



THEME 6: GRATITUDE

Lesson 17

Gratitude for my body

CONCEPTS

- My body is able to do many things
- I am grateful for my body

KEY WORDS

grand, gripping, universe

OBJECTIVE

Children will be able to:

- Tell five things parts of their body can do
- Tell what they notice when eating healthy snacks

MATERIALS

- Bell
- Book: "All of Me!" ([link to purchase](#))
- Senses Cards
- Food (whole grain chips, dried fruit, cheese crackers, fresh fruit/grapes)
- Paper plates

ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book: "All of Me!"
4. Mindful eating with our senses
5. Bell

PREPARATION

1. Prepare paper plates and napkins (one for each child and adult in the room) at tables
2. On each plate, place two of each food so that when the children move to the tables everything is set up
3. Read book "All of Me!" with children prior to lesson

Connection. Have next student on list invite bell and lead GFW.

Last time I was here, we shared many things we are grateful for, like...

Give examples of what the students said.

There is something else we can all be thankful for. We read a book about it.

Hold up “All of Me!”

What is the boy in this book grateful for?

Answers: feet, bottom, hands, arms, knees and elbows, mouth, lips and teeth, eyes, nose, ears, silence, heart, feelings — thankful and calm, and universe.

Teaching and active engagement.

Today we have a surprise for our mouths that taste and chew things. We will bring mindfulness to eating by exploring the food with our senses. With our senses, we use our eyes, our nose, our ears, our mouth, and our fingers. What do our eyes do?

See.

What do our ears do?

Hear. Continue going through each sense.

We will pay attention to our senses and our bodies as we try each food. We can be grateful for our food and our mouths that chew and taste food. When we get to our chair, let's pretend that we have never seen or tasted these things before. We can pretend that we are tasting them for the first time ever! And for some of the food it may be the first time.

Let's stand up and quietly and slowly walk on tip-toes to the tables. Pay attention to your feet moving as you find a place to sit at the table.

Start with a food that the children will not know the name of, dried cherry maybe... but warn them NOT to eat it right away.

Tell me about this food. What do you see? What color is it? What shape? How does it feel? Soft, hard, sticky? Does it make noise? What does it smell like? Now, put it in your mouth and feel it but don't bite it yet. Can you taste it? How does it feel?



Allow children to answer.

What's happening in your mouth? Now take a bite and chew it with your great teeth. How does it taste?

Sweet/sour, crunchy/chewy, etc.

Do you like it or not like it? What do you think it is?

Go through this with each food item.

Tell a friend at your table which food your mouth and tummy liked the best or which food your mouth or tummy didn't like. We can sometimes tell whether we like or don't like things by how we feel on the inside. Raise your hand if you want to tell me how you feel on the inside right now.

Call on a few children.

Remember, we can pay attention to eating just like we pay attention to our breath and our feelings, at school and at home.

Closing. *Let's close with inviting the bell. Good-bye for today.*



THEME 6: GRATITUDE

Lesson 18

Gratitude for other people

CONCEPTS

- Many people help keep me safe and healthy
- I can be kind and say “thank you” to people

KEY WORDS

conductor, letter carrier, barber/haircutter, magician

OBJECTIVE

Children will be able to:

- Name people in their community who help them
- Say “thank you” when someone does something for them

MATERIALS

- Bell
- Community Helper Cards
- Book: “What’s My Job?” ([link to purchase](#))

ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book: “What’s My Job?”
4. Pretend (Community Helper Cards: driver, police, firefighter, photographer)
5. “Caring” song to helpers
6. Bell

NOTE: A blank index card in book may be helpful to keep students from looking ahead to the next helper and starting to guess too soon

Connection. Have next student on list invite bell and lead GFW.

We are talking about gratitude; being thankful for family, friends, food and many other things. Do you want to add any stickers to our Kindness Garden for acts of kindness that others have done for you?

Add stickers, if applicable.

Teaching. There are many people in our neighborhood who help us too. Even though we don't know them very well, they help keep us safe and healthy. I am very grateful for all they do.

Show some of the Helper Cards and offer/ask for information about what they do.

The book "What's My Job?" helps us to think about some of these important helpers. Let's see if you can guess who the helpers are. If you think you know the person being described, don't shout it out loud but show me with your thumb up. Or you can whisper your answer into your hand and hold onto it until we are all ready. Let's give everyone a chance to think before we talk about the answer.

Talk about how it feels to keep the answer quiet for a while, how it feels to guess incorrectly, etc. Read the book, covering the helper on the next page until ready.

Active engagement. Now, let's pretend that we are all grown up and have jobs. Everyone stand up... our first job is to be a bus driver... let's drive to pick up the children for school. Everyone ready? Follow me.

"Driving, driving... paying attention to the road, coming to a stop to pick up children for school. Open the door... Good morning, children!"

Children repeat greeting.

Close the door.

Make two or three stops for children.

"Time to go to school now. Driving, driving... Stop at school. Open the door and everyone off... have a good day!"

Good job, bus drivers. What would happen if we didn't have bus drivers?

Allow time for responses.

Let's say "thank you" to all the bus drivers.

"Thank you, bus drivers."



Now let's pretend to be firefighters. Is everyone ready? Firefighters, there is a fire in the grass. Please get your hoses and very carefully point your hose toward the burning grass. Is everyone spraying? ... I see the fire going out. Looks like you saved the animals hiding in the tree over there. Turn off your hoses and put them back on the fire truck. Then reach up and get the kittens from the trees. Good work, firefighters! What would happen if we didn't have firefighters?

Let kids respond.

Let's say "thank you" to all the firefighters.

"Thank you, firefighters."

Closing. Let's all sit now. There are so many people who have jobs that help us be safe and healthy. I will put some pictures down so you can see them. Let's sing the "Caring" song to the people who help us.

Drivers, firefighters, photographers, chefs, police officers, builders/construction workers, doctors, farmers.

