

Lesson Plan: The Kindness Crew Adventure

Subject: Social-Emotional Learning (Encouraging Good Behaviour)

Student Group: Oliver, Mila, Reggie (Ages 2-3)

Time Allotment: 25-30 minutes

Materials Needed:

- A hand puppet (can be a sock puppet, named "Captain Kindness")
- Each child's favorite stuffed animal or "lovey"
- A simple picture book about sharing or being kind (e.g., "Llama Llama Time to Share" by Anna Dewdney or "Hands Are Not for Hitting" by Martine Agassi)
- A small, shared snack (e.g., crackers, fruit slices)
- Plates and cups for snack time
- A bin or basket for toys
- A small collection of building blocks or other easy-to-clean-up toys
- A speaker or phone for music

1. Learning Objectives

By the end of this lesson, Oliver, Mila, and Reggie will be able to:

- **Demonstrate "gentle hands"** by petting a stuffed animal or puppet softly when prompted.
- **Practice using polite words** by attempting to say or sign "please" and "thank you" during a snack activity.
- **Participate in a group task** by placing at least one toy in a bin during the clean-up game.

2. Lesson Activities & Procedure

Part 1: The "Gentle Hands" Greeting (5 minutes)

1. Introduction with a Puppet:

- Gather the children in a circle on the floor. Bring out "Captain Kindness," the hand puppet.
- **Teacher says:** "Look who's here! It's Captain Kindness! He wants to say hello, but he's a little shy. He only likes gentle hands."

2. Sing the "Gentle Hands" Song:

- Sing this simple song to the tune of "Twinkle, Twinkle, Little Star":
*Gentle hands, gentle hands, yes I can.
Gentle hands, gentle hands, that's the plan.
I can pat my friend so nicely,
I can hold my teddy tightly.
Gentle hands, gentle hands, yes I can.*
- As you sing, model patting your own leg gently or patting the puppet.

3. Practice Activity:

- Have Captain Kindness visit each child. Say, "Captain Kindness would like a gentle pet, Oliver." Guide their hand if needed to show a soft petting motion.

- Praise each gentle touch enthusiastically. "That was so gentle, Mila! Captain Kindness loved that!"

Part 2: Kindness Story & Snack Time (10-15 minutes)

1. Story Time:

- **Teacher says:** "Captain Kindness loves stories about being kind. Let's read one!"
- Read the chosen picture book. Point out characters who are sharing, using nice hands, or being good friends. Ask simple questions like, "Was that kind?" or "Look, they are sharing!"

2. "Please and Thank You" Snack Practice:

- Transition to the table for a snack. Place the shared bowl of crackers in the middle.
- **Modeling (I Do):** Hold out your hand to the puppet and say, "Captain Kindness, may I have a cracker, **please**?" Have the puppet "give" you one. **Thank you**, Captain Kindness!"
- **Guided Practice (We Do):**
 - Ask Oliver, "What do you say if you want a cracker?" Prompt him with "P...p...please!" Hand him a cracker once he attempts the word or sign.
 - After he takes it, prompt with, "What do we say now? Th...thank you!"
 - Repeat with Mila and Reggie, offering lots of praise for any attempt at the words.

Part 3: The "Super Helper" Clean-Up Game (5 minutes)

1. Set the Scene:

- After the snack, move back to the play area where a few blocks are scattered.
- **Teacher says:** "Oh my! Captain Kindness sees a mess! He needs Super Helpers to put the toys to bed in their basket. Are you ready to be Super Helpers?"

2. The Game (You Do):

- Turn on some fun, upbeat music.
- Say, "Ready, set, GO!" and start picking up blocks and putting them in the bin with exaggerated fun. "I got a red one! Mila, can you get the blue one? Wow, Reggie, you're so fast!"
- Make it a team effort, not a chore. The goal is participation, not perfect cleaning.

3. Celebration:

- When the last block is in the bin, turn the music up and have a "Super Helper Celebration Dance."
- Give high-fives and say, "Hooray! Oliver, Mila, and Reggie are Super Helpers! You cleaned up together! That was so kind!"

3. Differentiation & Inclusivity

- **For emerging talkers:** Accept gestures or signs for "please" and "thank you." Focus on the child's intent and praise their effort to communicate. The teacher can model the ASL signs for "please" (rubbing flat hand on chest) and "thank you" (hand from chin outwards).
- **For a child needing more support:** During the "gentle hands" activity, use hand-over-hand guidance to show them the feeling of a soft touch. During cleanup, hand them a block and walk with them to the bin.
- **For a child ready for a challenge:** Name them the "Snack Helper" to pass out napkins (with help) or the "Clean-Up Captain" who gets to hold the basket while others put toys in.
- **Inclusivity:** Using each child's name and their personal favorite stuffed animal makes the lesson feel individual and special to them.

4. Assessment (Formative & Observational)

The teacher will observe and make mental or brief written notes on the following:

- **Gentle Hands:** Did the child use a soft touch with the puppet or stuffed animal, with or without prompting?
- **Polite Words:** Did the child attempt a verbal or non-verbal "please" or "thank you" during the snack activity?
- **Participation:** Did the child willingly place a toy in the bin during the clean-up game?

This is a low-pressure assessment focused on participation and introduction to concepts, not mastery. Success is defined as active and positive engagement in the activities.