



VIPeoples™ Sample Lesson

LEO · Joy & Taking Care of Yourself · Ages 4–5 · Classroom



LEO Takes Care: A VIPeoples™ Lesson Plan

1. Lesson Title

LEO Learns to Take Care

2. Age & Duration

Ages 4–5 (Pre-K / Kindergarten)

Total lesson time: 25 minutes

- Opening Circle: 2 minutes
- Story: 6 minutes
- Discussion: 4 minutes
- Movement Activity: 10 minutes
- Reflection & Closing: 3 minutes

3. Character Focus

LEO – Orange fuzzy mohawk, single visible tooth, joyful high-energy friend. LEO sometimes gets ahead of himself, but his joy is genuine and contagious. In this lesson, LEO learns that taking care of things (and people, and himself) makes his joy even bigger.

4. Pillar / Soft Skill

Pillar: Stewardship of Self (Pillar 8 – Health, nutrition, self-care)

Child-friendly skill word: Taking Care

5. Learning Goal

By the end of this lesson, children will understand that taking care of their bodies, their things, and their world makes them feel good and helps everyone around them feel good too.

6. Materials

- Carpet or open floor space (for group gathering and movement)
- Chart paper and marker (optional, for capturing children's ideas)
- LEO character image or puppet (if available)
- Small household items: a stuffed animal, a toy block, a water bottle, a plant or flower (real or fabric)
- Hand sanitizer or wet wipes
- Washable markers or crayons
- Paper or small paper plates (for activity)

No special or exotic supplies needed.

7. Opening Circle

Gather students in a seated circle on the carpet. Speak warmly and with genuine excitement.

Teacher: "Gather your garden today. We're going to the VIPeoples world. Today we're meeting LEO, our joyful friend with the bright orange mohawk. LEO has discovered something amazing – and I think you're going to love it. Are you ready?"

Pause for a few hands or nods of enthusiasm.

Teacher: "Wonderful. Let's find out what LEO learned about taking care."

8. Story

LEO's Big Discovery

LEO woke up in the Peapod Hideaway feeling wonderfully awake. The sun was streaming through the windows, and the garden was waiting outside. LEO's favorite thing to do was jump in puddles after the rain – splashing, spinning, laughing with every leap.

But when LEO looked around the hideaway, something felt off. The water bottles from yesterday were still sitting on the table. LEO's favorite blanket was crumpled in a pile. The potted lavender plant – the one that smelled like dreamy calm – was drooping, its leaves looking tired and sad.

"Uh-oh," LEO said, whisper-quiet for just a moment.

Then PIP walked in. "LEO, did you notice the lavender?" she asked gently.

"It's sad," LEO said. "And I think... I think I know why. Nobody has been taking care of it."

PIP nodded. "When we take care of things we love, they get stronger. And they make us happy."

LEO looked around again. The blanket. The water bottles. The hideaway itself. And LEO thought about something: *If I take care of this space, and my things, and even my own body – maybe I'll have even MORE energy to jump and laugh and be joyful.*

So LEO started. First, the lavender got fresh water. Immediately, LEO felt like the joy in the hideaway grew. Then LEO folded the blanket carefully and put it in its cozy corner. The hideaway felt calm and happy. Then LEO drank some water from one of those forgotten bottles – and wow – LEO felt even more springy!

By the time DAX and MILO and PETRA arrived, the hideaway was bright and cared-for. And LEO? LEO had so much energy and joy that LEO bounced right up to greet them.

"LEO," said MILO with his warm smile, "the hideaway feels like sunshine today."

"That's because," said LEO, "when I take care of things, I take care of me. And that makes everything better."

And it was true. LEO did jump in puddles that day – but the joy was even bigger because LEO knew the hideaway was safe and loved.

9. Discussion

Ask these questions warmly, giving children time to think and respond. Celebrate all answers.

