



children's
kindness
network

Moozie's One- Minute or Less Kindness Possibilities

**Kindness to Self, Others,
Animals, and Earth**

Moozie's One-Minute or Less Kindness Possibilities



Kindness to Self, Others, Animals and Earth

Children's Kindness Network

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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

The first edition, “Moozie’s 1-Minute or Less Kindness Lessons,” was created in 2015 by Cathey Pilkinton, a long-time kindergarten teacher and a board member and Education Committee chair for Children’s Kindness Network. 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.

Kathleen G. Burriss, Professor Emeritus, Middle Tennessee State University, received her B.A. from SUNY College (Fredonia), her M.A. from SUNY College (Buffalo). After teaching kindergarten for 15 years, she earned her Ed.D. from Arizona State University and began teaching at Middle Tennessee State University.

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.

THE VALUE OF KINDNESS

Just think what the world would be like if everyone was just a little kinder. That would not only affect this moment but it could also have an effect for years to come. You can help make that happen. Kindness is powerful. Spreading your kindness makes both you and others feel better, plus you feel better, and everyone seeing your kindness feels better. Whether you realize it or not, your kind acts build you as a role model of kindness, a role model especially important to those younger than you. Your kindness brings happiness to others.

The good news is that you have a partner in spreading kindness, Moozie the Cow, the Ambassador of Kindness. Moozie is a role model showing children ways to spread kindness. Moozie's message of kindness reaches out to others, to animals, to the Earth, and even to ourselves. Your acts and your students' acts of kindness will make a difference at school, at home, and in the world.

As Moozie says, "Always be kind."

Ted Dreier
Founder, CKN



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Introduction

It is helpful to have an understanding that children – especially young children – are developmentally more focused on themselves, rather than on understanding the perspective of others; thus, they primarily view the world from an ego lens.

Young children are gradually emerging into seeing the perspective of others, so practice without judging them is important. This is why providing children with numerous and different opportunities to safely practice words and actions becomes paramount toward their sustained understanding of kindness to self, others, animals, and Earth.

Kindness to Self

Promoting children's sense of kindness for self may require time for children to understand and accomplish. There is a distinction between an individual's effort to be kind and respectful to self in contrast to being selfish or egocentric.

Words to support Kindness to Self:

- This game was hard, but I tried my best.
- I felt sad when my neighbor would not share his toys, but I did not get angry.
- I had trouble drawing my picture, but I like it.
- I was tired this afternoon; I rested on the swing.
- In my head, I tell myself that I am trying to be a nice friend.
- I will eat healthy foods.

Actions to support Kindness to Self:

- I like playing with blocks and did it for a long time today.
 - I felt shy, but wanted to play with Jeremy, so I asked him to ride wagons with me.
- I washed my hands before I had a snack.
- I remembered my hat before playing outside in the sun.
- I like my new shoes, but I wore my sneakers to school today, because I want to be safe on the playground.
- I will play on the swings today to get exercise.
- I will eat my lunch today and enjoy the good food.

Kindness to Others

As children – especially young children – develop their internal compass to be kind, it is critical this is not framed by reward or praise. Build on and support children’s natural inclination for *empathy*, the ability to emotionally understand, be aware and sensitive to, thus, sharing the feelings of another person. The goal is for children to be consistently kind without promise of gain for the self. Children learn to be kind because it is the “good” thing to do. Showing kindness is also true and right when not noticed or acknowledged by an adult or another child.

Further, kindness cannot be mandated as a rule; it is important there are no kindness monitors. Children – especially young children – require practice. They will forget and frequently may not be successful in thinking through their appropriate kind words and actions.

The goal is for kindness to be the default response; this does not mean rote or automatic. Telling a child to say “thank you” or “sorry” without their understanding the rationale is superficial and will not contribute to their kindness compass. Compelling children to repeat words and actions without their understanding can become a ticket or excuse for future inappropriate behaviors.

Words to support Kindness to Others:

- I will tell my friend, “I am sorry” if I accidentally spill her drink.
- I will say “thank you” to my mom for helping me get dressed.
- I will say “please” when asking my brother if I can play with him.
- I will say, “May I help you?” when a friend needs help.
- I will encourage my friend by saying, “You are a good friend!”

Actions to support Kindness to Others:

- I will *share* the blocks with my friend.
- I will *smile* at my friend when I see him at school.
- I will *help* my friend *solve a problem*.
- I will *take turns* when playing a game with my sister.
- I will *use good manners* when visiting my grandparents.
- I will *be helpful* when it is time to pick up toys.
- I will *use kind words* at home and at school.

Kindness to Animals

Respect becomes integral for children developing kindness for both domestic pets and wild animals, fish, and birds. This means, children learn as much what “not” to do as their understanding of what “to do.”

For example, helping children to understand how to approach pets that are not their own may be unfamiliar. Lowering the voice, extending the hand with palm turned up and waiting until the pet’s owner provides permission is important. Equally critical for the child to understand is not to grab, chase a pet, or feed someone else’s pet.

If children have pets in the home, they can show kindness to their own pets by assisting parents in feeding their pets, showing affection for their pets, playing with their pets when they need exercise, and respecting their pets by not bothering them when they need rest.

