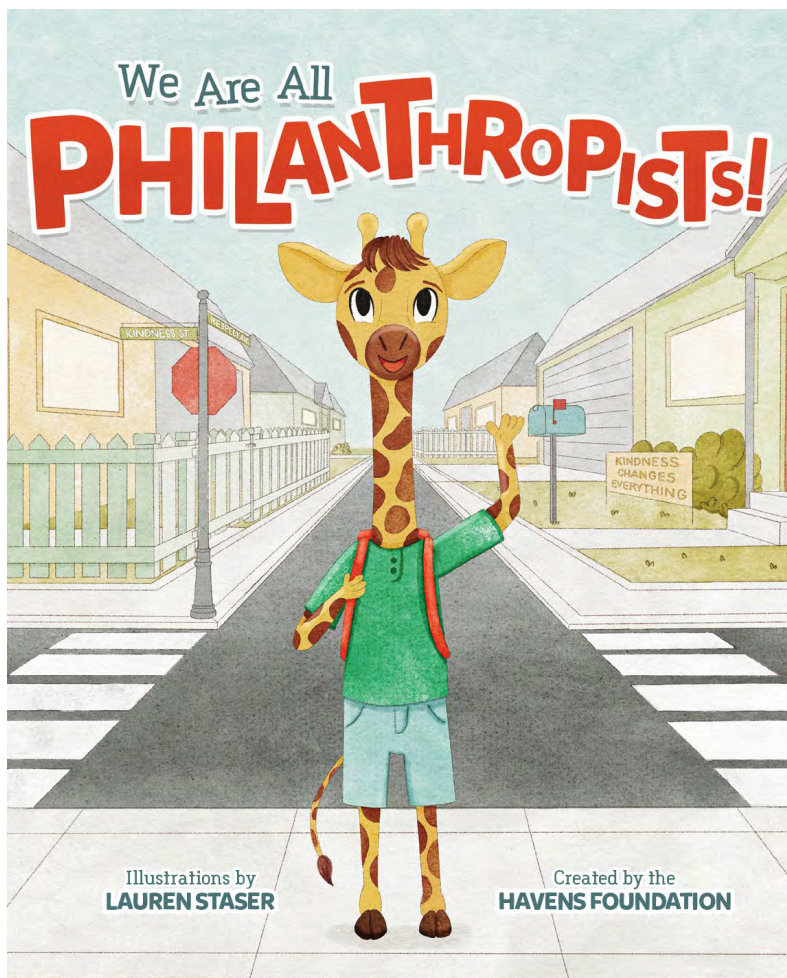
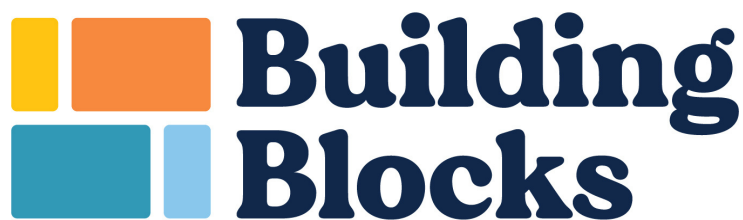


# Kindness Changes Everything



Preschool Lesson Plans to Accompany the book created by the Havens Foundation



Laying the Foundation for Early Learning

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## Overview

“We Are All Philanthropists” is a series of 5 lessons each for instructing preschool students towards understanding, appreciating, experiencing and executing philanthropy.

## Objectives

- Students will understand philanthropy to be defined as acting to make a difference in the world for the benefit of others. Broadly defined as love for humankind.
- Students will hear from other philanthropists who are making a difference in their communities and worldwide.
- Students will engage with philanthropic ideas and question how kindness, empathy/compassion and passion/purpose relate to philanthropy.

**Lesson 1** Kindness

**Lesson 2** Empathy/Compassion

**Lesson 3** Passion/Purpose

**Lesson 4** Respect

**Lesson 5** Gratitude

**Lesson 6** Acts of Service

*\*\* Preschoolers operate from a sense of their own ego, it can be difficult for them to put themselves in another's shoes and see different points of view.*

# LESSON 1: KINDNESS

## ***Educator Understanding***

- Preschoolers operate from a sense of their own ego, it can be difficult for them to put themselves in another’s shoes and see different points of view.
- Kindness is being nice and helpful to others, treating them with care and respect.

