

SANFORD HARMONY
LESSONS &
ACTIVITIES
Pre-K & Kindergarten

SANFORD
HARMONY™



Table of Contents

UNIT 1 - DIVERSITY AND INCLUSION.....	5
1.1 Getting to Know One Another.....	10
1.2 Discovering Commonalities.....	16
1.3 Learning from Diversity.....	22
1.4 Building Community.....	27
UNIT 2 - EMPATHY AND CRITICAL THINKING.....	33
2.1 Recognizing Feelings.....	39
2.2 Predicting Feelings.....	44
2.3 Explaining Feelings.....	49
2.4 Having Empathy.....	54
2.5 Understanding Stereotypes About People.....	59
2.6 Understanding Stereotypes About Objects, Activities, and Roles.....	66
2.7 Understanding That People Can Change.....	73
UNIT 3 - COMMUNICATION.....	79
3.1 Listening to Others.....	83
3.2 Responding to Others.....	89
3.3 Being Assertive.....	94
UNIT 4 - PROBLEM SOLVING.....	101
4.1 Identifying Problems.....	107
4.2 Solving Problems.....	113
4.3 Cooperating.....	120
4.4 Being Considerate.....	125
UNIT 5 - PEER RELATIONSHIPS.....	131
5.1 Caring for Others.....	136
5.2 Being Inclusive.....	141
5.3 Making Amends and Forgiving.....	147
5.4 Reflecting and Connecting.....	154
APPENDIX.....	161

UNIT 1

Diversity and Inclusion

OVERVIEW

Unit 1 focuses on engaging students with one another in order to discover shared interests and characteristics, explore how each person is unique, build a sense of community within the classroom, and recognize how each child contributes to and is valued by the community.

GOALS

This unit is designed to help students:

- Get to know one another.
- Become comfortable interacting with unfamiliar peers.
- Discover and appreciate commonalities.
- Appreciate and learn from diversity.
- Develop an attitude of inclusion.
- Embrace a common classroom identity.
- Feel valued as an individual and as a member of the group.

ACTIVITIES

Activity 1.1

Getting to Know One Another—Students discuss the value of getting to know their classmates and play a game in which they share about themselves with their peers.

Activity 1.2

Discovering Commonalities—Students discuss how talking and spending time with their peers can help them find things in common with one another and discover what they have in common with a buddy.

Activity 1.3

Learning from Diversity—Students discuss how everyone is different in some way, that this makes each person unique and interesting, and then work with a buddy to create a collage that reflects their differences.

Activity 1.4

Building Community—Students discuss what it means to belong to a community and then work together to create a representation of their classroom community.

1.1 GETTING TO KNOW ONE ANOTHER

Suggested information to share with families in the classroom newsletter:

- Our class is discussing what it means to be a friend and why it is important to get to know one another. We are playing games that give everyone a chance to share and learn about one another.

Ask your children:

- If they greeted anyone when they arrived at school today and what they said to each other
- If they played with anyone new today and what they did together

1.2 DISCOVERING COMMONALITIES

Suggested information to share with families in the classroom newsletter:

- Our class is discussing what we have in common. It is easy to see what is on the outside, but to get to know one another better, we need to discover how we are the same on the inside.

Suggested activity:

Have a conversation with your child regarding how family members are similar or different. For example, compare whether (and how much) each of you do or don't like the following activities, and why.

- Cleaning your room
- Eating (choose a food)
- Taking a walk
- Reading a book
- Going to bed
- Riding a bike

1.3 LEARNING ABOUT DIVERSITY

Suggested information to share with families in the classroom newsletter:

- Our class is discussing the many ways in which each person in our class has unique characteristics and strengths and how we can learn and try many new things with one another.

Ask your children:

- What diversity means
- What they are good at or what makes them proud
- If something new was learned or tried at school this week, and if it was shared with someone else

1.4 BUILDING COMMUNITY

Suggested information to share with families in the classroom newsletter:

- Our class is discussing what it means to belong to a community and how community members treat and work with one another.

Ask your children:

- What it means to belong
- What it means to be a community
- Which communities or groups to which your family belongs

OVERVIEW

Read and Discuss:

Meet Z

Explore and Practice:

Share Your Square

MATERIALS

- Meet Z Story
- Small squares or dish towels (one per buddy pair)

GOALS

This set of activities is designed to:

- Emphasize the value of peer relationships.
- Promote the importance of getting to know one another.
- Motivate students to engage with all their peers.

LEARNING OBJECTIVES

Students will be able to:

- Share information about themselves with classmates.
- Recall information they have learned about their peers.

KEY CONCEPTS AND VOCABULARY

- Friends are important!
- Getting to know one another helps us understand and get along.

RESEARCH AND RELEVANCE

Beginnings are important. The start of a new school year is a time for students to rekindle prior friendships, meet new people, and become familiar with the everyday activities and routines of the classroom. Taking time at the beginning of the year to ensure that children are introduced (and introduce themselves) to each and every one of their classmates can help them become engaged and feel comfortable with their peers. This establishes a norm that everyone is important, which can lay the foundation for relationships and learning to grow.

THINK ABOUT THIS...

- Do unfamiliar social situations make you feel excited, comfortable, or anxious?
- How do you typically approach new people?
- Are there certain types of students who are easier or more challenging for you to get to know?

TRY THIS TODAY...

Today (and every day), try to make a personal connection with as many students as possible—greet each individually and ask if he or she is looking forward to the day, notice what each is doing and ask a specific question about it, or remember and follow up on something a student shared earlier.

READ AND DISCUSS

MEET Z

Students listen to the story and discuss what it means to be a friend and what it is like to get to know someone new.

BEFORE READING

Have you ever met a new friend? What do you like about having friends?

In this story, some students just like you meet a new friend—a very special alien named Z. Z isn't a he or a she—just a Z! They decide to help Z learn about children on Earth and friendship!

As you listen, pay attention to what the characters say and how they feel when they meet new friends.

