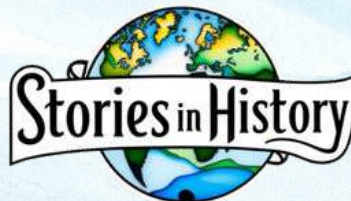


My Story Begins

Social Studies for TK & Kindergarten



WWW.STORIESINHISTORY.ORG

How to Teach a Unit

To be done first:

1. Read the **unit introduction card**.

These half-page cards introduce each unit topic. Punch a hole in the corner and keep them together with a metal ring or string.

To be done in any order:

2. Read **books**.

Choose from the picture books listed at the start of each unit. Choose as many books as you would like. Through living books, history comes to life so we highly recommend including as many books as possible. While we recommend you read the physical books together, we know that it may not always be possible, so alternatively we have marked the books we've found on YouTube as read-alouds with the following symbol. 🎧

3. Watch **videos, movies, or TV shows**.

Choose from YouTube videos, movies, and or TV shows for each unit to further explore the topic. Only movies with a G or PG rating are included.

4. Complete **activities**.

Complete the activities in this workbook at your own pace. Activities vary in complexity and include worksheets, games, recipes, crafts, and more. Most activities require minimal supplies; any needed materials are clearly listed in red on the Unit Introduction pages at the start of each unit.

Some activities include recommended books from that unit that pair especially well with the activity, though not every book is tied to a specific activity.

Each activity is labeled with a number to help you keep pages organized. For example, an activity marked 1.1 is the first activity in Unit 1, and all pages belonging to that activity will be labeled 1.1.

Common Questions

What are the topics and how much time should I spend on each Unit?

Unit 1: All About Me

Unit 2: Being a Good Friend & Citizen

Unit 3: Keeping Me Safe

Unit 4: Where I Live

Unit 5: Finding My Place in Time & Space

We recommend at least 7 lessons on each of these units. Of course, if a particular topic is more interesting to your student, we recommend following their interest and staying on the unit longer. Especially at a younger age, it's important to give children a chance to explore the topic without rushing.

How many lessons should I teach per week?

You can teach multiple lessons per week or one per week. How quickly you move through the course is entirely up to you and your student(s).

How much time should I spend on each lesson?

Lessons should take between 20-30 minutes depending on what books and activities you select to complete. Remember the average attention span for a 5 year old is only 15 minutes so switching from books to activities will help keep your student(s) engaged longer.

How long will it take me to complete the course?

If you complete one lesson per week, with 7 lessons per unit, the course will take 35 weeks to finish—about a full school year.

What ages is this course designed for?

This course is designed for students in TK (Transitional Kindergarten) or Kindergarten (ages 4-6) and covers all of the Kindergarten national standards for social studies. However, all of our curriculum is designed to be family-style, meaning it can be enjoyed together by learners of all ages.

Unit One

All About Me

Books:

Picture books

1. [What I like About Me by Allia Zobel Nolan](#) 🎧
2. [The Way I feel by Janan Cain](#) 🎧
3. [The Sneetches by Dr. Seuss](#) 🎧
4. [The Color Monster by Anna Llenas](#) 🎧
5. [The Smart Cookie by Jory John](#) 🎧
6. [The Good Egg by Jory John](#) 🎧
7. [The Girl Who Makes a Million Mistakes by Brenda Li](#) 🎧
8. [My Amazing Body by Pat Thomas](#) 🎧
9. [My Magical Choices by Becky Cummings](#) 🎧
10. [How Did That Get in My Lunchbox? By Chris Butterworth](#) 🎧
11. [I Can Eat a Rainbow by Olena Rose](#) 🎧
12. [The Dot by Peter H. Reynolds](#) 🎧
13. [A Chair for My Mother by Vera B. Williams](#) 🎧
14. [The Name Jar by Yangsook Choi](#) 🎧

Movies/TV Shows:

- Inside Out (Rated PG, 2015)
- Finding Nemo (Rated G, 2003)
- Bluey
 - Season 1, Ep 22- "The Pool", family helps each other
 - Season 2, Ep 13- "Bin Night", chores and helping out

Videos:

1. [Learn All About Me, Milo the Monster](#)
2. [Me! Songs from Caitie's Classroom](#)
3. [All Our Feelings Are Okay](#)
4. [Sesame Street: What Makes You Special?](#)
5. [Abilities & Skill Song \(Can/Can't\)](#)
6. [Growth Mindset- Class Dojo](#)



1



2



3



4



5



6

Unit One

All About Me

Activities:

1. **All About Me**- What better way to start the course than to let your student(s) teach you about themselves. In this simple coloring activity, students complete an “All About Me” page.
 - a. *What I Like About Me*
2. **Being Unique**- Students learn about being unique and then go on a scavenger hunt to find unique things in nature. They then collect and/or draw those things on the page provided.
 - a. *The Sneetches or The Dot or The Girl Who Makes a Million Mistakes*
3. **Feelings Slider**- In this simple craft, students cut out a feeling slider and attach a pipe cleaner with a bead to practice expressing how they feel.