## **Examples of kindness**

- Sharing toys
- Helping someone who is sad
- Saying “please” and “thank you”
- Being sensitive to others’ feelings
- Forgiving someone who has done you wrong
- Listening to others
- Trying to help meet others’ needs

## **Creative Curriculum Crosswalk**

### *Social-Emotional*

1. Regulates own emotions and behaviors
  - a) Manages feelings
2. Establishes and sustains positive relationships
  - a) Responds to emotional cues
  - b) Interacts with peers
  - c) Makes friends
3. Participates cooperatively and constructively in group situations
  - a) Balances needs and rights of self and others

## ***Each Day of the week-large group***



Opening song-Filling Our Bucket (examples of kindness)

## **Participate in random acts of kindness**

### *Children can try:*

- Telling someone they like them
- Helping a friend clean up
- Opening the door for a friend
- Saying hello to someone new
- Letting a friend go first in a game

## DAY 1

**What is Kindness?** – Learning what kindness is and isn't is a big part of developing life skills! Make a list together by splitting a sheet of paper and brainstorming Kind vs Unkind.

Include statements like, "I think you have a nice smile" or "I like playing with you" vs. "Your lunch smells bad" or "We are going to play my way". Navigating kindness is a long road in preschool and calling attention to how people feel is a big component of whether we can decide if it's kind or unkind.

## DAY 2

**K is for Kindness** – Grab those dot markers and practice the letter Kk with dot marker. Spotlight that the consonant letters are red and the vowel letters are blue. Count the red consonants and the blue vowels. While the child stamps the dots on the letter K, discuss what kindness looks like and how to model kindness.

## DAY 3

**Kindness Compliment Chain** – How many different compliments can you think of? Create a kindness chain using construction paper and kind words! How many can you make? How long is your kindness chain? Count and share your love and kindness with others!

## DAY 4

**Toothpaste Activity** – Words are powerful! They can make a person feel amazing or they can make someone really feel hurt. Once words are spoken, kind or unkind, they are forever imprinted on the heart.

For this lesson, all you need is a tube of toothpaste, a spoon and a large paper heart. Call up a student volunteer to interact with you during this lesson.

Start the lesson by giving your student volunteer the large paper heart to hold up in front of the class. Then give that student a compliment and squeeze out some toothpaste onto their paper heart. Give them another compliment and do the same thing. Tell the class that spoken words "stick" to people's hearts.

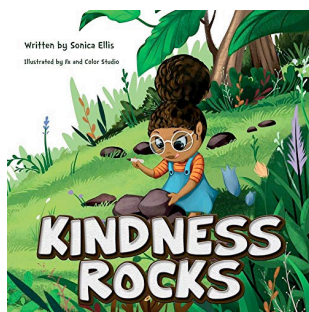
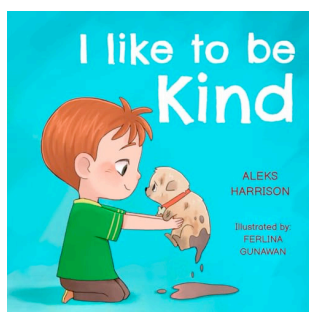
Then, tell the class that the same thing happens when you say something unkind to a person, the words are put on their heart and stuck there. You can give an example by saying, "I don't like the way you do your hair." When you do that, squeeze more toothpaste onto their paper heart. You can give another few examples of unkind things to say and add more toothpaste to the paper heart. Students will get the idea that words "stick" to the heart.

Then ask the class what is the right thing to do when you say something unkind and hurt someone's feelings. Hopefully a student will say that you apologize. That is when

you pick up the spoon and say sorry for each unkind thing that you spoke and try to scoop off that toothpaste clump from the paper heart. Try to put the toothpaste back into the toothpaste tube (a.k.a. your mouth).

Students will see that while you are apologizing and trying to take the words back, you can't fit it all back into the toothpaste tube and you can't fully get it off their heart. I love this part of the lesson because students really see that even when you say, "I'm sorry," you cannot ever completely erase the hurt of those "sticky," unkind words. They are stuck to the heart.

