

Presidents' Day

Learning goals (all ages)

- Learn that **Presidents' Day (Washington's Birthday)** is a U.S. holiday that honors presidents and leadership.
 - Practice **citizenship skills**: kindness, helping, fairness, taking turns, and being responsible.
 - Build age-appropriate **language, math, and social-emotional skills** through stories, play, and projects.
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Ages 0–1 (Infants)

Big idea: Caring adults help us. We can practice gentle, safe ways to connect.

What infants are learning

- Trust and comfort (secure attachment)
- Early communication (sounds, facial expressions, turn-taking)
- Social-emotional basics (calm, safe, connected)

Simple talk track (for caregivers)

- “We are helpers.”
- “Gentle hands.”
- “I hear you.”
- “We take turns.”

Activities (infant-safe)



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- **Face-to-Face “Helper Talk” (1–2 minutes):** Hold baby safely and copy coos/sounds. Pause to “wait for baby’s turn.”
- **Mirror Smiles:** Use an unbreakable mirror. Name feelings: “happy,” “calm.”
- **Soft Sensory Basket:** Soft cloth squares, textured fabric, baby-safe items. Narrate: “soft,” “smooth,” “gentle.”
- **Comfort Routine:** Rocking + simple phrase: “We’re safe. We’re cared for.”

Music & movement

- Gentle rocking to a simple chant: “Helpers help, helpers care.”

Family connection

- “This week we practiced turn-taking sounds, gentle touch, and calming routines.”
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Ages 1–2 (Toddlers)

Big idea: Leaders and helpers take turns, share, and care for others.

What toddlers are learning

- Independence + self-control (with lots of support)
- Early empathy (“friend sad”)
- Language for needs (“help,” “mine,” “turn”)

Simple talk track

- “A leader helps.”
- “We take turns.”



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- “We can help our friends.”
- “We use gentle hands.”

Activities

- **Helper Jobs (very small):** Give 1–2 children a simple role: “Book helper” (carry board book), “Clean-up helper” (put 2 toys in bin).
- **Turn-Taking Game:** Roll a soft ball back and forth. Label: “my turn / your turn.”
- **Picture Sort: Helpers:** Show pictures of helpers (teacher, doctor, firefighter). Ask: “Who helps?”
- **Kindness Practice:** Toddlers hand a tissue to a doll or stuffed animal; say “helping.”
- **March & Stop:** March like a “leader,” then freeze. Builds listening and self-control.

Books to use

- Board books about **feelings, kindness, and helping** (any titles you already have).

Family connection

- “Try a ‘family vote’ at home: choose bedtime story A or B and let your child help count the choices.”

Ages 3–5 (Preschool)

Big idea: Leaders listen and make fair choices.

Vocabulary

- leader, president, vote, fair, rule, community

Activities



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- **Class Vote (Real and simple):** Vote on a read-aloud book or snack option. Count votes together.
- **Make a Class Promise Poster:** Children add a handprint and share one promise: “I will be kind,” “I will take turns.”
- **Lincoln Hat Craft or “President Badge”:** Simple paper hat or badge. Focus on *leadership*, not memorizing facts.

Discussion questions

- “What makes a good leader?”
- “How can we show fairness?”

Family connection

- “Ask your child what a ‘good leader’ does. Practice voting at home: choose a family game by vote.”

Ages 6–8 (Early Elementary)

Big idea: Presidents are leaders in government; we can practice leadership in our classroom.

Mini-lesson (10 minutes)

- Presidents help lead the country.
- People vote for leaders.
- Leaders should be honest, fair, and respectful.

Activities



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- **Leadership Scenarios:** Small groups act out classroom situations (someone left out, messy area, argument). Decide a fair solution.
- **Timeline Math:** Use a simple classroom timeline: “past / now.” Talk about “long ago” vs “today.”
- **Write a Thank-You Note to a Helper:** Not necessarily the president—thank a school leader, crossing guard, librarian, etc.

Assessment (easy)

- Students finish: “A good leader is someone who _____.”
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Ages 9–12 (School age)

Big idea: Leadership includes rights, responsibilities, and civic participation.

Mini-lesson (15 minutes)

- Why holidays exist (remembering history, values).
- What citizens do: learn, vote (when older), follow rules, speak respectfully, help community.

Activities

- **Classroom “Civics Committee” Project:** Pick one school/community issue (litter, kindness, welcoming new students). Create a plan with roles, timeline, and a poster.
- **Persuasive Writing:** “Should our class have a new rule or routine?” Students write a claim + reasons.
- **Compare Leadership Qualities:** Make a chart: honesty, courage, fairness, listening, responsibility. Give real-life examples (sports captain, older sibling, teacher).

Assessment



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- Short reflection: “One way I can show leadership this week is _____ because _____.”
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