DURING READING

Z didn't know what a friend was. What would you tell Z? (Someone you play with; someone you like to spend time with; someone you get along with).

How did the kids and Z feel when they met one another? (Happy; excited; nervous) How do you feel when you meet someone new?

When Z got to the tree house, everyone greeted Z. To greet someone means to say hello or introduce yourself. How do you think that made Z feel? (Happy; welcomed; comfortable)

AFTER READING

What could you say to a new friend at school? (Hi, my name is _____. Do you want to play?)

What can you do with friends at school? (Talk, play games, ride bikes, read books)

EXTENSION

Have students turn to their buddies and practice a verbal greeting (e.g., hi, hello, good morning) in a friendly voice or wave hello.

EXPLORE AND PRACTICE

SHARE YOUR SQUARE

Students share information about themselves as they play a musical game.

SET THE STAGE

Gather students in a circle and share something interesting about yourself (e.g., a pet or hobby) that they are unlikely to know. Allow the class to ask one to two questions and then ask if they learned something new about you. Discuss why it is important for everyone in the class to learn more about one another.

We want everyone in our class to feel welcomed and to feel good about being together. Getting to know one another is important because it helps us understand each other better and get along. We will be doing a lot of things together so that we can get to know each and every person in our class.

FACILITATE THE ACTIVITY

Explain that in this activity, everyone will have a chance to get to know one another by sharing something about themselves and listening to what their classmates share. Scatter squares on the floor and have students march in a circle around them as they sing a song (below). When the song ends, they should stand on a square (two will need to share each square). Announce a get-to-know-you question (e.g., What's your favorite animal?) and have students share their answer with the person sharing their square. Repeat with additional rounds as time allows.

Suggested Get-to-Know-You Questions:

- What do you like to play outside?
- What is your favorite book?

- What is your favorite belonging?
- What is your favorite dessert?
- What is a game you like to play?

Share Your Square

(to the tune of Row, Row, Row Your Boat)

Share, share, share your square

Share your square today

Find a square and find a friend

And share your square today

After several rounds, gather the class to discuss the experience.

TIP

Place squares in a circle and have students dance in the middle until the song stops, then find a square.

WRAP IT UP

- How did you feel when your classmates listened to you share about yourself? (Happy; important; good)
- What is something new that you learned about a classmate today?

SUPPLEMENTAL ACTIVITIES

Me and Z:

Invite one or two students to bring home a Z figure and a Me and Z family letter each week, instructing them to keep Z with them as they go about the things they normally do at home. Families may help their child draw, write, or photograph the things that Z “learned” about their child and family. After students return Z and the Me and Z letter, invite them to share their experiences with the class and encourage questions.

Get-to-Know-You Ball:

Gather class in a circle. Roll the ball to a student and ask a question (e.g., Jaden, what is your favorite animal?). After the student answers, instruct him or her to pass the ball to a classmate, addressing the peer by name and asking the same question. Continue this process with several students, and then ask a new question before continuing again.

Learning about My Buddy:

At the end of the week, invite the class to draw and/or say something new that they learned about their buddy (e.g., provide a prompt if necessary, such as something my buddy likes; something my buddy likes to do).

Personal Treasure Days:

Ahead of time, ask families to help their child choose a small item that has special meaning—a personal “treasure,” such as a photo, drawing, or a short description—and bring it to share with the class. With the entire group (perhaps across several days), invite them to share their treasures one at a time and allow time for a few questions from classmates. Extend the idea by

holding “Personal Treasure Days” at different times throughout the year, suggesting particular types of items at various times (e.g., Bring a favorite item from your bedroom—Wear your favorite t-shirt—Bring a special item from a family holiday celebration—Bring your favorite book).

Dear Parent and/or Guardian,

We want to help everyone in our class learn more about each other, so your child will be bringing Z home this week. Some ideas your child could help Z “learn” about are: Family members, pets, favorite meals or books, or things your child loves to do at home.

In the space below, ask your child to draw or attach photos, or you could help to write a note about some of the things Z learned. Please return this page, along with Z, next week so that your child can share with the class and help everyone learn more about all of the things that make your child special.

Sincerely,



My name is Z

OVERVIEW

Read and Discuss:

Finding Things in Common

Explore and Practice:

How Are We the Same Hunt

MATERIALS

- Finding Things in Common Story
- Bucket or container (one per buddy pair; optional)

GOALS

This set of activities is designed to:

- Promote an awareness of commonalities with others.
- Encourage feeling comfortable sharing about oneself.
- Foster openness toward learning about others.

LEARNING OBJECTIVES

Students will be able to:

- Identify things they have in common with peers.

KEY CONCEPTS AND VOCABULARY

- Commonality means that there are things that are the same about you and me.
- Getting to know one another helps us discover what we have in common.

RESEARCH AND RELEVANCE

Spending time with someone new or less familiar is not always easy. It feels good to have things in common with friends, and students are more often motivated to play with and befriend others who seem “like them”—and may feel less comfortable interacting with those who seem “different.” Sometimes, decisions of whether another student is similar are based on simple—and often visual—cues of similarity, such as gender or race. Helping them discover what they may have in common with each of their classmates can help them feel a sense of connection and provide new, shared foundations for conversations and play. This can encourage students to talk and play with a wider range of their peers, broadening their social and learning experiences.

THINK ABOUT THIS...

- Think about your own close relationships. What qualities do you feel are important or are you attracted to in others? Are these similar, different, and/or complementary to your own characteristics?
- What are some benefits of having friends with whom you share things in common?
- What kinds of similarities or differences do you think are most important or most prevalent in student's close friendships—interests, temperaments, gender, social skills, other qualities?

TRY THIS TODAY...

Find opportunities to draw students' attention to what they have in common with their classmates. When they discuss interests, feelings, or experiences, take a moment to ask if others share that preference, have felt that way, or have been in a similar situation. Occasionally, ask the entire class and graph the responses (emphasizing that all responses are valued, not just the most frequent or popular response).