We hope that all of these helpers are happy, peaceful and filled with love.



THEME 7: ALL PEOPLE DEPEND ON EACH OTHER AND THE EARTH

Lesson 19

People around the world want peace

CONCEPTS

- We are the same as others because we all want peace
- We are different from others because we speak different languages

KEY WORDS

world, language, peace

OBJECTIVE

Children will be able to:

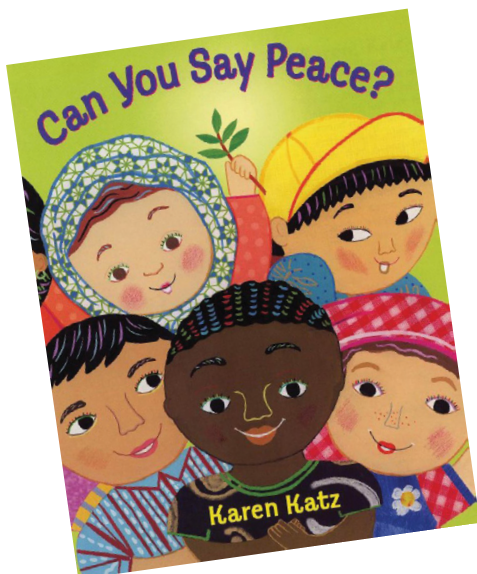
- Say one way they are the same and different from others
- Name one thing that everyone wants: peace

MATERIALS

- Bell
- Book: “Can You Say Peace?” ([link to purchase](#))
- World globe
- “Caring” song
- Parent letter #3 ([in Appendix](#))

ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book: “Can You Say Peace?”
4. Peace vocabulary
5. “Caring” song
6. Bell



Connection. Have next student on list invite bell and lead GFW.

Teaching. Show the class a world globe.

Does anyone know what this is?

Answers: world, Earth, globe.

Yes, and this is where we live in the world.

Point to your hometown.

Do you know that there are children who live all around the world? Today we're going to talk about people we have never even met who live very far away. Just like we want to grow peace and kindness in our classroom, people all around the world want peace and kindness too. We will see where each of the children live and how they say "peace" in their language.

Read "Can You Say Peace?"

Some of the children in the book look the same as us and others look different from us.

Active engagement. *Let's look again at the children in the book who live in different places from us. I will show you on the world globe where they live. This child/these children live in _____.*

Tell the country and point it out on the globe.

What are some of the things you notice in the picture of life in _____?

Let children respond.

In that country, this is how they say "peace."

For each illustration, have students describe what they see and teach them how to say "peace" in that country's language.

U.S. = peace (English)

Japan = heiwa (Japanese)

Bolivia = mojjsa kamana (Aymara)

Australia = kurtuku (Warnmen)

Ghana = goom-jigi (Buli)

Mexico = paz (Spanish)

Russia = mir (Russian)

France = paix (French)

China = he ping (Mandarin)

Iran = sohl (Farsi)



We just learned many ways to say "peace."

(If appropriate:) *Does anyone here speak a different language at home? Do you know how to say "peace" in your home language? Maybe you could ask your mom, dad or grandparents how to say "peace" in their language and then share the word with us.*

Closing. *So, kids from other places are similar to you because they like to play and have fun. Sometimes they wear different clothes, speak different languages and eat different foods. Do you think they want to be happy and filled with love too? Let's sing the "Caring" song for them so we all can be happy, peaceful and filled with love.*

Play and sing song.

I have a letter for you to take home that explains to your families these new words we learned. Have fun practicing some of these new words for "peace" at home!



THEME 7: ALL PEOPLE DEPEND ON EACH OTHER AND THE EARTH

Lesson 20

Connections with others

CONCEPT

- Kindness shared with others can come back to you
- Helping and caring for others feels good on the inside

KEY WORDS

(D=Depend page)
depend

OBJECTIVE

Children will be able to:

1. Identify ways in which we all depend on others
2. Tell how it feels on the inside when someone is kind to them
3. Offer a smile to people they don't know

MATERIALS

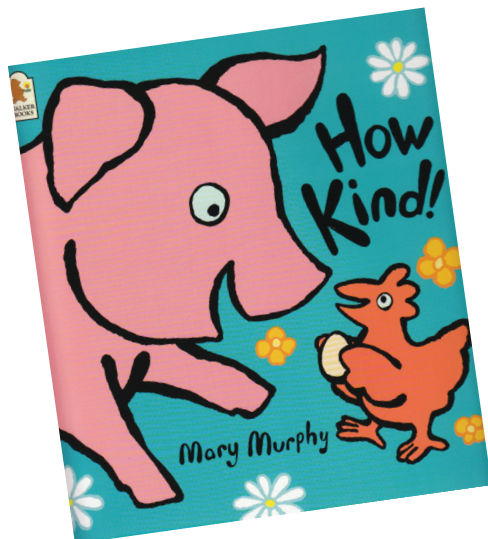
- Bell
- World globe
- Books: "Somewhere Today" ([link to purchase](#)) and "How Kind!" ([link to purchase](#))
- D=Depend page

ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book: "Somewhere Today"
4. Circle Time: Pass a smile (sit in a circle all facing left; tap shoulder of person in front of you; when they look, smile)
5. Kindness Garden check-in
6. Bell

PREPARATION

Read both books with students prior to the lesson





How does it feel on the inside to have someone smile at you?

Connection. Have next student on list invite bell and lead GFW.

Teaching. Last time, we looked at pictures of kids from around the world and learned how to say “peace” in their language. People everywhere want to be happy and filled with love. And when they need help, all people want to be able to get help from others. That is what it means to depend on other people... knowing others will be there to help and care for you when you need it. We all depend on each other.

Hold up D=Depend page and put it on the wall with other letter cards.

Let’s look at a book that shows ways in which we depend on each other and ways we can be caring towards others.

Review “Somewhere Today.”