## Books to Read



## Center Enhancements

Games to play



*Learning Resources Be Kind Cubes*

## Accompanying Videos



*A Little Spot of Kindness  
K-I-N-D  
Kindness is a Muscle*

## Community Involvement Activity

Community Rocks Project

## LESSON 2: EMPATHY

### *Educator Understanding*

- Preschoolers operate from a sense of their own ego, it can be difficult for them to put themselves in another’s shoes and see different points of view.
- Empathy is putting yourself in someone else’s shoes to consider their feelings and how you might impact them.
- Empathy is a skill — one that we can cultivate and strengthen with practice. Empathy means that we can imagine what someone else is thinking or feeling and then respond in a caring manner. Most four-year-olds understand that other people have thoughts, feelings, likes, and dislikes that are different than their own. They are also beginning to understand that their actions affect the emotions of others (e.g., “If I scribble on my friend’s paper, she will feel mad or sad”).

### **Creative Curriculum Crosswalk**

#### *Social-Emotional*

1. Regulates own emotions and behaviors
  - a) Manages feelings
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  - a) Responds to emotional cues
  - b) Interacts with peers
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3. Participates cooperatively and constructively in group situations
  - a) Balances needs and rights of self and others

### **Books to Read**

*Shubert and Sophie* Books from Conscious Discipline

### **Center Enhancements**



*Feelings Buddies* from Conscious Discipline

## Second Step Highlights

### DAY 1



#### Weber Emotion Cards - small group activity

The Social-Emotional Task Cards, Set 1 includes 64 engaging task cards that encourage children ages 3-8 to explore social-emotional development concepts and can be used with individuals, pairs, and small groups. The colorful cards teach concepts including feelings, self-regulation, kindness, growth mindset, goal setting, problem solving, mindfulness, diversity, and empathy. Hands-on activities using supplies found around the house or classroom, such as arts and craft supplies, blocks, and dice, allow children to learn about and practice important social emotional skills

### DAY 2



#### Social Emotional Task Cards - small group activity

How does this make the person feel?  
What does their face tell you?  
What does their body tell you?

### DAY 3



#### Emotions Skills Strip-small group activity

Help students identify facial expressions associated with different emotions using Emotions Skill Strips! Students read or listen to the prompts and select a photo to identify a particular emotion or situation. Prompts include six basic emotions: happy, sad, fear, anger, surprise, and disgust, and a list of synonyms for each emotion to help expand vocabulary.

## DAY 4



### Explore Emotions Cards - small group activity

Every day activities that elicit emotion/feelings. Labeling of the activities with feelings.

## DAY 5



### Happy or Not Game - small group activity

Bouncing on a trampoline and completing a school test are both activities that children can easily relate to. Happy or Not is a thrilling game in which children learn to find and recognize feelings and emotion in scenarios they are familiar with. Be the first to match all 9 emotions on your board to the choice of 18 emotions on the cards, and you win!

## LESSON 3: PASSION/PURPOSE

### *Educator Understanding*

- Preschoolers operate from a sense of their own ego, it can be difficult for them to put themselves in another's shoes and see different points of view.
- Passion is something that excites and drives a person.
- Purpose is the reason behind their actions.
- Purpose is what makes you feel like your life has meaning.

### **Creative Curriculum Crosswalk**

#### *Social-Emotional*

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    - a) Balances needs and rights of self and others
- Passion
    - What a person is excited about and looks forward to doing
    - What inspires a person and gives them energy
    - What a person is passionate about can be a hobby, sport, or activity
    - The more a person is passionate about something, the more they will put into it

- Purpose
  - What motivates a person to live a meaningful life
  - What a person's passions, skills, and values intersect to create
  - What a person can do to make a positive impact on the world
  - What a person can do to feel happy with themselves and their life choices
- Helping children develop passion and purpose
  - Encourage children to explore a variety of activities
  - Support children as they discover their passions
  - Help children understand that they can develop their excitement for something

## DAY 1

### Make an All About Me poster

This activity is a great way to capture information about each child's interests. You can have children create their own posters or use a simple worksheet template that includes:

- Name
- Age
- Self-portrait
- Birthday
- Favorite food
- Favorite color
- Favorite book
- Favorite animal

## DAY 2

### Me bags

This activity is a good way for children to explore each other's interests. Ask every child to bring three to five of their favorite items to school. Sit in a circle and allow every child to take turns and share their items with the class.