READ AND DISCUSS

FINDING THINGS IN COMMON

Students listen to the story and discuss how talking and getting to know others can help them discover commonalities—even with those who may seem very different.

BEFORE READING

Have you ever played with someone you didn't know very well? How did you feel? What did you do together?

In this story, Z feels nervous about playing with new friends and doesn't know what they can do together. The kids help Z learn that even if someone seems new or different, both can discover things that they have in common—things that are the same.

As you listen to the story, pay attention to what the characters have in common or ways they are the same.

DURING READING

How did Z feel when seeing the new kids?
(Nervous; scared; shy) How could you tell?
(Acted shy; stayed across the room; whispered)

Why do you think Z felt that way? (Z was new; didn't know the kids very well; didn't know what they liked to play; felt different)

If Mia didn't ask what Z liked to do, would they have discovered they all liked playing the same game? Why is it important to talk and try to get to know each other? (We can learn things that you don't know; we can find things we have in common.)

AFTER READING

Z was worried that the kids wouldn't like Z and wouldn't want to play because they were different. Did that happen? What happened instead? (They talked to each other; found things they all liked; found things they had in common; had fun playing together)

If you wanted to play with someone new, what could you do to find out what you both like to play? (Talk to them; ask them what they like to do)

EXTENSION

Have students turn to their buddies and practice asking what they like to play (e.g., What do you like to play outside?). Review whether their answers are different or the same.

EXPLORE AND PRACTICE

HOW ARE WE THE SAME HUNT

Students practice identifying what they have in common with classmates and search for interests they share with their buddies.

SET THE STAGE

Gather students in a circle. Review what it means to have something in common (the same or similar) providing a few examples (e.g., Jack and Annie both have on red shirts—wearing red shirts is something they have in common.).

Next, ask a question (e.g., Who has a pet at home?) and have them step into the middle of the circle if it is true of them. Point out that those in the circle have something in common. Have students rejoin the circle, then repeat with additional questions.

TIP

Ask about skills (knows how to swim), preferences (likes to watch funny movies), experiences (has been to a baseball game), and personal history (has a sister). Be sensitive in choosing questions, so that no one feels singled out.

FACILITATE THE ACTIVITY

Explain that the class will play a game to discover what they have in common with their buddies. Give each buddy pair a container to hold items from the hunt. Set a time limit, and instruct each buddy pair to hunt in the classroom and find two items that they both like to play with at school. Remind buddies that they must talk to each other to ensure that the items are things that they both enjoy.

After the hunt, gather and invite them to share what they have in common.

Extension

Allow buddies to play together with their selections for a designated time.

WRAP IT UP

- What did you and your buddy discover that you have in common?
- What did you learn about your buddy that you didn't know before?

SUPPLEMENTAL ACTIVITIES

Similarities Simon Says:

Play a version of Simon Says in which students follow movement commands if they share what Simon is commanding (e.g., Simon Says if you have a pet, put your finger on your nose). During the game, have the class notice who shares those things in common, and ask follow-up questions or give additional commands (e.g., Everyone standing on one leg have pets. Simon Says if your pet is a dog, start hopping on one leg.). End the game and have them sit together by giving a command that uses a characteristic shared by all (e.g., have a birthday; have ever felt happy).

What We like Collages:

Using pictures in old magazines, have buddies create a collage of things they both like.

OVERVIEW

Read and Discuss:

Celebrating Diversity

Explore and Practice:

Awesome Us Collages

GOALS

This set of activities is designed to:

- Encourage an appreciation for diversity.
- Foster openness toward learning about and from others.
- Promote respect for others.
- Foster a sense of being valued as an individual.

LEARNING OBJECTIVES

Students will be able to:

- Name reasons why diversity is beneficial.

KEY CONCEPTS AND VOCABULARY

- Diversity means that everyone is a little bit different, and no one is exactly the same.
- Diversity makes everyone unique and interesting.
- You can learn new things from each other.
- Having respect for someone means that you think good things and treat them kindly.

MATERIALS

- Celebrating Diversity Story
- What If Cards (page 162)
- Large sheets of paper
- Old magazines and glue or art supplies

RESEARCH AND RELEVANCE

Each person brings to their interactions and relationships a unique set of experiences, interests, abilities, heritage, and temperamental qualities. Students can find these differences interesting, but they may view them as very different from their own. Respecting and appreciating what makes each person unique can foster understanding, empathy, and positive attitudes toward others. These skills will support their ability to live in a diverse world and have friendships and relationships with all kinds of people. They will also learn that it's okay to be different in some ways, and that these differences (in themselves and others) are accepted and valued. Everyone can learn from diversity.

THINK ABOUT THIS...

- What kinds of people do you tend to befriend first at your workplace, in your neighborhood, or at social gatherings?
- In your classroom, do you find yourself drawn more to students with certain kinds of characteristics than to others? Are these similar, different, and/or complementary to your own characteristics?
- What are some benefits of having friends with whom you differ (e.g., ability, age, race, gender, life history, etc.)?

TRY THIS TODAY...

Take advantage of opportunities when you can direct students toward a peer who can provide information or assistance, emphasizing their particular knowledge, experiences, or skills.

- That was a great book we just read about reptiles. I know that you have a pet lizard at home, Max. Could we ask you some questions about what it's like to take care of a reptile?

READ AND DISCUSS

CELEBRATING DIVERSITY

Children listen to the story and discuss diversity, respect, and how they can learn new things from others who are different in some ways.

BEFORE READING

Has anyone ever taught you how to do something new that you had never tried before? What did you learn that was new and different?

In this story, Z doesn't understand why one of the kids likes to do something that is different than what Z likes. The kids help Z learn that it's okay for friends to be different. Diversity means that everyone is a little bit different, and no one is exactly the same. Because everyone is different, we can learn new and interesting things about each other.

As you listen to the story, pay attention when Z learns something new from a friend who likes something different from Z.