**Supplies needed*

 - a. *The Way I Feel or The Color Monster*
4. **“I Can” Independence Chart**- Students keep track of the independent activities they can do throughout the week using the checklist provided.
 - a. *My Magical Choices*
5. **My Family Team**- Students learn about how their family is like a team and everyone has a special job on that team. They then draw a picture of their family doing different roles.
 - a. *A Chair for My Mother*
6. **My Family Team Jersey**- Students learn about their heritage and then design the back of a team jersey to represent their family.
 - a. *The Name Jar*
7. **When I Grow Up**- Students learn about jobs and draw a picture of what they want to do when they grow up. Then, they complete a worksheet where they connect the worker to their tools and to their place of work.

*Teacher tip- At this age, it's completely normal for students to have limited writing skills. For activities that include writing, you can write the words for them first and then have your student trace over it.

Standards Covered:

- TK: Strand 1.1-1.3, 2.1-2.5, 6.2
- Kindergarten: K.3, K.6, K.6.3

All About Me

Read to the child:

Hi there, explorer!

Are you ready to go on a special adventure—an adventure all about you and your world?

In this course, you'll learn all about you, how to be a kind friend, make good choices, stay safe, and understand the world around you.

You'll read fun stories, create projects, play games, and share your ideas along the way. Are you ready to discover just how amazing you are? Let's begin.

To start, you're going to fill out the boxes on the next page to make a poster **all about you!** Get your crayons and markers out, it's time to get creative.



ALL ABOUT ME

Personal Info

Name: _____

Age:

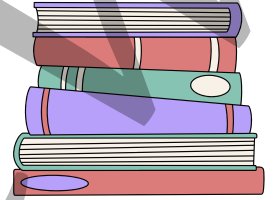
3

4

5

6

My Favorite Color

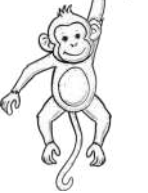


This Is Me

My Birthday

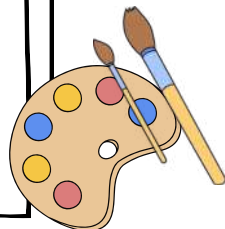


My Favorite Animal



My Hobbies

My Family



"I Can!" Independence Chart

Read to the child:

This week, we're going to practice being **I Can Champions!** Each day, try to complete as many activities from the checklist below. Can you get **25** checks to become an official **I Can Champion**? What about 35?

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Brush my teeth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wash my hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dress myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Put on shoes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fill up my water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clean up my toys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
set table for dinner or unload dishwasher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use good manners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eat healthy snacks or try new foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25 checks = I Can Champion

35 checks = Big Kid Star



My Family Team

Read to the child:

A **family** is a group of people who take care of each other and spend time together. Every family is special, and no two families are exactly the same. Some families are big, and some are small. Some live in the same house, and some live in different places—but they are still a family.

Who's in your family? *(pause for response)*

Families help us grow and learn. They make sure we have what we need, like food, a place to sleep, and people who care about us. Families also teach us things—like how to be kind, how to share, and how to make good choices.

Families spend time together in many different ways. Some families like to cook meals, read books, play games, go outside, or celebrate special days. These moments help families feel close and connected.

What is your favorite thing to do with your family? *(pause for response)*

In a family, everyone has a role. Grown-ups take care of children, and children can help too! You might help clean up your toys, set the table, or use kind words. When everyone helps, the family works as a team.

How can you help your family? *(pause for response)*

The most important thing about a family is that they care for each other. Families are a place where you can feel safe, loved, and supported—just the way you are.