Raise your hand to tell me one way in which someone is caring for someone else.

Answers: being a friend, teaching something new, doctors taking care, etc.

How do you feel on the inside when you see people doing these kind things?

Answers: happy, calm, peaceful.

By caring for others and for the Earth, we can help to create peace and make the world a better place. Who is someone you depend on?

Allow children to answer.

Active engagement. There is something really special that happens when we are kind and caring toward someone else. One kindness can lead to another! That’s what happened in the story we read earlier.

Hold up “How Kind!”

Each animal who received a kindness gave one too. Who did the egg come back to?

Let students answer.

When we do kind things for others, sometimes the kindness comes back to us.

Let’s practice that by sharing a smile. Let’s be mindful of how we feel on the inside if we pass a smile around the room.

Have students stand or sit in a circle. Start with one child and have them “pass” a smile to the next person, going around the circle.

Did the smile come back to the person who started it?

Yes. If time allows, share a smile again in the other direction around the circle.

How does it feel on the inside to have someone smile AT you? Does your heart feel open or closed? You can give smiles to family members at home or to friends or teachers in school, or even to people you don’t know very well. Think for a moment about someone you might share a smile with. Turn and share with a friend an idea of someone you could give a smile to. Notice if it feels good on the inside to think about giving a smile to someone.

Closing. We can even add a seed sticker to our garden for smiles that others give us. Have you been adding seeds to the garden? What’s happening above the soil? How does it feel inside to notice what’s happening?

Let’s have _____ invite the bell so we can rest into our body and feelings right now.

Invite next student on list.



THEME 7: ALL PEOPLE DEPEND ON EACH OTHER AND THE EARTH

Lesson 21

Caring for animals and insects

CONCEPT

- We can help others in big and small ways
- We can be kind and caring to animals and insects

KEY WORDS

jungle

OBJECTIVE

Children will be able to:

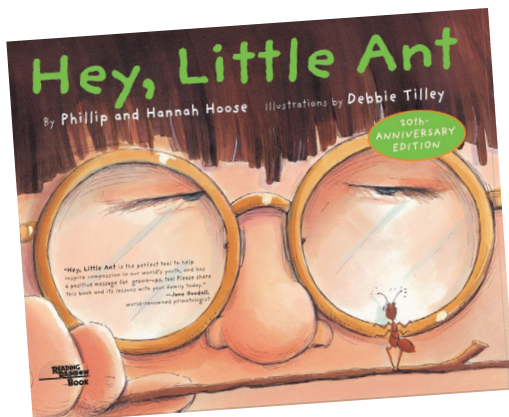
- Tell how it feels on the inside to be thankful for animals
- Tell how they can take care of insects

MATERIALS

- Bell
- Book: “Hey, Little Ant” ([link to purchase](#))

ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Pretend: animal safari
4. Book: “Hey, Little Ant”
5. “Caring” song to all the animals
6. Bell



Connection. *Let's start with some animal movements before we invite the bell.*

Lead students in two animal movements of your/their choice. Have next student on list invite bell and lead GFW.

Last time we talked about smiling at people. Raise your hand if you remembered to smile to friends or someone in your family. Raise your hand if you would like to tell us who you shared a smile with. How did it feel on the inside to share a smile with someone?

Call on students.

We have been talking about being kind and depending on each other. Who can we be kind to?

Allow students to answer: friends, family, people we don't know very well, all people around the world.

Yes.

Active engagement. *There are other living beings in the world that we can be kind to also. Let's take a jungle walk and see if we can discover any other living things. What animals might we see in a jungle?*

Choose around five students to respond.

Let's be kind and quiet so we don't scare any animals.

Lead students in line walking around the room, allowing imaginations to spark comments about animals we might see on a jungle walk. Whispering...

Oh, I see a brown monkey up in the tree. I think it is eating a banana. Hi, monkey.

To children: *What do you see?*

Prompt children to look high and low, in rivers and on the ground as you walk around the classroom... ending back on the rug.

So many living beings in our world that depend on us too!

Teaching. *Now let's read a book about being helpful or hurtful to an animal.*

Read "Hey, Little Ant."

If you were the boy, would you be helpful or hurtful to the ant?

Possible dilemmas that may come up for discussion: one or both parents' interactions with insects in the house. Suggested response: *If outside, let insects live. If they come inside, we can try to take them outside where they belong. Sometimes there are too many, so we need to make sure insects don't get into our food in the house. What other ways can we solve this problem that would be helpful?*

Closing. *Animals depend on us to care for them. Let's end with singing the "Caring" song for all the animals in the world.*

Say or sing "Caring" song.

Remember to share kindness with all kinds of animals. See if it makes you feel happy on the inside.

So many living beings in our world that depend on us too!





THEME 8: GRATITUDE AND CARING FOR OUR WORLD AND WRAP-UP

Lesson 22

Gratitude and caring for our world

CONCEPTS

- There are many things in the world that we are grateful for
- We can take care of all that we are given in the world

KEY WORDS

(G=Gratitude card)
gratitude

OBJECTIVE

Children will be able to:

- Name three gifts the Earth gives us
- Name three ways we can take care of the Earth

MATERIALS

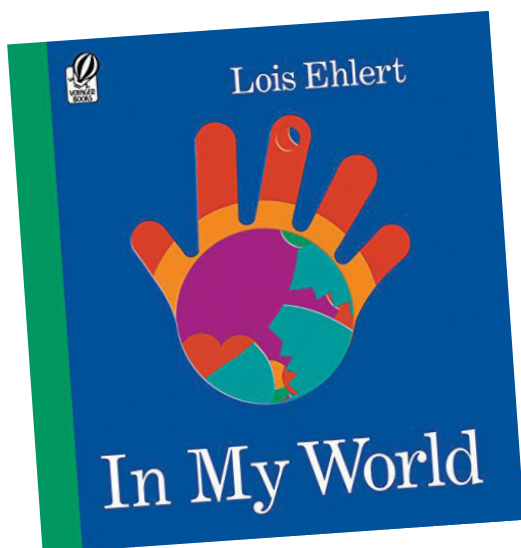
- Bell
- Book “In My World” ([link to purchase](#))
- “[Helping Hands and Hearts](#)” sheets
- Crayons, colored pencils or markers

ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Book: “In My World”
4. Share with each other ways to care for Earth
5. Make hands and hearts
6. Bell

PREPARATION

Have pencils, crayons or markers as well as scissors available for coloring activity



Connection. Have next student on list invite bell and lead GFW.