## DAYS 3 & 4

### Read All About Me themed books

Reading books about this topic can be a great way to supplement the All About Me theme. These stories can reinforce positive messages of self-esteem, acceptance, and celebrating what makes us all special and direct conversation to each person's passion.



*I Like Myself* by Karen Beaumont  
*Only One You* by Linda Kranz  
*Be You!* By Peter H. Reynolds  
*Whoever You Are* by Mem Fox  
*All Are Welcome* by Alexandra Penfold  
*The Skin You Live In* by Michael Tyler

## Books to Read

*Rosie Revere, Engineer* by Andrea Beaty and David Roberts

*Today I Will Fly!* by Mo Willems

*Harold and The Purple Crayon* by Crockett Johnson

*Matilda* by Roald Dahl, illustrated by Quentin Blake

*Ish* by Peter H Reynolds

*So Few Of Me* by Peter H Reynolds

## LESSON 4: RESPECT

### *Educator Understanding*

- Preschoolers operate from a sense of their own ego, it can be difficult for them to put themselves in another's shoes and see different points of view.
- Respect for preschoolers is treating them with kindness and consideration, and showing that you care about them. It can also mean having self-respect, which is accepting yourself and feeling good about who you are.
- Respect is thinking and acting in a positive way about yourself or others.
- Respect is thinking and acting in a way that shows others you care about their feelings and their well-being.

### **Examples of respect**

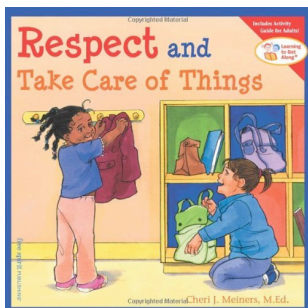
- Using good manners, like saying “please” and “thank you”
- Listening to others and trying to understand their point of view
- Being patient and taking turns
- Expressing your needs in a calm and respectful way

### **Creative Curriculum Crosswalk**

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## Books to Read



Everything has a place. Things last longer when we take care of them. Respect, responsibility, and stewardship are concepts that even young children can relate to—because they have things they value. This book encourages children to pick up after themselves, put things back where they belong, and ask permission to use things that don't belong to them. It also teaches simple environmental awareness: respecting and taking care of the earth. Includes ideas for adult-led activities and discussions.

### DAY 1

#### Discuss what respect means

Before you approach the subject, have a little fun and play Aretha Franklin's song "Respect". Put up chart paper or use a Dry Erase board, and ask the children to create a "Recipe" for Respect. List the "ingredients" of respect. Tell children that respect means "acting nice and talking nice." Give the following examples and ask children if that examples shows respect or not:

- The teacher asks Sam to clean up his toys and he yells, "I don't want to!" (No)
- Sally holds the door open for her friend when going out to the playground. (Yes)
- Jaden keeps interrupting his teacher as she is talking to the other children. (No)
- Ellie shared her baby doll with her friend Makayla. (Yes)
- Jordan throws his garbage on the ground. (No)
- Jack looks his mom in the eye when she says good-bye for the day. (Yes)

### DAY 2

#### Make a Respect Paper Chain

Prepare strips of brightly colored paper. Ask each child name a way to show respect to each other at school. Write their answers on the strips of paper, then create a paper chain to hang in the room.

### DAY 3

#### Create Respect/Disrespect Baskets

Pick out two baskets. Make one of the baskets bright and pretty (this will be your respect basket) and make the other basket old and dingy (this will be your disrespect basket). Fill your disrespect basket with items you have collected around the room that are lacking in respect: torn books, a broken toy, a stuffed animal with a missing button, or a dirty cup. Tell children that the items in your "disrespect basket" want to be moved to the "respect basket" that you need their help. Invite them to figure out with you

why the object landed in the disrespect basket in the first place and then what can be done to help the item move over to the happy and very pretty respect basket!

## DAY 4

### Mother [Teacher Name], May I?

Line up the children facing you, about 10 feet away. Give commands to one child at a time: “Sarah, take one hop forward.” If Sarah responds, “Mother [Miss Tina], may I?” you can say either “Yes, you may” or “No, you may not.” If your reply is “yes,” make sure that Sarah says “Thank you” before she goes. Anyone who forgets her manners or makes a move without permission is sent back to the starting line. Keep playing until one child reaches Mother [Teacher Name]. Give each kid a chance to be “Mother”.

