rather than resort to control mechanisms; instead, parents and teachers can use their time to guide a child's creative expression, problem-solving ability and nurture capacity to kindly explore the world and its people.

**Think About:** *A teacher of young children realized she lost a button from her sleeve. With the children around her, she asked, "Can someone help me find the button?" The children responded, "What will you give us for it?"*

Importantly, kindness in word and action requires no reward, certificate, or coupon; kindness, caring about self, others, animals and the Earth, is its own personal acknowledgement.

## **Kindness: A Way of Life**

Kindness, however, is not an isolated action or a phrase repeated through the day. Kindness becomes a way of arranging the environment with engaging learning centers and experiences, modeling kindness, and serving as a kindness mentor as one interacts with others, so children can authentically engage in kindness as part of their daily lives; in other words, *kindness becomes a way of life*. For this reason, authors refer to the following curriculum as experiences and not mere activities. Activities stand alone and prove to be entertaining and fun for children. However, in contrast, experiences build upon one another and evolve into rich, complex and holistic concepts.

For some children, the notion of kindness is going to be new and not clearly understood. Some children may need additional time to experience kindness and feel assured their environment is a safe place to grow and learn. There is a component of trust when performing words and actions of kindness. This is why the teacher reflecting upon the importance of a kind classroom becomes critical. Similarly, parents consider their personal commitment to support kindness in the home.

The effect, among others, is a capacity to prepare children for a lifetime of kindness, friendship and self-motivation. Kind people are usually happy and share many friendships.

**Think About:** Prior to implementing "Moozie's Learning Experiences for Kindness" in the classroom and at home, take a moment to reflect on your own thoughts regarding kindness.

*"Is kindness a value worth introducing and following through in words and actions?"*

*"Do I believe it is important for children to be kind to themselves and to one another?"*

*"Is it important for children to care about animals and the Earth?"*



# INTRODUCTION

## Introduction to Kindness Experiences

The *Kindness Experiences* are professionally designed and field-tested to guarantee they are *Easy to Share with Children* and *Fun to Learn*. We are using the term *experiences* instead of lesson plans in order to broaden the learning through multiple ways for every child, bringing the nature of learning to a greater depth. This collection is filled with engaging and fun experiences including music, art, play, literacy, the sciences, and creative expressions. Creative expressions are also designed to be used by teachers and/or parents to reinforce goals toward young children's social-emotional development. **The learning design** meets National Association for the Education of Young Children (NAEYC) goals for early childhood Social-Emotional and Cognitive Development.

The **target age groups are ages three to seven**. Curriculum designers blended High/ Scope's Child Observation Record and Head Start Performance Goals into the collections to provide appropriate developmental opportunities in the following areas:

- Social Development
- Emotional Development
- Language and Literacy
- Science and Social Studies
- Creative Arts
- Movement and Music
- Physical Health
- Initiative

**Each experience** includes basic learning goals in the form of **concepts** and easy-to-follow **guidelines** for implementing the experiences. This program also supports parents' efforts to share and model content related to kindness.

## The Teacher or Parent Experience

*Your enthusiasm as a teacher or parent for these experiences is vital to communicating the importance of kindness. Pick out what you are excited about. Then, share it with enthusiasm and joy!*

**Who you are** is more important for getting the message of kindness across than these experiences.

**Your attitude** is more important than what you say or do.

***If children know you care about them, they will try to listen to and imitate you.***

**Children know you care about them when you:**

- Notice them.
- Take time to pay individual attention to them.
- Listen to what they are saying and respond.
- Look behind and beyond the words for meaning.
- Get into their hearts and minds and experience with them.
- Believe in their ability to show kindness.
- Share with the children what you know about what they are experiencing and feeling.

**You can build confidence in children by:**

- Encouraging them.
- Providing them with choices.
- Helping them to consider possible outcomes of their choices.
- Supporting children to verbalize their feelings.
- Helping them fix or change whatever went wrong instead of imposing arbitrary punishments.
- Acknowledging children's struggles and successes.
- Reaffirming their approximations and positive choices.
- Complementing them by pointing out their strong qualities and positive choices.
- Celebrating their successes.

# The Learning Experiences

## Kindness Through Themes

The Moozie kindness experiences provide adults with ways to introduce, model, and reinforce the notion of kindness. However, experiences alone do not adequately instill a long-term sense of kindness in children.

Children, especially young children, need materials, time, practice, and models. Children rehearse and approximate kind thinking and action. This is accomplished by intentionally planning themes that easily highlight kindness to self, others, animals, and the Earth.

Additionally, adults strategically plan for experiences in which children can practice kind words and actions. This means, teachers and parents set the classroom and home as a stage for kindness.

Kindness Experiences are designed to fit into your learning day.

Kindness Experiences are designed to be used multiple times throughout the years.

Kindness Experiences are designed for ages three to seven.

Kindness Experiences can be integrated with themes in literacy, math, science, health, social studies, etc.

Kindness Experiences can be shared by children at the end of the day. Children reflect on what it means to be kind – to self, others, animals, and Earth. For example:

- a child shares how he ate a healthy lunch;
- a child shares how a friend gave her crayons to color a picture;
- another child shares how his friend helped him up after he fell playing ball;
- a child shares how she fed the class fish;
- several children share how they picked up litter from the play area.

## Kindness Through Varied Experiences

### INDOOR EXPERIENCES

#### 1. Whole Group Experiences

Everyone in the grouping participates in the *Whole Group Experience*. For example, *Experience 1* is introducing *Moozie*, the puppet, to all the children. **22 specific whole group kindness experiences** are introduced for teachers and parents to share with their children. The following are additional whole group strategies where kindness learning can be integrated into the process with varied themes.

#### Additional Whole Group Strategies:

##### **Shared Book and Poem (ages 3-7):** *Time About 15 minutes*

The teacher chooses a big book such as *Brown, Brown Bear* (Eric Carle) and a poem such as *Teddy Bear, Teddy Bear*. The teacher uses a pointer to point to the words as he/she reads to the children sitting in front of him/her. The same book and poem are read to or with the children for five days. (See a *list of possible Big Books in the Appendix*).

**Day 1:** Read the book and poem to the children for enjoyment. Discuss vocabulary as needed for understanding.

**Day 2:** Choral read the book/poem with the children. Choose two or three teaching points where children can come up and point to them in the book (letters, high frequency words, punctuation, spaces between words, etc.). The teaching points depend on an understanding of where each child is building in his/her literacy development.

**Days 3 - 5:** Choral read the book/poem again with the children. Review previous teaching points and add one or two more. *Be careful not to overload with skills which may prevent children from following the story.*

Parents may use a small book and poetry page and follow the same procedures for the Shared Book and Poem strategy.

**Occasionally:** Do an extended experience around the book or poem: Innovate the text to something else, dramatize the story, do an art project or an experiment, write a story or poem, etc.

*For an innovation,* make a new big book based on the story. For example, change the words in the book *Brown Bear, Brown Bear* to *Blue Whale, Blue Whale*, asking the children for their ideas. Have the children draw or paint pictures to illustrate the new story. Put the new book together to use for a future shared reading. When possible, introduce a kindness theme. For example, with the animal theme, talk about kindness to animals. Discuss how people rescue bears or whales and care for them before they release them back into the wild.

**Note:** Prepare a poetry notebook for every child. Each child should have a copy of the weekly poem for the child to color or draw and add to his or her notebook. Send the notebook home periodically for the children to share with parents. The children will be building new vocabulary, begin to memorize texts, or read text, and share their understanding when the texts relate to kindness.

### **Songs and Finger Plays (ages 3-7)**

Songs and finger plays may be used spontaneously throughout the day to reinforce and recognize kind actions. Songs and finger plays provide an enjoyable way to learn new concepts and remind children of kind-related actions.

### **Modeled Writing (ages 5-7) Time About 20 minutes**

Modeled Writing is an excellent strategy as children emerge into writing. The *Modeled Writing* strategy can be used to support children in drawing and writing about kindness.

### **The Daily Process**

The teacher/parent introduces a topic to talk about. The teacher or parent may use stories, poems, objects, paintings, toys, etc. After a brief discussion with the children, the teacher or parent uses a large journal or white board to model writing for the children, usually a sentence or two while the children sit on the floor. The teacher or parent uses one of three strategies as he/she writes daily:

- a. *Compose Model:* Have the children help you choose the letters for the words in the short story, listening for the sounds.
- b. *Correct Model:* Write the story and then have the children find certain letters, words, or punctuation.
- c. *Errors Model:* Write the story and have the children find the errors to correct (i.e., I have a dog. Written as "I hav a dg". Choose errors based on your understanding where various children are building their knowledge of writing. Choose errors from simple to complex).

Next, the teacher asks each child what he/she wants to write about. If the teacher or parent wrote about a dog, he/she might ask the children if they want to write about a pet or animal. Each child has a

short conversation with the teacher/parent, the teacher/parent then gives each child his/her writing journal, and a letter chart, and the child goes off to a table area to write.

When every child has his/her journal, the teacher/parent sits at a table to conference with each child after he/she draws and/or writes in the journal. The child shares his/her picture and if there is writing, the teacher/parent praises one or two good things the child is doing and guides the child with one or two teaching points. For example, if the child writes “m p a c” (letters for “my pet’s a cat”), the teacher/parent acknowledges the child’s correct letter choices and then, may scaffold (structure, frame, support) the child to begin hearing ending sounds such as the “t” in cat. The teacher/parent only uses one or two teaching points, so as not to overwhelm the child with errors. Every conference is personal to the child’s understanding.

The teacher/parent does not help the children when they are writing. The teacher/parent waits to conference with each child which is about one minute or less. With this strategy, little by little, children build their understanding of learning to write.

As the children write daily, kindness can easily be integrated into the writing stories where the teacher/parent writes about kindness to self, others, animals and the Earth, in addition to other themes.

#### **Shared Math (ages 5-7) Time about 10 to 15 minutes**

Shared Math is similar to Shared Reading. This whole group strategy is used daily. The teacher/parent explores math broadly with the children. The teacher/parent can use the NCTM Standards as a loose guideline for topics such as numeration or patterns. The teacher/parent is not teaching specific skills, but exploring, for example, numbers, patterns, or geometry. For example, if the theme is about Wild Things, on Monday the teacher/parent has each child choose some small animals to count. Some children will count 3, some 5, and others 15. The counting will vary depending on each child’s understanding. Another day, the teacher/parent may explore patterns where the children will draw on a white board or find patterns in the classroom. Answers will vary depending on each child’s understanding.

For kindness, teachers/parents may tie math into themes such as how many times did you brush your teeth this morning (kindness to self), counting kind acts at home or school (kindness to others), what are the shapes of food you feed your pet (kindness to animals), estimate how much litter could fit in a small container (kindness to Earth), etc.

#### **Shared Science/Social Studies (ages 3-7)**

Science and social studies topics can be shared with children through the whole group strategies such as Shared Reading, Modeled Writing, or Shared Math. Children can also participate in whole group experiences or experiments along with taking field trips or enjoying special guest speakers.

#### **Shared Read Aloud (ages 3-7)**

Reading a book or books every day to your children is important. See the bibliography of kindness books a teacher or parent can use to read daily. Integrate the kindness books in with other books children will enjoy.

## **2. Small Group and/or Individual Experiences**

While children are engaged in choice-based centers, a teacher/parent shares experiences more personally with a small group of children or with an individual child. The suggested goal is to see every child every day either individually or in a small group. Parents may share the experience with one child

or several siblings. Kindness can be integrated into any small grouping. In addition, small kindness groupings are also helpful in personalizing the four areas of kindness.

### **Guided Reading**

Guided reading is where children work in small flexible groups based on need. It is important that children are not referred to with words that identify children as in low, medium, or high groupings. Children are called to a small group by their individual names and groupings change often as children grow in their understanding. Sometimes a teacher may have two groups and other times three or five groups, depending on the varied children's needs. The teacher uses daily assessment tools such as reading development charts, running records and retells as a guide to continually move children forward at an independent or instructional level. Teachers are careful that each child is in a comfortable, not in a frustrating, reading text. Parents may meet with each child individually.

Young children will gradually move from attending to pictures to tell the story, memorizing stories, to reading simple patterned texts, to using strategies (meaning, syntax, phonics) to reading independently.

### **Guided Math**

Guided math is an instructional strategy where a teacher or parent meets with a small group of children, or a child, based on need or interest. Children are not grouped in high, medium, or low groups in order to meet the needs of a set curriculum. The teacher or parent uses authentic assessment tools in order to determine where a child is building in his/her math understandings. The teacher or parent assesses each child frequently in order to move each child to his or her next level in math development as appropriate. With young children, manipulatives are important for children's understanding of math. The groupings are flexible and change often.

### **Guided Science/Social Studies**

The teacher or parent meets with small groups of children based on need or interest to explore the process and content of social studies or science areas, including studies on kindness.

### **Kindness Studies**

Teachers or parents meet with small groups of children (or child) to discuss or share the four areas of kindness (self, others, animals, Earth). Within the small groups or with one child, teachers or parents have opportunities to personalize the process of being kind.

## **3. Choice-based Generic Centers Experiences**

In an early childhood classroom, choice-based centers become an important environment for children's overall learning, but as well for children's learning about kindness. Importantly, children have the opportunity to express kindness to other children as they are enjoying the learning centers.

A child or small group of children engage in a variety of center experiences such as retelling a story, reading a big book or poem, solving a problem, listening to a story, or even painting a picture.

Centers provide children with opportunities for hands-on learning, cooperative learning, social interaction, real-life problems, autonomous learning, and learning for real reasons. Centers provide children with opportunities for personal growth at one's own pace, including learning how to be kind.

Choice-based centers are designed for children to engage in centers they *choose* to enjoy. Children are not assigned to centers or restricted by time spent at centers. Teachers may offer suggestions about what children may enjoy doing at the centers which are sometimes defined by specific materials.

However, choice-based centers are not task-driven. Children follow their interests with choice-based centers. Parents can also set up choice-based centers at home.

For example, at the Writing Center, two boys, ages five and six, decided to make their own counting book about worms. The idea, sparked by finding worms on the playground, originated from the children not the teacher. Choice-based centers provide opportunities for children to develop autonomy, problem-solving skills, and creativity, along with sharing ideas with others. Critically, autonomy, problem-solving skills, creativity and sharing ideas with others are integral toward children understanding how to be kind and then, how to appropriately show kindness. During center time, children practice respecting and being kind to one another.

Some centers are content-based such as a science center, and others are play-based such as the home center. Centers can remain the same during a school year by simply changing some of the materials and potential ideas for engaging in the center on a weekly or bi-weekly basis.

For example, children may be learning about pets for several weeks. In the home center, a pet (stuffed animal) is placed in the home center so the children can pretend to feed and care for the pet. Two weeks later, a trash can is added to keep the center clean. In the science center, children may choose to match animals to their natural habitats (i.e., a bird to a nest, a bear to a cave), play a game with cards such as Concentration, or use the cards to make up a pretend story about caring for animals. Two weeks later, the science center now has materials for children to make their own healthy snack, learning to be kind to themselves.

### **Possible Center Choices:**

#### **Literacy-Based Centers (with Science and Social Studies)**

##### **Moozie’s Kindness Center:**

Create a place in the classroom where the Moozie Puppet “lives.” Decorate the center with a Moozie poster, Moozie story books, and soft floor pillows. Children will enjoy visiting this center to hold the soft, cuddly puppet, showing her kindness. Kindness to self, others, animals, and Earth can be featured throughout the weeks at the Moozie Kindness Center. For example, one week other soft animals can join Moozie where Moozie encourages children to be kind to animals. Another week, toy people can be added with children role playing kindness to others.

##### **Shared Book Big Book Center:**

This center contains Big Books used for the strategy *Shared Reading*. Several pointers are available for children to use while “reading” or pretend to be reading the story. In mixed-aged groupings, often older children engage reading with younger children by choice as a personal act of helping. Big books, such as *Brown Bear, Brown Bear* (Eric Carle), can be theme-related such as the theme about caring for animals (See the *Strategies* section).

##### **Shared Poem Center:**

This center contains copies of the poem for the strategy *Shared Poem*. Children read the poem together and then illustrate or color the poem. Some poems can also be dramatized at the drama center. Integrate poems about kindness into a variety of theme-related poems, including kindness songs and fingerplays.

##### **Art and Crafts Center:**

This center supports children in representing their own feelings as well as helping to express their feelings regarding kindness. Paints, magic markers, crayons, paste, tape, yarn, recyclables (cereal and tissue boxes, ribbon, beads, greeting cards, construction paper, wrapping paper) are available for

children to create and invent. Besides creative materials, an easel and paints are always available for children to use. (This center also represents Constructive Play.)

**Cooking Center:**

This center provides children with experiences of creating healthy food choices as well as sharing products with others. Discussion extends to the relationship between food and Earth, allergies, sugars and waste. *Adult supervision is needed if actual cooking is involved.*

**Library Center:**

In addition to a variety of children's books on various topics and enjoyable stories, identify specific books highlighting friendship, sharing, kind acts, and helping others/animals/earth. See the Appendix. Children visit the classroom or home library to enjoy their favorite books.

**Listening Center:**

Share literacy books of favorite stories (i.e., *Where the Wild Things Are* by Sendak) for children to listen to and read along with the story. Include books about kindness. Add audio and visual examples of the current theme. For example, in reading a story about frogs, have a video showing how frogs live in the wild. Have books available for children to listen to as they read along. Provide books showing different kinds of frogs. Integrate science of learning about frogs with the kindness theme of caring about creatures in our world.

**Music Center:**

Provide music recordings for children to enjoy listening to with friends. Words to favorite songs can be provided. Include the kindness music listed in the various experiences.

**Letters Center:**

Younger children, who may need more exposure to alphabet letters, can play with letter puzzles, magnetic letters on trays, sandpaper letters, alphabet books, and flannel board letters. Materials can be rotated in and out from week to week. Older children in the grouping enjoy playing with the letters with younger children, becoming a model of helping others.

**Puzzles/Games Center:**

Children learn social skills when playing games. Include animal puzzles (i.e., kindness to animals) and games such as *Boggle*, *Hi Ho Cherry-O* and *Alphabet Bingo*.

**Writing Center:**

Have a variety of materials where children can make stories with fingerprints (i. e., Ed Emberly's fingerprint books). Use cut-out pictures for children to make their book to tell or write a story. For older children, provide directions for making books like flip books or pop-up books. For children who are reading and writing, provide simple poetry formats for children to create their own poems. Children can also make their own kindness books with drawings and/or writing. Books can be read or told depending on the child. Rotate different ideas and materials throughout each year.

**Drama Center:**

Set up a stage area with costumes and/or props that align with the theme and support children's efforts to rehearse kind words and actions (see dramatic play ideas). A group of children choose to collaborate to play out stories such as *Where the Wild Things Are* (Sendak), *Amos and Boris* (Steig), or *Little Blue and Little Yellow* (Lionni), as well as acting out the story of *Moozie's Kind Adventure* (Morton). (This center also represents Dramatic Play.)



**Home Living Center:**

The Home Center usually provides kitchen furniture, a table, dolls and a crib. As children pretend to cook meals, take care of the babies, etc., also provide materials for children to pretend feeding a toy pet, add a waste basket for children to collect garbage and litter and provide artificial or real plants that require pretend or real watering. Along with favorite books, add kindness books for children to read to the babies. The Home Center is a wonderful center for children to play out kindness with pretend family members. (This center also represents Dramatic Play.)

**Science Center:**

At the science center, children will be engaged in the science process skills: Observing, comparing, classifying, measuring, discussing/reporting, predicting, and hypothesizing. Also, support children to practice responsibility by caring for animals or plants in the classroom or outside play areas. Along with various science themes, align topics with kindness themes as children explore animal habitats, Earth pollution or conservation (water, natural resources, forests).

**Social Studies Center:**

Provide experiences related to “All About Me,” “All about Different Others” or “Community Helpers.” This center naturally affords children with a range of opportunities to represent and express their understanding and feelings associated with kindness to self, others, animals, and Earth.

**Mailbox Center:**

Children use this center to share pictures with, or write notes to, each other and/or the teacher. Children can use post-it notes to place on a large wall mailbox display. Children often share kind notes or pictures with one another.

**Math-Based Centers**

Math centers provide many opportunities for children to engage in being kind to others such as perspective taking, taking turns, sharing, and making friends.

**Construction Center:**

Provide children with a number of building supplies such as Lego®, Lincoln Logs®, floor blocks, table blocks where children can build houses, castles, cities, robots, and spaceships. Building with these materials are helpful for children’s eventual understanding of concepts of geometry. Tie in kindness as children add play people and animals into their creations. (This center also represents Constructive Play.)

**Manipulatives:**

Create multiple centers with different manipulatives such as tangrams, geoboard, unifix cubes, and pattern blocks. Sharing and taking turns will be a part of working with manipulatives.

**Math Games:**

Provide children with math board games such as *Candy Land*, *Checkers*, and *Number Bingo*. Provide card games such as *Compare* (also known as *War*) or *Go Fish*, and dice games such as *Snail’s Pace* and *Yahtze, Jr.* In addition to enhancing math skills, playing games engages children in taking turns, helping each other, and sharing. (This center represents Games with Rules play.)