DURING READING

Why did Z think that Kenny should stop working in the garden? (Gardening was different than what Z liked; Z thought gardening looked boring; Z had never tried gardening)

How would Kenny have felt if he had to stop gardening like Z said? (Sad; he would miss gardening)

What did Z learn from Kenny at the end of the story? (How to take care of the plant; how to work in the garden) If Z hadn't been willing to try something new with Kenny and learn about plants, what could have happened? (The plant

could have died; Kenny's feelings could have been hurt; Z wouldn't have learned something new).

AFTER READING

Having respect for someone means that you think good things about him or her and that you treat them kindly. Is it important to show respect to everyone, even if they do things differently from you? How can you show respect to someone who does things differently? (Listen to them; be polite; say kind things to them)

Can you still get along and play with someone if you each like different things? How can you do that? (Learn about what each other likes; play something new together; find something we both have in common)

EXTENSION

Have students turn and tell their buddies something they like to play, and compare if they like the same or different things.

EXPLORE AND PRACTICE

AWESOME US COLLAGES

Students discuss the value of diversity, and buddies work together to create a collage reflecting different things about themselves.

TIP

If supplies are limited, or for additional monitoring, have buddies come to a “buddy center” in pairs to make collages.

SET THE STAGE

Invite a volunteer to choose a **What If** card (cards are located in this section), read the scenario, and challenge the class to imagine doing the same thing in the same way all the time (e.g., who likes to read Monster Marvin books? What if we **ONLY** read them this year? These would be the only books in the library, and we would read them every single day. What would that be like?)

Brainstorm the pros and cons of the situation, and have the class vote (thumbs-up/-down) whether they want it to be the same all the time. Emphasize the benefits of diversity (e.g., Isn't it AWESOME that we have a lot of different books to read?) Repeat with one to two additional What If scenarios.

Discuss how differences allow the students to learn new things with and from one another.

It's fun to discover things we have in common, but if everyone was exactly the same—looked the same, sounded same, did the same things—it would get pretty boring. Diversity means that everyone is a little bit different and is what makes us interesting and unique. Because we are all different, we can learn from and do many new things with one another.

FACILITATE THE ACTIVITY

Explain that the class will be making poster collages that show how everyone in the class is different and unique. Give each buddy pair a large sheet of paper and old magazines, and have them find pictures of things they like, like to do, or that shows something about themselves or their families. Provide examples (e.g., If you have a baby sister, you could cut out a picture of a baby. You could choose a picture of a soccer ball if that's something you do with your sister.).

Gather the class to share and discuss their work. Emphasize the many differences among them, and point out some commonalities as well.

VARIATION

Give buddy pairs instructions for specific things for each to draw (e.g., Draw one thing you like to play and one thing you like to eat.).

WRAP IT UP

- Did you and your buddy find that were the same for you both? Did you find things that were different?
- What would it be like if everyone in our class was exactly the same? (Boring; not very much fun; would never get to do anything new).
- What's good about playing with lots of different classmates? (I can try new things; we can learn about each other; we can be the same or different in many ways).

SUPPLEMENTAL ACTIVITIES

Diversity Displays:

Choose a topic (e.g., something they like to play, what their bed looks like) for students to illustrate. As a group, compare their illustrations and discuss similarities and differences. Create a display of their work and emphasize how it shows all of their diversity.

What Makes Me Proud:

Gather the class and ask them to think of something that makes them feel proud or good about themselves (provide examples). Go around the circle and invite each to share with the class. Invite them into the center of the circle to dance or wave pom-poms as the class says a “hooray” for them.

OVERVIEW

Read and Discuss:

Belonging Together

Explore and Practice:

Our Classroom Community

GOALS

This set of activities is designed to:

- Promote a sense of connection and community within the classroom.
- Foster a feeling of being valued and accepted as a member of the group.
- Encourage social responsibility toward the classroom community and its members.

LEARNING OBJECTIVES

Students will be able to:

- Reflect on what it means to be a community.
- Identify their classroom as a community.
- Work cooperatively to create a representation of their classroom community.

KEY CONCEPTS AND VOCABULARY

- A community is a group of people who have something in common or do things with one another.
- When you belong, you are a part of a group with other people.
- Everyone in the class belongs to the classroom community.

MATERIALS

- Belonging Together Story
- Butcher paper and art supplies
- Photos of students (optional)

If you have not already done so, consider a name to establish for your classroom community (e.g., the Shining Stars, the Room B3 Kids, etc.).

RESEARCH AND RELEVANCE

Students learn and grow best when they have a sense of belonging and feel welcome, accepted, and connected to others in their lives. Although students can belong to many different groups, emphasizing the classroom community as an important part of their social identity highlights the shared connection that they have with each and every one of their classmates. This nurtures an awareness of others (all others) and a sense of responsibility and caring toward each of their classmates. When the classroom community joins in celebrating the uniqueness of each individual child as well as the qualities and accomplishments of the group, students can develop a sense of me while also learning to be a part of we.

THINK ABOUT THIS...

- To what groups or communities do you belong?
- Do you feel that you have a sense of comfort and connection within these groups? How does having or not having this sense impact your interpersonal or work experiences within these groups?

TRY THIS TODAY...

Use positive reinforcement to build a sense of connection and community responsibility by pointing out how their actions can benefit the group using the classroom name when possible.

- Our Panda Bears worked together to clean up the outside toys very quickly! Now we will have time to hear an extra story together before lunch.
- Maria, it was really kind of you to give some of the markers to Jeremy. Sharing with each other helps everyone have a chance to draw.

READ AND DISCUSS

BELONGING TOGETHER

Students listen to the story, discuss what it means to be in a community, and how they all belong to the classroom community.

BEFORE READING

People can be a part of many different groups, such as a family, a team, or a community. What are some groups that you belong to?

In this story, Z worries that it might be time to leave the tree house and the kids. The kids help Z understand that Z belongs with them. When you belong, you are a part of a group with other people. Everyone who belongs is important to one another.