## DAY 5

### Simon Says

Use a changed version of “Simon Says” to talk to children about how to say “please” and “thank you.” Instead of using the words “Simon says” as the first words, use the word “please” as the first word; meaning, children should only follow you if you first say “please.” Those who follow your action without your saying “please” are out of the game. Thank the children after each action.

## LESSON 5: GRATITUDE

### *Educator Understanding*

- Preschoolers operate from a sense of their own ego, it can be difficult for them to put themselves in another’s shoes and see different points of view.
- Gratitude is the feeling of thankfulness for the good things in life, and the act of expressing that feeling.

### **Creative Curriculum Crosswalk**

#### *Social-Emotional*

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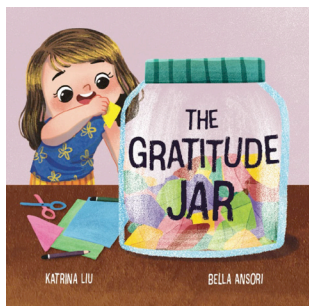


Video Explanation

## DAY 1

### Gratitude Jar

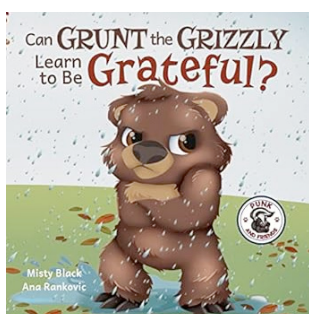
Read book and create a gratitude jar with the class.



## DAY 2

### How can you be grateful?

Read book and discuss how each child shows their gratefulness.



## DAY 3

### Morning Message

Show the kids things to be “thankful for”. Next insert the ideas that the kids have shared into the phrase, “I am thankful for \_\_\_\_\_.” Repeating this activity over and over helps drive home the idea of what it means to be thankful for something.

I am thankful for grandma. (person)

I am thankful for my blanket. (thing)

I am thankful for the library. (place)

## DAY 4

### Gratitude hopscotch

Draw a hopscotch board with categories like family, friends, or activities. Have children hop to a square and name something they are thankful for in that category.

## LESSON 6: ACTS OF SERVICE

### *Educator Understanding*

- Preschoolers operate from a sense of their own ego, it can be difficult for them to put themselves in another's shoes and see different points of view.
- "Acts of service" for preschool students means performing small, helpful actions for others.

### **Key points about acts of service in preschool:**

- **Simple and age-appropriate**  
These acts should be easy for young children to understand and perform, focusing on basic tasks that benefit others in the classroom.
- **Promoting social skills**  
By doing acts of service, children learn to consider the needs of others and contribute positively to their environment.
- **Positive reinforcement**  
Teachers should acknowledge and praise children when they perform acts of service, encouraging them to continue doing so.

### **Creative Curriculum Crosswalk**

#### *Social-Emotional*

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### **DAY 1**

Make a snack treat (cookies, chex mix, etc) to give to staff members in the building. It is important to make the snack for the children as well.

### **DAY 2**

Make a card in the art center to mail to someone special in their family. Make a card for a stranger (i.e. partner with an assistive living facility).

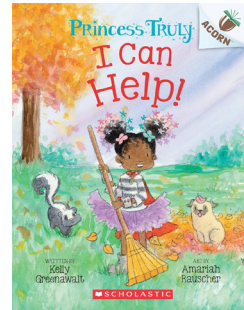
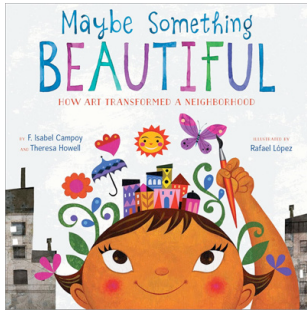
### **DAY 3**

Bring a toy from home to give to a friend.

## DAY 4

Use sidewalk chalk to leave kind messages and/or pictures for people walking by.

### Books to Read



Building Blocks has created a complete lesson kit that includes all additional books, lesson plans, materials and supplies. This kit is available only through Building Blocks.

**Kit price: \$1,120**



**Scan QR Code to order and purchase the “We Are All Philanthropists”  
Early Childhood Curriculum Kit!**

Full Kit Includes:  
Storybook, Lesson Plans, Materials and Supplies