**Life Skills Math:**

Life skills math centers (ages 5-7) may be tied to your themes. Five math centers can be created for children to *measure, weigh, estimate, decide or tell time (morning, noon, night or tell time with a clock), and solve word problems* over different themes. For example, if your theme is dinosaurs, children can measure dinosaurs (with string, large paper clips, or rulers), weigh dinosaurs with a scale, estimate how

many dinosaurs are in a box or baggie, make up their own problems such as adding together a number of dinosaurs. Depending on age, some children can record their findings in a math journal. Simple kindness word problems can be created. For example, my pet dog needs three healthy treats every day. I only have one. How many more do I need to take care of my pet? (Kindness to animals).

#### **4. Choice-based Play Centers Experiences**

In addition to learning experiences in choice-based centers, an incorporation of open-ended, choice-based children's play centers are essential. In order for children – especially young children – to internalize a sense of kindness, it is critical they are provided the time, opportunity, and materials to practice, rehearse, and approximate kind words and actions.

Play provides children with many opportunities for children to become aware of the needs of others. For example, two young girls got to the home center almost at the same time. The first girl said, "I'm the mom." The second girl said, "No, I want to be the mom!" The first girl said, "No, I was here first. I'm the mom." The second girl said, "But I want to be the mom." The first girl, seeing her friend's sad face, replied, "How about I be the mom first and you can be the mom second." Both girls happily agreed. Play gives children the opportunity to see the needs of others and to be kind.

Providing time, opportunities, and materials for children to practice, rehearse, and approximate kind words and actions can be accomplished through children's choice-based center play: *Functional, constructive, dramatic, and games with rules*. A teacher-directed experience alone is not adequate to nurture children's holistic understanding of kindness and the subsequent demonstrations of prosocial/kind behaviors.

Through play, children assume ownership of the benefits of kind feelings and actions. Time is required to make choices, handle materials, and complete play events. In planning for play, research recommends 30-45 minutes. Teachers/parents observe, but do not interfere in the children's play.

Keep in mind, young children go through levels of social play including solitary play, parallel play, and group play. This progression through levels of social play is natural and developmental. Very young children progress from solitary play (playing alone with materials), to parallel play (playing in close proximity with other children, but not playing with each other), and group play (engaging in play with other children).

When there are episodes requiring adult support, the teacher does not direct. Instead, teachers and parents support children's recall of the kindness narrative. "What are the words we might use to make a friend/sibling feel better?" "What action might we do to so our playmate is not angry?" "What can we do to help a friend/sibling?" "How can we help a pet or animal?" "What could we do to make our play area safer?"

If the teacher/parent resorts to telling and asking for repetition without understanding, they undermine an opportunity for children to grow in their kindness capacity. It is true, all humans have a natural capacity to empathize – feel for the other; however, this potential requires nurturing through modeling, rehearsing, and approximating. This means, children – especially young children who lack the perspective of others – need time and practice. This is why the teacher's/parent's commitment to a kind classroom/home becomes integral toward each child's successful growth.

## **Possible Play Learning Centers:**

Throughout the year, some centers will provide the same materials. Other times, learning centers will vary to support a particular theme, for example: The farm theme (healthy eating, community helpers, animal life). In all instances, the notion of kindness is integrated, highlighted and reaffirmed.

### **Functional Play:**

Examples include bead stringing, ball bouncing with a friend, hop in boxes, sand shoveling and digging, rock washing, bubble chasing, etc.

### **Constructive Play:**

Some ideas include playdough, fingerprinting, fingerpainting, making masks, house building with boxes, and Lego® and block building. Outdoor constructive play includes building sand mountains, digging holes for water, etc.

### **Dramatic Play:**

Emphasize the use of the drama center for children acting out favorite books, and taking turns during play. Children also dramatize favorite books such as *Moozie's Kind Adventure*, *Goodnight Moon*, and *Berenstain Bears Kindness Counts*. Other ideas include creating drama play centers where children play out their own stories in dinosaur land, the home center, a zoo, an airport, and a restaurant. Children enjoy making up their own stories as they play with each other and gain personal understanding of being kind to others. Children also take on characters and play these roles in outdoor play.

### **Game with Rules Play:**

Children play board and card games such as *Candy Land*, *Chutes and Ladders*, *Go Fish*, *Bingo*, etc. Games for large group areas include *Farmer in the Dell*, *Ring Around the Rosie*, *Old MacDonald*, and *Hide and Seek* with objects.

Games like *hopscotch*, *Red Light/Green Light*, *tag*, etc. are examples for outdoor play.

## **5. Choice-based Projects**

Some children (ages 5 to7) may want to create a project. Instead of going to center choices, one child or several children may want to develop a project. For example, several children ages six and seven decided they wanted to make a castle out of the table blocks. It took the group two days to complete. They shared their castle with their classmates, and it became a play center. The experience provided many opportunities for the children to consider one another with kindness.

At home, a child alone or with siblings may also want to do a project. Perhaps siblings want to build a volcano. With a parent's help, they do the planning together, helping one another to accomplish the goal.

Choice-based projects support children in interacting with others in meaningful ways, engaging children's minds and promoting positive social development.

## **6. Play based on Field Trips and Resource People:**

Related to various field trip experiences and discussions with experts, create specific dramatic play centers. For example, after visiting *the Farm*, create a farm play center with small toy animals, a barn, a farmer figure – and Moozie, of course. Another option is to bring in a bale of hay, straw hat and toy farming tools for a dramatic play learning center. After *Visiting a Plant Nursery*, follow-up with building

a nursery to sell plants or planting an inside or outside garden. Children assume responsibility in caring for the plants.

## **OUTDOOR EXPERIENCES**

In all instances, consider how the outdoors serves as an extraordinary opportunity for children's holistic learning. Regardless of the setting (urban, rural, suburban), the outdoors is a natural context for children to learn about self, others, animals and Earth.

The outdoors is a vibrant learning environment. As an instructional arena, it may introduce new topics, ensure field trips and additional options to maintain learning or provide children with opportunities to extend content. Importantly, the outdoors is not a reward for completed indoor classroom work, limited to gross (large muscle) events or restricted by weather. Rather, the outdoors, similar to the indoor classroom supporting traditional learning, contributes toward children's physical, intellectual, and social-emotional development and allows for learning not possible in the traditional indoor classroom. Rain, wind and snow provide children with authentic learning experiences. The outdoors as a classroom ensures a natural context for learning.

Where more than the outdoors can children experience a sense of self as they explore nature and their individual potential; where more than the outdoors can children call out to run, jump and support one another; where more than the outdoor classroom can children observe animals in their natural habitat; and finally, where more than the outdoors can children acknowledge the Earth and their particular role as advocate. Whether as a teacher or a parent, you will find the outdoors an excellent and important learning experience for every child.

## **Mixed-Age Grouping**

Often in early childhood settings at home or in school, children enjoy being in mixed-aged groupings such as three-and-four-year-olds, four-and-five-year-olds, three-, four-, and five-year-olds, as well as groupings of five-, six-, and seven-year-olds. The mixed-age groupings provide children with a family atmosphere where the children are not only cared for, but also care for and respect one another. The mixed-age grouping optimizes every child's learning as they have the opportunity to interact with one another.

The benefits of mixed-age groupings include opportunities for mixed-age children to interact and learn from each other across whole child learning - socially, emotionally, cognitively, and physically.

*Socially.* Research has found that in mixed-age preschool groupings of three-, four-, and five-year-olds, all the children strengthen their own social skills as they engage with one another. Children become more cooperative, gain more prosocial skills such as helping one another.

Teachers in an early childhood center of three-to-five-year-olds found that the older children were more likely to help care for and comfort an upset younger child. Children express kindness to one another as they learn how to care for each other and respect differing abilities. Younger children eventually become the older children in the grouping; the formerly younger children are now the older children who become mentors and caregivers for the younger children. Parents often see the social benefits of mixed-age children in their families.

*Emotionally.* Several years with the same teacher, gives each child time to learn how to control their emotions. Stress is reduced and children's self-confidence is enhanced. Whatever the age, each child, as a respected human being, gains a sense of personal self-worth and self-confidence which supports children's understanding of kindness to self.

*Cognitively.* Mixed-age children scaffold learning for one another. For example, children engage in "cognitive conflict" more often in mixed-age groupings. As children may disagree about something, they are led to explain themselves to one another. The conflict leads children to think through their own understandings and to change or confirm their own understandings.

Mixed-age children become good listeners and speakers, increase their thinking skills, scaffold literacy and math for one another, and enhance each other's imaginative and creative play. As they grow cognitively, they learn not only how to be kind to others but also kind to animals and to the Earth.

*Physically.* In mixed-age play, older children adjust their outdoor play so younger children can participate, becoming helpers to the younger children. In indoor experiences, children also model and scaffold fine motor skills for each other when creating projects. At home, parents often see how an older sibling supports the play of a younger sibling.

As diverse, mixed-age children engage one another across multiple areas of learning, they are also understanding how to relate to one another and to the world with respect and kindness.

As much as possible, as a parent or teacher, ensure mixed-age collaboration among children.

## The First Day: Meeting Moozie

### Introducing Moozie the Cow

#### New Vocabulary

Moozie  
Kindness  
Moozie Moment  
Self  
Other  
Earth

The first experience in this booklet is **Introduction Day** when the children are introduced to the Moozie Puppet and her **Moozie's Kind Adventure** storybook. Moozie's core message is 'Always Be Kind', which is supported by four important 'legs': Be Kind to Yourself, Be Kind to Others, Be Kind to Animals, and Be Kind to Earth. The collection of experiences moves methodically from the center of the child's circle, him/herself, to the ever widening rings of awareness of others, animals, the environment, and Earth.

Ask children what Moozie sounds like. Children can enjoy expressing their interpretation of being a "mooring" cow.

To emphasize directions or advice, **use** "Moozie **says....**" Say: "What would Moozie do?" "What would Moozie say?" "Tell me a Moozie kind word." **Children love repetition.**

### Moozie Kindness Center

Introduce the **Moozie Kindness Center**. It could be a tent decorated like a haystack or barn or just a special chair or area in the classroom or home.

**Moozie Moment: A Space for Reflection:** When children have behavioral or emotional problems, use Moozie to talk it out with them. The Moozie Kindness Center can be a place for a "Moozie Moment."

*Be cautious this space is not associated with punishment, separation or isolation. This is a quiet place where children think and become calm. When a child is upset, angry, or overly excited, ask him/her to take three big deep breaths. Importantly, this is not a "time out;" this is a safe Moozie place with no implications, judgements or consequences. This reflection time helps children learn to self-regulate. Soon, through their own initiative, children will be asking for a 'Moozie Moment' when they feel it is needed.*

**A Moozie Kindness Center** can also be a place where children enjoy playing with the Moozie puppet, a place for playing out Moozie adventures, and reading Moozie books and other books about kindness. (See the appendix for a list of kindness books).

# Experiences

## Concepts Framing the Moozie Curriculum

In order to nurture young children's emerging understanding and practice of kindness, the Moozie curriculum is strategically integrated and provides a range and variety of learning experiences. This curriculum supports children's developing sense of self, other, animal, and Earth through literacy, social studies, science, fine and gross motor and art learning experiences. The concepts provide a connected, relevant and consistent theme describing and practicing kind thinking, kind feeling and kind action.

Experiences are designed to be shared in a whole group, small group, individually, or in choice-based centers or projects and easily fit into existing curriculum or learning goals for teachers or parents.

Experiences with several components may be used more than one day. Reinforce social skills by repeating the experiences at a later date or tie them in with a book or other experiences containing a similar goal or principle. Spin-off experiences can be used at a later time or at home to reinforce principles already shared with the children.

The experiences are appropriate for ages three -seven years; more time and repetition are important for younger children. Repetition of experiences and songs become more important for three-year-olds. Learning self-regulation and social skills are a process!

The songs, poems, and finger plays may be used spontaneously throughout the day to reinforce, recognize, and acknowledge kind behaviors. Songs provide a fun way to learn new concepts and remind children of simple actions or behaviors. Repetition of songs, poems, and fingerplays helps non-English speaking children learn English.

Having props (toy ducks with a book about ducks or toy frogs with a frog family story) along with the Moozie Puppet help initiate more conversation among the children and reinforce the pro-social behaviors being shared.

***Taking deep breaths:*** To calm children, get their attention and help them focus, try this: "Everybody take three **deep breaths.**" Demonstrate for the children taking deep breaths and exhaling through the nose.

Importantly, it is valuable to take time at the end of the school day or at home for reflection where you **summarize and evaluate** the day's kindness learning with the children.

***Bulletin boards, wall and table displays*** can also be utilized anytime to support kindness and other learning goals.

# KIND TO SELF

## Experience 1 Moozie Introduction Introducing Moozie to the children

Concepts: Moozie is a friend. Moozie has many experiences to share.

### EXPERIENCES

#### **Whole or small group** **Moozie Puppet Introduction**

Introduce the children to the Moozie Puppet. Children will find the puppet soft and cuddly and will want to hold her. Leave the Moozie Puppet in the Moozie Kindness Center area of the classroom or at home where children can pet her and show her kindness.

As Moozie greets each child, let the children know Moozie is a special friend who will enjoy spending time with them. She has some very important feelings to share with them.

#### **Choice-based Centers**

##### **Moozie Poster/Center**

If you have a Moozie poster, place the poster in the Moozie Kindness Center, or in an area of the classroom or home where it can easily be seen by the children. At the Moozie Kindness Center, children can enjoy playing with the Moozie puppet, read Moozie books, and dramatize Moozie stories. See <https://www.moozie.org/teaching-assets/> for Moozie poster.

#### **Whole or small group**

##### **Read Aloud: Moozie's Kind Adventure**

Read the *Moozie's Kind Adventure* storybook to the children. Invite the children to help you with the Mo-o-o sounds.

Discuss how the children feel when someone is kind to them as Moozie was to the ducks.

#### **Whole Group**

##### **Shared Reading**

Read the big book called *Big Red Barn* (Margaret Wise Brown) or *Old MacDonald Had a Farm* using the 5-day process.

#### **Developmental Skills**

- Listening
- Following Directions
- Retelling/Dramatizing Stories
- Counting

#### **Supplies:**

- *Moozie's Kind Adventure* Storybook
- Moozie Puppet
- Old MacDonald's Poem/Song
- *Big Red Barn* Big Book
- Moozie Poster
- Parent(s) Sample Letter

#### **From Experience Resources #1**

- Music: *Six Little Ducks*



### **Whole Group**

#### **Shared Poem**

Read the poem/song *Old MacDonald Had a Farm*. Use just the verse about the cow. Print the verse on a large poster board. Sing or say the rhyme using the 5-day process.

### **Whole Group**

#### **Shared Math**

Using small toy cows and or farm animals, ask the children to count as many cows/animals as they can. Some will count three, some eight, and some fifteen or more, understanding that each child will be at a different place in his/her counting abilities.

### **Whole Group**

#### **Shared Music**

Using '*Six Little Ducks' Song*', play and sing the *Six Little Ducks* song by Dr. Moore -*Appendix #1*. Children will enjoy lining up and performing the actions for this song.

### **Choice-Based Centers**

#### **Drama Center**

Children may choose to act out the story *Moozie's Kind Adventure*. Children may take turns being Moozie and the other children being the ducks.

#### **Science Center**

Share information about how cows are mammals. Add books about various mammals that children may look through or read.

#### **Art Center**

Children may choose to paint cows or create cows with playdough.

#### **Puzzle Center**

Add cow and farm animal puzzles to the center.

#### **Music Center**

Add the "*Six Little Ducks*" Song to the Center.

### **Take Home Item**

Give each child a copy of the parent letter to take home. Read the letter to the children.

The Parent Sample Letter is available at <https://www.moozie.org/wp-content/uploads/2023/10/Letter-to-Parent.pdf>

### **Whole Group or Small Group**

#### **Spin-Off Experience**

### **Role Play Moozie's Kind Adventure**

Ask the children if they can tell the story of *Moozie's Kind Adventure*. Explain they are going to make a play of the story. Walk the children through the story.

Ask children to volunteer to be ducks. Ask the children what the ducks are doing in the water. Encourage their interactions.

Ask for a volunteer to be Moozie. Ask the children what cows do and encourage 'Moozie' to role play.

Ask children to volunteer to be the herd of cows on the trail. Ask the children what is happening and encourage the appropriate movements and sounds.

Remind the actors that Moozie is the only one who understands that the ducklings are facing danger. Ask the children if they remember what Moozie does to stop the cows.

Leave the book and simple props at the choice-based drama center for children to dramatize Moozie's kindness to the ducks.

Children can act out the story at home with parents. Stuffed animals can serve as cows and ducks.

## **Teacher Notes**

## Experience 2 Self Image

# I Am Special Because I'm Just Me!

**Concepts:** *Appreciate people are special.*  
*Acknowledge people are different.*  
*Develop self-esteem.*  
*Acknowledge the value of self.*

### EXPERIENCES

#### Whole Group

##### I am Special

At Whole Group time, explain to the children that each child is special, even though we are different in many ways. We need to love ourselves and know we are special so that we can love others. Parents can do the same with their child or children.

Have the children listen to and sing, *I am Special* (Appendix 2).

Ask the children who is special to them.

Discuss what makes people special.

Look in the mirror. As the child is looking into the mirror, ask:

*"Tell me, how special are you?"*

Some children will say the same things as other children.

With some variation, this sameness/repetition is acceptable.

Verbalizing this notion of being special and unique may be new and difficult for some children.

Developmentally, this help is appropriate.

Importantly, each child begins to realize he/she is special.

#### What Makes a Child Special?

Examples may include:

Their family loves them.

There is only one of them in the whole world.

They are kind and will be a good friend.

They make others laugh.

They are helpers.

They say kind things.

They have a wonderful grandma or grandpa.

#### Whole Group

##### Shared Reading

Read *From Head to Toe* (Eric Carle) using the 5-day process.

#### Developmental Skills

- Building Self-Confidence
- Family Member Application
- Gross Motor
- Fine Motor
- Music
- Following Directions
- Emergent Writing
- Listening/Communicating
- Drawing

#### Supplies:

- Pencils/Crayons/Markers
- Scissors
- Unbreakable Mirror
- 8 1/2" x 11" Paper

#### From Experience Resources #2

- Music: *I Am Special*
- Music: *I Like Me*

## **Whole Group**

### **Shared Music: “I Like Me”**

Have children stand up, listen to, and sing, *I Like Me* (Appendix 2).

Explain each child looks differently because we are all unique. For example, call attention to the color of eyes and hair, etc. Avoid references to clothing, shoes, jewelry, or hair bows. Point to the parts of the body as they are named in the song.

## **Whole Group or Small Group**

### **Shared Game: “Simon Says”**

Have children play the game “Simon Says.” Use commands such as Jump, Hop, Wave, Sit Down, Stand Up, and Hug Yourself. If “Simon” leaves out “Simon Says,” before giving instructions, anyone who did the action sits down.

## **Whole Group**

### **Modeled Writing**

Using the *Modeled Writing Strategy*, read the book *I Like Me* (Nancy Carlson) which is about helping children feel good about themselves. (Use a similar book or have a discussion about how everyone is different and unique). Each child may choose to draw a picture of himself or herself in their journal and write or tell what makes him or her unique.

## **Choice-Based Centers**

### **Moozie Kindness Center**

Children may share with Moozie what makes them special.

### **Home Center**

Children may share with their pretend family members what makes them special by doing kind acts such as taking care of the babies, fixing dinner for the family, etc.

### **Art Center**

Children may paint a picture of themselves doing something special and kind.

### **Listening Center**

Children may listen to the song *I Like Me*.

### **“I am Special” Take-Home Project**

Create a child stencil for the children's use. Give each child a piece of 8 ½ x 11 inch paper and pencil/crayons.

Ask children to trace a child stencil onto their piece of paper.

Ask children to use crayons to draw hair and body parts.

Children will be able to draw clothing on the body.

Optional – if able, children can cut out the body shape.

Each child prints his/her name on the sheet. Some children may need support.

Ask children to take their drawing paper home and talk with their parent(s) about how people in their family look the same and different, but how each one is special.

***Whole Group or Small Group***

**Spin-Off Experience**

**Body Trace**

Lay large pieces of butcher paper on the floor; have each child lie down on a piece of the paper.

Make an outline of each child on the paper.

Have the children draw head, hair, body parts, and color clothing on their outlines.

As needed, help/support children's efforts.

**Teacher Notes**

## Experience 3 Belonging

### Moozie's Circle of Kindness

**Concepts:** *Acknowledge the importance of belonging and feeling accepted which leads to self-confidence and personal happiness.*

#### EXPERIENCES

##### **Whole Group**

##### **Moozie Circle of Kindness**

Draw or make (use green chalk, tape, or string) a big circle on the floor or rug - big enough so all of the children can sit around the outside of the circle.

Put the Moozie puppet in the middle of the circle.

Tell the children Moozie likes being in a big Circle of Kindness.

Have Moozie invite them to join her inside the circle and to sit down.

You may want to provide children with examples of what is meant by being special.