My Family Team

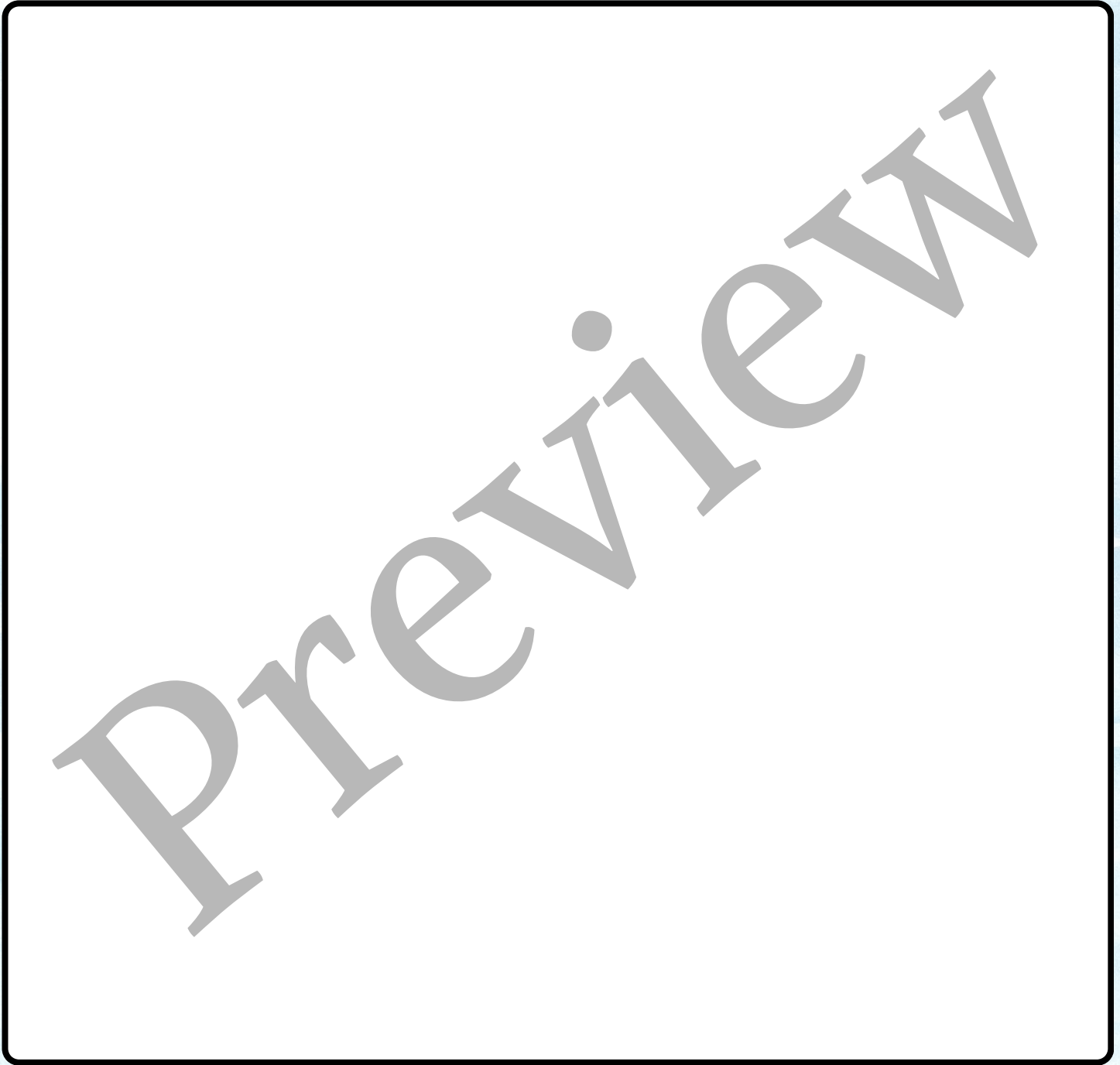
Read to the child:

In the space below you're going to draw a picture of your family doing something together. Some ideas might be making dinner, playing a game, or going outside. Then, we're going to come up with "team jobs" for each person in your family. Some jobs might be "makes dinner", "reads stories", "cleans dishes", or "gives hugs". I'll help you write the name of the person and their job on your picture. Make sure to give yourself a job too!

GO TEAM!

When I grow up...

Instructions: Draw a picture of what you want to be when you grow up. Then, finish the sentence below. A grown-up can help write the words, and you can trace them.



I want to be a _____.



Being a Good Friend

Read to the child:

Being a good friend means being kind, caring, and helpful to others. Friends make each other feel happy, safe, and included.

A good friend **shares**. If you have a toy or a snack, you can take turns so everyone gets a chance.

Can you think of something you like to share? *(pause for response)*

A good friend uses **kind words**. Saying things like “please,” “thank you,” and “you can play with me!” helps others feel good.

What are some kind words you can say to a friend? *(pause for response)*

A good friend keeps their hands to themselves and use **self-control**. That means no hitting or pushing. We use gentle hands and safe bodies.

What do gentle hands look like? Can you show me? *(pause for response- hands folded in their lap)*

A good friend **does not interrupt**. When someone else is talking, we wait our turn and listen.

If we're in a group, how can you practice waiting quietly while someone else talks? *(pause for response- raising your hand)* When should we raise our hand? When is it okay to just respond without raising your hand? *(discuss examples)*

A good friend is a **good listener**. That means looking at the person when they're talking, being quiet, and really hearing what they say.

Being a good friend takes practice, and that's okay! Every day is a new chance to be kind and make good choices.

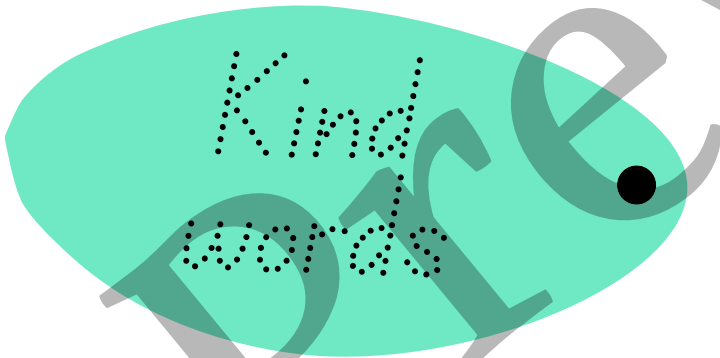
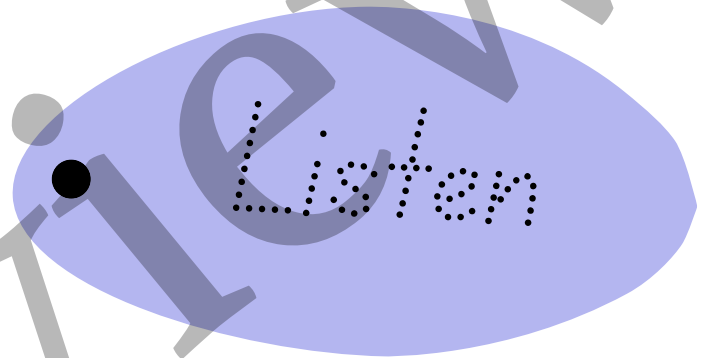
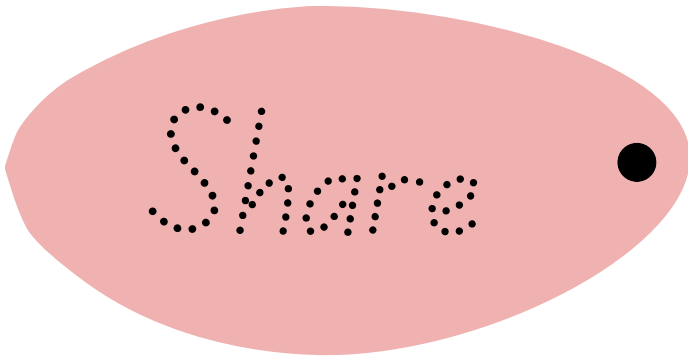
What is one way you can be a good friend today? *(pause for response)*