We have been talking about being kind and depending on each other. Who can we be kind to?

Allow students to answer: friends, family, people we don't know very well, all people around the world, animals and insects too.

Yes.

Teaching. *Raise your hand if you have gone swimming in a lake, played in a park, looked at beautiful flowers, sat under or climbed a tree, breathed fresh air? Why is this possible? Because many people have taken care of our water, land, plants and air. In the same way, we can care for our Earth/environment. Then everyone can continue to enjoy our Earth.*

Here is a book titled "In My World." It is about some of the things in the world that kids are thankful for.

Read book.

What are three things in the world you are thankful for?

Allow wait time and ask students for examples.

How does it make you feel when you think about them?

Answers: good, happy.

How does it feel if you think about not having them?

Sad.

Because the world has given us so many things, maybe we show kindness to our world by taking care of it.

How can we take care of the Earth with our hands?

Answers: pick up trash, plant things, not pull bark off trees.

How do we take care of the Earth with our hearts?

Answers: be kind, think nice thoughts, we each do it in our own way.

How does it make you feel on the inside to take care of the Earth around you?

Allow answers.

You will each get a paper that has hands or hearts on it. These can remind us of how to take care of the Earth. You can color them any way you want.

Show them samples.

*Make sure your name is on each piece you color. **Show name on each piece.** If there is time, you may be able to cut out each hand and heart. Be sure to cut along the outer shape. I will call your name and give you a hands or hearts page when it is your turn to go to the tables and color.*

Call students to walk to tables and pass out their requested pages.

Close. *We will invite the bell when it is time to be finished for today. That means stop working and feel your breath. If you don't finish right now, you can have more time to finish decorating at another time.*

Collect finished hands and hearts.



Because the world has given us so many things, maybe we show kindness to our world by taking care of it.



THEME 8: GRATITUDE AND CARING FOR OUR WORLD AND WRAP-UP

Lesson 23

Bringing it all together

CONCEPTS

We can remember and do all that we are learning

KEY WORDS

kindness bracelet, pipe cleaner

OBJECTIVES

Children will be able to:

- Find the Kindness ABC's (cards) in the classroom
- Show where to look in the room to remember what each letter on their bracelet means

MATERIALS

- Bell
- World globe
- Beads
- Pipe cleaner
- Paper plates

ACTIVITIES

1. Bell
2. "Caring" song
3. Circle Time: Demonstrate and lay out letters
4. Making bracelets activity
5. Bell

Connection. Have next student on list invite bell.

Let's sing the "Caring" song for all of the Earth: the sun, the lakes, stars, trees, plants that we eat, and all of the animals, insects and pets of the Earth.

Put globe in center of the circle.

We have two more Kindness Lessons together. I'm feeling kind of sad about that on the inside, and I notice feeling a little bit heavy in my body. But I'm even more excited about what we're going to do today. I feel like I have a smile on my face. How are you feeling in your body right now?

Encourage answers.

Teaching. I brought something new today, and I want you to have a chance to look at it carefully. Your instructor and I will walk around our circle to show you what we will make today. What do you see?

Colored beads, heart bead, star bead and ABC beads.

Do the heart and star beads remind you of something we talked about during the time I visited here?

Answer: Star Listener and Speaking from the Heart Wands.

Right!

Place the Heart Wand on the floor and leave room for all of the letter cards before putting down the Star Wand.



Why do we have ABC beads?

Kids may not know.

How does it feel to not know?

It's okay.

Let's talk about it. Where are the ABC cards we have been learning about?

Hanging on the wall.

The letter...

- | | |
|----------|--|
| A | Acts of kindness and attention (paying attention on the inside and outside) |
| B | Belly Buddies, body and breath |
| C | Caring |
| D | We depend on each other/nature and others/nature depend on us |
| E | Emotions (bean bag animals, emotion pictures, Mind Jar) |
| F | Forgiveness (speaking from the Heart and Star Listener Wands and helping to forgive someone) |
| G | Gratitude for our bodies, our school, our family and friends, nature |

Great job remembering all we have learned.

Active engagement. Pay attention on the outside to see how we make our bracelet. Everyone will have an envelope with beads in it. Pour them out carefully onto the paper plate. Find the heart bead and put it on the pipe cleaner. Then begin to put on the ABC beads: first A, then B, then C. Continue through G. Then put on the star bead, the first letter of your name, the last letter bead and the colored beads. Raise your hand when you are done, and a teacher will make it into a bracelet for you. You can take your bracelets home and maybe help your families learn about kindness too.

Closing. Invite the bell.

Be mindful of how you are feeling on the inside, right now.

See you next time.



THEME 8: GRATITUDE AND CARING FOR OUR WORLD AND WRAP-UP

Lesson 24

Wrap-up

CONCEPTS

We can remember and do all that we are learning

KEY WORDS

wreath

OBJECTIVE

Children will be able to:

- Use their booklet to tell about what they learned in class
- Identify a favorite activity from the lessons

MATERIALS

- Bell
- “Hands and Heart” colored, cut-out, completed by students
- Kindness Garden poster
- Parent letter #4 ([in Appendix](#))

ACTIVITIES

1. Bell
2. Growing Friendship Wish (GFW)
3. Review: Make list of activities learned
4. Sharing activity: Favorite activity, glue hands/ hearts to poster
5. Pass a smile around the circle

PREPARATION

Have the colored hearts or hands that children decorated ready; cut them out and write children’s names on them

Connection. *Have next student on list invite bell and lead GFW.*

Today will be our last Kindness Lesson time together. But we can keep practicing all that we have learned together. And we can keep doing acts of kindness and growing friendships and peace in our school. Let's remember some of the things we have been practicing together.