Children will need help with this concept. Examples include: making a friend laugh, helping a friend with a project, helping the teacher tidy up a table, picking up a dropped crayon for another, saying "good morning" to the bus driver, inviting others to play in a game, sharing toys during playtime or sitting with a friend when they are sad. Avoid references to hair, clothing or achievement. Moozie wants everyone to be included in the Circle of Kindness.

**Because you are YOU – this makes you special!**

##### **Whole Group**

##### **Shared Reading**

Read the big book called *Five Little Ducks* using the 5-day process. Share how the ducks were part of a family of ducks. Focus on the concept of belonging.

##### **Choice-Based Centers**

##### **Moozie Kindness Center**

Children may share with Moozie that she belongs in their class or home.

##### **Home Center**

With playmates, children may create a "family" at the home center.

##### **Lego Center**

Children may create Lego families of people or animals who belong together.

##### **Art Center**

Children may create a circle and draw who is in their family circle.

##### **Developmental Skills**

- Building Self-Confidence
- Listening
- Communicating Using Words and Sentences

##### **Supplies:**

- Moozie Puppet
- Tape or Chalk

## Writing Center

Children may write or tell a story with pictures of their family or about a family of animals. Some children may want to write about when they feel they belong *inside* their family circle or circle of friends.

## Game Center

Children may match pictures of animal parents with animal children, showing they belong.

## Social Studies Center

Children may create a community and add the people who belong to the community. Use blocks and people figurines.

## Whole Group or Small Group

### Spin-Off Experiences

## Moozie Kindness Circle Table Display

Create a table display which includes yarn or string tied to create a circle. Small photos of the children in your class (family or neighborhood friends for parents). Discuss feelings of belonging and being included in your family, neighborhood friends, or class friends. Discuss feelings of not being included. Questions could include:

What if all the friends were in the circle playing together and there was one child outside of the circle. This child has no friends and no one to play with. What can the friends do to help this child become a friend? What would you do?

How would you feel if you were the child without a friend to play with? How would you feel if you were in the circle playing with all your friends and you saw this child outside the circle and all alone? If you were alone and had no friends to play with, what would you say? How would you feel if you were not with other friends?

Children can use the table display as a play center to play out their own stories of inclusion and exclusion.

## Family and Friends Portfolio

As teacher or parent, create a portfolio notebook for each child. Include individual photos of the child's experiences with friends and/or family. Include photos of family pets. Focus on each child's sense of inclusion and belonging.

## Teacher Notes

# Experience 4 Emotions

## Emotions

**Concepts:** *Acknowledge a range of positive and negative feelings. Become aware of socially appropriate demonstrations of feelings.*

### New Vocabulary

Emotions  
Feelings  
Expressions  
Gestures  
Happy  
Sad  
Scared  
Surprised  
Angry  
Frustrated  
Excited

#### Developmental Skills

- Awareness of Emotions
- Gross Motor
- New Vocabulary Words
- Recognition of Words
- Expressing with Words/Sentences
- Understanding and Following Directions

#### Supplies:

- Color Markers/Crayons/Pencils
- Animal Emotion Pictures

#### From Experience Resources #4

- “Guess How I Feel” Graph

## EXPERIENCES

### Whole Group

#### Role Playing Emotions

Talk with the children about how important it is to know how we feel about different things that happen during the day, whether we are at home or at school. Explain that another word for “feeling” is “emotion”.

Show children each of the six (6) animal cartoon pictures representing happy, sad, surprised, angry, frustrated, and excited emotions.

See <https://www.moozie.org/wp-content/uploads/2023/10/Pictures-Animal-Emotions.pdf>

Discuss each emotion by asking:

What is each one doing to let you know he/she is happy, sad, etc.?

What do you do when you feel this way?

What does it feel like to be happy, frustrated, or excited, etc.?

Invite the children to change the expressions on their faces and use body positions and gestures to demonstrate the six different emotions.

Ask a child to secretly pick one of the emotions from the animal cartoon pictures and express the feeling, without naming it, to the other children. Invite the other children to imitate the expressions and guess the appropriate feelings.

Place the six animal cartoon pictures at the Drama Center or play area at home where the children may role play and dramatize the different emotions.



Refer to the pictures when you see a child expressing any of these emotions during the school day or at home. Help the children verbalize the feelings and name the emotion. (Be aware sometimes children with special needs may need additional support because they may not accurately read facial expressions.)

### **Whole Group**

#### **Shared Reading**

Read the Big Book *Where's My Teddy?* (Jez Alborough) using the 5-day process. This book invites several emotions while Freddy tries to find his lost teddy bear.

### **Whole Group**

#### **Shared Poem**

Share the poem *Little Miss Muffet*.

##### **Little Miss Muffet**

Little Miss Muffet sat on her tuffet,  
Eating her curds and whey.  
Along came a spider  
Who sat down beside her  
And frightened Miss Muffet away.

Use the poem to discuss the emotion of being *scared*. Print the verse on a large poster board. Choral read the poem using the 5-day process. Add a copy of the poem to each child's poetry notebook.

### **Choice-Based Centers**

#### **Moozie Kindness Center**

Children may share with Moozie different emotions.

#### **Drama Center**

Children may act out the six animal cartoon pictures of different emotions.

#### **Science Center**

Using a stethoscope, children may listen to their own heartbeat. Children may make a poster with cut-out pictures showing how to keep a healthy heart: Eating healthy foods, playing, exercising, and spending time outdoors.

#### **Art Center**

Children may draw or paint pictures that show someone being happy, sad, excited, etc.

*Heart finger painting:* Children may paint happy heart cutouts and then share the happy heart(s) with someone they want to make happy.

#### **Math Center**

Children may count some of the happy hearts created in the art center.

#### **Writing Center**

Children may create a book such as a pop-up book that describes a time that they were excited, scared, angry, or surprised.

## Music Center

Children may play music that makes them happy, sad, scared, excited, etc. Children may listen to different types of music and dramatize the emotion they may feel.

## Doctor or Hospital Center

Obtain a stethoscope for children to play doctor. Children may listen to the heart beat as a part of playing being a doctor.

## Spin-Off Experience

### Face Masks

Give each child four paper plates.

Have each child draw four face masks: happy, sad, angry, and scared on each of the plates. Adult support may be required using words, examples and demonstrations. "How does a happy mouth, brow or eyes look?"

Tape a stick to the back to hold it up in front of the face.

Dialogue:

1. Ask: *"Which one looks like your face when you are happy?"*

(Have children select their 'happy' mask.)

*What makes you 'happy'? Who would like to hold the 'happy' mask in front of your face and tell us what has made you feel 'happy'?*

2. *Sometimes you said you feel angry when you are left out.*

Repeat the above sequence, this time using 'angry' in place of 'happy'.

3. *There is another feeling we sometimes have - being scared.*

Repeat the sequence, this time for the feeling of 'frightened'.

*Note:* At school or at home support each child's varied feelings in constructive and appropriate ways for young children. Each child should know that you as an adult is always there to be helpful as the child learns how to manage his or her varied emotions.

## Teacher Notes

## Experience 5 Healthy Eating

# Grow Up Strong With Veggies and Exercise

**Concepts:** *Acknowledge particular foods are necessary and kind to our bodies. Acknowledge active play (exercise) is important and kind to our bodies.*

### EXPERIENCES

#### Whole Group

#### Marching to the “Corn on the Cob” Song

Listen to and sing the *Corn on the Cob* song by Dr. Thomas Moore - See *Appendix#5*.

Have the children stand. Lead them in a circle as they listen to the song.

Teach a variation of marching called *Cross Crawl*: Cross the right hand over the midline of the body to touch the lifted left knee while stepping with the left foot and the opposite while stepping with the right foot. (Development of bilateral movement skills helps whole-body coordination. See *Brain Gym* in the Appendix.)

Share how “food” like corn and exercise like “marching” help our bodies grow strong.

#### The Cross and Crawl Exercise



#### Developmental Skills

- Awareness of Emotions
- Building Self-esteem
- Family Member Application
- Gross Motor
- Fine Motor
- Music
- New Vocabulary Words
- Recognition of Words
- Expressing with words/sentences
- Understanding and Following Directions
- Emergent Writing
- Math

#### Supplies:

- Vegetables
- Glue/Colored Markers
- Paper Plates/Scissors
- Plant Nursery Catalogue
- Basic Geometric Shapes

#### From Experience Resources #5

- Veggie Graph
- Music: *Corn on the Cob*

### **Whole Group**

#### **Movement to Music**

For indoor exercise, children can move to Music Action Songs such as the *Hokey Pokey*.

### **Whole or Small Group**

#### **Vegetable Tasting**

Coordinate with parents to bring various vegetables to class for children to sample. Some vegetables may have to be cooked ahead of time. Sampling the vegetables is optional. Discuss the names of the vegetables and how they grow differently (vines, plants, stalks, etc.). Provide pictures of various plants, if possible.

### **Whole Group**

#### **Shared Reading**

Read the Big Book, *The Carrot Seed* (Ruth Krauss), using the 5-day process.

### **Whole Group**

#### **Shared Poem**

Use this simple poem called *Vegetables*:

##### **Vegetables**

*I like carrots,*

*I like corn,*

*I like peas.*

*Yum, Yum, Yum.*

Print the verse on a large poster board. Choral read the poem using the 5-day process. Add a copy of the poem to each child's poetry notebook.

### **Whole Group**

#### **Read Aloud**

Read books to the children such as *Jack and the Beanstalk* (fairy tale), *Stone Soup* (Marcia Brown), and *The Very Hungry Caterpillar* (Eric Carle).

### **Small Group**

#### **The Veggie Graph**

Have the children name vegetables they like and which ones they eat at home.

Use the Veggie Graph to list the favorite veggies of each child and place the child's name in a blank to the right of the veggie name. *See Appendix# 5 for Veggie Graph.*

Using a different colored marker for each veggie, color the (row) bars of the graph.

Discuss what makes some of the bars longer than others; count the number of names in each (row) bar. Which vegetables are the most popular?

Share how being *Kind to Self* means taking good care of our bodies by eating good food like vegetables and also exercising our bodies through active play.

### **Choice-Based Centers**

### **Moozie Kindness Center**

Children may pretend to feed Moozie good food such as vegetables and pretend to exercise (play) with Moozie.

### **Drama Center**

Children may act out *The Carrot Seed* (Ruth Krauss) or *Jack and the Beanstalk*.

### **Science Center**

Children may plant bean seeds. Have the children place a bean seed on a wet paper towel and put it in a small plastic bag. Write the name of the child on the bag. Staple the bags to a wall display. Children can easily see how their plants are growing. As the plants begin to grow, they can be transferred to a small pot or cup with soil. Children can take them home.

### **Math Center**

Children may measure vegetables with a ruler, string or paper clips. Which vegetables are the longest or shortest? Children may also take a survey to see how many children like carrots or broccoli.

### **Writing Center**

Using the *Vegetables* poem format, children may write or draw their own poems or books about vegetables they like.

### **Art Center**

Children may use celery sticks, carrot sticks, lima beans (with toothpicks), potatoes, etc. to dip in different colors of paint to make a vegetable print collage.

### **Game Center**

Children may play games such as *Hot Potato*, *Lady Bug's Garden Memory Game*, *Stone Soup* board game, *Don't Spill the Beans*, etc.

### **Music Center**

Children may move to Music Action Songs such as the *Hokey Pokey*. Children can listen to *The Vegetable Song* by Dr. Thomas Moore. See *Appendix #5*.

## **Outdoor Centers**

### **Play Centers**

For outdoor exercise/play, children may play ball games, dig in the sand, climb, run, jump rope, etc.

### **Garden Center**

Children may plant and care for garden plants and vegetables depending on the season.

## **Spin-Off Experience**

### **Veggie Plate Take Home Project**

## **Healthy Vegetable Soup**

Read *Stone Soup* (Marcia Brown).

Have each child bring a vegetable that can be used to make soup (potatoes, celery, carrots, broccoli, etc.).

The children can participate in preparing the vegetables by washing, breaking, peeling, and cutting and chopping, if possible, with a butter knife.

The recipe can be prepared at school or the recipe can be sent home with each child so parents can prepare at home.

If the recipe is prepared at school, children can make *Thank You* notes to the cooks.

## Teacher Notes

## Experience 6 Healthy Habits

# I am Healthy Because... Pretending is Fun

**Concepts:** *Understand that healthy habits are necessary and kind for our bodies.*

### New Vocabulary

Emotions  
Pretend  
Role play  
Real  
Play acting  
Pantomime

### Experiences

#### Whole Group

#### Let's Pretend

Tell the children you are going to do something and will ask them to guess what you are doing?

Pantomime licking an ice cream cone, playing a flute, or something of your choice. You may get Moozie Puppet to help you.

Ask the children to guess what you are doing. Then ask: "Am I really . . . or am I pretending?" Explain that *pretending* is acting or playing.

Tell the children, "*Now we are going to play-act and pretend.*" Invite them to guess what you are doing.

Pretend you are: *taking the cap off the toothpaste, squeezing some on your toothbrush, thoroughly brushing your teeth, turning the water on, and rinsing out your mouth.*

Ask who knows what you are doing. Ask if the children know why they brush their teeth. Ask if they know who a dentist is. *What does a dentist do? Who has been to a dentist?*

Ask if it makes Moozie sad or glad when you brush your teeth. "Why is Moozie happy that you brush your teeth?"

Say: Now guess what I am doing.

*Pretend to get ready for bed and going to sleep. Pretend you are showering or bathing.*

*Pretend getting water and drinking. Pretend to wash your hands.*

Ask if these things make Moozie sad or glad.

Have Moozie ask some questions like:

*When should I brush my teeth - before I eat dinner?*

*What food would Moozie like me to eat to keep me healthy?*

#### Developmental Skills

- Awareness of Emotions
- Gross Motor
- New Vocabulary Words
- Recognition of Words
- Expressing with Words/Sentences
- Understanding and Following Directions
- Understanding the meaning of 'Pretending'

#### Supplies:

- Moozie Puppet

*Should I wash my hands before going to bed?*

Provide a child with an opportunity to pretend something for the other children to guess. Ask the children if this would make Moozie sad or glad.

Give as many children as possible an opportunity to pretend to do things that make them healthy. All the children could pretend together or take turns in front of the class with the class guessing what they are doing. Moozie can ask questions to see if the children know why they do these things. End by marching to get a cup of water and drinking it. Explain that drinking water is also a healthy habit.

### **Whole Group**

#### **Let's Sing**

Sing the song, "This is the way we brush our teeth, brush our teeth, brush our teeth. This is the way we brush our teeth so early in the morning." Add in other good things to do to care for our bodies such as "Wash our face, wash our hands, comb our hair, etc."

Using a toothbrush, demonstrate the appropriate direction for the brush. Show the children with the toothbrush, how to brush with a downward stroke for the top teeth and an upward stroke for the bottom teeth.

Explain why we brush and how brushing avoids cavities. Ask, "What is a cavity and what does it do to our teeth?"

### **Choice-Based Centers**

#### **Moozie Kindness Center**

Children may pretend to brush Moozie's teeth, wash his hoofs, take a nap, and drink water.

#### **Drama Center**

Children may pretend to brush their teeth, wash their face and hands, bath or shower, drink water, etc.

#### **Dentist Center**

Create a Dentist Office play area. Children may pretend to be a dentist and check the teeth of a patient, remembering it is pretend. Remind children to look but not touch each child's teeth.

#### **Math Center**

Children may use measuring cups to put water into a plastic cup to drink water. Use  $\frac{1}{3}$  and  $\frac{1}{4}$  cups to fill a one cup plastic cup. Children will discover how many they will need.

#### **Art Center**

Water is good to drink, but it also is good for using watercolors. Children may paint pictures using water colors by dipping a brush into water and then into the solid paint.

### **Spin-Off Experience**

#### **A Visit by a Dentist or a Trip to the Dentist's Office**

Arrange for a dentist to visit the classroom. Have the dentist demonstrate the correct way to brush teeth. Introduce Moozie to the dentist.

Or -- Arrange a visit to the local dentist office.



Prepare the children with a discussion about expectations, words and behaviors.

Bring Moozie. Let the children sit in the dentist's chair and open their mouth to have the dentist look at their teeth. Let Moozie be the first one.

Have the dentist explain how they can take care of their teeth.

## Teacher Notes

# KIND TO OTHERS

## Experience 7 Politeness

### *I've Got the Moo Attitude*

**Concepts:** *Appreciate the importance of using kind words and kind actions.*

### Experiences

#### **Whole Group**

#### **Choosing Kind Words**

Prepare 20 index cards with the phrases below printed on the cards with a black marker. Substitute other *kind words* you might prefer.

You may wish to laminate the *kind words'* cards for future use. In addition, print 20 selected kind words on a chart paper or poster board and post in the classroom.

Place the *kind words* cards in a large container. Have each child choose a card from the container and decide to whom he or she wants to give it, saying the *kind words* to the child.

Please	Thank You	Excuse Me
Share	Take Turns	Way to go
Super	You're Nice	Great
Well Done	Nice Job	Terrific
Outstanding	Good Listener	You Are Nice
You're My Friend	You're the Best	I Knew You Could Do It
You Brighten My Day	Marvelous	

*Note: For children who are not reading yet, be sure to say, "Oh, you picked the card that says . . . One of my favorites!" or something similar.*

The container with the cards can be used throughout the year with children choosing kind words to give or say to their friends.

#### **Whole Group**

#### **Singing Kind Words**

#### **Developmental Skills**

- Recognition of Words
- Understanding and Following Directions
- Family Member Application
- Cooperation
- Music
- Perspective Taking
- Awareness of others' thinking/feelings

#### **Supplies:**

- Moozie Puppet
- Crayons/Markers
- Chart Paper/Poster Board
- Index Cards

#### **From Experience Resources #7**

- *Learning to Use Kind Words* sheets

## The Moo Song

In circle time, ask four children to select a word/phrase from the cards/chart.

Pronounce the word/phrase for them and have them repeat it.

Ask four children to help with *The Moo Song* everyone will be singing by repeating their kind word/phrase when you point at them. Practice pointing at them in turn to repeat their kind word/phrase.

Have the children sing *The Moo Song*, pausing at the end of each line for a child to say his/her kind word/phrase.

Moozie says moo -o-o; how about you? (child says kind word)

Moozie says moo -o-o; how about you? (child says kind word)

Moozie says moo -o-o; how about you? (child says kind word)

Moozie says moo -o-o; how about you? (child says kind word)

Let the children take turns using the Moozie Puppet while singing the verses.

Singing the song daily will help children identify words to use when being kind and, in general, instill the concept of kindness.

## Whole Group or Small Group

### “Moozie Says” Game

The game is a variation of *Simon Says* based on the use of kind words. For example: Moozie says PLEASE take one step forward. There should be a tangible goal the children are stepping forward. This could be a line on the floor or a chair. If a kind word is used, the children can step forward. If the kind word is forgotten, then the child takes two steps back. For example, Moozie says, “Take one step forward”, then the children should not move. If they step forward by mistake, they have to take two steps back.

## Whole Group

### Read Aloud

Read books to the children such as *Amos and Boris* (William Steig), *Please and Thank You Book* (Richard Scarry), and *Kindness Grows* (Britta Teckentrup).

## Whole Group

### Shared Reading

Read the big book *The Grouchy Ladybug* (Eric Carle), using the 5-day process. The ladybug has bad manners, but along the way understands why good manners are important.

## Choice-Based Centers

### Moozie Kindness Center

Children may choose kind words to talk with Moozie.

### Drama Center

Children may play out the story of *Amos and Boris* (William Steig), using kind words among friends.

### **Teacher Center**

Create a teacher/classroom play area. Children may pretend to be the teacher who is kind to all the children and the children use polite words.

### **Writing Center**

Children may write thank you letters to friends or family who have been kind to them.

### **Art Center**

Children may make a necklace to give to a family member which also contains kind words, such as "You're the Best Mom!", or "You are a nice brother!" or "You brighten my day, Grandpa!"

### **Mailbox Center**

Children may write "kind words" post-it notes to friends.

## **Teacher Notes**

## Experience 8 Inclusion/Exclusion

# My Kindness Circle

**Concepts:** *Become aware of feelings of inclusion and exclusion. Develop attitudes and behaviors to become included and to help others to be included.*

### New Vocabulary

Emotions  
Circle of Kindness  
Included  
Belonging  
Excluded  
Invitation

### Experiences

#### Whole Group or Small Group

### My Kindness Circle

In a small or whole group, ask the children:  
*“What if you each had your own Circle of Kindness? There is a very important person in the middle of the circle. It is You!”*

Invite the children with their own chalk, tape, or string to make their own circle of kindness. Invite each child to stand in the middle of his or her circle. Ask:

*When you were a baby, who else was in your circle? Who are the people who love you and take care of you? Mommy? Daddy? Who also is in your Circle of Kindness? Grandma? Grandpa? Aunt? Uncle? Cousins?*

Invite the children to draw a picture of their family and place the picture in their Circle of Kindness with the child in the middle. Ask or say:

*When you got older, who else was in your circle? When you got old enough to play, who did you also need in your Circle of Kindness? (Friends). Find a friend in this room and bring him/her into your individual Circle of Kindness. (Children can take turns joining each other into their own circles.)*

Ask: *Does anyone feel left out? What does it feel like? (Sad). How can you tell \_\_\_\_ is sad? Who can make \_\_\_\_ feel happy by bringing him/her into your Circle of Kindness?*

Say: *Let’s all get in the same circle together. Let’s get in Moozie’s big Circle of Kindness. (Have a standing circle on the floor that is Moozie’s designated Circle of Kindness).*

*How do you feel in Moozie’s Circle of Kindness? How do we treat each other in Moozie’s Circle?*

Conclude with a song, *I like Me* by Dr. Moore – Appendix #8.