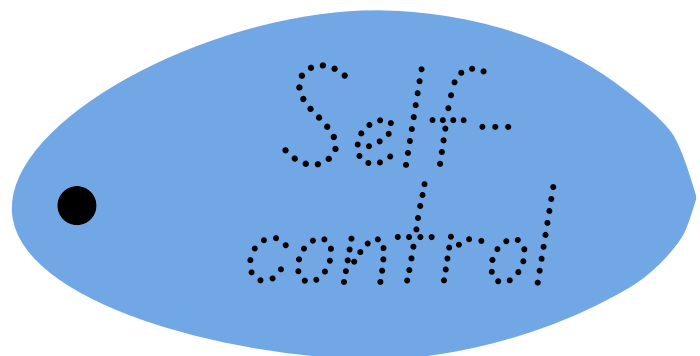
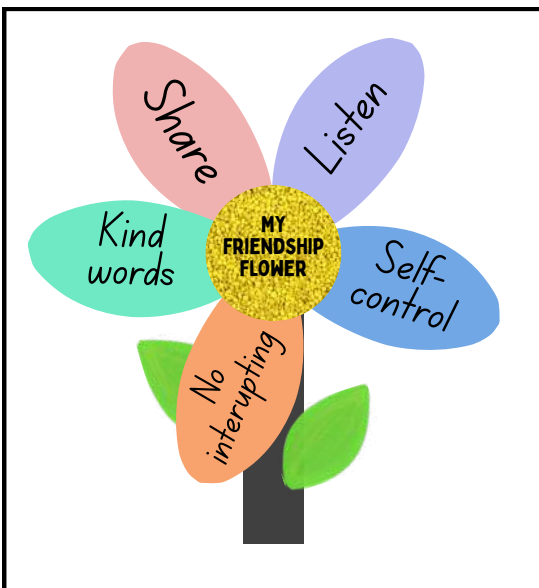
Friendship Flower

Instructions:

1. Have the student(s) trace the words on each petal below.
2. Cut out the stem, leaves, pistil (center), and petals. You may need to help with this.
3. Use glue to attach the leaves to the stem by putting a dot of glue on the black circle. Then, attach the petals to the pistil.
4. Finally, attach the pistil to the stem.



Completed Version:



Tattling vs. Telling

Read to the child:

Sometimes it's hard to tell when it's tattling or when you should tell an adult. I will read the situation and we will discuss the answer together. We will then cut and paste it into the tattling or telling box.

Tattling	Telling

Someone took 2 turns.

Someone is hitting you.

Someone didn't pick up their mess.

Someone didn't share.

Someone is bleeding.

Someone bumped into you.

Someone is hurt.

Someone said something not nice.

Someone is going to use a sharp knife.

The Power of Words

Read to the child:

Words are very powerful. Even though we can't see them or touch them, words can make a big difference in how people feel.

Kind words can make someone smile.

When you say things like “You’re a good friend,” or “I like playing with you,” you help others feel happy and loved.

Words like “please,” “thank you,” and “I’m sorry” show respect and kindness.

But unkind words can hurt.

Saying mean things, teasing, or yelling can make someone feel sad or upset.

Sometimes, those feelings can last a long time—even after the words are gone. That’s why it’s important to choose your words carefully.

Before you speak, you can ask yourself:

- Are my words **kind**?
- Are my words **helpful**?
- Are my words **true**?

If the answer is “no” to any of those questions, it’s best not to say them.

You have the power to use your words to build others up instead of tearing them down. Your words can make your home, your school, and your community a happier place.

So remember—your words are powerful. Use them to spread kindness wherever you go.



The Power of Words

Read to the child:

Today, we're going to practice using the 3 questions we just learned to help our friends make the right choice about whether to say something or not. I will read a scenario and then we will ask whether it's kind, helpful, or true. If the answer is "no" to *any* of those questions, draw a line to the "don't say it" box. If it's "yes", draw a line to the "say it" box.

Is it kind?

Is it helpful?

Is it true?