1. **What was wrong with the lavender plant when LEO first saw it?** (*Recall: builds comprehension*)
 2. **What did LEO do to help the plant feel better?** (*Recall: identifies the action*)
 3. **How did LEO feel after taking care of things?** (*Emotional connection: children make a personal link*)
 4. **What are some things in YOUR classroom or home that need taking care of? What's one way you could help?** (*Personal application: children name real-world examples*)
 5. **BONUS DEEPER QUESTION (optional, for kids who want to think more):** *When LEO took care of other things, why do you think LEO felt more joyful? (This invites wonder without a "right answer." Accept all thinking.)*
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10. Activity

****"Taking Care" Movement Stations (10 minutes)**

This is a celebratory movement experience where children demonstrate different ways we take care of ourselves and our world.

Setup

Divide your floor space into four "care stations." Each station has a simple, one-word sign (you can draw or write on chart paper):

1. **WATER** – hydration and body care
2. **REST** – sleep and calm
3. **MOVE** – exercise and joy
4. **CARE** – helping others and our world

Instructions

Before you begin, gather children in the center.

Teacher: "LEO discovered that taking care makes everything better. We're going to move like LEO and show all the ways we take care. I'll call out a station name, and you'll move to that station and show me what taking care looks like there."

Station 1 – WATER (1.5 min): "Show me how you drink water carefully. Show me how you wash your hands. Can you pretend to splash your face and feel awake?" *Children mime these actions with joyful exaggeration. Celebrate big movements.*

Station 2 – REST (1.5 min): "Show me how you rest your body. Curl up small like a cozy ball. Stretch out long and slow. Lay down and take three big, calm breaths with me." *Demonstrate. Model calm breathing.*

Station 3 – MOVE (3 min): "Now show me your JOY JUMPS – just like LEO! Jump up high! Spin around! Shake your whole body! Run in place! This is how we take care of our bodies – we move and play." *Play upbeat, child-safe music if available. Match their energy. Jump alongside them.*

Station 4 – CARE (3 min): "This is the helping station. Show me how you take care of your friends, your classroom, and your world. Can you give an imaginary hug? Can you help pick up blocks? Can you be gentle with a friend?" *Guide them through partner movements: high-fives, gentle shoulder touches, pretend helping.*

Closing the Activity

Gather everyone back in the center, still standing.

Teacher: "You just showed me LEO's big discovery – that taking care makes us stronger, happier, and more joyful. Every single thing you showed me – water, rest, moving, and helping – that's taking care. And YOU are all taking care all the time."

11. Adaptation Notes

TEACHER-FACING ONLY – NOT FOR CHILDREN

For a General Education Classroom (Ages 4-5, Large Group 21-30 students)

Your students thrive with movement, clear visual signals, and a sense of joy and belonging. This lesson is designed for your group's natural energy and social nature.

Classroom Management During Story: Your students may fidget during the six-minute story. This is developmentally normal. Invite them to hold a small stuffed animal or manipulative quietly during the story if needed – it gives fidgety hands something purposeful to do without disrupting engagement. Consider seating your most active or restless students near you so you can offer a gentle hand signal if focus drifts.

During Discussion: Not every child will raise their hand. Many 4-5-year-olds are still building verbal confidence. Use techniques like:

- "Turn to the person next to you and whisper your answer"
- "Thumbs up if you think the plant felt happy"
- "Show me with your body" (mime questions for non-verbal responders)

This honors all communication styles and keeps participation inclusive.

During Movement Activity – Pacing and Safety: Your large group will be excited. That's wonderful. Establish a clear "freeze" signal before you begin (a hand raise, a bell, a call like "1-2-3, eyes on me"). Practice it once if your group is new to it. Call out station names clearly, and

give children 5–10 seconds of transition time between stations. If space is tight, do two "batches" of the activity (one half of the class at a time) while the other half sits and draws "how they take care" on paper. Both pathways are equally valid.

Emotional Safety: Some children may feel self-conscious during movement. Normalize all participation levels. If a child prefers to watch, that's okay – they are still learning. Never require performance. Frame it as "show me however YOU like to move."