#### Developmental Skills

- Understanding Feelings of Exclusion
- Awareness of Emotions
- How to Feel Included and Help Others
- Expressing with Words/Sentences
- Understanding and Following Directions
- Gross Motor
- Music
- Build Self-Confidence
- Creative Expression

#### Supplies:

- Moozie Puppet
- Tape or String
- 8 1/2 x 11” White Paper
- Color Red Crayons/Pencils

#### From Experience Resources #8

- Music: *I Like Me*

## **Whole Group**

### **Read Aloud**

Read books to the children such as *Clifford's Family* (Norman Bridwell), *Can I Have a Hug?* (Debi Bliori) and *Grandma, Grandpa & Me* (Mercer Mayer), and other books about family and friends.

## **Whole Group**

### **Shared Reading**

Read the big book *Whose Mouse Are You?* (Robert Krauss), using the 5-day process. The mouse takes care of his family, even a new baby brother.

## **Choice-Based Centers**

### **Moozie Kindness Center**

Children may pretend Moozie is in their kindness circle.

### **Home Center**

Children may play out home-based stories.

### **Drama Center**

Children may play out the story of *Whose Mouse Are You?* (Robert Krauss).

### **Writing Center**

Children may write heart-shaped love notes or create a book about loving their families.

### **Art Center**

Children may use yarn to make a circle and glue it to construction paper. On separate paper, children may draw pictures of their family, cut them out and place them in the circle. Children may also choose to create their family members from playdough and place them in the center. The pictures or figures can become a play scenario for children to create and recreate their family circle. Children could also choose to paint pictures of family members with tempera paint at the art easel. Family paintings could create a wall display of family circles.

### **Mailbox Center**

Children may write notes to friends inviting them to be in their circle of friends (Note: Be sure no one is left out.)

## **Spin-Off Experience**

### **Role Play**

When you observe a child being mistreated or left out, use Moozie's Circle of Kindness. Invite all the children who feel kindly and are being treated kindly to enter Moozie's Circle of Kindness.

Ask the children in the circle if they can tell how the child/children outside the circle might feel.

Ask the children in the Circle what they can do or say to help others feel better and able to feel better and join in the kindness circle. Let the children work it out until all join the Circle.

Conclude with a song, *I like Me* - Appendix#8.

At home, parents who sense their child is feeling left out can have a personal discussion with their child about feeling included or excluded.

## Teacher Notes

## Experience 9 Taking Turns

### I Feel Kind

**Concepts:** *Appreciate taking turns benefits all.*

### Experiences

#### Whole Group

#### "I Feel Kind" Finger Play

Explain to the children that one of the kindest things we can do is to share our toys and our time with someone. Teach the children the *Finger Play* one line at a time with the words and actions.

Have the children form a circle with you in the middle holding the Moozie Puppet. Repeat the verse and actions with the children. On the last line: *Because when we're nice...pass* Moozie to a child in the circle.

Keep repeating the verse and on every repetition of the last line, indicate that Moozie should be passed to the next child. Repeat until every child has had a chance to hold Moozie. Explain that everyone got a chance to hold Moozie because we were 'taking turns'.

### Finger Play

"I feel kind." (Smile, then wrap arms around yourself as in giving self a hug.)

"I feel kind." (Pat top of your head.)

"A friend I want to find!" (Point to a person you are asking to be a friend.)

"I have something to share with you." (Hold out cupped hands as if something is in them.)

"Because when we're nice Moozie says to share." (Give Moozie Puppet to the selected friend.)

#### Whole Group

### Singing

#### Will You Be a Friend of Mine?

Have the children form a circle.

Teach them to sing "Will You Be a Friend of Mine?" to the tune of "Do You Know the Muffin Man?" Ask them what 'taking turns' means. Let them know you are going to take turns skipping around the circle while singing until everyone has a turn.

Take the first turn skipping around the circle. Explain that you will choose someone to take your place. Then, the child you choose can take a turn around the circle and choose another until everyone has had a turn skipping around the circle.

#### Developmental Skills

- Awareness of Emotions
- Gross Motor
- Expressing with Words/Sentences
- Understanding and Following Directions
- Build Self-Confidence
- Sharing, Taking Turns
- Social Relationships

#### Supplies:

- Moozie Puppet

#### From Experience Resources #9

- Music: *I am Special*



## **Whole Group**

### **Shared Reading**

Read the big book *If You Give a Mouse a Cookie* (Laura Numeroff), using the 5-day process. This book tells a funny story about someone being kind enough to give a mouse a cookie.

## **Whole Group**

### **Modeled Writing**

Using the *Modeled Writing strategy*, talk with the children about times they have shared or took turns. Give them examples such as sharing a cookie with a brother or sister, sharing a toy with a friend, taking turns when playing a game, etc. After you model the writing, have the children draw or write in their journals about a time they shared with someone or took turns.

## **Choice-Based Centers**

### **Moozie Kindness Center**

Children may take turns playing with Moozie and other stuffed animals in the center.

### **Game Center**

Children may take turns playing a board or card game.

### **Math Center**

Children may enjoy taking turns playing a Bowling Game. You can use plastic bowling pins. Children make their own score sheets and then count and write down the number of pins they knock down with each turn. While taking turns, children are learning to count and add.

### **Drama Center**

Children may play out the story of *If You Give a Mouse a Cookie* (Laura Numeroff), or make up their own story about being kind by sharing and taking turns.

### **Writing Center**

Children may write or draw a story about taking turns.

### **Art Center**

Children may create a “Helping Hands” wall display. Place a large sheet of butcher paper on the floor or long table where the children will dip their hands in paint and place their hands on the paper, making handprints. Title the wall display as “Helping Hands,” reminding children of how their helping hands can help others by sharing and taking turns.

## **Spin-Off Experience**

### **Sharing and Taking Turns**

Divide the children into two groups. One group sits and the other stands. Tell the standing children to choose a toy available in the room, and then, choose a friend with whom to share it. For a time, the two children play and share the toy. Then, the child who found the toy returns it to the shelf. In the meantime, the other child finds a different toy and brings it back to play again and share with his or her friend. The two play together again with the new toy.

Ask the children how they felt when they shared and played with a friend. Parents can do the same at home with siblings.

## Experience 10 Conflict Pattern

# Moozie and I Can Solve Conflicts

**Concepts:** *Become aware of positive and kind ways to resolve conflicts by talking out feelings and finding creative ways to solve them.*

### Experiences

#### Whole Group Puppet Drama

Create a puppet drama where the two puppets, Moozie and an animal puppet, are having a conflict and are arguing.

For example, the puppets could be saying things such as “I had this first!” “Give it back!” “I don’t like you anymore,” or “I don’t want to play you anymore.”

Ask the children: “*Would Moozie really say that?*”

Say: “*No, here’s what Moozie would say.*”

In resolving a conflict, follow this pattern:

#### Conflict Solving Pattern:

1. Tell what happened that you don’t like.
2. Tell how you feel.
3. Decide and explain what you will do if the situation does not change.

Explain **WHAT HAPPENED**. Tell why you are unhappy. For example: “*You pushed me.*” “*You hurt me.*” “*You took my toy.*”

Tell how you **FEEL**: For example: “*I’m angry!*” “*I’m sad.*” “*I’m upset.*”

#### Decide **WHAT TO DO**:

For example: After expressing what happened and how one feels, children may decide on how to solve the problem by finding a solution together that everyone agrees on. In some cases, someone may offer to say, “I’m sorry.” Other times, children may decide to take turns, flip a coin, or play rock/paper/scissors if the conflict is over materials.

#### Developmental Skills

- Listening
- Understanding and Following Directions
- Building Confidence
- Awareness of Emotions
- Expressing with Words/Sentences
- Understanding and Following Directions
- Social Relationships
- Conflict Resolution

#### Supplies:

- Moozie Puppet
- Animal Puppet

#### From Experience Resources #10

- Music: *I am Special*

**Note:** *This experience introduces a pattern for resolving conflicts. It is important with children – especially young children – to practice, rehearse, and support this pattern whenever conflicts arise.*

NOTE: This experience will be based on daily observable classroom conflicts. Encourage the children to participate with suggestions including using kind words, inviting with friendly gestures and expressing themselves with appropriate facial cues.

It is important to remember that the action causing the conflict may not have been intentional. The offending child may not be at fault and may have hurt feelings as well. The child may not have looked carefully where they were walking or perhaps, they mis-read an invitation to play or share. Have the teacher talk with the children in order that they can clarify their feelings and actions. Then, ask the children, “What can we do now?”

Importantly, this conflict event becomes a Moozie teachable moment and not a blame situation, punish event or adult interpretation to apologize or resolve the problem. After some guidance and recall of the kindness pattern, perhaps both children could visit Moozie’s quiet place where the two children can together reflect.

## **Practice**

Ask the children if they want to practice being kind like Moozie.

Choose a child. Have the animal puppet be rude or unkind to the child in a way children would recognize.

Have Moozie coach the puppet by asking her/him:

1. *What happened?*
2. *How do you feel?*
3. *What do you want to do now?*

Encourage and praise the puppet in his/her responses.

Have the animal puppet explain to the child what he or she was thinking. The offending puppet may say he or she was grumpy, wanted to play with the toys or felt lonely because he or she had no friend with whom to play. Moozie can explain a positive action to guide the puppet to apologize and make-up with the child, becoming friends again and return to playing together.

This puppet re-enactment can occur across several days in order to allow all children to have an opportunity to participate.

Let Moozie remind the children they are learning how to talk kindly when they are sad or angry.

## **Follow Through**

Whenever you see children in conflict, bring in Moozie to remind them to use the kindly response pattern. This process will take time, practice, and approximation. There will be conflict, but the goal is to help children problem solve in a kind way. The goal is worth consistent effort as this skill of conflict resolution will benefit children throughout their entire lives.

## **Whole Group**

### **Read Aloud**

Read books about emotions that may lead to conflicts such as *I Was So Mad* (Mercer Mayer), *Berenstain Bears Golden Rule* (Mike & Jan Berenstain), *When Sophie Gets Angry – Really, Really Angry* (Molly Bang), and *Lily’s Purple Plastic Purse* (Kevin Henkes).

## **Whole Group**

### **Modeled Writing**

Using the *Modeled Writing strategy*, talk with the children about times they have had a conflict with a friend or sibling. Refer to the Puppet Drama. After you model the writing, have the children draw or write in their journals about a time they had a conflict with someone and how they worked it out.

## **Choice-Based Centers**

### **Moozie Kindness Center**

Children may use the Moozie Kindness Center to resolve problems.

### **Drama Center**

Children may use the drama center to play out conflict scenarios with the puppets and use the kindly response pattern to resolve the conflict.

### **Writing Center**

Children can write or draw a story about resolving a conflict.

## **Spin-Off Experience**

“I Get Mad” Song

Play *I Get Mad*. Appendix #10

Have children sing along and do facial expressions and actions suggested by the song.

Play again and have children march and do 'cross crawls'. (See appendix - *Brain Gym*)

Play again and have children sing and do 'cross crawls.'

## **Teacher Notes**

# Experience 11 Identifying Kind Acts

## Kind Actions

**Concepts:** *Develop consistent kind thinking, kind feeling, and kind actions.*

### Experiences

#### Whole Group

#### The Kind Today Song

The *Kind Today* song is sung to the tune of *Mary Had a Little Lamb*.

Invite the children to contribute to the song by telling kind acts they have done or watched someone else do.

Moozie Puppet says, “thank you” for their kind deed and sings with the children.

Call a child's name at the beginning of each line.

Make up other verses to add to the song when you see a child doing other kind acts.

#### “Kind Today” Song

Cameron was kind today, kind today, kind today;  
Cameron was kind today; he had nice words to say.

Becky was kind today, kind today, kind today;  
Becky was kind today as we watched her play with Nathan.

Nathan was kind today, kind today, kind today;  
Nathan was kind today the teacher he did listen.

Teresa was kind today, kind today, kind today;  
Teresa was kind today; she helped to clean up today.

#### Whole Group

#### Kindness Bulletin Board

Cut out the shape of a large white cow (Moozie) and attach it to a bulletin board. Every day, invite the children add a spot which represents a kind act observed by the children. Encourage the children to share kind acts they observed other children doing. Have the giver of the kind act make and attach a spot to Moozie.

#### Developmental Skills

- Family Member Application
- Recognition of Words
- Expressing Self with Words/Sentences
- Beginning Writing
- Social Relationships
- Identifying Acts of Being Kind
- Social Relationships
- Fine Motor

#### Supplies:

- Moozie Puppet
- Pencils/Crayons

#### From Experience Resources #11

- *Always Be Kind* Sentence Strips

## **Whole Group**

### **Read Aloud**

Read books about different ways of being kind such as *Berenstain Bears Kindness Counts* (Jan & Mike Berenstain), *Dear Daisy*, *Get Well Soon* (Maggie Smith), and *How Kind* (Mary Murphy).

## **Whole Group**

### **Modeled Writing**

Using the *Modeled Writing strategy*, talk with the children about times they have been kind to others. After you model the writing, have the children draw or write in their journals about a time they have been kind.

## **Choice-Based Centers**

### **Moozie Kindness Center**

Children may sing the “Kind Today” song to Moozie.

### **Drama Center**

Children may use the drama center to play out being kind actions or play out book stories of being kind such as *Amos and Boris* (William Steig).

### **Writing Center**

Children may write or draw a story about being kind to a friend or family member.

### **Mailbox Center**

Children may write a note to someone they saw doing something kind.

### **Construction Center**

Children may build something for a friend, or help a friend build something.

## **“Always Be Kind” Take Home Project**

Provide sentence strips for children to print Moozie’s motto, *Always Be Kind*. For children who are emergent writers, the children can glue the pre-written words to their sentence strip. They can decorate their sign with crayons and markers.

Each child will take the printed motto home to share with his or her family. Encourage the children to share and discuss the motto with their families.

## **Teacher Notes**

# Experience 12 Sharing

## Sharing With Others

**Concepts:** *Appreciate sharing is positive for self and others.*

### Experiences

#### Whole Group

##### Read Aloud

Read the book *Clifford Shares* (Norman Bridwell). This book gives examples of how Clifford shares his water, his bench and his ball with friends. Discuss with the children about times they have shared something with someone in their family or with friends. Discuss the good feelings one has when they share.

Read other books about sharing such as *D.W. Go to Your Room!* (Marc Brown) where D.W. decides to share with her sister, and *Clifford's Manners* (Norman Bridwell) where Clifford learns good manners and how to share with his friends.

#### Whole Group

##### Shared Reading

Read the big book *The Rainbow Fish* (Marcus Pfister), using the 5-day process. The rainbow fish has beautiful iridescent scales and finds that sharing his glittery scales builds friendships.

#### Small Group

##### Creating a "Give Away" Necklace

In small groups, prepare children to make a "Give Away" necklace. Each child will make their own necklace, one they will keep, with a 25" strand of yarn and three pre-cut foam shapes. Using a one-hole punch, make a hole in the center of each pre-cut shape. The children may use markers to decorate the shapes prior to threading them onto the yarn. Younger children may need assistance in threading the shapes onto the yarn.

Combine the two ends and tie a knot so the child can wear it as a necklace. The child will keep this necklace.

"Give Away" Necklace: Each child will make another necklace with a 25" strand of yarn and one foam heart. The children can decorate the heart with markers and/or glitter.

Explain to the children that they are making this necklace for someone else. They may give it to a child in another class, other teachers, or take it home for a parent, sibling, relative, or friend. Invite each child to tell you to whom he/she wants to give the necklace.

### Talk About It

Talk about how it feels to make something to give to someone else.

#### Developmental Skills

- Building Self-Esteem
- Family Member Application
- Fine Motor
- Creative Expression
- Expresses with Words/Sentences
- Sharing

#### Supplies:

- Yarn and Foam Shapes and Hearts for Necklace
- Glitter Glue
- Colored Markers

There is a good feeling when you receive a present, but when you share and give a gift to someone, it is also a happy feeling.

How did you feel when you made the necklace for someone else?

*"How did the person feel when you gave him/her a necklace? What did he/she say to you?"*

### **Choice-Based Centers**

#### **Drama Center**

Children may use the drama center to play out the story of *The Rainbow Fish* (Marcus Pfister).

#### **Writing Center**

Children may write or draw a story about sharing a favorite toy with a sibling or friend.

#### **Puzzle Center**

Children may share putting together a favorite puzzle.

#### **Construction Center**

Children may share building something together with Lego or blocks.

## **Teacher Notes**



# Experience 13 Family Identity

## Grateful for Families

**Concepts:** *Acknowledge the importance to positively and kindly interact with family members.*

### Experiences

#### Whole Group

##### Shared Poem

Use this simple poem:

##### My Family

*I love my mom,  
I love my dad,  
I love my family.  
My family is the best!*

Print the verse on a large poster board. Choral read the poem using the 5-day process. Add a copy of the poem to each child's poetry notebook

#### Whole Group

##### Read Aloud

Read books to the children about families such as *Clifford's Family* (Norman Bridwell), *Can I Have a Hug?* (Debi Bliori), *Just Grandma & Me* (Mercer Mayer), and *My Mom is Great* (Gaby Goldsack).

#### Whole Group

##### Modeled Writing

Using the *Modeled Writing strategy*, talk with the children about families and ask them to tell you about why they are thankful or grateful for them. After you model the writing, have the children draw or write in their journals about a special time with their families.

#### Whole Group

##### Singing

Tell the children: *We are going to listen to a 'song story' and then we will talk about what you heard.* Play *The Frog Family* song – Appendix #13.

After listening to the song, ask the children:

*How many members are in their family?  
What sounds did each frog make?  
Where was the family going? How often did they go there?  
Did they have fun? What did they do?  
What are some ways you have fun with your family?  
Why do you think the baby frog was slow?  
Who helped the baby frog?*

#### Developmental Skills

- Family Member Application
- Math
- Music
- Expresses with Words/Sentences
- Creative Expression
- Listens and Follows Directions
- New Vocabulary Word: Grateful

#### Supplies:

- Colored Crayons/Pencils
- Heavy 8 ½ x 11" Paper

#### From Experience Resources #13

- Frog Family Picture
- Music: *The Frog Family*

*How can we help those in our family?  
How can family members help you?  
How do you feel being part of a family?*

You may need to play the song again for the children to listen for more details.

Invite the children to tell you about the members of their family (extended or blended family).

*Note: For younger children, you may want to ask just two or three questions about the story and then ask them about their families.*

After the discussion questions, have the children sing *The Frog Family* song.

### **Whole Group**

#### **Singing: “We Can Help at Home” Song**

Sing with the children the “We Can Help at Home” song to the tune of “The Wheels on the Bus” and add the actions.

*We help at home by  
\*making our beds  
Making our beds,  
Making our beds.  
We help at home by  
Making our beds.  
It’s kind to be helpful!*

*\*Clearing our plate  
\*Sweeping the floor  
\*Wiping the table  
\*Picking up our toys  
\*Feeding the dog*

### **Choice-Based Centers**

#### **Moozie Kindness Center**

Children may share with Moozie things they enjoy doing with their families.

#### **Home Center**

Children may play out favorite times with their families.

#### **Drama Center**

Children may use the drama center to play out the family story of *The Three Bears* (fairy tale).

#### **Writing Center**

Children can create a book of writing and /or drawings about the fun things they enjoy doing with their families.

#### **Construction Center**

Children can build their own home with Lego or blocks and make their own family figures.

## Science Center

Place the Frog Family picture on the wall in the Science Center. Add plastic frogs around the Frog Family picture to provide children additional opportunities to talk about and relate to the story. Find other books about frogs and include both fiction and nonfiction. Find appropriate internet sites in order for children to learn more about frogs.

## Spin-Off Experience

Help the children think of examples of family activities such as playing a game, visiting a relative, or walking in a park.

Help children express their gratefulness for the things their families do for them.

Provide paper for children to make a thank-you note to take home to their parent(s) to thank them for a fun event.

Encourage the children to draw a picture of the fun family activity.

Ask the children why this particular event was fun for them.

Parents can ask their children if they would like to help plan another family fun activity.

## Teacher Notes

# Experience 14 Cooperation in Families

## I am a Family Team Member

**Concepts:** *Acknowledge the importance of becoming a family team member.*

### Experiences

#### Whole Group

#### What it Means to be a Family Team Member

While holding the Moozie Puppet, talk with the children about how important it is to be a team member in their family.

Explain that this means: Helping with chores and cooperating (working together) with other family members, and by being responsible and taking care of things without being asked.

Invite the children to tell you about ways they are helpful at home.