1. Molly falls down on the playground and looks sad. You say, "Are you okay? I can help you."



2. Your friend Jack, sees someone wearing a shirt he doesn't like. He says, "That shirt is ugly."



3. James is trying something new but struggling. You say, "You're bad at this."



4. Your friend Ema, is feeling nervous. You say, "It's okay, I'll stay with you."



5. Hannah is mad at her friend and says, "You're not my friend anymore!"



6. Max did a great job on his drawing. Carter says, "I like your picture!"

Say it!



Don't say it!



When To Call 911

Read to the child:

Sometimes emergencies happen, and it's important to know how to get help. **911** is a special phone number you can call when someone is **hurt**, there is a **fire**, or you feel **unsafe**.

When you call 911, a **dispatcher** answers the phone. The dispatcher is a trained helper who listens carefully and sends the right people to help, such as **police officers, firefighters, or paramedics**.

If you ever need to call 911, try to stay calm and remember these important steps:

1. Tell your name.

“My name is _____.”

2. Say what happened.

“There is a fire,” or “Someone is hurt.”

3. Give your address or location.

“I am at _____.”

4. Stay on the phone.

The dispatcher will ask questions and tell you what to do until help arrives.

Only call 911 for real emergencies, not for jokes or practice. If you're unsure, it's always best to tell a trusted adult right away.

Knowing how to call 911 helps keep you and others safe. Remember, it's a way to get help quickly when there is a real emergency.



Learning Your Phone Number & Address

Read to the child:

Did you know that learning your **phone number** and **home address** is a great way to help keep yourself safe? Just like knowing your name, these important details help trusted helpers find you and contact your family if you ever need assistance.

Sometimes, unexpected situations can happen. You might get separated from your family in a busy place, or there may be an emergency where a helper—like a police officer, firefighter, or doctor—needs to know where you live. When you can share your phone number and address, it helps them make sure you get back home safely.

Do you know your **full name**? *(pause for response and remind them of their first and last name)*

Next, learning your **home address** helps helpers know exactly where to go. Your address includes your house number, street name, city, and state. Do you know your address yet? *(pause for a response and determine what they already know. Then, tell them their full address and have them repeat it.)*

It's also important to know a parent or guardian's **phone number**. If you ever need help, a trusted adult can use this number to contact your family quickly. Do you know whose phone number you should memorize do you know it yet? *(pause for response and determine what they already know)* We're going to work on memorizing phone numbers this week!

Learning this information might feel tricky at first, but with practice, it becomes easier! You can turn it into a fun game by singing it like a song, clapping it out, or practicing during everyday routines like car rides or bedtime. The more you practice, the more confident you will feel.

Remember, this information should **only be shared with trusted adults and helpers, such as police officers, firefighters, teachers, or medical professionals**. Knowing when and with whom to share your information is another way to stay safe.



Laws Keep Us Safe

Instructions: Cut out the pictures. Then, decide whether the picture follows the law or breaks the law. Paste it into the correct box.



Follows the Law



Breaks the Law

Stealing



Bike with a helmet



Not stopping at red light



Walking in a crosswalk



Littering



Listening to a police officer



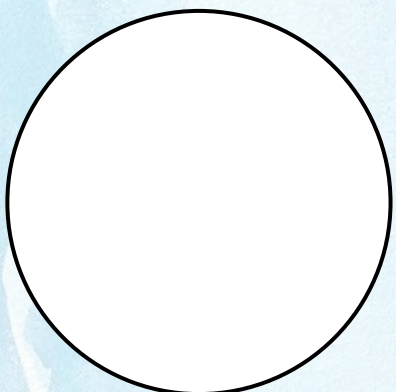
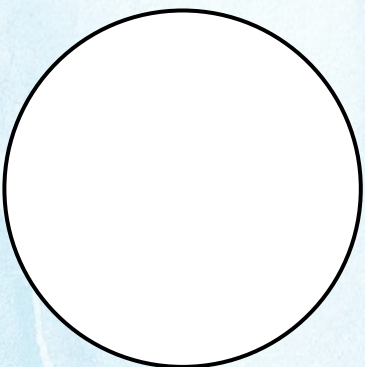
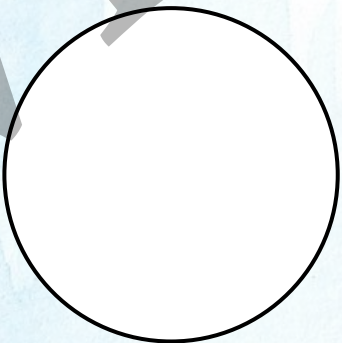
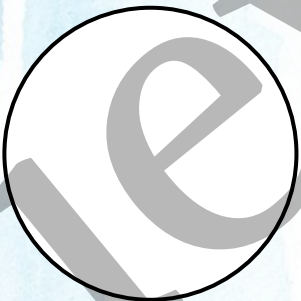
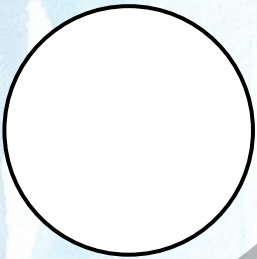
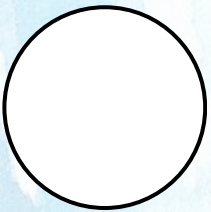
Wearing a seatbelt



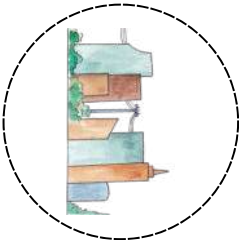
Running into the street



Where Do I Live?