As you listen to the story, pay attention to how Z feels about belonging together with the kids.

TIP

Provide examples and ask students to raise their hands if they belong to that group, making sure to include their class as a group to which they all belong.

DURING READING

Z didn't understand about belonging and thought it was time to leave the tree house. How would you explain to Z what it means to belong? (Be a part of a group; be together with others; be part of a community)

Why did Z feel happy to be included and part of the community with the kids at the tree house? (Z liked the kids; Z felt like they cared about Z; Z liked to be at the tree house)

AFTER READING

A community is a group of people who have something in common or do things with one another. As part of a community, how do you think you should treat one another? (Do things together; care about one another; respect one another)

What do we do together that makes our class a community? (Learn and play together; care about each other; eat together; take care of the classroom together)

EXTENSION

Have students turn to someone in their classroom community and give them a high-five.

EXPLORE AND PRACTICE

OUR CLASSROOM COMMUNITY

Students discuss what makes their classroom a community and work cooperatively to create a representation of their classroom community.

SET THE STAGE

Ask students to raise their hands if they belong to the (class name) community. Have them look around at their classmates and remind them that everyone who belongs is an important part of the community. Invite them to share what they like about being part of their class community (e.g., What's great about being a [class name]?).

FACILITATE THE ACTIVITY

Explain that the class will be creating a representation of their classroom community together.

Today we are going to make something that shows we all belong to the (class name). We will keep it in our classroom so we can see it every day, and it will remind us that we belong to our classroom community. Everyone will work on it together because each of you is an important part of our class.

Have students work together to make a banner or other representation of the classroom community (add photos if desired).

Encourage cooperation by having them share materials and work with buddies or in small groups on different aspects of the project. (If working on a common paper, state the expectation is that no one will cover another person's work.)

Add the class name to the banner and have the students help decide where to display it in the classroom. Gather the group to discuss the experience.

VARIATION

Have buddies trace or paint each other's hands on one large banner.

WRAP IT UP

- Why was it important for everyone to work on this together? (Everyone is part of the class; everyone cooperates and does things together).
- What are some ways in which we worked together as a community to make this? (Helped each other; cooperated; contributed ideas).
- How do you feel when you think about how we worked together and what we made? (Happy that we belong; proud; included).

TIP

Frequently using the class name can reinforce the common identity students share and foster a sense of connection with classmates (e.g., Okay, Busy Bees, it's time to come to the circle!).

SUPPLEMENTAL ACTIVITIES

Classroom Community Helper Pledges:

Have students write/draw what they can do that week to help the classroom community.

Hooray Song:

Choose an energetic song or chant and sing it as a group. During each round of the song, choose one or more students to dance in the middle of the circle or shake pom-poms while the rest of the class sings, claps, and cheers for them. End the song by saying the class name and having everyone stand to dance and cheer for the entire class.

Our Many Communities:

Using magazine pictures or photographs that were gathered from the family activities, show the class images of different groups or communities and invite them to guess what they are. Discuss what they have in common (e.g., people working together).

Pass around pictures:

Give each student in small groups a piece of paper. Have them draw for a short time and then pass the paper to the next person until everyone has drawn on all the papers. Display the drawings together and emphasize how they were made together.

Buddy Time Sing-a-long CD:

Have a class discussion about activities that are more fun or successful to do with a friend or a group (rather than alone), and then sing and dance to "We're Better Together".

UNIT 2

Empathy and Critical Thinking

OVERVIEW

Unit 2 focuses on promoting emotion understanding and empathy. It encourages students to become flexible and critical thinkers about their own ideas and the messages they receive from others.

GOALS

This unit is designed to help students:

- Develop emotion understanding, including recognizing feelings and identifying their causes and consequences.
- Develop empathy for others.
- Increase flexible thinking and decrease stereotyped thinking.
- Develop incremental (change- and growth-based) thinking.

ACTIVITIES

Activity 2.1

Recognizing Feelings—Children learn to identify and demonstrate the physical signs of different emotions; discuss how various emotions look, sound, and feel; and practice demonstrating and identifying different emotions.

Activity 2.2

Predicting Feelings—Students learn how to think ahead and predict emotions that could result from a given situation and practice predicting how a peer feels in different situations.

Activity 2.3

Explaining Feelings—Students learn to think back to what happened first or look for situational cues to understand reasons for someone's feelings. They brainstorm reasons why people have different feelings.

Activity 2.4

Having Empathy—Students learn empathy and brainstorm ways to show empathy and caring to someone in different situations.

Activity 2.5

Understanding Stereotypes About People—Students learn that not everyone in a group is the same and practice ways to respond to stereotypes, emphasizing that “some do, some don't.”

Activity 2.6

Understanding Stereotypes About Objects, Activities, and Roles—Students learn how everyone can make choices; discover that toys, activities, and roles can be for everyone; and continue to practice ways to respond to stereotypes.

Activity 2.7

Understanding That People Can Change—Students learn the potential for growth, learning, and change in themselves and others and identify how they have changed.

2.1 RECOGNIZING FEELINGS

Suggested information to share with families in the classroom newsletter:

- Our class is learning how emotions can be weak or strong and can change the way we look and sound on the outside and feel on the inside.

Suggested activities:

- Play Feelings Charades with your child, taking turns guessing the emotion the other person is demonstrating or describing. Use your entire body and/or tone of voice to demonstrate the emotion, or describe the physical changes you experience.
- Use a variety of “emotion words” to help your child name how they are feeling and how his or her body feels inside (e.g., stomach in knots; hot cheeks; butterflies in the stomach).
- Play music and dance to express a certain emotion and then switch to another emotion. Or, play different types of music (e.g., upbeat; slow tempo; etc.) and ask your child how it makes them feel.

2.2 PREDICTING FEELINGS

Suggested information to share with families in the classroom newsletter:

- Our class is learning that emotions are one way we react to things and situations and to think ahead to try and predict, or guess, how someone feels. We can also think back to what happened first to understand how someone is feeling.