#### How to be a Family Team Member

Choose some of the following situations and invite the children to answer. Or, pretend (role-play) with the children how they would react to these situations at home. *Note: Adapt these descriptions to a child's particular home circumstances (e.g., use the word aunt or grandmother instead of parent, etc.).*

- It's your time to get ready to eat dinner. What kind thing can you do?
- You and your family have just finished dinner. What kind thing can you do?
- Your parent told your older brother to clean up his room. What kind thing can you do?
- Your younger sister doesn't want to share one of her toys. What kind thing can you do?
- Your younger brother hits you on the arm. What kind thing can you do?
- Someone dropped a paper towel on the kitchen floor. What kind thing can you do?
- Your parent told your sister to pick up her toys. What kind thing can you do?
- Someone left a towel lying on the bathroom floor. What kind thing can you do?

When the child replies with a kind answer, everyone can sing:

Cameron was kind today, kind today, kind today;  
Cameron was kind today;  
he had nice words to say.

Teresa was kind today, kind today, kind today;  
Teresa was kind today;  
she helped to clean up today.

#### Developmental Skills

- Building Self-Esteem
- Family Member Application
- Fine and Gross Motor
- Music
- Expresses Self with Words/Sentences
- Creative Expression and the Arts
- New Vocabulary Words: *Cooperation, Responsible, Helpful*

#### Supplies:

- Moozie Puppet
- Crayons/Pencils
- 8 ½ x 11" Paper

#### From Experience Resources #14

- *I'm a Family Team Member* coupon

### **Whole Group**

#### **Read Aloud**

Read books to the children about families helping each other at home such as *I Just Forgot* (Mercer Mayer) and *The New Baby* (Mercer Mayer).

### **Whole Group**

#### **Modeled Writing**

Using the *Modeled Writing strategy*, talk with the children about families and how they can be helpers at home. After you model the writing, have the children draw or write in their journals about how they are a helper at home.

### **Choice-Based Centers**

#### **Moozie's Kindness Center**

Children may read books with Moozie about helping at home.

#### **Home Center**

Children may play out helping their family members at home. They may also help each other clean up the home center.

#### **Writing Center**

Children may create a book of writing and /or drawings about how they will help their families at home.

## **Spin-Off Experience**

### **Class Responsibilities**

Explain to the children how they can be a team member, a helper at home, but can also be a team member and helper at school. Have the children work in pairs (to help each other) to do simple classroom responsibilities such as putting out napkins on the table for snack time, closing the classroom door as needed, watering classroom plants, putting away center materials, cleaning tabletops, etc.

Discuss how helping with classroom chores becomes a "responsibility." Being helpers to our friends at school is a helpful and kind responsibility.

Listen to Dr. Moore's *Follow Me to Responsibility* while marching in a line and doing 'cross crawls." Or, listen to the song while picking up things in the classroom.

## **Teacher Notes**

# Experience 15 Solving Problems

## What Would You Do?

**Concepts:** *Acknowledge how important it is to use positive and kind ways to solve problems when responding to different situations.*

### Experiences

#### Whole Group

#### Learning What to Do

Explain to the children that you are going to talk about something that might happen sometime and you are interested to know what they think and feel.

Using the Moozie Puppet, talk with the children about how they would react when different things happen in the classroom, at home, and other places.

If the children do not respond with a *kind way* to handle the situation, ask them what Moozie would do.

Below are some examples of situations. Create pretend names for the different examples. Use only two or three examples at a time. This experience can be repeated many times.

Discussion:

*It's clean up time in the block area. Sara and Callen have been playing there, but they leave when it's time to clean up.*

**What would you do?**

*Maria is using a crayon that you would like to use.*

**What can you say?**

*Someone has thrown some paper down on the playground.*

**What would you do?**

*You feel angry at Perry for taking the book you wanted to read.*

**What can you say to him?**

*You're standing in line on the playground waiting to get on the slide. Nathan comes and gets in front of you.*

**What would you do?**

*Blake tells Tate, "You're not my friend."*

**What would you say?**

*Evan gets hurt playing ball on the playground.*

**What would you do?**

*A new girl in your class is being bullied.*

**What would you do?**

#### Developmental Skills

- Family Member Relationship
- Social Relations
- Problem Solving
- Self-Regulation
- Fine Motor
- Creative Expression and the Arts
- Beginning Writing

#### Supplies:

- Moozie Puppet
- Crayons/Colored Pencils
- Paper

This is a perfect time for Moozie to help the children practice the '**Conflict Solving Pattern**' (Experience 10):

1. Tell what happened that you don't like.
2. Tell how you feel.
3. Decide and explain what you will do if the situation does not change.

### **Whole Group**

#### **Read Aloud**

Read books to the children about kind ways to solve problems such as in *Amos and Boris* (William Steig), *Best Friends Think Alike* (Lynn Rieser), *Just a Little Music* (Mercer Mayer), *I Walk with Vanessa* (Kerascoet), and *Clifford's Good Deeds* (Norman Bridwell).

### **Whole Group**

#### **Shared Poem**

Use the Mother Goose poem:

##### **Jack and Jill**

*Jack and Jill went up the hill to fetch a pail of water.  
Jack fell down and broke his crown  
And Jill came tumbling after.*

Talk with the children about the problems Jack and Jill were having and how they would help them. Print the verse on a large poster board. Choral read the poem using the 5-day process. Add a copy of the poem to each child's poetry notebook.

### **Whole Group**

#### **Modeled Writing**

Using the *Modeled Writing strategy*, talk with the children about problems and how they can solve them in a kind way. For example, mom is tired and needs help in the kitchen, or brother is having a problem with a game and is getting frustrated, or dad is carrying in groceries and has dropped a bag. After you model the writing, have the children draw or write in their journals about how they are a helper at home by solving problems.

### **Choice-Based Centers**

#### **Moozie's Kindness Center**

Children may read the Read Aloud books with Moozie about solving problems in a kind way.

#### **Home Center**

Invent a few problems for children to solve in a kind way at the home center. For example, let the children know that the baby is fussy and won't go to sleep, we don't have enough presents for a pretend birthday party, or we don't have enough sugar to bake cookies. *Remind the children that these are all pretend problems and they can figure out pretend solutions.*

#### **Writing Center**

Provide a list of problems for children to choose from and then draw or write how they would solve one of the problems in a kind way.

## Spin-Off Experience

### Incorporate Classroom Situations

Make note of other situations you have noticed in the classroom (or at home if you are a parent) and use these as examples to talk about with the children. Invite the children to role-play some of these situations.

### Take *Home* Picture

Giving the children paper and crayons, ask them to draw a picture of one of the situations you described in the *Spin-Off Experience*.

After the children have drawn their pictures, ask them how they felt, and print their response on the picture. Emphasize how important it is to use positive and kind ways to solve problems.

Encourage the children to take their pictures home and tell their parent(s) about it.

## Teacher Notes



# KIND TO ANIMALS

## Experience 16 Pets

### If I Could Pick a Pet . . . I'd Pick You!

**Concepts:** *Become aware of pets' needs and how to care for them.*

## Experiences

### Whole Group

#### Identifying Different Kinds of Pets

People have different types of pets. Ask the children what types of pets they have at home or their friends may have. Write the names of the pets on a whiteboard or easel. Ask the children to name the types of pets.

Ask the children how pets feel about each other. Do they always get along?

Explain how we can help pets feel better by petting, praising, and taking care of them.

Ask the children what does their pet think about them?

#### Graphing: Pick a Pet

**Graph #1:** Review the different pets identified by the children. Create a graph on chart paper or poster board describing the numbers of cats, dogs, fish, and other pets the children own. As you count the numbers of each pet, discuss which pet is the one that most families have, the pet with the least number of homes, etc.

**Graph #2:** Create another graph on chart paper or poster board. Make a list of pets that live inside the house with people: birds, cats, dogs, hamsters, fish, etc. Then make a list of pets that live outside: rabbits, frogs, turtles, goats, ducks, ponies, cows, etc.

Using the *Pick a Pet* graph, have each child pick his/her favorite pet. List each pet selected on the left side of the graph, list the name of each child selecting that pet to right side of the pet name.

After listing the pets and the children's names, use different colored markers to color the bars of the graph.

Talk about what makes some of the bars longer on the page, count the number of names in each bar.

#### Developmental Skills

- Math
- New Vocabulary Words
- Recognition of Words
- Understand and Follow Directions
- Awareness of Emotions
- Express Self with Words/Sentences

#### Supplies:

- Chart Paper/ Poster Board
- Colored Markers
- Pencils/Crayons

#### From Experience Resources #16

- *Pick a Pet* graph
- Music: *My World of Sound*

## **Whole Group**

### **Read Aloud**

Read books to the children about different animals such as in *Brave as a Bunny Can Be* (Alison Julian), *My Dog Never Says Please* (Suzanne Williams), and *Let's Get a Pet* (Harriet Ziefert).

## **Whole Group**

### **Shared Reading**

Read the big book *Clifford, the Small Red Puppy* (Norman Bridwell), using the 5-day process. Share how Emily cared for her new puppy.

## **Whole Group**

### **Shared Poem**

Use the Mother Goose poem:

#### **Hey, Diddle, Diddle**

*Hey, diddle, diddle,*

*The cat and the fiddle,*

*The cow jumped over the moon.*

*The little dog laughed*

*To see such sport*

*And the dish ran away with the spoon.*

Print the verse on a large poster board. Choral read the poem using the 5-day process. Talk with the children about which animals are most likely pets. At the end of the week, have fun changing the names of the animals in the poem to other pet names such as a fish, bird, hamster, turtle, etc. Add a copy of the poem to each child's poetry notebook

## **Whole Group**

### **Modeled Writing**

Using the *Modeled Writing strategy*, talk with the children about different kinds of pets and how we care for them. Read the story *Clifford, the Small Red Puppy* (Norman Bridwell).

Discuss how Emily took care of her new puppy. After you model the writing, have the children draw or write in their journals about their own pet or a pet they would like to have and how they care or would take care of their pet.

## **Choice-Based Centers**

### **Moozie's Kindness Center**

Add stuffed animals to the Moozie Kindness Center so children can pretend to talk with Moozie about how to be kind to each pet animal.

### **Home Center**

Add a stuffed animal pet to the home center such as the stuffed animal Clifford, the big red dog.

### **Writing Center**

Add *Ed Emberley's Complete Fun Print Drawing Book* to the center along with different colored, washable ink pads. Disposable wet wipes are also helpful for the clean-up process. Children may create a book of pets book with the fingerprint animals. They can create a picture story or a written story to accompany their art.

## **Math Center**

Add pictures of various animal pets, graph paper and markers so children may create their own graphs.

## **Game Center**

Using a *Match the Animals* sheet or card game animal pictures, children may play the game of *Concentration*. Use 6 or more pairs of cards, placed face down, in 3 rows of 4 cards each. Each child takes a turn turning over one card and then another, hoping for a match. If a match occurs, the child keeps both cards. If not, the cards are turned over face down from where they were selected. At the end of the game, the child with the most matches, wins (*children develop number recognition and perceptual discrimination*).

## **Puzzle Center**

Children may put together puzzle pictures of different pets.

## **Drama Center**

Children may play out the story of *Clifford, the Small Red Puppy* (Norman Bridwell).

## **Veterinarian Play Center**

Children may bring in their stuffed animal pets to the vet's office so he or she can help a sick pet.

## **Spin-Off Experience**

### **Animal Sounds Music**

Play *My World of Sound* by Dr. Thomas Moore – Appendix #16.

Talk about pets that live and share in the world we live in. "Can you make the correct animal sounds for these pets?"

Print the words: bird, dog, and cat on separate strips of paper.

Ask for a volunteer to be a bird, dog, and cat and give the child the appropriate word. Ask the child to stand up when the sound of his/her pet is named in the song.

Replay the song while other children play the role of pets in the song.

### **"Match the Animals" Take-Home Project**

Give each child a *Match the Animals* sheet and ask him/ her to draw lines between animals that are alike.

Point to each animal and ask the children if they can tell what the animal may be feeling by the expression on its face.

Younger children may need assistance in drawing a line or selecting the animals that match. Another strategy is to cut the paper in eight sections with one animal on each section and invite the child to match the pairs.

The children may color the animals on the *Match the Animals* sheet.

Make sure each child's name is printed on the take home paper.

# Experience 17 Learning Responsibility

## Pet Care

**Concepts:** *Acknowledge the role of responsibility and kindness when caring for pets.*

## Experiences

### Whole Group

#### Ways to Show Kindness to Pets

Talk to the children about types of pets they have at home.

Some children may pretend their stuffed animals are pets. Discuss ways to show kindness to a pet.

Utilizing chart paper or poster board, make a list of how children can be kind to pets and take care of their pets at home.

Ask each child the following questions:

*If you had a pet, what kind of a pet would you have?*

*What would you name your pet?*

Play and sing the song, *The Pig and Pony* by Dr. Thomas Moore – *Appendix 17*.

Help each child pick one activity he or she can do at home to help take care of a pet. If the child does not have a pet at home, perhaps a child can help a neighbor. Another option is for the child to show kindness to outside birds by leaving seeds or making a bird bath with water.

If a child has no way to complete this experience, he or she can pretend with a stuffed animal what a kind act would be in caring for a pet.

### Whole Group

#### Read Aloud

Read books to the children about caring for pets and other animals such as *Children Make Terrible Pets* (Peter Brown), *How to Heal a Broken Wing* (Bob Graham), and *Let's Get a Pet* (Harriet Ziefert).

### Whole Group

#### Shared Reading

Read the big book *Good Night, Gorilla* (Peggy Rathmann), using the 5-day process. Share how zoo keepers care for the animals.

#### Developmental Skills

- Building Self-esteem
- Family Member Application
- Music
- Express Self with Words/Sentences
- Self-Regulation

#### Supplies:

- Chart Paper/ Poster Board
- Black Marker
- Pens/Pencils

#### From Experience Resources #17

- Music: *The Pig and Pony*
- *Pet Care* coupons

## **Whole Group**

### **Shared Poem**

Use the Mother Goose poem:

#### **Little Bo-Peep**

*Little Bo-Peep has lost her sheep.  
And can't tell where to find them;  
Leave them alone, and they'll come home,  
Bringing their tails behind them.*

Print the verse on a large poster board. Choral read the poem using the 5-day process. Talk with the children about taking care of pets. Add a copy of the poem to each child's poetry notebook.

## **Choice-Based Centers**

### **Moozie's Kindness Center**

Invite children to share with Moozie how it is important to care for our pets.

### **Home Center**

Continue with a stuffed animal pet in the home center such as the stuffed Clifford, the big red dog. The children may need to create a place for the pet to sleep, a brush to brush the pet, and pretend food to feed the pet or provide whatever the children may need for the pet they have chosen. Focus on being kind to our pets.

### **Drama Center**

Children can act out and sing the following to the song "This is the Way We Wash Our Clothes."

*This is the way we **wash** our dog (or a pet of choice).  
Wash our dog, Wash our dog.  
This is the way we wash our dog,  
So early in the morning.*

Substitute words for "wash:" brush, feed, walk, play with, pet, etc.

### **Game Center**

Children can play a variety of pet or animal games such as *I Spy – Animals*, *The Sneaky*, *Snack Squirrel* game, or *Animal Kingdom* card game.

### **Pet Store Play Center**

Children bring in their stuffed animals to put in a pet store and pretend to buy a new pet.

## **"Pet Care" Take Home Project**

*Note: Do this project on a day when the children will be back in school the next day.*

Play and sing the song, *The Pig and Pony* by Dr. Thomas Moore – *Appendix 17*.

Help each child pick one activity they can do at home to take care of a pet. If the child does not have a pet at home, perhaps they can help a neighbor. Another option is for the child to show kindness to

outside birds by leaving seeds or making a bird bath with water. If a child has no way to complete this experience, they can pretend with a stuffed animal what a kind act would be in caring for a pet.

## **Spin-Off Experience**

### **How I Cared for My Pet**

In circle or whole group time the next morning, give each child an opportunity to tell about his/her experience of helping take care of a pet.

Ask children to tell what other family members had to say about their kind efforts.

## **Teacher Notes**

# KIND TO EARTH

## Experience 18 We Depend on Earth

### Learn About Earth

**Concepts:** *Understand that everything we need comes from Earth. Acknowledge our role of responsibility in taking care of Earth and its animals.*

## Experiences

### Whole Group

#### Kindness to Outdoor Animals

Share animal books with the children. Discuss the different kinds of wild animals that live in our world, the Earth.

*Are there birds, insects or animals that would not make good pets (wild birds, bees, squirrels)? If they are not our pets, what do we do when we see them or they are close to us?*

Response: Have a discussion with children that just because they are not our pets, we are not to be unkind. The appropriate action is to leave these animals/birds/insects alone. They are not intended to be pets. Their home is the outdoors which they are sharing with us. Talk about how children and outdoor animals/birds/insects share the outdoors. This leads into a discussion of caring and being kind to the Earth and the animals that live on our Earth.

### Whole Group

#### Learn About Earth

Introduce the concept of “representation” by holding up a doll and asking, “Is this a real person?” “No, but it represents a person.” “Is this a real eye? Can the eye really see?” “No, but it represents an eye.” And so forth.

Use a globe, or make a ball look like Earth. Then, ask the children what the globe or ball represents.

Use the globe to show the children where land is, where water is, and where they live. Point to and say the country’s name where some children’s parents or grandparents may have lived.

Talk with the children about Earth being our home. It is important because it provides us with everything we need. Ask the children what Earth provides for us (food, water, medicines, building materials for our houses and cars, fuel, etc.). It also provides us with beauty. Have the children tell about what is beautiful on our Earth (mountains, waterfalls, trees, flowers, etc.).

#### Developmental Skills

- Gross Motor
- Science
- Music
- New Vocabulary Word
- Understand and Follow Directions

#### Supplies:

- Moozie Puppet

#### From Experience Resources #18

- Music: *Dream for Children*

Find different objects in the classroom that are made out of wood, stone, metal, and glass. Ask the children what the object is made out of and then ask them where the material comes from to make these things.

Throughout the day, remind the children of the different materials being used and enjoyed from the Earth. Earth provides a home for people and for animals. We want to be kind to animals and we also want to be kind to our Earth.

### **Whole Group**

#### **Dream for All Children Song**

Play the song, *Dream for Children*. Appendix #18

Have the children sing the song.

Discuss how we can keep the Earth clean and healthy for our animals and for our children and adults.

### **Whole Group**

#### **Read Aloud**

Read books to the children about caring for animals and the Earth such as *Around the Pond: Who's Been Here?* (Lindsey Barrett George), *All the World* (Liz Garton Scanlon), *A Place for Me – Tales of Total Kindness* (Frances & Peaches), and *My Friend Earth* (Patricia MacLachlan).

### **Whole Group**

#### **Shared Reading**

Read the big book *In the Small, Small Pond* (Denise Fleming), using the 5-day process. Share about the animals and creatures living in the pond and how we need to keep the pond safe and clean.

### **Whole Group**

#### **Shared Poem**

Use the poem:

##### **Earth**

*The birds live*

*The bears live*

*The elephants live*

*On the Earth.*

Print the verse on a large poster board. Choral read the poem using the 5-day process. Talk with the children about the different kinds of animals that live on our Earth. Talk about the different places animals live and how we need to take care of their homes. Add a copy of the poem to each child's poetry notebook.

### **Choice-Based Centers**

#### **Art Center**

Children may create a large circle and paint it like the Earth. Older children may want to make a paper mâché Earth from a balloon. Children may also want to use the paper mâché or playdough to make some of the different kinds of animals that live on Earth.

#### **Social Studies Center**

Children may explore the sand and water area outdoors by building valleys and mountains, rivers and ponds while getting a hands-on experience with the topography of our Earth. Indoors, they may also



want to learn about a favorite animal such as elephants or giraffes by looking through various animal picture books.

### **Science Center**

Our Earth is made of different rocks and minerals. Children can examine various rocks and minerals with a magnifying glass, using the science process skills of observing, comparing, classifying, measuring, and discussing or reporting as they study geology.

### **Math Center**

Children can weigh different Earth rocks, count and graph rocks, or even sort rocks by color, shape, type or weight. Comparing rocks can lead to using words to describe different attributes such as smaller, bigger, longer, longest, heavier, thicker, and lightest.

### **Outdoor Centers**

Children may draw the landscape around the school. They may also collect various rocks from the play areas to create a rock collection.

### **Spin-Off Experience**

#### **Fun with Clay**

Provide each child with clay. Discuss how clay is a type of fine-grained natural soil containing clay minerals from our Earth that is often used to make pottery.

Even more meaning could be embedded in this experience if local clay is available. Children could collect clay on a field trip.

Allow children to form their own objects.

Dry in sun.

If you have the resources available, have children paint their clay objects with glaze and fire them in a kiln.

### **Teacher Notes**

# Experience 19 Be Kind to Earth

## Earth is My Friend

**Concepts:** *Acknowledge that everything we need comes from Earth and it is our responsibility to be kind and take care of Earth.*

### New Vocabulary

Pollution  
Conservation  
Waste  
Litter  
Responsible  
Consumer

## Experiences

### Whole Group

#### Be Kind to Earth

#### Developmental Skills

- Building Self-esteem
- Cooperation with Others
- Gross Motor
- Science
- Recognition of Words
- New Vocabulary Words
- Understand and Follow Directions
- Music

#### Supplies:

- Moozie Puppet

#### From Experience Resources #19

- Music: *The Road to Responsibility*

Have Moozie hold the globe or Earth Ball. Remind the children how Earth provides a home for people and for animals. We want to be kind to animals, and we also want to be kind to our Earth.