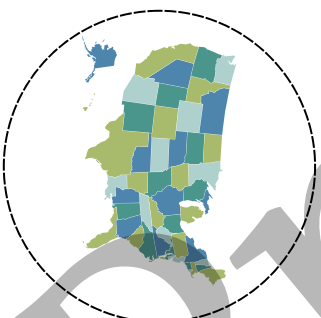
Home



City



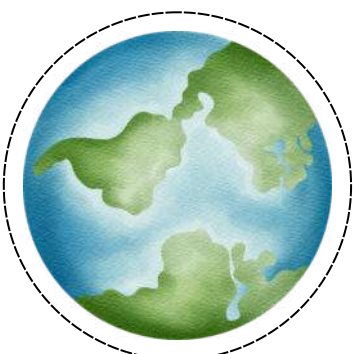
State



Country



Continent



World

Our Country

Read to the child:

We've been learning about where we live—our home, our city, and our state. All of these places are part of something even bigger called a **country**.

A country is a large area of land where people live together and follow the same rules and government. Countries have their own names, leaders, and symbols. The country we live in is called the **United States of America**. Let's say it together (*say "The United States of America" together*).

There are many different countries all around the world. People in other countries may speak different languages, eat different foods, and have different traditions—but just like us, they all have homes, families, and places where they live.

Every country also has its own special flag. (see next page)

The flag of the United States is called the American flag.

- It has 13 red and white stripes and a blue corner with 50 white stars.
- The 13 stripes stand for the first 13 states that formed our country a long time ago.
- The 50 stars stand for the 50 states we have today.
- The colors have meaning too:
 - **Red** stands for **bravery**
 - **White** stands for **honesty**
 - **Blue** stands for **loyalty**

The American flag is a symbol of our country. When we see it, it reminds us that we are part of the United States.

Sometimes, people in the United States say something called the **Pledge of Allegiance**. The Pledge of Allegiance is a promise. It is a way to show respect for our country and our flag. When we say the pledge, we are saying that we care about our country and want to be good citizens. Many people stand, face the flag, and place their hand over their heart when they say it. This shows respect.

(Read the Pledge of Allegiance on the following page and then ask if they have ever heard it before. Practice reading it together. Encourage them to put their right hand over their heart as they say it.)



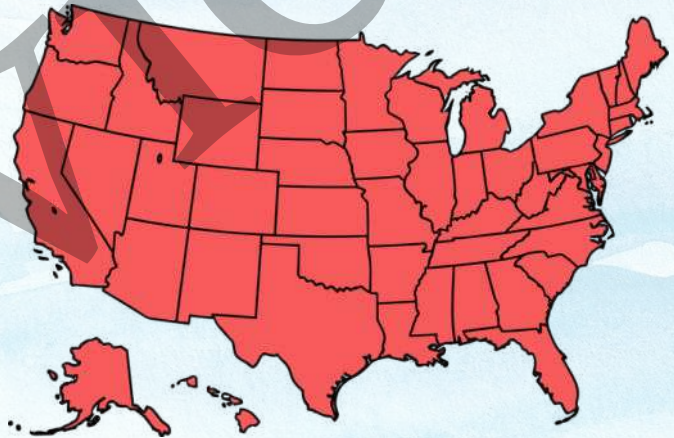
Read to the child:

The United States is not the only country with a flag or special traditions. Countries all around the world have their own flags, songs, and ways of showing respect for their country. Some countries have their own pledges or promises, and others have different traditions that are important to them.

Even though countries may be different, they all have ways to show pride in where they live.

Learning about countries helps us understand the world around us. It reminds us that we are part of something big—our country—and also part of an even bigger world filled with many people and places.

*This is the American flag and our country, the United States of America



"I pledge allegiance
to the Flag of the
United States of
America, and to the
Republic for which it
stands, one Nation
under God, indivisible,
with liberty and
justice for all."



*Flags from other countries

American Symbols & Heroes

Read to the child:

We have been learning about our country, the United States of America. Our country has special **symbols** and **important people** who help tell its story.

A **symbol** is something that stands for, or represents, something else. American symbols help remind us of our country and what it stands for.

Some important American symbols are the **flag**, the **bald eagle**, and the **Statue of Liberty**. We already talked about one very important symbol, the American flag, which has stars and stripes. The bald eagle is a strong bird that represents freedom. Finally, the Statue of Liberty is a large statue that stands in New York and reminds us of freedom, justice, and welcoming people to our country.

Have you ever seen a picture of the Statue of Liberty or a bald eagle before? *(pause for response)*

Our country also has important people called heroes. A **hero** is someone who helps others, makes good choices, and does something important. Some American heroes helped shape our country a long time ago.



George Washington was the first president of the United States. He helped lead our country when it was just beginning.

Abraham Lincoln was a president who helped keep our country together during a very hard time.