Regarding animals, birds, and fish in the wild, children need to know and understand what is best for the animal. Caging/restricting animals, touching injured birds, or leaving food for wild animals is not helpful behavior. Assisting children to understand what the animal is feeling as a response to their actions is most beneficial in helping them understand how to respect wild animals and their homes.

Words and Actions to support Kindness to Animals:

- I will take my dog for a walk so he/she can get good exercise.
- I will help Dad or Mom give my cat/bird/turtle good food.
- I will pet and play with my cat/dog and say kind words to him/her.
- I help my pet if he/she is sick and needs a veterinarian.
- I will respect wild animals and their homes.

Kindness to the Earth

Before a young child can grow to understand the potential for green energy, recycling or non-pollutants, begin with their concrete world of the classroom, backyard, and town. With young children, build a sense of wonder and respect for the Earth by talking about the many gifts the Earth shares with us. Ask children: What are some of the gifts the Earth shares with us? With animals?

Take the children outdoors and spend quiet minutes studying the clouds, trees, and green grass. This mini-field trip provides a beginning for children to consider how Earth supports an abundance of life, and ultimately, their role in maintaining this balance.

Words and Actions to support Kindness to Earth:

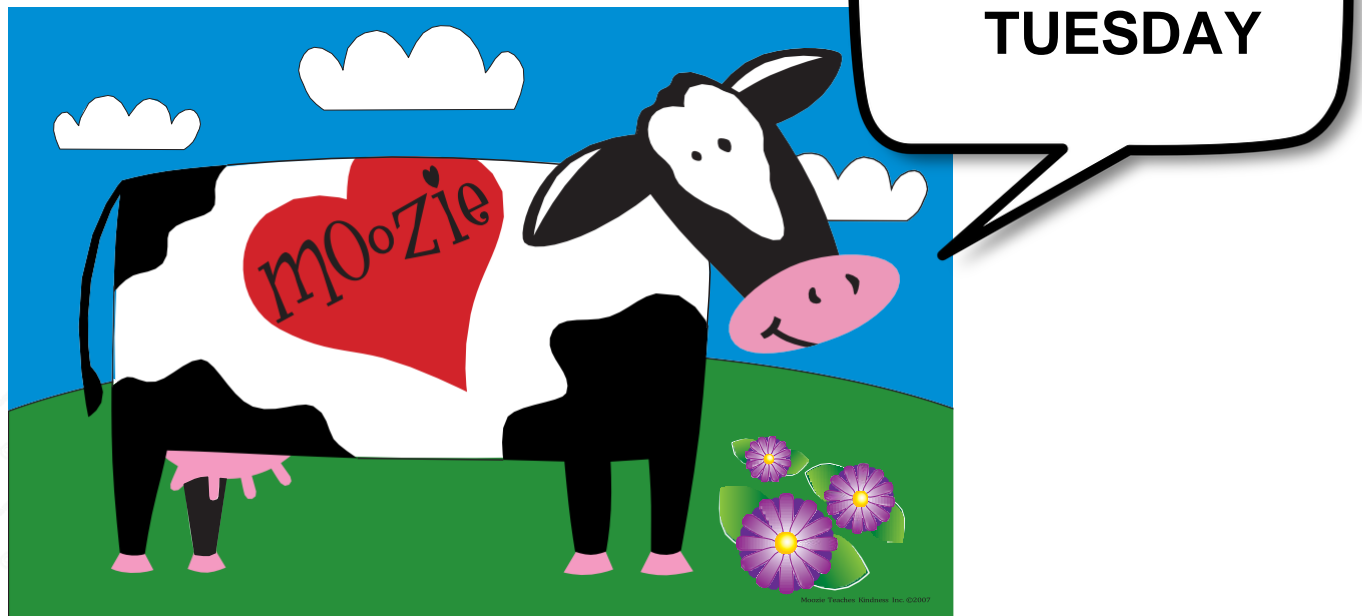
- I will pick up litter from my yard.
- I will help my mom and dad recycle.
- I will always throw my snack or lunch garbage away.
- I will pick up my toys at home and school.
- I will not waste my food.
- I will respect the Earth's mountains, lakes, streams, and forests.
- I will tell others how important it is to care for our Earth.

1. Promoting Moozie's Daily Kindness Challenge



Classroom time: maybe 5 seconds!

- Create a space—a bulletin board, wall or table display, door area, or a Moozie Kindness Center—for the Moozie cut-out or your class mascot and the daily speech bubble. (*Find the speech bubbles in **Resources**.*)



- Use the bubble to announce what the particular kindness is for the week. Consistency is important; change the phrases weekly. Kindness is not taught in isolation.
- These phrases integrate curriculum, areas of kindness, or classroom events. For example, begin the first week with using kind words regarding **self** and then, maintaining kindness to self, the second week focus on rehearsing kind actions.
- After two weeks of rehearsing using kind words and actions regarding the self, for the third and fourth weeks move to kind words and actions for **others**. The sense of kindness extends and builds as children practice using appropriate words and actions. For many children, these words and actions may be unfamiliar and they require many different experiences to rehearse.
- Then, progressing on with an understanding of the Moozie kindness curriculum for Self and Others, move to Weeks five and six with a focus on kind words and actions to **animals** and then, kindness to the **Earth** for weeks seven and eight.
- Considering this schedule, these one-minute possibilities extend across eight weeks. Consistency, adult modeling, and practice become integral toward children's deeper understanding of kindness. After the eight weeks, continue focusing on the one-minute possibilities throughout the year.