Ask children how they can be kind to (help) Earth. Acknowledge all their ideas.

Earth needs our help for it to stay clean and so its materials are not wasted, so we can continue to enjoy our Earth and be healthy.

Ask if the children know what “waste” (people using too much, more than they need) means.

See if the children can give examples of waste: Running the water while you are brushing your teeth; leaving the lights on when no one is in the room, or taking more food than you can eat. When we use more than we need, some other children may not get enough of what they need. Invite the children to suggest what they may believe some people waste.

Discuss concepts of **litter** and **pollution**. Examples of *pollution*: washing dirty clothes in water that someone else drinks or uses for cooking, swimming, or bathing. Examples of *littering*: leaving garbage on the ground or floor. Let children share examples of litter and pollution.

We show responsibility (do our part, be a helper to Earth) by not wasting, littering, or polluting. When we are responsible, it makes Moozie Moooooo.

Ask: “What can we do in our class and at home to be responsible and not waste?”

## **Whole Group**

### **Litter-Free Fingerplay**

Place the Moozie Puppet in a location where all the children can see her. Teach the children the following fingerplay:

A litterbug, I'll never be,  
(Children pretend they are throwing something on the ground.)

Because it hurts our Earth, said me!  
(Cross your arms on your chest as if you are hurt, then point to yourself.)

Just like Moozie, I'll be litter-free.  
(Point toward Moozie and then yourself.)

## **Whole Group**

### **“Follow Me to Responsibility” Song**

Have the children stand in a circle. Place the Earth Globe in the center of the circle.

While playing *The Road to Responsibility*, have the children march in a circle around the Earth; follow the actions of the song. At the end children hold hands and raise them in unison.

Replay the song having the children sing while following the actions of the song.

Let the children take turns holding the Earth globe in the middle of the circle.

## **Whole Group**

### **Read Aloud**

Read books to the children about caring for the Earth such as *I am Earth* (Rebecca & James McDonald), *One Earth* (Eileen Spinelli), and *The Wartville Wizard* (Don Madden).

## **Whole Group**

### **Shared Poem**

Use the poem:

**Yucky!**  
*Pollution is*  
*Littering is*  
*Wasting is*  
*Yucky!*

Print the verse on a large poster board. Choral read the poem using the 5-day process. Talk with the children about protecting our Earth and keeping it clean. Add a copy of the poem to each child's poetry notebook.

## **Home Center**

Add a waste basket to the home center for children to pick up litter and keep the home clean.

## Outdoor Centers

Have litter bags and gloves available for children to pick up litter from the outdoor play areas, keeping our part of the Earth safe and clean.

## Science Center

Children may experiment by studying water pollution. For example, they could add dirt or oil to a container of water to see what pollution looks like. Outdoors in a sand and water area, they could examine the area to make sure there is no pollution or litter.

## Writing Center

Older Children may choose to write an Earth poem using the alphabet. Choose a word for each letter of the alphabet to describe the Earth:

*Awesome, Beautiful, Clean, Dazzling, Exciting, Fantastic, Grand, Healthy, Interesting,*  
etc.

## Spin-Off Experience

### Eliminating Waste

Visit the cafeteria and ask the helpers if any food is being wasted.

Ask the children if they can help solve this problem by trying not to waste any food when they eat in the cafeteria.

## Teacher Notes

# Experience 20 Community Cooperation

## Classroom Recycling

### Concepts:

Develop an awareness of community support and being kind to the Earth by recycling and volunteering.

## Experiences

### Whole Group

#### Value of Recycling

Prepare the classroom for recycling. Set up two boxes in the classroom: one for recycling paper and one for plastic. Place recycle labels on the front of each box. Tape samples of recyclable paper to each box to further remind the children what goes in each box. Count the number of items that can be recycled.

Introduce two new words to the children: *recycle* (to use again) and *volunteer* (a person who helps others but doesn't get paid).

Explain the value of recycling to the children: When we can use something more than one time, we are volunteers who are being kind to our Earth.

Using the Moozie Puppet, point out the recycle symbols on the boxes and explain this means an item can be recycled.

Have Moozie help point out and talk about things in the classroom that can be saved to put in the recycle boxes. Ask the children to count items.

### Whole Group

#### Practice Recycling

As the children discard either paper or plastic, encourage them to put the items in the appropriate recycle box. If you do not have plastic items in the classroom, bring something plastic from home to recycle. Later, extend with additional classroom/home/community experiences.

Each time an item is recycled, say, **Moozie says recycle!**

**Note:** As a teacher, check if your county has a local recycling office. If so, ask for information about what kinds of items can be recycled and where recyclables can be delivered for process.

Share with children what products can result from the recycled materials (i. e., paper, plastic, glass). For example, recycled paper is used to make tissues, napkins, cards, and newspapers).

#### Developmental Skills

- Building Self-esteem
- Cooperation with Others
- Gross Motor
- Recognition of Words
- New Vocabulary Words
- Understand and Follow Directions
- Family Application

#### Supplies:

- Large Boxes (2)
- Moozie Puppet

#### From Experience Resources #20

- Music: *Paper Towel Tube*
- Recycle labels for boxes – both plastic and paper

### **Whole Group**

#### **Recycling at Home**

Discuss with the children how they are recycling at home.

### **Whole Group**

#### **Paper Towel Tube Song**

Collect paper towel tubes until you have enough for each child.

Play and sing with actions the *Paper Towel Tube* song (*Appendix #20*).

Discuss how the children are having fun using something that is now recycled.

### **Small Group**

#### **Recycling Litter into a Sculpture**

In small groups, explain to the children that they are going to create a sculpture, which is a 3-dimensional (not flat) work of art. The sculpture is going to be made from recycled items (items can be collected from home, the classroom, or the school building). These will be items people have thrown away because they don't want them anymore. Share with the children that many of these items can be used again for other things.

Lay the materials out on a table and let the children interact with the items to consider ideas on how they can put them together to form a shape (i.e., building, animal, car, lamp, chair, tree, mountain). Share with the children pictures of sculptures that were created from recycled materials.

Once each small group of children has an idea, use masking tape, staples or paper clips to attach items together.

Display the different sculptures in a prominent place in the classroom to remind the children not to litter, but to recycle.

### **Choice-Based Centers**

#### **Art Center**

Children may create animals from recycled materials, focusing on using things that might be trash to make something interesting or useful. Or, children can use empty water bottles as the base to make colorful flowers. Adults cut off the tops of the water bottle and cut the tops into flower petals for the children to paint. The bottle lid will be the center of the flower.

#### **Writing Center**

Children may choose to write a story about their invented recycled animal, or if they choose to make colorful flowers, they could choose to give the flower(s) to a parent with a written note on the gift.

#### **Science Center**

Children may experiment with recycling old paper into new notepaper or animals. Children may tear old newspapers, scrap paper, and wrapping paper into small pieces and then put them into a container with water to make paper mâché. The paper mâché can be used to make note paper or animals. (*Adult supervision is needed.*)

#### **Construction Center**

Children may create a community with blocks and Lego and include a recycling center.

# Experience 21 Earth Is Our Home

## Homes of Living Things

### Concepts:

*Acknowledge the Earth supports animals and people. Develop a respect for the homes and habitats of living things on our Earth.*

## Experiences

### Whole Group

#### My Home

Earth is our home and the home of many living creature. Ask the children where Moozie lives.

Focus on the children's homes on our Earth. Ask them where they live: What city do you live in? What is the name of your street? What is your favorite space in your home?

Share with the children how people live in different kinds of homes. For example, people live in houses, house boats, apartment homes, mobile homes, and even hotels. If possible, show the children different types of homes. Explain how just like animals and birds who need different kinds of homes, people also live in different places.

Provide the children with supplies to draw a picture of their home. Invite the children to show and explain their drawing to the class. Begin a discussion of how we are kind to our homes and the homes of others.

Ask the children to suggest ideas of how we can be kind to our homes and the homes of our friends. (Moozie says: Don't bring dirt into homes, or break things, or mess them up, or leave garbage, or take things that don't belong to us.)

### Small Group

#### Homes of Animals, Insects, Fish, and Plants Riddles

Have a discussion with small groups of children about the homes of bugs, plants, trees, and animals on our Earth. Use pictures of different plants and creatures and their homes/habitats.

Ask the children to solve the following riddles:

I live in the water and like to swim. What am I?

I have a shell and can live in the water or on the land. What am I?

I have a furry tail and like to live in trees? What am I?

I am very small and live in the ground with hundreds of others just like me. What am I?

Invite the children to create their own riddles for the other children to guess.

For example, children may make up their own riddles by considering the following: "Where do spiders live? Where do beetles live? Where do birds live? Where do fish live?"

#### Developmental Skills

- Fine Motor
- Expressing with words/sentences
- Understanding and Following Directions
- Family Safety Application
- Listening
- Creative Expression

#### Supplies:

- Moozie Puppet
- Crayons//Colored Pencils/Paper
- Pictures of bugs, animals, birds, fish, and their homes/habitats

## **Whole Group**

### **Read Aloud**

Read books to the children about respecting the homes and habitats of living things, animals and plants, on our Earth home such as *A Place Made for We – Tales of Total Kindness* (Frankie & Peaches), *A Very Quiet Cricket* (Eric Carle), *Wake Up Kisses* (Pamela D. Edwards), *Animal Homes* (Martin Jenkins), and *The Tiny Seed* (Eric Carle).

## **Whole Group**

### **Shared Reading**

Read the big book *A House for Hermit Crab* (Eric Carle), using the 5-day process. Share about the animals have different homes and some carry them on their backs.

## **Whole Group**

### **Shared Poem**

Use the poem:

#### **The Itsy Bitsy Spider**

*The itsy bitsy spider  
went up the water spout.  
Down came the rain,  
and washed the spider out!  
Out came the sun,  
and dried up all the rain.  
And the itsy bitsy spider  
went up the spout again.*

Print the verse on a large poster board. Choral read the poem using the 5-day process. Talk with the children about the homes of spiders and how they make their own homes by making webs. Share how spiders are helpful by eating harmful insects and they also can help aerate the soil which provides the soil with important nutrients. Add a copy of the poem to each child's poetry notebook.

## **Social Studies Center**

Children may study the homes of birds. Trees make good homes for birds to nest. Provide book resources about the different homes of birds for the children to enjoy. A window bird feeder would be a good resource for children to watch birds.

## **Science Center**

Children may investigate the homes of bees. Use the book *I am Bee* (Rebecca & James McDonald). Children can learn how bees are important to the health of our ecosystem. Children will also learn about the hive, the bees' home.

## **Writing Center**

Children may choose to write or draw about their own home or the home of an animal that interests them.

## **Construction Center**

Children may build homes out of Lego and/or blocks for small stuffed animals or plastic character people.



## Garden Center

Children may give worms a home by adding them to the outdoor garden area.

## Spin-Off Experiences

### Nature Bracelets

At school or at home wrap each child's wrist with three layers of masking tape, sticky side up. Make it loose enough that the child can slide his/her hand through the tape to get it off.

Then, go on a nature hike and collect small pebbles, pine cones, seeds, shells, etc., and lay them on the bracelet to create designs.

Caution: Have Moozie remind the children to leave growing flowers and plants in place. Remind them to respect insects by just observing. Look for creatures and where they live.

Parents or teachers on the walk may take pictures of interesting plants, bugs or other interests for children to enjoy later.

### Bugs Help Us

Share with the children how bugs can help us: Bees provide honey; Spiders eat mosquitoes and flies; worms fertilize and aerate the soil.

At home or in the classroom, set up an ant or worm farm or butterfly cocoons.

### Plants Help Us

Have pictures or live examples of plants that grow in the wild.

Talk about how they individually and collectively help us.

*Example: Plants produce oxygen and use carbon dioxide, which makes it easier to have clean air to breathe, and are used to make medicine like aspirin, the main ingredient which comes from Willow bark.*

### Take Care of a Seed

Have the children plant seeds in paper cups. Provide the children with soil and seeds which they will water. Be sure each cup has a child's name on it and is placed on a windowsill receiving appropriate light. The teacher may want to monitor the plants and prepare a few additional cups in case a child's seed does not grow; this will ensure each child has a plant to take home.

With the children, prepare several additional cups with soil and seeds. These will be experimental plants. Place some plants on a table that do not get very much light, and some in a closet that will not get any light.

Compare the windowsill plants that get light to the plants on a table and in the closet. Help the children understand that besides soil, plants need both light and water to grow.

## Teacher Notes

# KINDNESS CELEBRATION

## Experience 22 Showcase of Kind Actions

### Pictures of Kindness

#### Concepts:

*Develop a greater awareness of ways to be kind.*

#### Experiences

##### Whole Group

##### Celebrating Kindness

Introduce a *Kindness Bulletin Board* or *Display Area* to all the children. Place the Moozie poster in the middle of the display.

Divide the board or display into four different sections. On each section, post a graphic sign naming one of the four groups of kindness:

***Be Kind to Yourself***

***Be Kind to Others***

***Be Kind to Animals***

***Be Kind to Earth***

Read the four groups of kindness to the children. Invite the children to tell you about ways of being kind. Discuss with the children how being kind is being nice – ourselves, to others, to animals and to the Earth.

When we are kind, we do good things to help ourselves, others, animals, and our Earth. We speak kind words, we listen to others and respect ourselves, others, animals and the Earth. We use our words and our actions to solve problems. We are kind.

Invite the children to draw pictures, on multi-colored paper with crayons, colored pencils and markers, of ways they can be kind to themselves, others, animals and the Earth. Place the pictures under the appropriate kindness group on the bulletin board or display area. Throughout the week, children can continue to draw pictures and add them to the display.

Place the *Moozie Kindness Garden* strip below at the bottom of the display. Children can choose an artificial flower to attach to the garden strip.

Create clouds from white paper. Invite the children to think of kindness words (i.e., sharing, taking turns, helping, and saying kind words such as thank you, please, well done, etc.). Print their words on the white paper clouds and place them on the Kindness display.

#### Developmental Skills

- Becoming more aware of ways to be kind
- Learning to associate Moozie with kindness
- Building Self-esteem
- Cooperation with Others
- Fine Motor
- Music
- Science
- Express Self with Words/Sentences
- Creative Expression and the Arts
- Understanding and Following Directions
- Beginning Writing

#### Supplies:

- Black Marker
- Crayons/Colored Pencils/Markers
- Multi-colored paper (2 per child)
- White Paper
- Artificial flowers (1 per child)

#### From Experience Resources #22

- **Be Kind** posters
- Moozie Poster
- **Moozie Kindness Garden** strip

## The Moo Song

Conclude this experience by singing *The Moo Song* from Experience 7.

Moozie says moo-o-o; how about you? (child says kind word)

Moozie says moo-o-o; how about you? (child says kind word)

Moozie says moo-o-o; how about you? (child says kind word)

Moozie says moo-o-o; how about you? (child says kind word)

## Whole Group

### Read Aloud

Read various books about being kind to ourselves, to others, to animals and to our Earth. (See *the Appendix of recommended children's books*.)

## Whole Group

### Shared Poem

Use the poem:

#### Being Kind

*What is Kind?*

*Taking care of yourself.*

*What is Kind?*

*Taking care of others.*

*What is Kind?*

*Taking care of animals.*

*What is Kind?*

*Taking care of Earth.*

Print the verse on a large poster board. Choral read the poem using the 5-day process. Talk with the children about how they can be kind to themselves, to others, to animals and to our Earth. Add a copy of the poem to each child's poetry notebook.

## Moozie Kindness Center

Children may choose to talk with Moozie about the many ways we can be kind.

## Writing Center

Children may choose to draw or write their own story about being kind to themselves, to others, to animals, or to the Earth.

## Drama Center

Children may choose act out their own stories of how they are being kind.

## Spin-Off Experience

### "H-E-A-R-T Song"

Call the children's attention to the heart on Moozie. Teach the children the "H-E-A-R-T Song" below:

*"H-E-A-R-T Song" (Sung to the tune of B-I-N-G-O)*

*There is a shape, it stands for love, and heart is its name-o.*

*H-E-A-R-T*

*H-E-A-R-T*

*H-E-A-R-T*

*And heart is its name-o.*

# APPENDICES

## Experience Resources

Note: Online digital files which are available for download are noted with “digital:”

### Experience #1

- Music: *Six Little Ducks* – video is available at <https://supersimple.com/song/six-little-ducks/>

Lyrics are:

Six little ducks that I once knew,  
Fat ones, skinny ones, fair ones too.  
But the one little duck with the feather on his back,  
He led the others with a quack quack quack,  
Quack quack quack, quack quack quack.  
He led the others with a quack quack quack.

Down to the river they would go,  
Wobble-wobble wobble-wobble to and fro.  
But the one little duck with the feather on his back,  
He led the others with a quack quack quack,  
Quack quack quack, quack quack quack.  
He led the others with a quack quack quack.

Home from the water they would come,  
Wobble-wobble wobble-wobble to and from.  
But the one little duck with the feather on his back,  
He led the others with a quack quack quack,  
Quack quack quack, quack quack quack.  
He led the others with a quack quack quack.  
Quack quack quack, quack quack quack,  
Quack quack quack.

- Moozie Posters are on pages 93 to 96 and digital: <https://www.moozie.org/teaching-assets/>
- Parent Sample Letter is on page 85 and digital: <https://www.moozie.org/wp-content/uploads/2023/10/Letter-to-Parent.pdf> .

### Experience #2

- Music: *I Am Special Just Because I'm Me* – the song and lyrics are available for purchase on Dr. Thomas Moore 's “I Am Special Just Because I'm Me” Album download at <https://www.songsforteaching.com/store/dr.-thomas-moore-im-special-pr-58489.html>
  - video by Dr. Thomas Moore is available at <https://www.youtube.com/watch?v=HYmCs6qHrZ8>
  - lyrics and music are online at <https://www.songsforteaching.com/positivechoices/iamspecial.php>

- Music: *I Like Me, I Like You* – the song and lyrics are available for purchase on Dr. Thomas Moore’s “I Am Special Just Because I’m Me” Album download at <https://www.songsforteaching.com/store/dr.-thomas-moore-im-special-pr-58489.html>
  - video by Dr. Thomas Moore is available at <https://www.youtube.com/watch?v=x-5h0-T4LB4>
  - lyrics and music are online at <https://www.songsforteaching.com/positivechoices/iilikeme.php>

#### Experience #4

- Animal Emotion Pictures are on pages 97 to 102 and digital: <https://www.moozie.org/wp-content/uploads/2023/10/Pictures-Animal-Emotions.pdf>
- “Guess How I Feel” Graph is on pages 103 and digital: <https://www.moozie.org/wp-content/uploads/2023/10/Chart-17x11-Feelings-I-have-had.pdf>

#### Experience #5

- Veggie Graph is on pages 104 and digital: <https://www.moozie.org/wp-content/uploads/2023/10/Chart-17x11-Veggies-I-like.pdf>
- Music: *Corn on the Cob* – the song and lyrics are available for purchase on Dr. Thomas Moore’s “I Am Special Just Because I’m Me” Album download at <https://www.songsforteaching.com/store/dr.-thomas-moore-im-special-pr-58489.html>
- Music: *The Vegetables Song* – the song and lyrics are available for purchase on the “Thomas Moore Sings The Family” CD or Album download at <https://www.songsforteaching.com/store/thomas-moore-sings-the-family-pr-58483.html> - the lyrics are also available on that site

#### Experience #7

- *Speak Kind Words* sheet is on page 105 and digital: <https://www.moozie.org/wp-content/uploads/2023/10/Worksheet-2perPage-Learning-to-Use-Kind-Words.pdf>

#### Experience #8

- Music: *I Like Me, I Like You* – see notes for Experience #2

#### Experience #9

- Music: *I Am Special Just Because I’m Me* – see notes for Experience #2

#### Experience #10

- Music: *I Am Special Just Because I’m Me* – see notes for Experience #2
- Music: *I Get Mad* – the song and lyrics are available for purchase on the “Thomas Moore Sings The Family” CD or Album download at <https://www.songsforteaching.com/store/thomas-moore-sings-the-family-pr-58483.html>

#### Experience #11

- *Always Be Kind* Sentence Strips is on page 106 and digital: <https://www.moozie.org/wp-content/uploads/2023/10/Strip-2perPage-Moozie-sentence-fun.pdf>

#### Experience #13

- Frog Family Picture is on page 107 and digital: <https://www.moozie.org/wp-content/uploads/2023/10/Picture-Frog-Family.pdf>
- Music: *The Frog Family* – the song and lyrics are available for purchase on the “Thomas Moore Sings The Family” CD or Album download at <https://www.songsforteaching.com/store/thomas-moore-sings-the-family-pr-58483.html>

#### Experience #14

- *I’m a Family Team Member* coupon is on page 108 and digital: <https://www.moozie.org/wp-content/uploads/2023/10/Coupon-Im-a-Family-Team-Member.pdf>

- Music: *The Road to Responsibility* by Dr. Thomas Moore
  - Video for this song is at <https://www.youtube.com/watch?v=Xs7zKXINzwl>
  - Audio for this song is at <https://music.apple.com/us/song/the-road-to-responsibility/459614048>

### Experience #16

- Music: *My World of Sound* - the song and lyrics are for purchase on Dr. Thomas Moore's "My Magical World" Album download at <https://www.songsforteaching.com/store/dr.-thomas-moore-my-magical-world-pr-58486.html> and lyrics and music are online at <https://www.songsforteaching.com/speechtherapy/myworldofsounds.php>
- *Pick a Pet* graph is on page 109 and digital: <https://www.moozie.org/wp-content/uploads/2023/10/Chart-17x11-If-I-could-pick-a-pet.pdf>

### Experience #17

- Music: *The Pig and Pony* – the song and lyrics are available for purchase on Dr. Thomas Moore's "I Am Special Just Because I'm Me" Album download at <https://www.songsforteaching.com/store/dr.-thomas-moore-im-special-pr-58489.html>
- *Pet Care* worksheet is on page 110 and digital: <https://www.moozie.org/wp-content/uploads/2023/10/Worksheet-2perPage-Pet-Care.pdf>

### Experience #18

- Music: *A Dream for Children* by Dr. Thomas Moore - Audio for this song is at <https://open.spotify.com/track/1J5D55XNRTQRD6RQDGLyEp>

### Experience #19

- Music: *The Road to Responsibility* – see notes for Experience #14

### Experience #20

- Music: *Paper Towel Tube* – the song and lyrics are for purchase on Dr. Thomas Moore's "My Magical World" Album download at <https://www.songsforteaching.com/store/dr.-thomas-moore-my-magical-world-pr-58485.html>
- Recycle labels for boxes are on pages 111 to 115 and digital: <https://www.moozie.org/wp-content/uploads/2023/10/Signs-Recycle.pdf>

### Experience #22

- Be Kind posters (Animals, Earth, Others, Self) are on pages 97 to 102 and digital: <https://www.moozie.org/teaching-assets/>
- Moozie Poster is on page 116 and digital: [https://www.moozie.org/wp-content/uploads/2023/05/Moozie\\_poster-scaled.jpg](https://www.moozie.org/wp-content/uploads/2023/05/Moozie_poster-scaled.jpg)
- Moozie Kindness Garden strip is on page 117 and digital: <https://www.moozie.org/wp-content/uploads/2023/10/Strips-3perPage-Moozie-Kindness-Garden.pdf>

## Parent Letter Sample

Dear Parent / Guardian:

Moozie the Cow was introduced to your child today. Moozie is very special because she teaches children about kindness and focusing on being kind.