Suggested activity:

- When reading books together, pause throughout the story and invite your child to think ahead and predict what the character will feel next.
- Talk about ways people react emotionally to different situations. For example, discuss how each of you (or other family members) would feel in scenarios such as the following, and why your feelings are the same or different:
 - You are about to take off on the runway in an airplane.
 - You have nothing to do for the next hour.
 - You just finished a really hard puzzle.
 - A neighbor’s dog comes over and licks you.
 - Someone tells you that you did a great job.

2.3 EXPLAINING FEELINGS

Suggested information to share with families in the classroom newsletter:

- Our class is learning that to understand someone's feelings, we look for clues in the situation or think back to what happened first.

Suggested activities:

- Ask your child what it means to be a feelings detective.
- When reading books together, pause after the characters express feelings and invite your child to think back about events or thoughts that explain those feelings.
- Help your child notice clues about why someone feels a certain way by pointing it out (e.g., that child's parent is helping him down from the top of the tall slide. Why do you think he or she is crying?)

2.4 EMPATHY

Suggested information to share with families in the classroom newsletter:

- Our class is learning what it means to understand and feel what someone else is feeling—to have empathy—and how it can help us show kindness, generosity, and caring toward others.

Suggested activities:

- Model empathy by showing an awareness and understanding of your child's feelings, even if you don't share or agree with them (e.g., I can see that you're angry, but it's time to clean up and get ready for bed).
- Explain your own feelings (both positive and negative) to help your child understand how and why others feel (e.g., It makes me so happy when I see you being kind to your sister by sharing your crayons with her.)
- Talk with your child about the consequences of their actions (both positive and negative) toward others (e.g., How do you think your friend felt when you said that she couldn't come to your birthday party? That probably hurt her feelings and made her feel very left out.)

2.5 UNDERSTANDING STEREOTYPES ABOUT PEOPLE

Suggested information to share with families in the classroom newsletter:

- Our class is discussing stereotypes—that everyone in a group is exactly the same. We discuss that people can be the same or different in many ways, and that we can only know what each person is really like by talking and spending time together. We are learning to be flexible thinkers and to watch out for words like all, none, and only.

Suggested activities:

- Ask your child what a stereotype is.
- Ask your child what he or she would say to someone who said that ALL kids (or grandparents or teenagers or...) (fill in the blank: eat cereal for breakfast; like to watch movies, etc.).
- Ask your child what can be done instead to find out what someone is like.

2.6 UNDERSTANDING STEREOTYPES ABOUT OBJECTS, ACTIVITIES, AND ROLES

Suggested information to share with families in the classroom newsletter:

- Our class is learning about the diversity of activities and experiences and how we can become aware of and challenge stereotypes.

Suggested activities:

- Discuss with your child why people choose or have certain jobs.
- Encourage your child's involvement in a diverse range of activities based on their personal preferences, strengths, or areas he or she can learn and grow.
- Describe different kinds of activities and occupations with similarly positive terms to demonstrate he or she is equally valued.

2.7 UNDERSTANDING THAT PEOPLE CAN CHANGE

Suggested information to share with families in the classroom newsletter:

- Our class is discussing how everyone can change, and this means we will have many opportunities to grow, learn, and try new things.

Suggested activities:

- Ask your child for an example of how he or she has changed this year.
- Focus on "process rather than product"—praise your child for attempted efforts rather than what was accomplished (e.g., I see that you are working really hard at trying to tie your own shoes!)

OVERVIEW

Read and Discuss:

Feelings on the Outside, Feelings on the Inside

Explore and Practice:

Feeling Charades

GOALS

This set of activities is designed to:

- Foster awareness that emotions have internal and external cues.
- Promote recognition of one's own and others' emotions.

LEARNING OBJECTIVES

Students will be able to:

- Describe and demonstrate how basic emotions feel (internal physical sensations), look, and sound (external physical and verbal cues).
- Identify basic emotions based on physical and verbal cues.

KEY CONCEPTS AND VOCABULARY

Emotions, or feelings, can change the way our bodies:

- Look and sound on the outside.
- Feel on the inside.
- People can feel and show their emotions differently.

MATERIALS

- Feelings on the Outside, Feelings on the Inside Story
- Whiteboard
- Feeling Faces Cards (page 163) (cut into cards; one per buddy pair)
- Emotion Cues Chart (page 164) (Teacher Reference)

RESEARCH AND RELEVANCE

Emotional development includes students' experience, expression, and regulation of their own emotions, the ability to understand others' emotions, and develop empathy. A foundational skill is the ability to identify and label a range of emotions in oneself and others based on internal and external cues. The ability to accurately recognize emotions in themselves and others can help students manage their own emotions and interact more competently with others.

THINK ABOUT THIS...

- How do you physically experience different feelings? Do you tend to have low- or high-intensity reactions, or does this differ according to different feelings?
- Are there any types of feelings that are especially familiar or particularly uncomfortable for you to experience?

TRY THIS TODAY...

Help your students develop an awareness of their own emotional reactions. When they experience an emotion, help them use descriptive feeling words to identify what is happening with their body on the outside or how their body feels on the inside (making sure they are not too upset and that it is an appropriate time to discuss feelings).

READ AND DISCUSS

FEELINGS ON THE OUTSIDE, FEELINGS ON THE INSIDE

Students listen to the story and discuss how emotions can change how you look and sound on the outside and how you feel on the inside.

BEFORE READING

How do you feel right now—happy, sad, excited, tired?

In this story, Z doesn't know what it means to have feelings, such as happy, sad, or afraid. The kids help Z learn that everyone has feelings, or emotions, and that they can change how they look and sound on the outside and how they feel on the inside.

As you listen to this story, pay attention to the different emotions that Z and the kids have and how those feelings change the way they look and sound on the outside and feel on the inside.

DURING READING

How did Z feel on the inside when the kids were coming to the tree house? (Tingly inside; excited) How could the kids tell that Z was feeling excited to see them? (Z was smiling; had a cheerful voice).