Ideas to Put Inside the Speech Bubble

Remind children of the weekly kindness focus by referring to the speech bubble. The focus remains for a week; the speech bubble introduces new vocabulary and kind strategies each day.

Example: Today is “Thank You” Tuesday

Samples and ideas for the middle of the speech bubble:

Kind to Self

- Eat Healthy Food
- Drink Water
- Get Enough Sleep
- Run, Climb, Dance, and Play for Exercise
- Learn Something New
- Wash Your Hands
- Brush Your Teeth
- Be Positive

Kind to Others

- Be Kind
- Be Polite
- Smile
- “Hello”
- Listen
- Be Helpful
- Acknowledge Others’ Efforts
- Take Turns
- Share
- Follow Directions
- Encourage Someone
- Be Cooperative
- Be Trustworthy
- Solve Problems
- Use Good Manners
- Use Kind Words
- Draw a Picture for a Friend
- Read a Book to/with a Friend

Kind to Animals

Feed Your Pet
Exercise Your Pet
Love Your Pet
Respect Your Pet
Take Your Pet to the Vet
Respect Wild Animals
Respect Wild Animal Homes/Habitats

Kind to Earth

Pick up litter
Sort Recyclables
Clean Up
Reduce Waste
Re-use
Clean Water
Clean Air

- Focus ideas on the four areas of Moozie's Kindness:
Self — Others — Animals — Earth

2. Giving High 5's



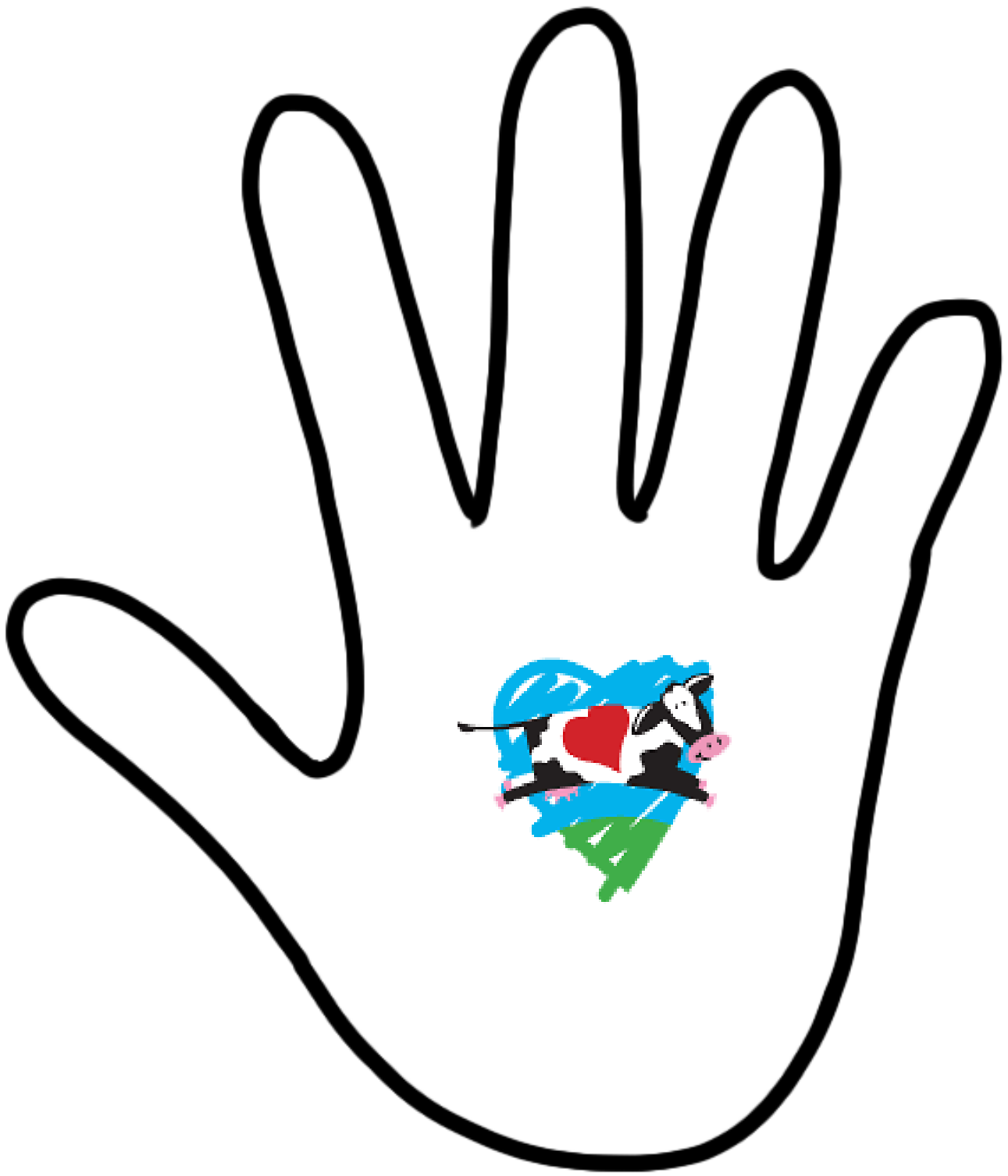
Classroom time: maybe 10 seconds!