- to self
- to others
- to animals
- to Earth

Being kind in this context is:

- sharing
- taking turns
- helping
- saying kind words
- helping care for pets and respecting other animals in nature.
- helping children learn how people affect the environment from a child 's perspective.

This outstanding framework of kindness provides your child with problem-solving skills, language development, physical movement, social learning, emotional support, and creative expression.

Home involvement is an important part of the *Moozie's*® *Learning Experiences for Kindness*. You can support in-class learning by observing and commenting on kind behavior at home.

Thank you for helping Moozie the Cow teach your child about kindness. Moozie is the ambassador of kindness for the Children's Kindness Network. For more information- <http://www.moozie.com>.

Sincerely,

## Professional Resources

### Brain Gym

**Brain Gym® activities** reflect the relationship between movement and whole-brain learning.

More information is available from Brain Gym ®: Teacher's Edition. (1989). Ventura, Calif.: Edu-Kinesthetics, Inc., 2010.

More information and products available from the Educational Kinesiology Foundation, 1575 Spinnaker Dr., STE. 204B, Ventura, CA 93001; phone 800-356-2109; web site: <http://braingym.org>

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### Food and Behavior

*Food and Behavior* by **Barbara Reed Stitt, PhD**. Barbara's work is based on the premise that a malnourished central nervous system will inevitably lead to serious physical and behavioral problems, which medication and the usual intervention will not change.

You can order this book at [www.naturalpress.info](http://www.naturalpress.info) or by calling (877) 628-8398.

### Developing Capable Young People

This **powerful training program** developed by **H. Stephen Glenn** prepares adults who work with young people at developing the three perceptions and four skills which determine how effectively young people will deal with life. Young people who gain strength in these assets have character, resiliency, and other human intelligences considered essential for successful living. They meet life's challenges of learning, creating, relationships, and taking responsibility for themselves.

See: <http://www.capabilitiesinc.com>



## Recommended Children's Books

### Kind to Self



*Books by Nancy Parent (2000) in Disney's Lessons from the Hundred Acre Wood/Advance Publishers, LC.*

*Believe in Yourself*  
*Everyone is Special*  
*Give It Your All*  
*Make the Best of It*  
*Try, Try Again*  
*Use Your Words*

*Elmer by David McKee. (2023). HarperCollins. (Ages 3-8). Elmer the bright-colored patchwork elephant is laughed at by the gray elephants. He learns to be himself and celebrate the laughter.*

*I Like Me by Nancy Carlson. (1990). Puffins. (Ages 2-5). A story that helps children feel good about themselves.*

*It's Great to be Me by Melissa Ahonen. Melissa Ahonen LLC. (2022). (Ages 4-8). This book helps affirm children in what makes them unique such as being imaginative, kind, and brave.*

*Only One You by Linda Kranz. (2006). Cooper Square Publishing. (Ages 2-7). A mom and dad share their wisdom with their young son, a colorful rock fish.*

*The Friend I Need by Gabi Garcia. Skinned Knee Publishing, (2020). (Ages 6-8). A book about being kind and caring to oneself.*

*The Invisible Boy by Trudy Ludwig (2013). Knopf Books. (Ages 5-8). A story about how small acts of kindness helps an invisible boy flourish and feel included.*

*Wemberly Worried by Kevin Henkes. (2000). Greenwillow Books. (Ages 3-6). A young girl worries about everything, but finds that worrying is a waste of time.*

*What Do You Love? by Jonathan London. (2002). Scholastic. (Ages birth – 2). A mother and child spend a fun day together.*



### Kind to Others

*Amos and Boris by William Steig. (2009). Houghton Mifflin Harcourt. (Ages 3-8). Amos the mouse and Boris the whale become devoted friends. One day the tiny mouse finds a way to help his friend the whale.*

*A Time to be Kind by Nancy Cartie & Sarah Lowry. (2021). (Ages 4-7). Independently published. Two butterflies explore ways to be kind to others.*

*At School: Kindness Starts with You by Jacquelyn Stagg. (2018). Jacquelyn Stagg Publisher. (Ages 2-6). Maddy spreads kindness during her day at school such as taking turns and including everyone in game.*

*A Pocket Full of Kisses by Audrey Penn. (2021). Tanglewood. (Ages 2-6). Chester is sad about having a new baby brother, but his mother reassures him of her love for him.*

*A World of Kindness by Suzanne Del Rizzo. (2020). Pajama Press. (Ages 3-6). A picture book which asks children how they will be kind and considerate of others.*

*Be Kind by Pat Zietlow Miller. (2018). Roaring Book Press. (Ages 3-6). Helping a friend feel better, asking a new girl to play, standing up for someone being bullied are some of the ways this story shares what it means to be kind.*

*Berenstain Bears Golden Rule*, Mike & Jan Berenstain (2008). Zonderkidz. (Ages 4-8). The story is about treating others as one wants to be treated and that choosing to be kind is not always easy, but is always the right choice.

*Berenstain Bears Kindness Counts*, Jan & Mike Berenstain. (2010). Zonderkids. (Ages 2-6). Children discover ways to treat others with kindness.

*Best Friends Think Alike* by Lynn Rieser. (1997). Greenwillow. (Ages 3-8). Two best friends experience their first disagreement.

*Brave as a Bunny Can Be* by Alison Julian. (2001). Waldman House. (Ages 4-8). A young bunny learns to value his family as he discovers courage.

*Can I Have a Hug?* by Debi Bliori. (2002). (Ages 2-3). Orchard. A family of bears discover the joy of hugging.

*Clifford's Family* by Norman Bridwell. (2010). Scholastic. (Ages 2-7). Clifford loves his family and shows respect by making time to visit them.

*Clifford's Manners* by Norman Bridwell. (2010). Scholastic. (Ages 2-7). Emily teaches Clifford good manners and learns to share with his friends.

*Clifford's Good Deeds* by Norman Bridwell. (2010). (Ages 3-8). Cartwheel Books. Clifford helps others by saving two children from a house fire.

*Clifford Shares* by Norman Bridwell. (2012). Cartwheel Books. (Ages 2-5). Examples of how Clifford shares his water, his bench and his ball with animals and friends.

*Dear Daisy, Get Well Soon* by Maggie Smith. (2000). Crown. (Ages 5-8). Daisy gets sick and Peter shows his kindness by bringing her a card and gifts.

*D. W. Go to Your Room!* by Mark Brown. (2000). Little, Brown Books for Young Readers. (Ages 4-8). D. W. decides to share with her baby sister.

Books by Nancy Parent. (2000) Disney's Lessons from the Hundred Acre Wood/Advance Publishers, LC.

*Always Tell the Truth*

*Forgive and Forget*

*Friendship Day*

*Giving is the Best Gift*

*Home Sweet Home*

*Hooray for Teamwork*

*I'm Really Sorry*

*Just Say "Thank You"*

*Listen Up, Tigger*

*Loyal Through and Through*

*Sharing Can Be Fun*

*You Can Count on Me*

*Grandma, Grandpa & Me* by Mercer Mayer. (2007). Harper Festival. (Ages 1-6). A fun story of milking cows, picking berries, and baking pies which celebrates the bond between kids and grandparents.

*Have You Filled a Bucket Today?* by Carol McCloud. (2015). Bucket Fillers. (Ages 3-6). This book shares with children that when we are kind to others, we not only fill their buckets, but we fill our own.

*How Kind* by Mary Murphy. (2002). Candlewick Press. (Ages 1-4). In the farmyard, different animals express kindness to each other.

*Hug* by Jez Alborough. (2005). Scholastic. (Ages 1-3). A story about Bobo the monkey who needs a hug and where his animal friends learn about love and belonging.

*I Just Forgot* by Mercy Mayer. (1999). Random House. (Ages 2-7). Little Critter learns about responsibility during a very forgetful day.

*I Like Your Buttons* by Sarah Marwill Lamstein. (2002). PRC Book Printing. Cassandra complemented her teacher on her glittery buttons which led her to a day of good deeds and thoughtfulness.

*I Lost My Bear* by Jules Feiffer. (2000). Harper Collins. (Ages 4-7). A story about the loss of a favorite toy and what she discovers during the search.

*I Walk with Vanessa* by Kerascoet. (2018). Random House. (Ages 3-7). A young girl steps into support a child who is bullied. Her act of kindness inspires the community to join in to help.

*I Was So Mad* by Mercer Mayer. (2000). Random House. (Ages 2-7). Little Critter learns about emotions while having a grumpy day.

*Just a Little Music* by Mercer Mayer. (2010) Random House. (Ages 2-7). Little Critter learns to be considerate of others as he learns to play the drums.

*Just Grandma & Me* by Mercer Mayer. (1983) Random House. (Ages 2-7). Little Critter spends the day with grandma at the beach, celebrating a special bond between them.

*Just Grandpa & Me* by Mercer Mayer. (2001). Random House. (Ages 2-7). Little Critter is a help to his grandfather as they visit the big city.

*Just Me & My Dad* by Mercer Mayer (2001). Random House. (Ages 2-7). Little Critter enjoys the outdoors with his dad.

*Just Snuggle Wuggle* by Jonathan London. (2000). HMH Books for Young Readers. (Ages 1-3). Animals hug and moms and dads hug. Snuggling with the ones you love is good

*Kindness is My Superpower* by Alicia Ortego. (2020). (Ages 3-6). Super hero Lucas learns about kindness and how to be caring and generous - A book about empathy, kindness and compassion.

*Kindness Grows* by Britta Teckentrup. (2022). Tiger Tales. (Ages 3-7). Angry words make friends sad, but words of encouragement and caring make friendships stronger.

*Kindness Makes Me Stronger* by Elizabeth Cole. (2021). Independently Published. (Ages 3-5). Little Nick teaches his new animal friends on his grandparents' farm about kindness, caring, and compassion.

*Kissing Hand* by Audrey Penn. (2018). Tanglewood Press. (Ages 2-7). Chester Racoon is reluctant to go to school, but his mom shares a family secret that reassures him of her love any time he is scared.

*Lilly's Purple Plastic Purse* by Kevin Henkes. (2006) Greenwillow Books. (Ages 3-6). Lily loves many things. When her teacher takes her purple purse, she is very upset. Later, she realizes she owes him an apology.

*Little Blue and Little Yellow* by Leo Lionni.(2011). Knopf Books. (Ages 2-5). A story about friendship.

*Me & My Little Brother* by Mercer Mayer. (1998) Random House. (Ages 2-7). Little Critter enjoys thinking about the fun things he will do with his new brother.

*My Dog Never Says Please* by Suzanne Williams. (2000). Puffin. (Ages 3-8). A young girl realizes that her dog does not have to have manners and decides it's more fun to be a dog.

*My Grandma is Great* by Gaby Goldsack. (2001). Paragon Publishing. (Ages 6-8). A young boy describes why his grandma is so great.

*My Grandpa is Great* by Gaby Goldsack. (2010). Paragon Publishing. (Ages 6-8). A young girl describes why her grandpa is so great.

*My Mom is Great* by Gaby Goldsack. (2010) Parragon Publishing. (Ages 6-8). A child describes mom as magical, brave, smart, and funny.

*No Hitting* by Karen Katz. (2011). Grosset & Dunlap. (Ages 1-3). A little girl is guided to hit pots and pans but not her little brother.

*Noisy Nora* by Rosemary Wells. (1999). Viking Books. (Ages 2-5). Nora is the middle mouse and not getting the attention she needs, so she makes a lot of noise until the house goes silent.

*One Drop of Kindness* by Jeff Kubiak. (2019). Edumatch. (Ages 4-10). Gus, a one-time orphan, unlocks a secret which changes his life of unkindness to one of kindness and fills his heart with love.

*Richard Scarry's Please and Thank You Book*. (1973). Random House Books for Young Readers. (Ages 3-7). The book's characters learn about the importance of manners.

*The Grouchy Lady Bug* by Eric Carle (1999). Harper. (Ages 2-4). A story about a grouchy ladybug who has bad manners, but along the way sees the benefits of good manners and friendship.

*The Lion and the Mouse* by Jerry Pinkney. (2009). Little, Brown Books for Young Readers. (Ages 2-7). A lion shows a mouse kindness and later the mouse comes to his rescue.

*The Other Dog* by Madeleine L'Engle. (2018). Chronicle Books. (Ages 3-5). In this story a dog is coping with a new baby in the house.

*The New Baby* by Mercer Mayer. (2001). Random House. (Ages 2-7). Little Critter becomes a helper with the new baby sister.

*The Odd Egg* by Emily Gravett. (2009). Simon & Schuster. (Ages 3-8). All the birds have an egg but not duck. Duck finds an egg, but the other birds make fun of duck – until it hatches. Everyone is surprised.

*The Power of One: Every Act of Kindness Counts* by Trudy Ludwig. (2020). Knopf Books for Young Readers. (Ages 4-8). A child reaches out to a lonely classmate and one act of kindness starts a reaction of kindness in her school and community.

*The Fish Makes a Wish* by Elizabeth Carbone. (2022). Pine Place Publishing. (Ages 3-5). A kind fish goes on an adventure to spread kindness and happiness to others in the sea.

*The Rainbow Fish* by Marcus Pfister. (1999). North-South Books. (Ages 1-5). A beautiful fish with iridescent scales is also vain and proud. He becomes lonely and finds that by sharing his glittery scales, he wins friends.

*Tickle, Tickle* by Darkari Hru. Roaring Book Press. (2002). (Ages 3-6). This book describes the fun of the family game of tickle.

*Today I Feel Silly & Other Moods that Make My Day* by Jamie Lee Curtis. (1998). Joanna Colter Books/Harper Collins Publishers. (Ages 2-6). A book to help children understand their different moods.

*Train Your Dragon to be Kind* by Steve Herman. (2018). DG Books. (Ages 4-8). A boy trains his dragon to be kind, caring, and thoughtful.

*Umbrella* by Amy June Bates (2018). Simon & Schuster/Paula Wiseman Books. (Ages 3-7). A story about an umbrella that becomes so big it can cover everyone. A story about inclusion and welcoming others.

*What Does It Mean to be Kind?* by Rana DiOrio. ((2020). Little Pickle Press. (Ages 4-8). A girl discovers how being kind spreads to others.

*When I get Bigger* by Mercer Mayer. (1999). Random House (Ages 2-7). Little Critter's sister imagines what she will do when she grows up.

*When Sophie Gets Angry – Really, Really Angry* by Molly Bang. (2004). Scholastic. (Ages 3-8). Sophie deals with the emotion of anger.

## Kind to Animals



*Around the Pond: Who's Been Here* by Lindsay Barrett George. (1996). Greenwillow Books. (Ages 4-8). Two children search around a pond for blueberries, but find animal tracks instead.

*A Sick Day for Amos McGee* by Philip C. Stead. (2010). Roaring Brook Press. (Ages 3-6). Amos visits his animal friends in the zoo every day, but when he becomes sick, his zoo friends decide to return the favor.

*Children Make Terrible Pets* by Peter Brown. (2010). Little, Brown & Company. (Ages 3-8). A young bear discovers a boy in the woods and asks her mom if she can keep him. Her mom tells her that children make terrible pets. After a day of fun, do children really make terrible pets?

*Cow That Went Oink, The* by Bernard Most. (2003). Clarion Books. (Ages 1-5). A cow oinks and a pig moos. This is a book about differences and also about not giving up.

*Hedgie's Surprise* by Jan Brett. (2000). G.P. Putnam's Sons Books for Young Readers. (Ages 2-7). A story about a hen and a hedgehog who helps her protect her eggs from being taken by a tomtent (gnome).

*How to Heal a Broken Wing* by Bob Graham. (2017). Candlewick. (Ages 3-7). A young boy finds a hurt bird and with the help of his mother takes him home to heal.

*Learning About Farm Animals* by Jan Sovak. (2001). Dover. (Ages 8-11). A sticker book to help children learn about 12 barnyard animals.

*Let's Get a Pet* by Harriet Ziefert. (1993). Viking. (Ages 5-8). A book that takes one through a pet store and gives suggestions about different pets and how to care for them.

*The Very Quiet Cricket* by Eric Carle. (1997). World of Eric Carle. (Ages 1-4). A tiny, quiet cricket's journey meeting different insects but with no voice, until he meets another cricket.

*Wake Up Kisses* by Pamela D. Edwards. (2001). Katherine Tegen Books. (Ages 3-6). A story about baby animals who begin their day at night with wake-up kisses from nocturnal moms.



## Kind to Earth

*All the World* by Liz Garton Scanlon. (2015). Little Simon. (Ages 3-5). Family and friends enjoy the beauty of our Earth from a tiny seashell to an amazing sunset.

*Animal Homes* by Martin Jenkins. (2022). Candlewick. (Ages 3-7). This book shares the different types of animal homes such as homes for beavers, spiders, honeybees, prairie dogs, and polar bears.

*A Place Made for We – Tales of Total Kindness* by Frankie & Peaches. (2019). Favorite World Press LLC. (Ages 5-9). This book engages children in the importance of caring for nature and animals and ways to protect them.

*I Am Earth* by Rebecca & James McDonald. (2016). House of Lore Publishing. (Ages 3-5). This book discusses basic Earth science concepts and encourages children to take care of our planet and keep it healthy.

*I Am Bee* by Rebecca & James McDonald. (2019). House of Lore Publishing. Children learn about the importance of bees for the well-being of our ecosystem.

*Thank You, Earth* by April Pulley Sayre. (2018). Greenwillow Books. (Ages 4-8). This book celebrates the beauty and complexity of our Earth with a thank you note.

*My Friend Earth* by Patricia MacLachan (2020). Chronicle Books. (Ages 3-5). Explores the science and wonders of nature and how to care for our Earth.

*My Garden* by Kevin Henkes. (2010). Greenwillow Books. (Ages 2-6). A girl helps her mother with gardening, and uses her imagination to see chocolate rabbits and flowers that change colors, enhancing the very wonders of nature.

*One Earth* by Eileen Spinelli. (2020). WorthyKids. (Ages 4-8). Children celebrate our Earth and learn ways to protect it.

*Paulie Pastrami Achieves World Peace* by James Promos. (2009). Little, Brown Books for Young Readers. (Ages 4-8). Paulie has trouble whistling and matching his socks, but plans to achieve world peace through being kind in little ways such as reading to trees and being kind to his sister.

*The Berenstain Bears Don't Pollute (Anymore)* by Stan & Jan Berenstain. (1991). Random House. (Ages 3-7). The bears find out information about endangered species and what they can do about caring for our planet.

*The Earth Gives More* by Sue Fleiss. (2022). Albert Whitman & Co. (Ages 4-7). *Earth* seasons are explored and how we can be kind to our Earth through stewardship.