Martin Luther King Jr. was a leader who helped people work toward fairness and kindness for all.



These people made a difference and helped make our country what it is today.

American Symbols & Heroes

Instructions: Your parent or teacher will read the meaning on the right and you will draw a line to the correct American hero or symbol on the left.



Helped people be treated fairly.

Welcomes people to America.

The first president.

He helped keep our country together.

Represents strength and freedom.

Represents our country.

Holiday Charades

Read to the child:

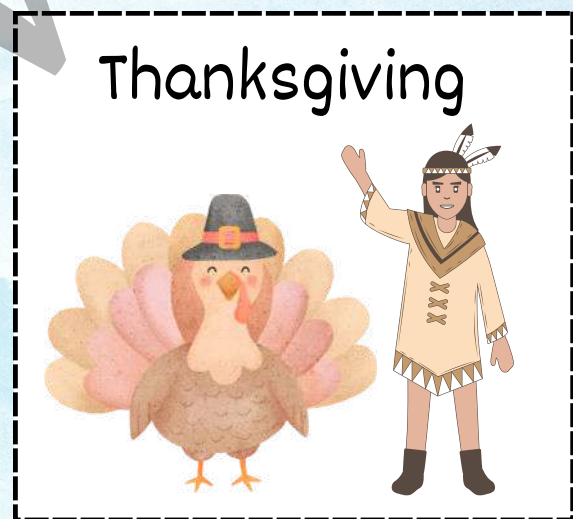
We are going to play a fun game called Holiday Charades!

In this game, you will act out a holiday—but you cannot use any words! First, choose one picture card. Look at it quietly and think about what holiday it shows. Now, act it out using your body! You can pretend to do things you might do on that holiday—like eating, decorating, passing out gifts, or celebrating. I have added a blank one so you can add your own holiday if you would like.

But remember... no talking!

I will watch your actions and try to guess which holiday you are acting out. When I guess correctly, we will switch, and I'll do the acting!

*Teacher tip- if there are holidays your family/students do not celebrate and you don't wish to discuss, you can remove them before playing.



Landforms Flip Book

Read to the child:

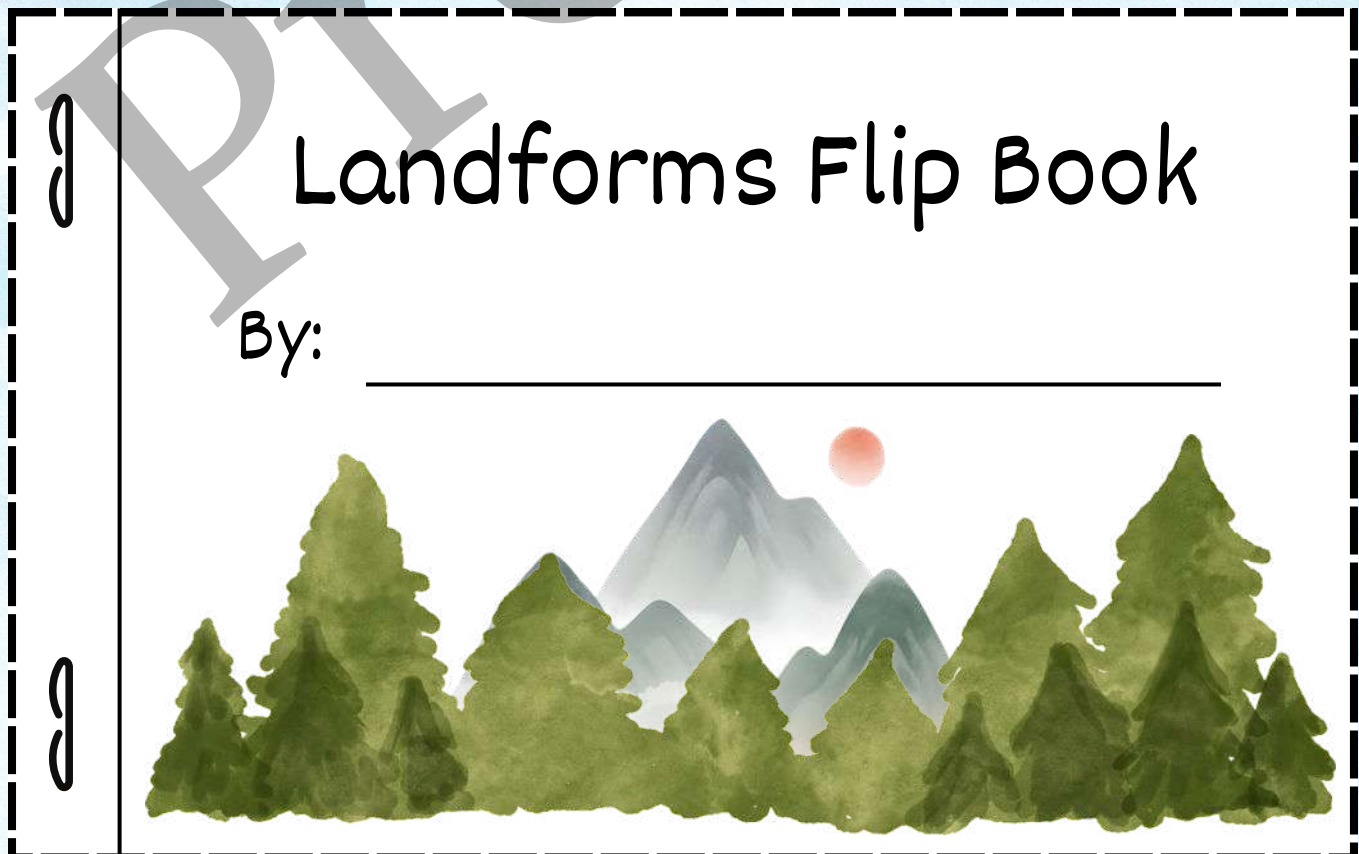
Today we are going to make a special Landforms Flip Book! This book will help you learn about different environments, landforms, and the animals that live there.