- Hold Moozie puppet
- Each finger expresses a kindness
- Move a finger as you say one of the five words or phrases
- Wiggle fingers or close hand & open with “I Can Do It!”
- See “High Fives” for Kindness for Self, Others, Animals, and Earth in **Resources**.

High 5's for Kindness

by Moozie,[®] Our Ambassador of Kindness





3. Singing a Little Kindness



Classroom time: maybe 10 to 15 seconds!

(To the tune: “Farmer in the Dell”)

Kindness Song

I am kind
I am kind
I can make a difference
I am kind

I am kind
You are kind
We can make a difference
We are kind

Moozie is kind
Moozie is kind
Moozie is a kind cow
Moozie is kind.

Moozie says* “please”
Moozie says “please”
Moozie is a kind cow
Moozie says “please.”

Other phrases to use:

[Name] is my friend.
(repeat)
[He/She] likes to play with me
[Name] is my friend.
Moozie met a friend.

Moozie says “thank you”*
... “share”
... “excuse me”
**[child’s name] said

Moozie met a friend
(repeat) “
When [name] came to school
today

*share with me
*laugh with me
*build with me

The MOO Song

- * Moozie says moo-o-o; how about you? (child says kind word)
Moozie says moo-o-o; how about you? (child says kind word)
- *Brainstorm kind words, then pass the Moozie puppet to a few children at a time. Moozie says MOO for sharing, helping, caring, smiling, etc.!*

(To the tune: “Wheels on the Bus”)

(add actions)

We help at home by *making our beds

Making our beds

Making our beds

We help at home by making our beds

It is kind to be helpful.

- * cleaning our plates
- * sweeping the floor
- * picking up our toys
- * feeding the dog
- * planting seeds or (a tree)
- * recycling the trash
- * other classroom (kindness) needs

(To the tune: “Do You Know the Muffin Man?”)

Do you know my good friend
(name)? My good friend _____,
My good friend ____? Do you know
my good friend ____?
He’s/She’s my special friend.

Do you know a kind word, kind word, kind word?
Do you know a kind word to say to a friend?

*Point to a child who responds with a kind word such as
“please,” “thank you,” “excuse me,” etc.*

(To the tune: 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.

Note: After singing the various songs for several days, ask the children if one of them would like to create a song describing kindness.

4. Role playing Kindness



Classroom time: about one minute!

Role playing is an excellent way for children to practice kindness. The following are some ideas for children to practice being kind.

Be Kind to Self

- Mom asks a son or daughter to drink his/her milk.

(One child pretends to be the mom and the other child a son or daughter. The child responds, "Thank you, Mom. I will drink my milk.")

- Dad asks his son or daughter to brush his/her teeth.

(One child pretends to be the dad and the other child a son or daughter. The child responds, "I will brush my teeth right now.")

- A child pretends to be in bed and is supposed to be sleeping but is playing with a toy instead.

(The child pretends to realize that he/she should be sleeping to get his/her rest and then puts the toy down and pretends to go to sleep.)

- A child is playing a game on mom's or dad's phone or is watching TV.

(The child pretends to realize that he/she needs some exercise to be healthy. He/she puts the phone down or stops watching TV and pretends to climb, run, or play an active game.)

Be Kind to Others

- A friend is playing with a ball and falls down.

(A child pretends to play with a ball and pretends to fall down. Another child helps the fallen child up and asks if he/she is OK, being kind to a

friend.)

- Two children are pretending to play with blocks. A third child sits down to play with them.

(The two children pretend to share their blocks with the third child.)

- Two children are pretending to bump into each other.

(Both children pretend to be polite and tell each other, "I'm sorry.")

- One child pretends to see a friend who looks very sad.

(One child, seeing the sad friend, pretends to smile at the friend and asks the child, "What's the matter? May I help you?" The other child responds, "Yes.")

- Two children pretend to be eating a snack or lunch. One child offers another child a cracker.

(The child who receives the cracker says, "Thank you." The other child responds, "You're welcome.")

Be Kind to Animals

- One child pretends to be a pet (i.e., dog, cat). The other child pretends to be the pet's owner.

(The child "pet" pretends to jump up and down, wanting to go outside to play. The "owner" child pretends to understand and takes the "pet" outside to play or pretends to play with the "pet" in the house.)

- Two children pretend to be playing outside when they see the bird feeder is empty of bird food. One child pretends to be the teacher.

(The two children pretend to talk with the teacher to let her know the bird feeder is empty. The teacher pretends to get bird food and helps the children fill the bird feeder.)

- One child pretends to be a pet dog and the other its owner. The pet is acting sick or hurt. One child pretends to be a parent. Another child pretends to be the vet.

(The “owner” child comforts the “pet” child and then goes to get the “parent.” The “parent” also comforts the “pet” and then calls the Vet to get an appointment to help the sick/hurt “pet.” The child “owner,” the child “pet,” and the “parent” pretend to take the sick/hurt pet to the Vet where the Vet helps the pet feel better.)

- Two children pretend to see a wild deer and begin to want to chase it.

(The two children pretend to see the wild deer and then pretend that they are going to chase it. The two children then decide that it would not be kind to chase and scare the deer, so they pretend to walk away slowly.)