Extensions for Emerging Leaders: Some of your students will be ready to lead. After the activity, ask: "Who would like to show us their favorite taking-care move?" Celebrating peer leadership builds confidence and ownership.

Standards Alignment (PK Level):

- **PK.SPC.1.1** – Demonstrates self-awareness and positive self-identity
- **PK.AL.1.1** – Engages in purposeful exploration and play
- **PK.CA.1.1** – Demonstrates creative expression through movement and play

12. Reflection

Gather children back in the circle, still in a calm, seated position. Speak gently.

Teacher: "We just visited LEO in the garden, and LEO showed us something beautiful. Before we leave the VIPeoples world today, I want to know: **What are you taking home from the garden?**"

Offer sentence starters for those who need support:

- "Today I learned that taking care makes me feel..."
- "One way I can take care is..."
- "When I take care of _____, it makes me happy because..."

Children can answer aloud, whisper to a neighbor, or simply nod if they're not ready to speak. There is no wrong answer.

Teacher: "Thank you for coming to the garden with LEO today. You are all taking care all the time – and that makes our whole world brighter."

Optional physical closing: Invite children to give themselves a gentle pat on the back or a quiet self-hug as a ritual of self-care.

13. Take-Home Connection

Parent Note for Take-Home

Dear Families,

Today in our VIPeoples™ lesson, your child met **LEO**, our joyful friend with the orange mohawk. Together, we explored something LEO discovered: **taking care of ourselves, our things, and our world makes us feel even MORE joyful.**

In the story, LEO learned that when we drink water, rest, move our bodies, and help others, we're taking care. Your child practiced this by moving through "care stations" – water, rest, movement, and helping.

Here's a dinner-table conversation starter: Ask your child: "What did you learn about taking care today? Can you show me your favorite 'taking care' move that LEO taught you?"

One optional home activity: This week, invite your child to help you with one "taking care" task – watering a plant, washing hands together, choosing a healthy snack, or helping fold a blanket. Ask: "How does it feel when we take care of things together?" Children learn stewardship by doing, not by hearing about it.

Why this matters: Ages 4–5 are the perfect time for children to begin understanding that their choices matter – that taking care is powerful. When children see the direct connection between caring for themselves and feeling good, they're building lifelong habits of self-respect and responsibility.

We're so glad your child is part of our garden.

Warmly,

Your Teacher

14. Printable Assets

Generate and print these items for your classroom:

1. **Parent Note** – Full letter above (copy to cardstock or regular paper for take-home)
2. **LEO Character Card** – Simple illustration of LEO with his orange mohawk and one-tooth smile. On the back: "LEO teaches us: Taking care makes our joy even BIGGER."
3. **Visual Station Signs** – Four cards, one for each movement station:
 - o WATER (with water drop image)
 - o REST (with sleeping moon image)
 - o MOVE (with jumping star image)
 - o CARE (with heart image)
4. **Reflection Journal Prompt** – Half-page prompt card for children to draw and/or dictate:
 - o "One way I take care is..." (with space to draw or write)
 - o "Taking care makes me feel..." (with emoji faces or color options)
5. **Pillar Badge** – Small circular sticker or printable badge:
 - o Center text: "I Take Care"
 - o Border: "VIPeoples™ Stewardship of Self"
 - o Optional: child's name line at bottom
6. **Take-Home Activity Sheet** – Simple one-pager with:
 - o Illustration of LEO jumping in a puddle
 - o Title: "Taking Care at Home"
 - o Three checkboxes: "I drank water," "I helped," "I moved and played"
 - o Parent signature line
 - o Return-to-school line (optional)

End of Lesson Plan

Quick Reference: What You Need Before You Start

- ☐ Open floor space or carpet for gathering (no special setup)
- ☐ LEO character image or description to reference
- ☐ Chart paper and marker (optional)
- ☐ Four station signs printed and placed around your room
- ☐ Parent notes copied for take-home
- ☐ Reflection and badge printables ready (optional but delightful)

You're ready to go. Your students are going to love this.