Make a list of Kindness Curriculum activities.

Teaching. *Remember the hands and hearts that we made? We made those to remind us of ways we can care for the Earth. When we care for the Earth, we're also caring for each other.*

Pass hearts and hands back to children.

Active engagement. *We are going to use the hands and hearts that you decorated to make a wreath for our classroom door. When you add your hand or heart to our wreath, you can tell us, "What was your favorite activity that we learned during our time together?"*

When you bring your hand or heart to put on the wreath, please show us your drawing, if you like, and tell us your favorite activity.

Have kindness materials on the carpet to help students remember some choices.

We did so many things to help grow friendships and kindness in our school!

When everyone has added their hand or heart to the wreath and are paying attention to me, we can sing the "Caring" song to each other.

Closing. *Let's stand up, hold hands and pass a smile around our circle. I hope you have all learned a lot about kindness and caring. I also hope that you will continue to invite the bell, use your Belly Buddies, use the Peace Wands, and be kind to everyone, so that your garden will grow and grow!*

References and acknowledgments

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Appendix

BOOKS FOR THE KINDNESS CURRICULUM

The Kindness Curriculum lessons provide opportunities to connect with literacy learning in the classroom. The children's literature used in these lessons offers reinforcement of literacy skills as well as a way to engage students in the lessons. Books are not just read to students; the reader engages the students in the book as an adventure, piquing their natural curiosity and problem-solving skills. Ask questions along the way about how characters are feeling, what might happen next and the connections students make to what they are learning.

LESSON	LESSON TITLE	NOTE	BOOK TITLE	AUTHOR	PAGES	ESTIMATED TIME	THEME(S)
3	Growing Friendships with Kindness		Sumi's First Day of School	Soyung Pak	29	7 minutes	Emotions and caring behaviors
4	Quiet Emotions on the Inside	Begin reading portions of this book on first day of curriculum.	A Quiet Place	Douglas Wood	30	Read in multiple sittings.	Restfulness and quiet
5	I Can Notice Things When I Am Quiet Inside	Read story with students prior to lesson.	The Listening Walk	Paul Showers	30	10 minutes	Restful and quiet place
6	Different Emotions Feel Differently on the Inside		Quick as a Cricket	Audrey Wood	23	10 minutes	Feelings in the body
8	Working with Emotions in a Kind and Friendly Way	Read story with students prior to lesson.	I'm the Best	Lucy Cousins	30	7 minutes	Hurting feelings and fixing them
9	Emotions Change Many Times Each Day	Read story with students or play audio recording prior to lesson; skim and summarize text as needed.	Dogger	Shirley Hughes	30	10 minutes	Kindness and gratitude
10	Busy Mind and Clear Mind		Moody Cow Meditates	Kerry Lee MacLean	28	8 minutes	Being with anger
12	What Can We Do When We Are Upset?		When Sophie Gets Angry	Molly Bang	33	6 minutes	Working with anger and uncomfortable feelings
14	Forgiving Myself	Read story with students prior to lesson; skim and summarize text as needed.	Down the Road	Alice Schertle	35	10 minutes	Forgiveness

CONTINUED ON NEXT PAGE

LESSON	LESSON TITLE	NOTE	BOOK TITLE	AUTHOR	PAGES	ESTIMATED TIME	THEME(S)
16	Gratitude for People or Things in My Life		Gracias/Thanks	Pat Mora	28	10 minutes	Gratitude for all that we have
17	Gratitude for My Body	Read story with students prior to lesson.	All of Me!	Molly Bang	30	10 minutes	Gratitude
18	Gratitude for Other People		What's My Job?	Lyn Calder	30	10 minutes	Adult jobs and services offered
19	People Around the World Want Peace		Can You Say Peace?	Karen Katz	30	5 minutes	Peace
20	Connections with Others/Dependence	Read story with students prior to lesson.	Somewhere Today	Shelly Moore Thomas	22	8 minutes	Depending on each other
			How Kind!	Mary Murphy	24	5 minutes	Passing kindness on to others
21	Caring for Animals and Insects		Hey, Little Ant	Philip and Hannah Hoose	24	7 minutes	Kindness, helpfulness, empathy
22	Gratitude and Caring for Our World		In My World	Lois Ehlert	40	2 minutes	Gratitude for the world

INTRODUCTION: PARENT LETTER

Dear Parent/Guardian(s),

Your child is involved in a 24-lesson **Kindness Curriculum** developed specifically for children ages 4-6 years old. The curriculum includes children's books, music, movement and other activities to teach and instill concepts related to **kindness** and **compassion**. Among other lessons, students will learn and practice ways to recognize and work with difficult emotions. The foundation of the curriculum is mindfulness practice with an emphasis on kindness practices. Mindfulness is "paying attention" on purpose, in the present moment without judging one's experience.

The main themes of the Kindness Curriculum are:

- One Mindful bodies and planting seeds of peace and kindness
- Two I feel emotions on the inside
- Three How I feel on the inside shows on the outside
- Four Taking care of strong emotions on the inside and outside
- Five Calming and working out problems
- Six Gratitude
- Seven All people depend on each other and the Earth
- Eight Gratitude and caring for our world

You will receive several letters throughout the curriculum, accompanying lessons in which students create projects they will bring home. We hope this helps you to better understand what is being taught in our lessons and work on it at home with your child.