How did Jeremy look on the outside when he felt mad? (Frowned; squeezed his hands and crossed his arms) How did Z feel on the inside when mad? (Hot and bubbly inside) How do you look, sound and feel when you are mad?

What did Z want the kids to do when Z felt afraid? (Wanted the kids to sit closer). What do you do to feel better when you have feelings or emotions that you don't like? (Think about

something happy; talk to someone; hug someone).

What did Z look like when sad? (Frowning; looking down) What did the kids do when they figured out that Z was sad? (Said that they were coming back tomorrow; helped Z feel better).

EXTENSION

Have students turn to their buddies and show how they look when they are mad.

AFTER READING

What are feelings or emotions? (How my body looks and sounds on the outside and feels on the inside when something happens) Does everyone have feelings?

How can you figure out how someone else is feeling? (Look at his/her face and body; listen to his/her voice; ask him/her how they feel)

EXPLORE AND PRACTICE

FEELING CHARADES

Children describe, demonstrate, and identify internal and external emotion cues during a game.

SET THE STAGE

Explain that you will be discussing how different emotions, or feelings, change how you look and sound on the outside and how you feel on the inside.

Emotions are feelings, such as happiness, sadness, or anger. They can change the way you feel on the inside of your body. Emotions can also change the way you look and sound on the outside, such as the way your face looks, the way you move your body, or the sound of your voice. Everyone shows their emotions in different ways, but we can pay attention to how someone looks and sounds to try and figure out how they are feeling.

Have the class brainstorm as many emotion names as they can and write their responses on the board.

TIP

Be sensitive to cultural differences in the expression of emotions, and emphasize that everyone shows their emotions in somewhat different ways.

FACILITATE THE ACTIVITY

Model Feelings Charades by demonstrating one of the emotions listed on the board using your body (refer to the Emotion Cues chart), and ask students to guess how you are feeling. After they identify the appropriate emotion, describe the internal feelings you experience with that

emotion and the external, physical cues, focusing on different body parts at a time (e.g., When I'm feeling afraid or scared, I look like this. My eyes open wide and my eyebrows go up like this, and you can see my teeth because my mouth is pulled back. Sometimes I hold my arms in close to my body like this when I'm scared, and my toes curl up, and I feel kind of shaky inside. That makes my voice quivery like you're hearing now.)

Have students turn to their buddies and demonstrate the emotion, encouraging them to show the emotion with their faces and bodies and state how they feel (e.g., I'm scared!) using a voice that matches the emotion.

Invite a pair of buddy volunteers to choose a Feeling Faces card and demonstrate the emotion for the class. Challenge the class to guess the emotion and describe how the feeling looks (on the outside) and sounds (on the outside), and ask the volunteers to describe how they feel (on the inside). Point out any differences in how each experiences or expresses that emotion. Have them turn to their buddies and demonstrate the same emotion.

Repeat with additional emotions and new volunteer pairs as time allows.

TIP

Provide a prompt (e.g., Show each other how you look if you were afraid of a big dog that was barking across the street.).

WRAP IT UP

- What are some ways that emotions or feelings can change our bodies? (Eyes; mouth; body looks different; voice sounds different; insides feel different).
- What can you do to figure out how others are feeling? (Look at their faces and bodies; listen to their voices; ask them how they feel).

SUPPLEMENTAL ACTIVITIES

Feeling Faces:

Have students choose an emotion to illustrate or write what they feel, look, and sound like when they experience that emotion.

Feelings Collage:

Have students work with buddies and give each pair a large piece of paper divided into two or more sections, each labeled with an emotion (face and/or name). Have them look through magazines to find pictures of people who are displaying those emotions, and sort and glue them onto the different sections of the collage.

Feelings Picture Walk:

Have buddies pair up to select an illustrated book. Ask them to look through the books together, finding and discussing examples of feelings. Students could also describe feelings illustrated in their book to their buddies and ask them to guess the emotion.

Follow the Leader's Feelings:

Have students role-play emotions with their buddies by having them line up behind you and play follow the leader, matching their manner of walking to the emotion you have announced and are demonstrating. For example, have them follow you in "excited walking."

If You're Happy and You Know It:

Lead students in singing and acting out verses of If You're Happy and You Know It, choosing actions that reflect the corresponding emotion (e.g., "If you're sad and you know it, make a frown").

OVERVIEW

Read and Discuss:

Predicting Feelings

Explore and Practice:

Peek-a-Boo Predictions

MATERIALS

- Predicting Feelings Story
- How Would You Feel? Scenario Cards (page 165)

GOALS

This set of activities is designed to:

- Increase understanding of emotional consequences of situations.
- Foster awareness that people can feel different emotions about the same situation.

LEARNING OBJECTIVES

Students will be able to:

- Predict emotions based on situational cues.

KEY CONCEPTS AND VOCABULARY

- One way we react to situations that happen is with our feelings.
- To predict means to make a guess about what might happen next.
- We can think ahead and try to predict how someone feels after something happens.
- People can have different feelings about the same situation.

RESEARCH AND RELEVANCE

Social-emotional learning includes emotion understanding skills such as the ability to predict which feelings will likely result from a particular experience, and the recognition that people can have different thoughts and feelings about the same situation. Understanding this variability in cognitive and emotional reactions allows students to understand the perspectives of others, an important relationship skill.

THINK ABOUT THIS...

- Do you find it easier to predict the feelings of some adults or children more than others? Does this impact the way you interact with them?
- Have you ever been in a situation in which your emotional response differed greatly from someone else's who was involved in the same situation? What was it like for you?

TRY THIS TODAY...

When reading aloud, pause after story events occur and invite students to predict how the character will feel next. If characters react in a surprising way, discuss why.

READ AND DISCUSS

PREDICTING FEELINGS

Students listen to the story and discuss how they can understand what is happening in order to guess or predict how someone is feeling.