Be Kind to Earth

- Two children pretend (or really scatter) paper on the floor. Two other children pretend to or pick up the paper to recycle it.

(The two children pretend to drop paper on the floor. The other two children carry a bag and pick up the paper or pretend paper and put it in the bag.)

- Several children pretend to rake leaves in a yard and put them in a bag.

(The children pretend or use a stick to serve as a rake. They pretend to rake leaves in a yard and pretend to put them in pile and then pretend to lift them into a bag.)

- Several children pretend to plant a garden.

(Several children pretend to plant carrot seeds, water them, and then pick the carrots. Next, they pretend to bring them to a child pretending to be “mom,” and help “mom” prepare and cook the carrots for dinner. Next, they sit at a table and pretend to eat the carrots.)

- Several children pretend to be sanitation workers, driving a truck and picking up garbage.

(Several children pretend to be in a sanitation truck, driving in a neighborhood, and picking up garbage so the community stays clean.)

- Several children pretend to plant trees in a forest after a forest fire.

(Several children pretend to plant pine trees in a forest after a forest fire. They pretend to dig holes, put the trees in the holes, cover the holes with dirt, and then water the trees.)

5. Solving Problems with Kindness



Classroom time: about one minute!

Thinking through problem situations, give children the opportunity to decide ahead of time what they should do to be kind to self, others, animals, and the Earth.

Be Kind to Self

- Mom said to wash your hands before dinner, but you are busy playing with your favorite toy. What should you do?
- A healthy snack is provided for all the children at school. It is a fruit that you do not particularly like. What should you do?
- Your parents have asked you to get in bed, because it is bedtime. You know you need to get enough sleep to be healthy, but you are enjoying watching a favorite TV show. What should you do?

Be Kind to Others

- You accidentally bump into a friend. What should you do?
- A friend gives you some crayons to color a picture. What should you do or say?
- Your grandpa is telling you a story, but you want to play outside. What should you do?

Be Kind to Animals

- You put a frog in a box, so you can feed it flies. The frog wants to jump, sing, and swim, but it cannot. Are you being helpful? What should you do?
- Some friends are catching fireflies and putting them in a jar. How do the fireflies feel locked in a jar? What should you do?

- When you watch fish in a pond, is it helpful if you block them off from swimming, so you can see them more clearly? What should you do?
- Your new puppy is tired from playing and wants to rest. What should you do?

Be Kind to Earth

- Some friends drop candy wrappers on the ground at the swings. What should you do?
- You have an empty crayon box at home. What should you do?
- You visit a stream with your family and want to pour your leftover soda into the stream where the fish are swimming. What should you do?

6. Enjoying Kindness Poems



Classroom time: about one minute!

Enjoying Kindness Poems with your children is a wonderful way to build an appreciation for kind actions, but it also contributes to young children developing their emerging language and literacy.

For Shared Poem, print or type a poem on oaktag or poster board. Illustrate the poem, so the children can use the pictures to “read” the text. For ages three-to-five, most of the children will memorize the poems as they pretend to read them, using the pictures. Some children will begin to read a few words and some may be able to read the entire poem.

Reading Shared Poem with your young children will only take about one minute. It is recommended to read the poem everyday with the children. On the first day, enjoy reading the poem with the children, explaining the meaning of any words used in the poem. On the second through fifth days, invite the children to “read” the poem with you chorally. During the reading, you may want to stop occasionally and ask the children if they can find certain letters such as the “p” for pig, or the “s” for spider, or certain words such as “the” or “and.”

Of course, most importantly, the message in each poem is being kind to self, others, animals, and the Earth.

General Kindness Poems

Kind Hearts

Henry Wadsworth Longfellow

Kind hearts are the gardens,
Kind words are the roots,
Kind thoughts are the flowers,
Kind deeds are the fruits.

Take care of your garden,
And keep out the weeds,
Fill it with sunshine;
Kind words and kind deeds.

The Pledge of Kindness

*I pledge to myself,
On this very day,
To try to be kind,
In every way.
To every person,
Big or small.
I will help them,
If they fall.
When I love myself,
And others, too,
That is the best,
That I can do.*

Be Kind to Self

Washing Hands

I washed my hands today,
I used a lot of soap.
I sang, "Happy Birthday,"
Now my hands are clean (I Hope).

Concept: *Keep your hands clean
to protect yourself from germs.*

Spinach

They say that spinach is good for me,
It makes me strong, they say.
I'm not sure I like it, you see,
But I think I'll eat it anyway.

Concept: *Eat nutritious foods to keep your body healthy.*

Be Kind to Others

A Smile

I saw a little boy in the park,
I smiled and said, "Hello."
We played until almost dark
Until it was time to go.

Concept: A kind smile tells others you are a friend.

Broken Bike

Billy couldn't ride his bicycle,
It had a broken chain.
I helped him fix his bike,
So now he can ride again.

Concept: We are kind when we help others.

Baa, Baa Black Sheep

Baa, Baa Black sheep
Have you any wool?
Yes, sir, yes, sir,
Three bags full.
One for my family.
One for my friend.
And one for the little boy
Who lives around the bend.

Concept: We are kind when we share with others.

Be Kind to Animals

My Parakeet

I have a little parakeet,
He's a tiny yellow bird.
I promised I'd take good care of Pete,
And I try to keep my word.

Concept: We are kind by caring for our pets.