[INSERT HOW PARENTS CAN GET IN TOUCH WITH THE INSTRUCTOR]

With gratitude,

LESSON 1 PARENT LETTER #1

Dear Parent(s)/Guardian(s),

Today we began the **Kindness Curriculum** in your child's class. We are learning about paying attention. We are practicing paying attention on the outside (to what is going on around us) and on the inside (to our own feelings, sensations and thoughts).

Today in class we practiced paying attention to our breath. First we played with pinwheels, and then we practiced sitting quietly and paying attention to our breath on the inside. We learned that breathing can be fast or slow, gentle or forced and that our breath changes the way we feel in our bodies.

Your child is bringing home his/her own pinwheel today. You may want to ask your child to share with you what (s)he learned today about breath.

Have a good day,

LESSON 11 PARENT LETTER #2

Dear Parent(s)/Guardian(s),

Within the **Kindness Curriculum** we have been learning about:

1. **Caring for seeds/bulbs:** children have planted and are caring for their plants
2. **Caring for themselves:** by listening to their bodies and noticing how they are feeling
3. **Caring for their friends:** by doing “acts of kindness” such as sharing or working out a problem with a friend in a kind way

Today at school we made “Mind Jars.” Sometimes our minds get very busy and filled with angry or excited feelings, and it is hard to calm down and see things clearly. Children can shake the Mind Jar when they are feeling upset or over-excited and watch those feelings and thoughts settle down just like the glitter in the Mind Jar. This is another way to care for ourselves.

Please take some time to have your child tell you how (s)he made the Mind Jar and show you how to use it.

It is a joy getting to know your child.

Kindly,

LESSON 19 PARENT LETTER #3

Dear Parent/Guardian(s),

As our **Kindness Curriculum** lessons continue, we are discussing ways in which to be kind to ourselves, to be kind to others we know and to people who live around the world. We talked about similarities and differences between children in our community and those in other communities around the world.

In our lesson today, we read a book called “Can You Say Peace?”, and we learned to say the word for **peace** in many different languages. These new words are listed below. Some of the words are really fun to say! The children enjoyed hearing and saying these peaceful words.

We also learned a song called the “Caring” song, and we used this to offer wishes for peace to children around the world. The “Caring” song is another way to be kind and caring toward ourselves and others. I’m including the lyrics to the song below, so that you can practice it at home if you like. Perhaps your child will remember some of the sign language we learned to go along with it. (We’re still learning the signs.)

The Caring Song

May I be happy, May I be peaceful, May I be filled with love.

May you be happy, May you be peaceful, May you be filled with love.

May we be happy, May we be peaceful, May we be filled with love.

Wishing you peace,

U.S. = peace (English)

Japan = heiwa (Japanese)

Bolivia = mojjsa kamana (Aymara)

Australia = kurtuku (Warnmen)

Ghana = goom-jigi (Buli)

Mexico = paz (Spanish)

Russia = mir (Russian)

France = paix (French)

China = he ping (Mandarin)

Iran = sohl (Farsi)

LESSON 24 PARENT LETTER #4

Dear Parent(s)/Guardian(s),

Your child has been involved in the **Kindness Curriculum** for the past several weeks. Now, (s)he is bringing home our final project: a **Kindness Bracelet**. The letters on the bracelet correspond to the letters of Kindness Curriculum themes (A-G) plus your child's initials. It is unlikely that your child will remember what all of the letters stand for, but you can help remind them by looking at the list below.

- A:** Attention and Acts of Kindness
- B:** Belly Buddies, breath and body
- C:** Caring
- D:** Depend on each other
- E:** Emotions
- F:** Forgiveness
- G:** Gratitude

Hopefully the bracelet will help your child remember all that (s)he has learned about being kind and caring toward themselves and others. Your child has put much time and effort into developing these skills. It has been a joy for me to work with the unique personality and talents your child shares in the classroom every day.

With gratitude for all you do to offer a safe and caring home that supports your child's ability to thrive in the classroom,

MATERIALS

With the help of numerous project assistants at the Center for Healthy Minds, many of the materials used in Kindness Curriculum lessons were created at the Center — some with limited use. As with the books and songs used in the lessons, these are not the only materials that can be helpful in conveying the themes of the curriculum. Use creativity in selecting or creating your own set of materials to use in your lessons.

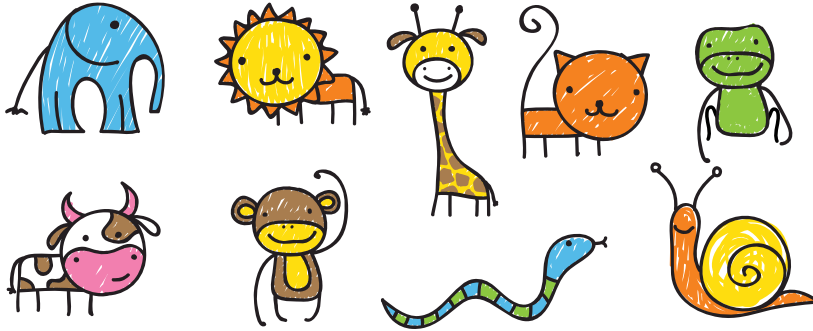
SUGGESTIONS:

Visual Schedule Board: This can be created by modifying a cardboard board with pieces of velcro to attach the senses and animal movement cards. This gives the children a way of seeing what is to come in the current lesson or next.



Kindness Garden Poster: This poster can be created by modifying an existing poster and printing flower and seed stickers for attaching.

Animal Movement Cards: Use any photos or drawings of elephant, lion, giraffe, eagle, cat, cow, snail, snake, armadillo, frog, monkey; you can attach hook and loop tape to the back of the cards so they can be added to the Visual Schedule Board.



Senses Cards: Use any photos of the five senses; you can attach hook and loop tape to the back of the cards so they can be added to the Visual Schedule Board.



Emotion Learning Cards: Photos of children (similarly aged to kids participating in the curriculum) with facial expressions and body language conveying emotions ([link to example](#)). Many Social and Emotional Learning (SEL) programs offer sets of these photos.