*The Wartville Wizard* by Don Madden. (1993). Aladdin Paperbacks. (Ages 5-8). With trash piling up all around Wartville, a tidy old man realizes he can get rid of the trash.  
*My Friend Earth* by Patricia MacLachlan. (2020). Chronical Books. (Ages 3-5). This book explores the science and wonders of nature.  
*What If Everybody Did That?* by Ellen Javernick. (2012). Two Lions. (Ages 3-7). A book about choosing to do good things so the world would be a better place.

## Recommended Children's Big Books

*A House for Hermit Frog* (Eric Carle)  
*Brown Bear, Brown Bear* (Eric Carle)  
*Carrot Seed* (Ruth Krauss)  
*Clifford, the Small Red Puppy* (Norman Bridwell)  
*Five Little Ducks*  
*From Head to Toe* (Eric Carle)  
*If You Give a Mouse a Cookie* (Laura Numeroff)  
*In the Small, Small Pond* (Denise Fleming)  
*The Grouchy Lady Bug* (Eric Carle)  
*The Rainbow Fish* (Marcus Pfister)  
*The Tiny Seed* (Eric Carle)  
*Where's My Teddy?* (Jez Alborough)

*\*Your feedback and input are important to us. We hope you will make notes as you and your children/students engage in these experiences. In this way, we can improve upon the content and presentation of these experiences. Also, sharing your thoughts allows us to capture your ideas to improve these experiences and kit items. We look forward to your comments and feedback (Contact: [info@moozie.com](mailto:info@moozie.com)). Please contact us, the Children's Kindness Network, at: [info@moozie.com](mailto:info@moozie.com)*

thank you please you're welcome good sorry excuse me moo thank you please you're welcome good sorry

good you're welcome please thank you moo thank you please you're welcome good sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you please

# moozie

says

## Be Kind to Animals

good sorry excuse me moo thank you please thank you please thank you please thank you please thank you please thank you please thank you please

good sorry excuse me moo thank you please please thank you please thank you please thank you please thank you please thank you please




 @mooziekn www.moozie.org

thank you please you're welcome good sorry excuse me moo thank you please you're welcome good sorry

good you're welcome please you're welcome good sorry excuse me moo thank you please you're welcome good sorry

# moozie

says

## Be Kind to Earth

good sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you please you're welcome good sorry

good sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you please you're welcome good sorry

[f](#)
[X](#)
[@moozieckn](#)
[www.moozie.org](http://www.moozie.org)



thank you please you're welcome good sorry excuse me moo thank you please you're welcome good sorry

good you're welcome please thank you moo please thank you moo thank you please you're welcome good sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you please you're welcome good sorry excuse me moo

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# moozie

says

## Be Kind to Others Big and Small



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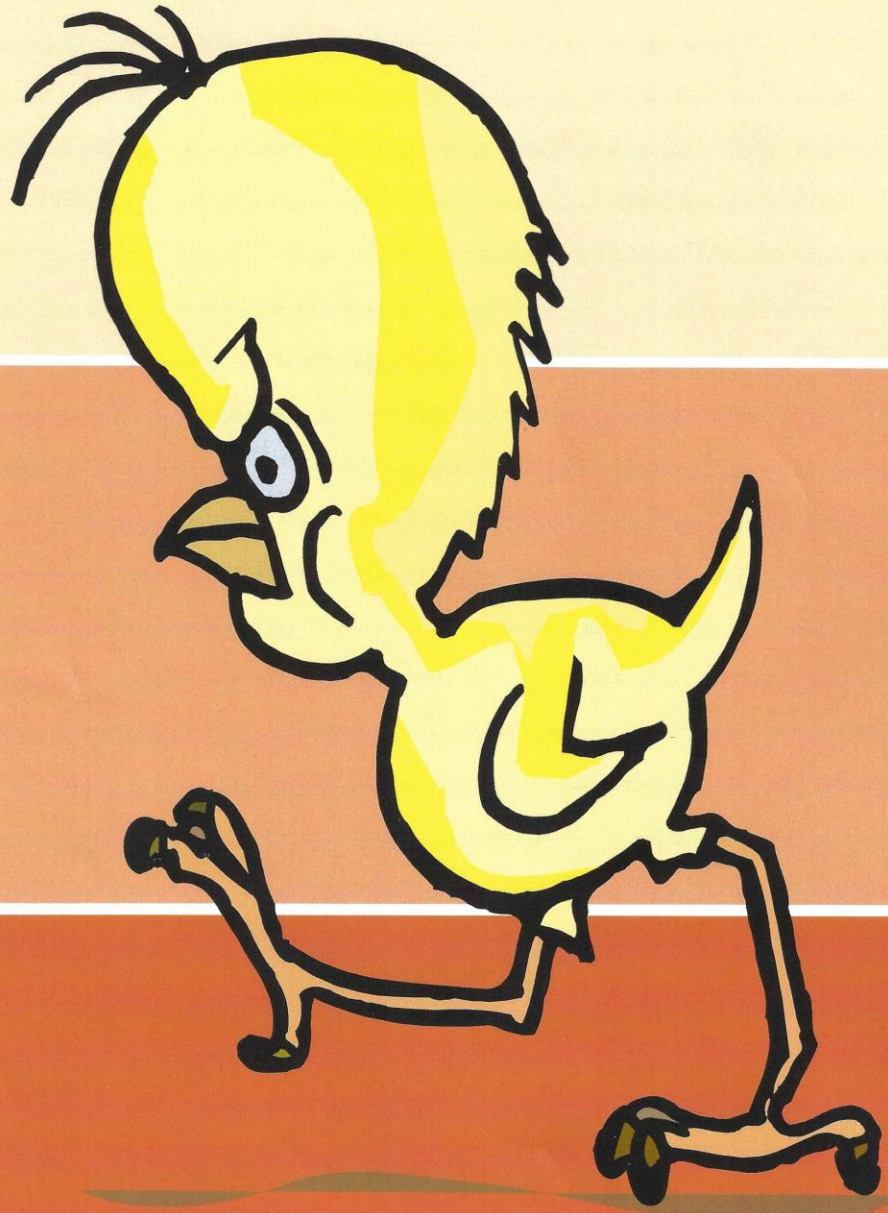
good sorry excuse me moo thank you please you're welcome good sorry excuse me moo please thank you moo thank you please you're welcome good sorry excuse me moo



please you're welcome good sorry excuse me moo thank you please you're welcome good sorry

thank you please you're welcome good sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you

you're welcome good sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you please you're welcome



# Angry

Angry - Collection 3  
Moozie Teaches Kindness, Inc. © 2007  
Visit [Moozie.com](http://Moozie.com)

sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you please

please you're welcome good sorry excuse me moo thank you please you're welcome good sorry

thank you please you're welcome good sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you please you're welcome good sorry



# Excited

Excited- Collection 3  
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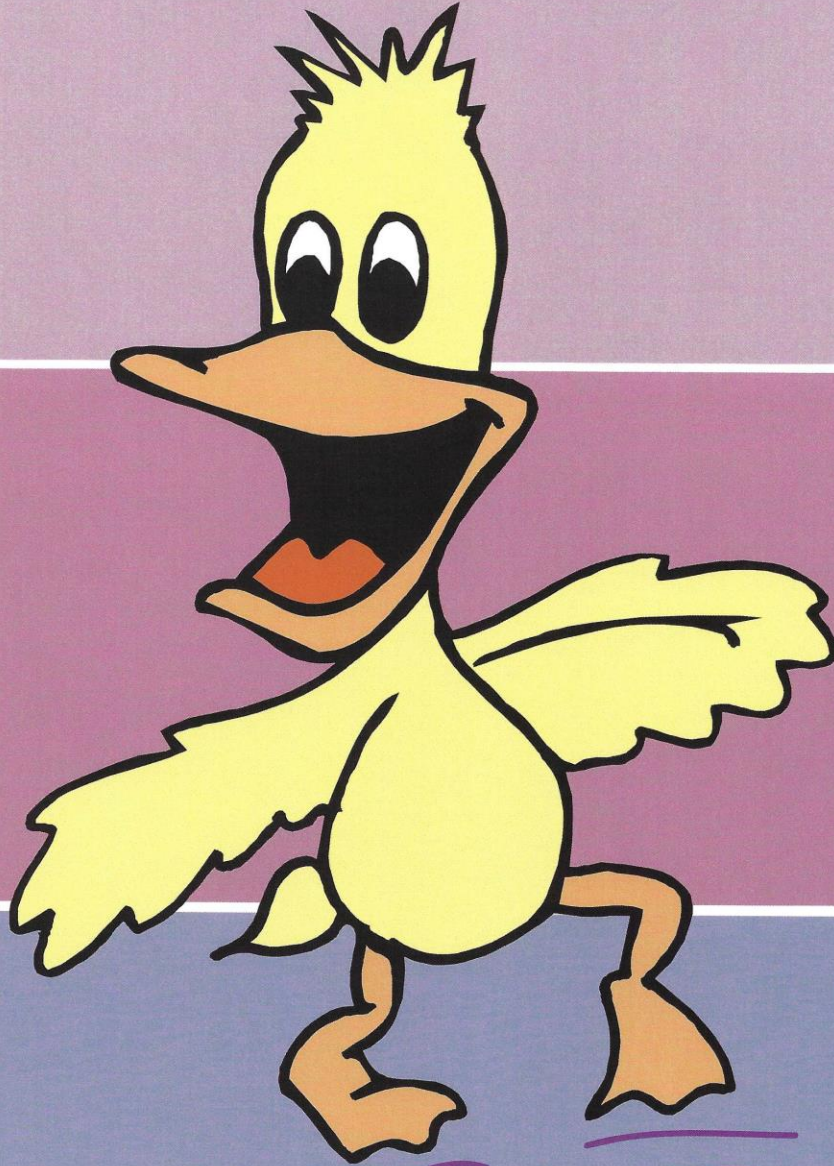
sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you please



please you're welcome good sorry excuse me moo thank you please you're welcome good sorry

thank you please you're welcome good sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you

you're welcome good sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you please you're welcome



# Happy

Happy - Collection 3  
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sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you please



please you're welcome good sorry excuse me moo thank you please you're welcome good sorry  
thank you please you're welcome good sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you  
you're welcome good sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you please you're welcome  
sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you please

Sad - Collection 3  
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please you're welcome good sorry excuse me moo thank you please you're welcome good sorry

thank you please you're welcome good sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you

you're welcome good sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you please you're welcome



# Surprised

Surprised - Collection 3  
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sorry excuse me moo thank you please you're welcome good sorry excuse me moo thank you please






# Feelings I have had

Collection # 3

FEELINGS	STUDENTS' NAMES																					
Happy																						
Sad																						
Surprised																						
Angry																						
Excited																						
Frustrated																						





XO

Good job!

Try your best to  
**Always be kind.**

You're welcome!

Terrific!

Let's be friends.

Wow!

Super!

I'm sorry.

How nice!

Great!

### Learning to Use Kind Words

Read this rhyme to your child:

Kind words make us feel good;  
Moozie says *please* and *thanks*, so we should.  
There's lots of kind words that we can say;  
*You're special, terrific and have a great day!*

Have your child tell you some of the kind words she/he has learned.

Love you!


You're special!

Please.

Way to go!

Thank you!

Moozie Teaches Kindness, Inc. © 2008



XO

Good job!

Try your best to  
**Always be kind.**

You're welcome!

Terrific!

Let's be friends.

Wow!

Super!

I'm sorry.

How nice!

Great!

### Learning to Use Kind Words

Read this rhyme to your child:

Kind words make us feel good;  
Moozie says *please* and *thanks*, so we should.  
There's lots of kind words that we can say;  
*You're special, terrific and have a great day!*

Have your child tell you some of the kind words she/he has learned.

Love you!

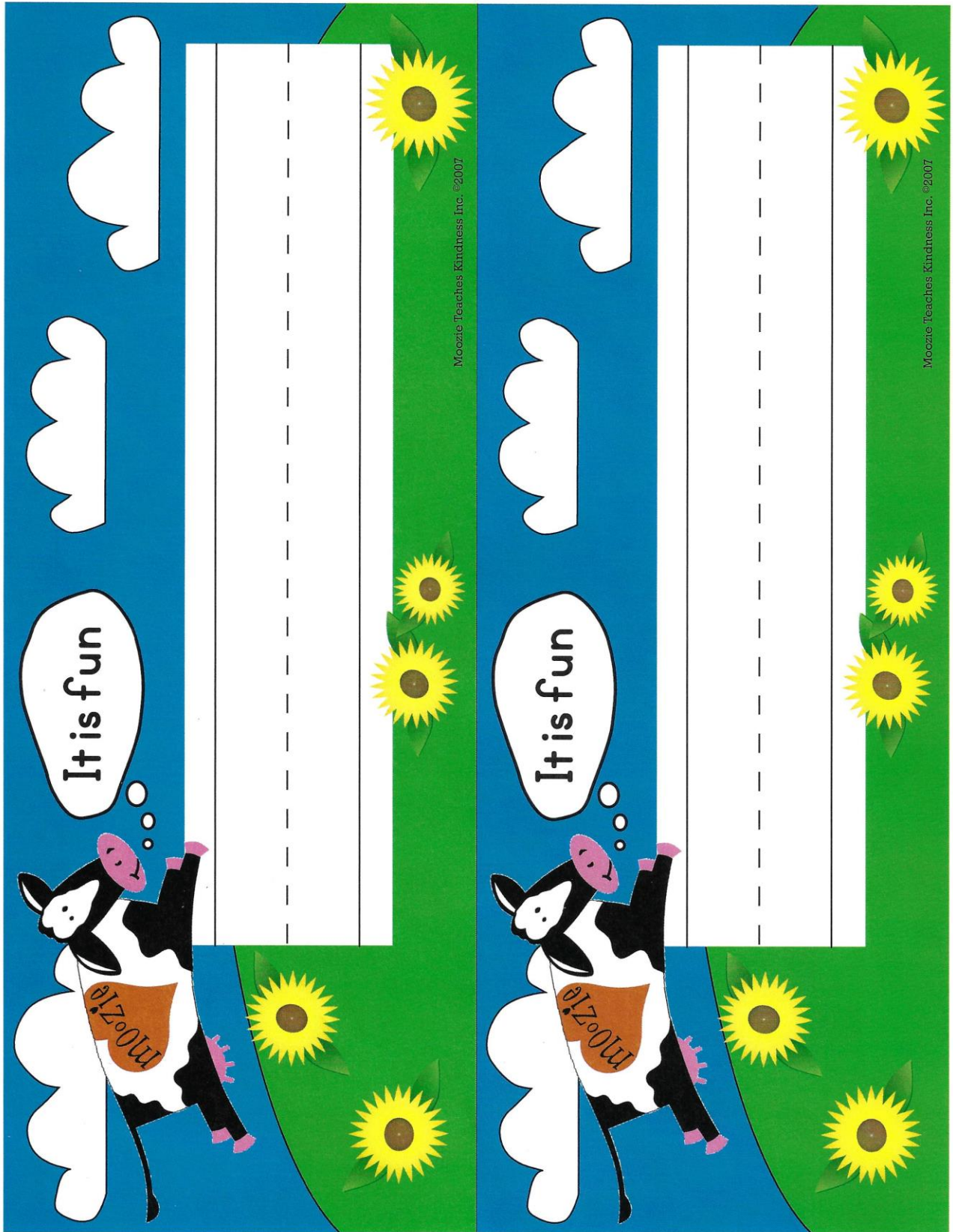
You're special!

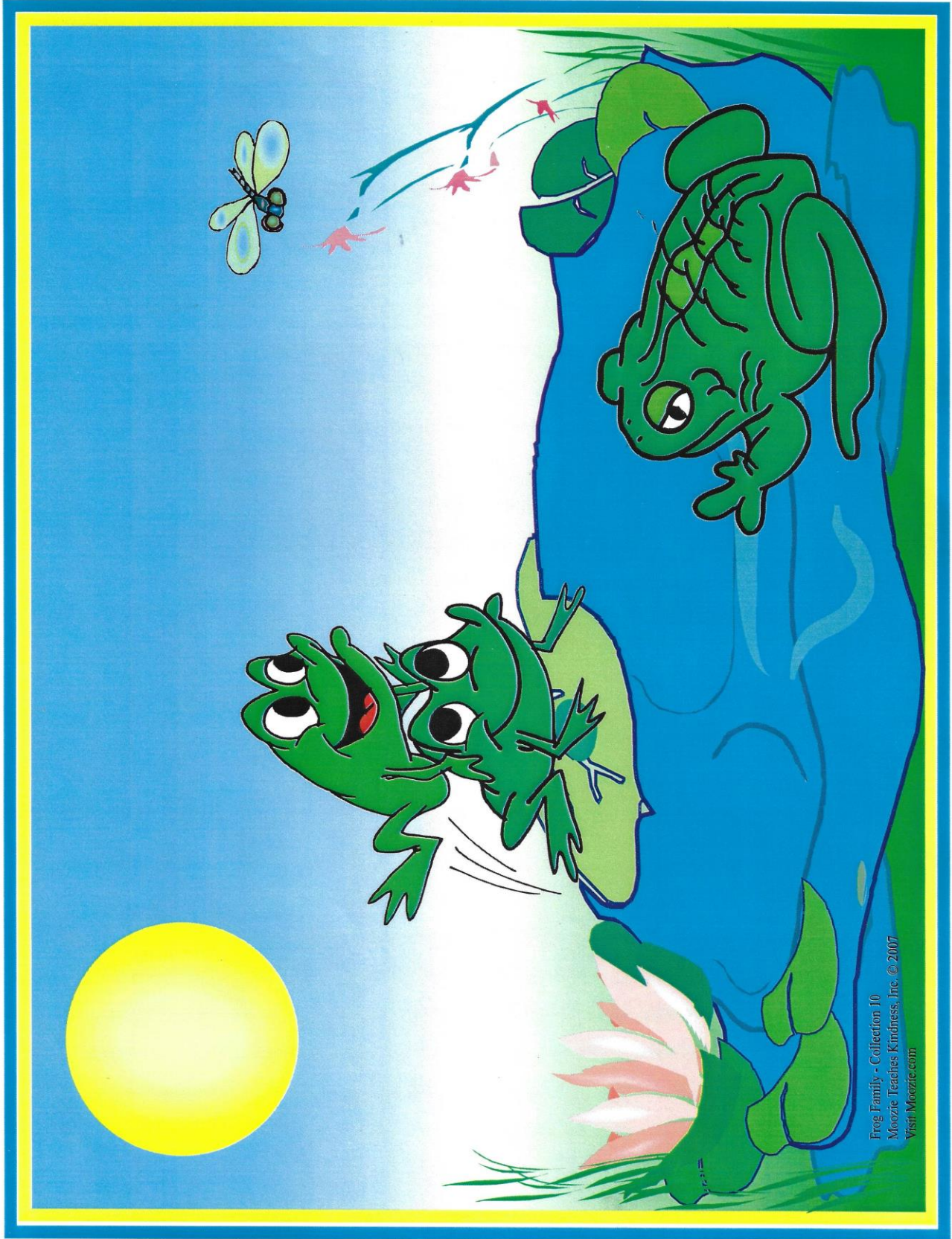
Please.

Way to go!

Thank you!

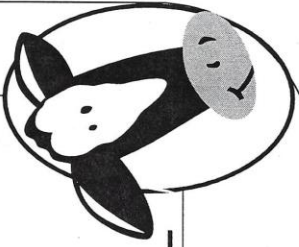
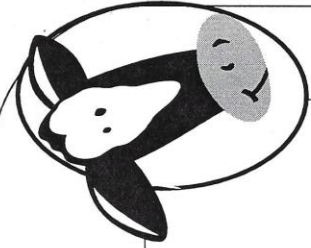
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Frog Family - Collection 10  
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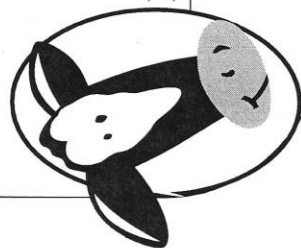
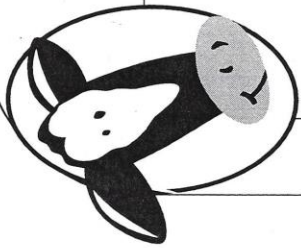
I'm a Family Team Member



My name \_\_\_\_\_

moozie.com

Coupon



Family Team Member Coupon - lesson 11  
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**Pet Care**

I will help care for a pet by:

My name \_\_\_\_\_

moozie.com

Visit Moozie.com

Pet Care Coupon - Collection 15 Moozie Teaches Kindness, Inc. © 2007

This coupon form is framed by four cartoon cow heads in circular frames at the corners. The title 'Pet Care' is in a black banner at the top. Below it is a large blank space for writing. At the bottom, there is a line for 'My name' and the website 'moozie.com'.



**Pet Care**

I will help care for a pet by:

My name \_\_\_\_\_

moozie.com

Visit Moozie.com

Pet Care Coupon - Collection 15 Moozie Teaches Kindness, Inc. © 2007

This coupon form is identical to the one above, featuring a cow-themed border, a title banner, a large writing area, and a name line.



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