Tim, the Turtle

My turtle's name is Tim,
He eats those leafy greens.
I give celery, lettuce, and kale to him,
But he never likes the beans.

Concept: We are kind to our pets by feeding them healthy foods.

Hurt No Living Thing

Christiana Rossetti

Hurt no living thing;
Ladybird, nor butterfly,
Nor moth with dusty wing,
Nor cricket chirping cheerily,
Nor grasshopper so light of leap,
Nor dancing gnat, nor beetle fat,
Nor harmless worms that creep.

Concept: We are kind when we protect wild creatures/animals.

Baby Puppy

I have a baby puppy.
She needs a lot of care.
Maybe I'd rather have a guppy,
Or just a Teddy Bear.

Concept: We are kind when we care for our pets.

Be Kind to Earth

Our Earth

The Earth has always been our home,
We've got to keep it clean.
I'll never throw my trash away
On the ground or in a stream.

We put our trash in a garbage can,
It's important to be dutiful,
And we should always have a plan.
It's our home; Let's keep it beautiful.

Concept: We are kind to Earth
when we keep Earth clean.

7. Reading Kindness Books



Classroom time: about one minute!

Suggested Kindness Books will give you the opportunity to help children understand kindness through stories. While reading a story, children can indicate with a thumbs up when they hear about something kind. At the end of the story reading, ask: Did we read about kindness? What did it look like? What did it sound like? How was a problem solved with kindness? Enjoy each story with your children!

Possible Book Selections:

Kind to Self

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.

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 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 Kindness Counts, Jan & Mike Berenstain. (2010). Zonderkids. (Ages 2-6). Children discover ways to treat others with kindness.

Can I Have a Hug? by Debi Gliori. (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 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.

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 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.

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 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.

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.

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.

Richard Scarry's Please and Thank You Book. (1973). Random House Books for Young Readers. (Ages 3-7). The book 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 New Baby by Mercer Mayer. (2001). Random House. (Ages 2-7). Little Critter becomes a helper with the new baby sister.

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.

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 tomten (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.

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.

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 MacLachlan (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.

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.

My Friend Earth by Patricia MacLachlan. (2020). Chronical Books. (Ages 3-5). This book explores the science and wonders of nature.