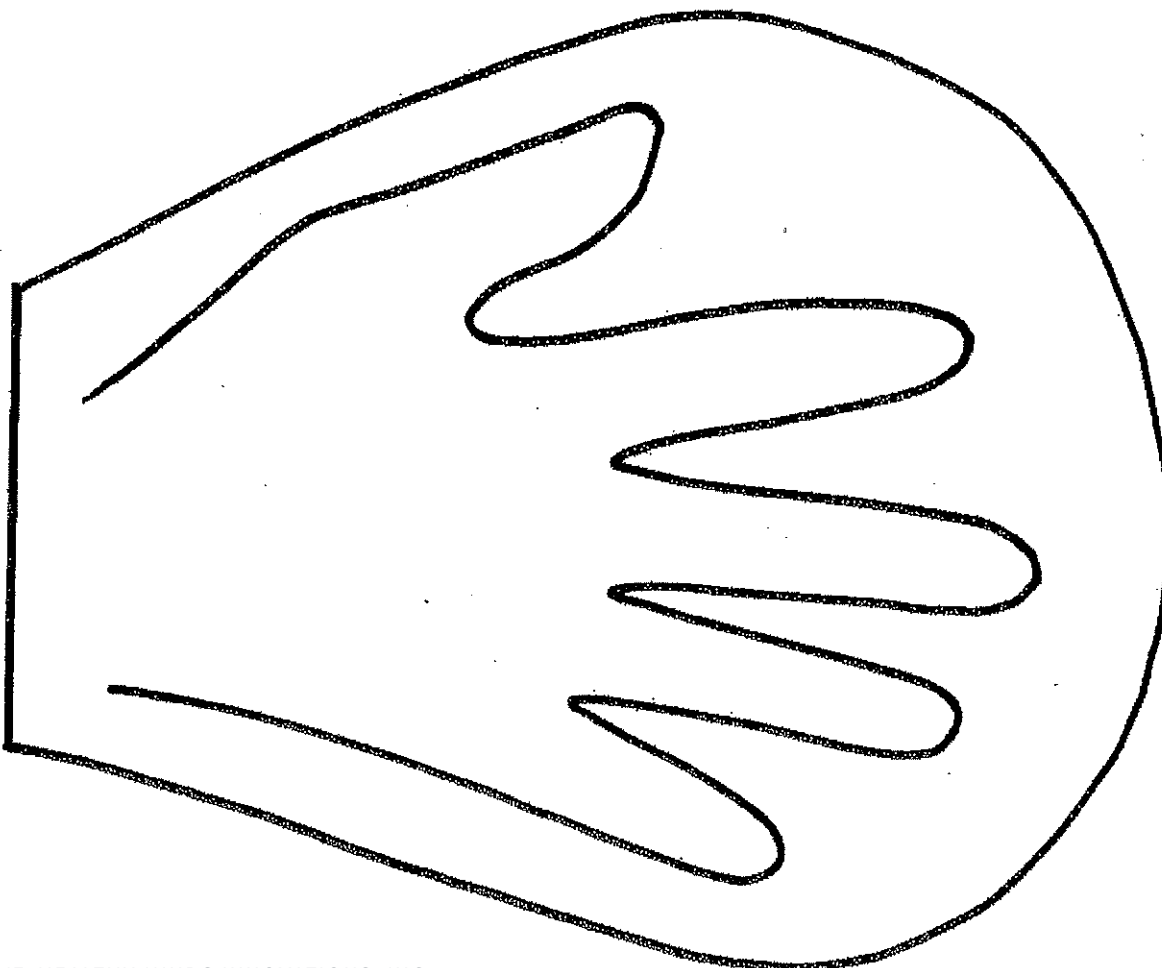
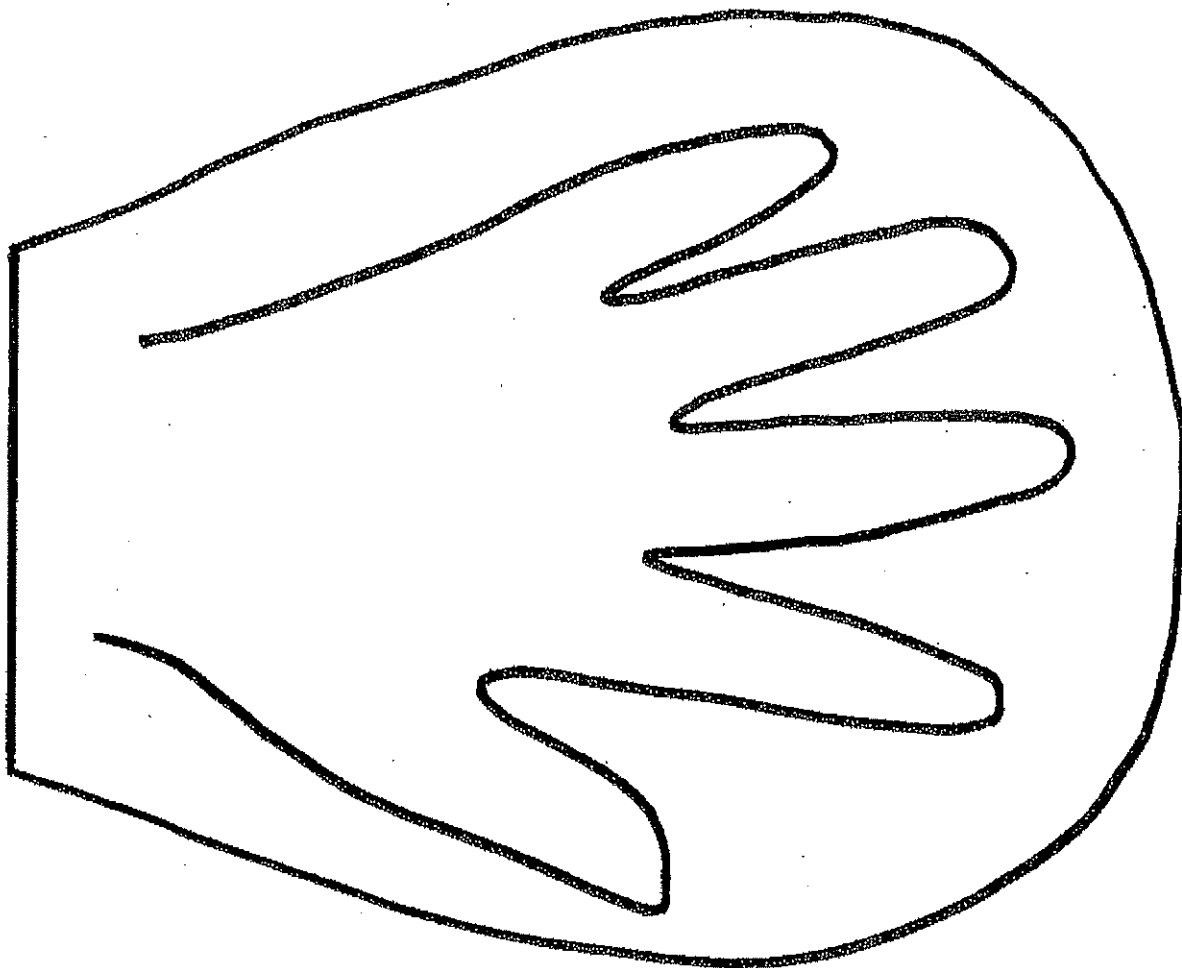