Here are the steps:

1. Cut out the pages and staple one side to make your flip book.
2. Find the correct environment label for each page and glue it on.
3. Cut out the animals and glue them where they belong. Think about which animals live in each place! There are **3** for each.
4. Look at the landforms you see. Cut out the label and add it to the page. There's **1** for each page.
5. When you're done, flip through your book and tell someone about each page. Which one looks the most like where you live?

*Teacher tip- there is a lot of cutting for this activity that your student(s) may need help with. To reduce this, you can include only 1 animal per page. Alternatively, this can be a project they work on over a few days to spread it out.

*Teacher tip- Another fun option is to print the pictures on an 8.5x11" sticker page. You will still have to cut them out, but stickers are always a hit.



Lost Dog Game

Instructions: Cut out the 2 characters and the the dog below. Then, cut slits in the map along the dashed lines.

Place the dog in one of the slits so it's "hiding" underneath the game board. Only you will know where the dog is at.

Have the student place their character anywhere on the board to start. Using position words, like left, right, under, next to, behind, on top of, etc. direct them to move their character and "find" the lost dog. Switch and have them direct you.

Read to the child:

Nora and Jack are looking for their lost dog, Bella! She's hiding at one of the locations on the game board. Choose whether you want to be Nora or Jack and then follow the instructions from your teacher/parent to find Bella!

*Teacher tip- if playing with multiple kids or in a classroom, have the students partner up and do this activity in pairs.





All About Maps

Read to the child:

Have you ever looked at a map before? A **map** is a special picture that shows us where things are. It can show roads, buildings, parks, and even water like rivers and oceans!

Maps use **symbols**, which are little pictures that stand for real things. For example, a blue shape might mean **water**, and a line might show a road. Instead of drawing everything exactly, maps use symbols to make it easier to understand.

Let's think together:

-Can you find something on this map that could be a symbol?
(pause for response)

-What do you think it stands for?
(pause for response)

We also use symbols outside, like traffic signs. A **stop sign**, a **crosswalk**, or a **traffic light** all help people know what to do and stay safe.

-Have you ever seen any of these symbols outside? (pause for response)

-What do they mean? (pause for response)





Days of the Week Worksheet



Instructions: Cut out the days of the week and glue them in the correct order.

1st	2nd	3rd	4th	5th	6th	7th



 Sunday

 Monday

 Tuesday

 Wednesday

 Thursday

 Friday

 Saturday

Remember!
The days of the week
always go in the
same order.



History Detective- Then or Now?

Read to the child:

Today you are going to be a **History Detective!** Your job is to look for clues and figure out if something is from long ago or today. Long ago is called “then.” Today is called “now.” This is what real historians (people who study history) do. Remember to look closely, listen carefully, and use clues to solve the mystery!

*Teacher tip- point out technology, fashion, automobiles, black and white photos as “clues” historians might use to determine if something is from long ago or today.

Instructions: Examine the pictures. Circle “**Then**” or “**Now**” below each.



Then Now



Then Now



Then Now



Then Now



Then Now



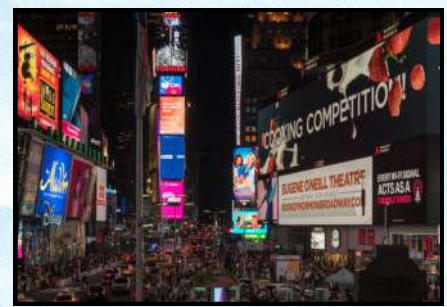
Then Now



Then Now



Then Now



Then Now

Unit 1

All About Me

Welcome to Unit 1: All About Me! In this unit, we are going to learn all about you—what makes you special, the things you like, and the people who are important in your life. You are one of a kind, and there is no one else exactly like you! As we go through this unit, we'll talk about your name, your family, your favorite things, and the things you are learning to do. We'll also practice being independent, making good choices, and taking care of ourselves and our space. Get ready to share, create, and discover just how amazing you are!



Unit 2

Being a Good Friend & Citizen

Welcome to Unit 2: Being a Good Friend & Citizen! In this unit, we are going to learn what it means to be kind, helpful, and respectful to the people around us. A good friend uses kind words, listens, shares, and helps others. A good citizen takes care of their home, their community, and the world around them. As we learn together, we'll practice making good choices, solving problems, and thinking about how our actions affect others. Get ready to play, learn, and discover how you can be a great friend and an important part of your community!