8. Celebrating Kindnesses



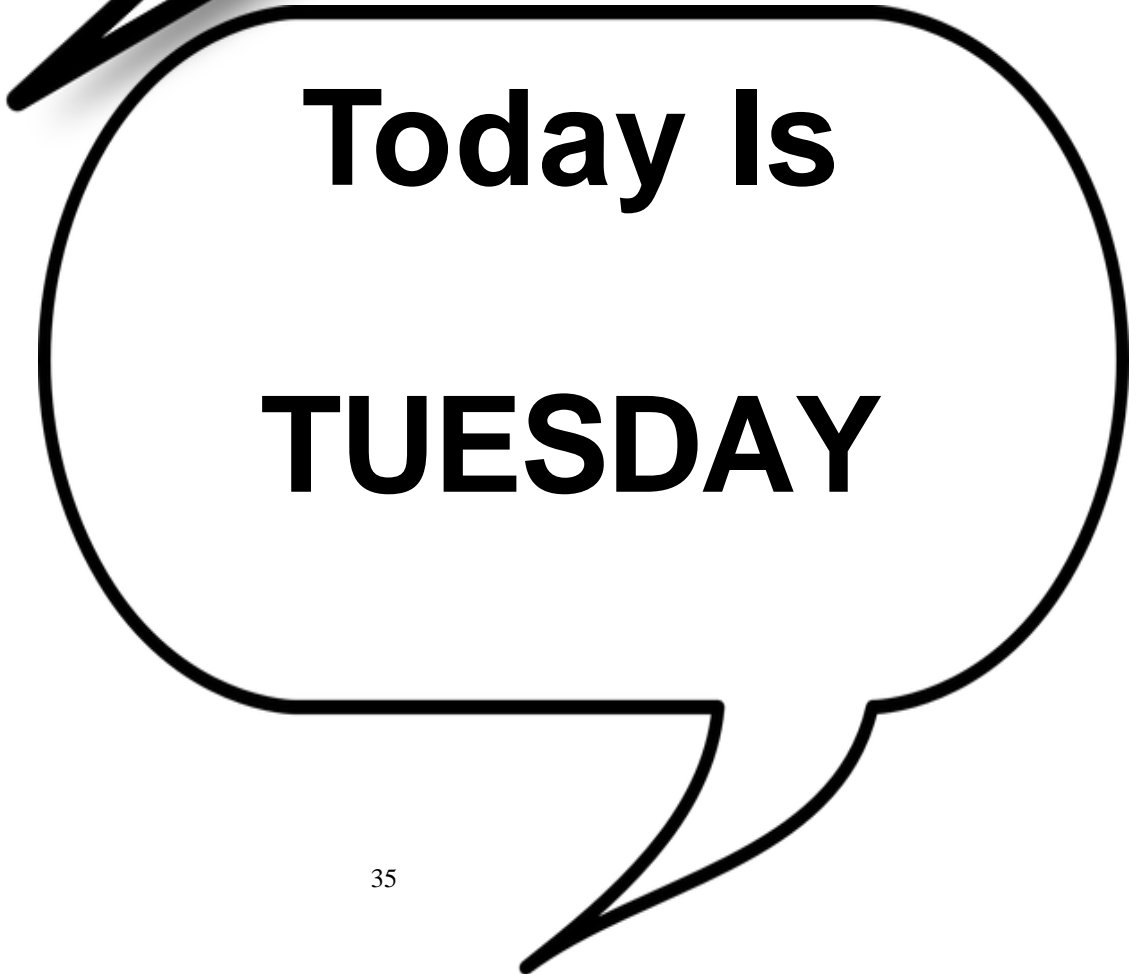
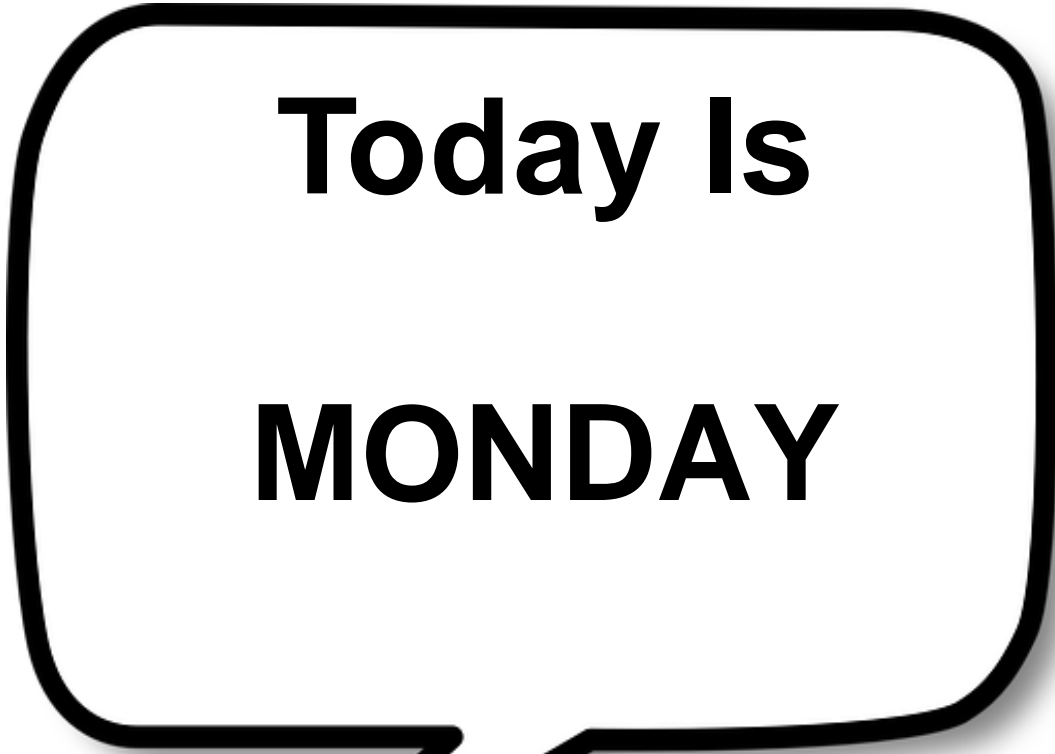
Classroom time: ten seconds or more!

- a. Ask “What was Moozie’s kindness today?” (See the speech bubble)
- b. Ask simple kindness prompts; use thumbs up/down:
 - i. “Were you kind today?” How were you kind?
 - ii. “How did it make you feel?”
- c. “How can you be kind as you leave?”



Send children home with kindness by telling the children how much you enjoyed sharing the day with them, how you will miss them in the evening, and how you hope they have a wonderful evening with their families. Importantly, the words are supported with a smiling, happy face. Kindness becomes an entire package connected with a smile.