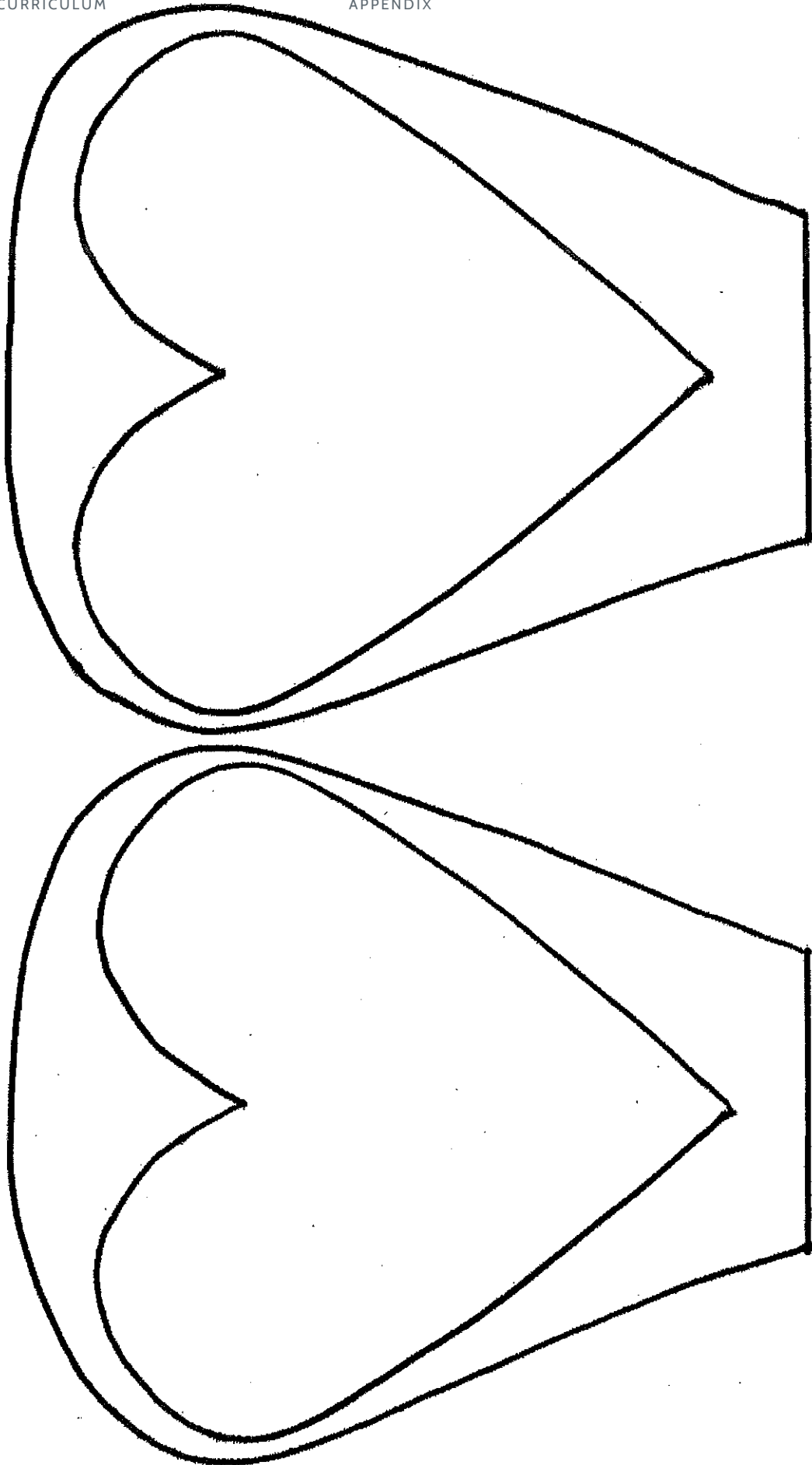
Community Helper Cards: Photos of adults working in community helper roles ([link to example](#)).



Gratitude page ([page 75](#))

Helping hearts and hands sheets ([pages 73](#) and [74](#))





G=Gratitude

Things that _____ is grateful for.

(people, animals, insects, fish, plants, trees, lakes, food, bed, and many other things)

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