Resources

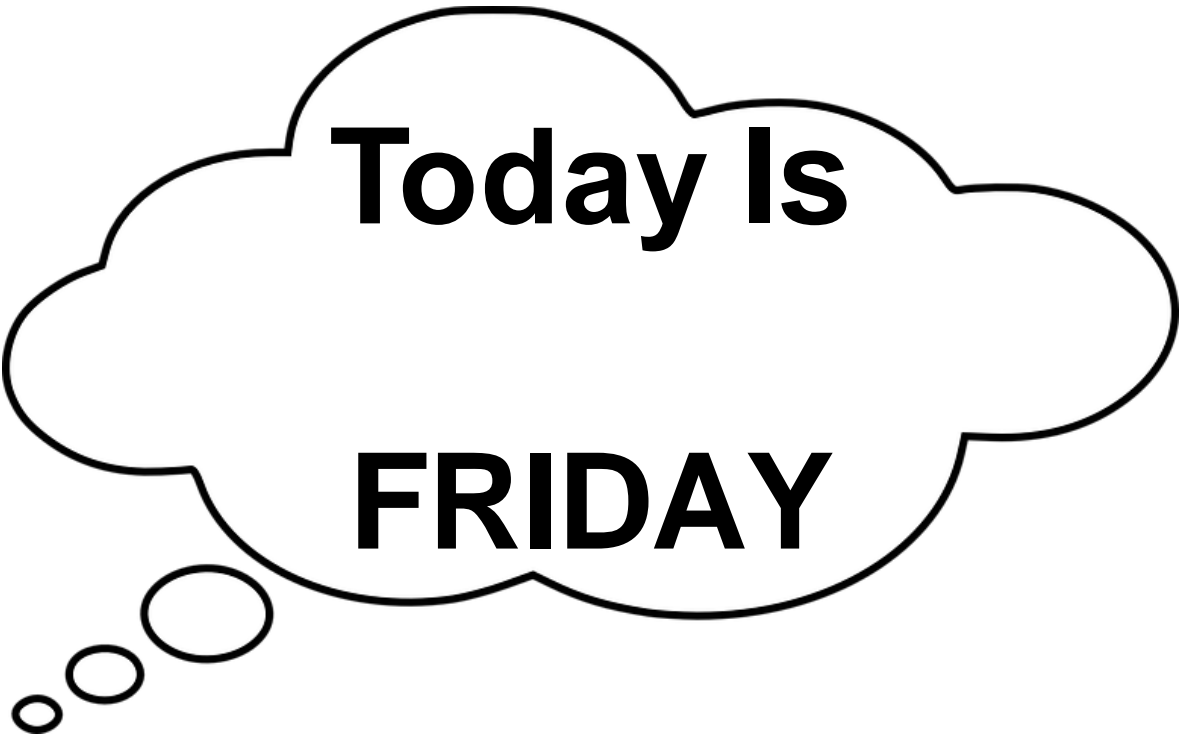




Today Is
WEDNESDAY



Today Is
THURSDAY





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Children's Kindness Network

Moozie.org

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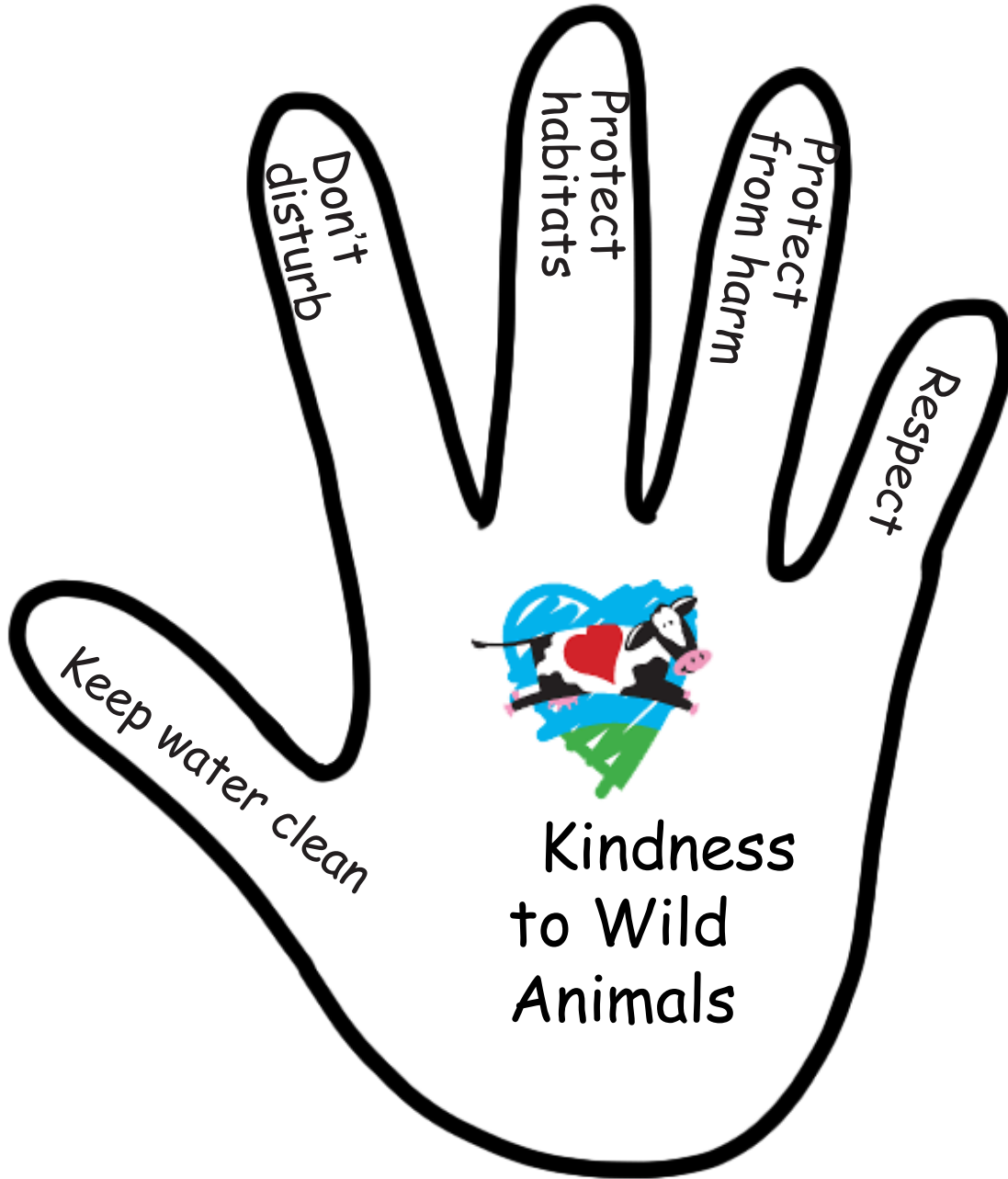


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