BEFORE READING

If you saw someone get hurt, how would you predict his or her feelings? How would you predict feelings if someone got a fun birthday present?

In this story, the kids help Z learn how to predict people's feelings, or how to guess how they feel after different things happen. Thinking about how someone is feeling can help you understand and get along.

As you listen to the story, pay attention for times when Z or the kids predict or make a guess about how someone is feeling.

TIP

Show students the cover illustration and invite them to "predict" or guess what the story is about.

DURING READING

How would you predict or guess how Annie feels when she learns the clay is dry and hard? (Sad; disappointed; angry) Why do you think she feels that way? (She really wanted to play with the clay.)

How would you predict or guess how Annie feels when she finds out there is another bucket of clay? (Happy; glad; excited)

How do you think Gabriel was feeling when his clay snakes kept breaking? (Frustrated; mad; disappointed) What did Annie and Z do to know how Gabriel was feeling? (Asked how he felt)

Why did Z think that Gabriel would be afraid of Annie's clay bug? (Z was scared so Z thought Gabriel would be scared, too.) Was Z's prediction right? Why was Z's guess wrong? (Gabriel thought that bugs were cool; people can feel differently about the same thing)

TIP

As different situations occur, have students think about how the characters feel before continuing the story.

AFTER READING

What does it mean to predict how someone feels? (Guess how they feel; think about what is going on so I can figure out how they feel)

Why is it okay to feel differently about the same thing? (Everyone is different; people can have different ideas and feelings)

EXPLORE AND PRACTICE

PEEK-A-BOO

Students predict how a classmate might feel in various situations.

SET THE STAGE

Ask students to imagine how they would feel which could also result in different feelings in two to three scenarios. For each situation, invite a few to share how they feel, and ask if others feel the same or differently, emphasizing that it is okay to have different feelings and ideas.

Suggested Scenarios

- Hearing a loud fire truck (excited, scared)
- Losing a favorite toy (angry, sad)
- Being on top of the jungle gym/playground (excited, scared)
- Playing with blocks (happy, bored)
- Spilling a drink (angry, sad)

FACILITATE THE ACTIVITY

Describe how to predict someone's feelings based on the situation.

When things happen, one way to react is with your feelings. Different situations make you feel happy, angry, scared, or sad. When you know what's happening, you can try to predict how someone will feel next. To predict means to think ahead and guess how someone feels when something happens.

Explain that students will be playing a game to practice predicting how people feel when different things happen. Encourage them to think about how they would feel if it happened

to them or if they have seen others react in those situations.

Choose a How Would You Feel scenario card (provided in this section), and after you read it aloud, have students turn and share their predictions with their buddies how you would react, and then have them close their eyes to wait for the answer. After a moment, have them open their eyes to see how you feel as you model the appropriate facial expression, posture, and tone of voice (e.g., I would feel really sad if I dropped my ice cream cone. How did you think I would feel?).

Invite the next volunteer to choose a How Would You Feel scenario card, and continue playing the game. As appropriate, emphasize that students could have different reactions to the same thing, and that's because feelings change, they may feel differently about something at different times (e.g., They could feel scared of dogs at first, but not after they get to know a friend's dog.).

TIP

Have the volunteer turn and face away from the class until all students have closed their eyes before revealing their emotional expression.

WRAP IT UP

- If something happens to someone, what can you do to determine how that person feels? (Think ahead and predict the feeling; think of how I would feel in that situation)
- What can you do to figure out if your prediction or guess is correct—if it's actually how the person feels? (Ask the person; look for clues in how he or she looks and sounds)

SUPPLEMENTAL ACTIVITIES

Peek-a-Boo Prediction

Invite two volunteers to stand or sit back-to-back in the middle of a circle of classmates. Read a How Would You Feel scenario card and have the volunteers silently think of how they feel, and have the class make predictions and share them quietly with their buddies. Then ask the volunteers to demonstrate the emotion. Observe whether the volunteers have the same or different reactions, and discuss the predictions with the class.

OVERVIEW

Read and Discuss:

Being a Feelings Detective

Explore and Practice:

Reasons for Feelings

GOALS

This set of activities is designed to:

- Increase understanding of causes of emotions.
- Promote an awareness of behavioral and situational cues in understanding emotions.

LEARNING OBJECTIVES

Students will be able to:

- Identify reasons for emotions based on situational cues.
- Generate reasons for different emotions.

KEY CONCEPTS AND VOCABULARY

- There are many different reasons for someone's feelings.
- You can think back to what happened first to try and understand how someone is feeling.
- You can pay attention to what is happening to find clues about why someone feels the way they do.

MATERIALS

- Being a Feelings Detective Story
- Reasons for Feelings Scenario Pictures (pages 166-167)
- Feeling Faces Cards (page 168)
- My Feelings Activity Sheet (page 169)

RESEARCH AND RELEVANCE

In addition to being able to predict how someone responds to a situation (feelings as consequences), emotion understanding includes the ability to recognize the situations that may result in a given feeling (causes or explanations of feelings). Students with greater emotion understanding tend to do better in school, both socially and academically.

THINK ABOUT THIS...

Have you ever noticed when a student in your classroom seemed to be having a really bad day? What did you say or do? What do you say or do when you see someone who seems to be in a very good mood?

TRY THIS TODAY...

When reading aloud, pause when characters exhibit emotional reactions, and invite students to think back to identify events or thoughts that explain why they have those feelings.

READ AND DISCUSS

BEING A FEELINGS DETECTIVE

Students listen to the story and discuss how to try and understand someone's feelings by looking for clues and thinking back to what happened first.

BEFORE READING

Have you ever noticed someone looking sad, but weren't sure why? What did you do?

In this story, Z has to figure out why one of the kids is feeling sad. The rest of the kids help Z learn how to be a "feelings detective" by looking for clues and thinking back to what happened in order to understand why their friend feels sad.

As you listen to the story, pay attention to what Z thinks to figure out why their friend is sad.

DURING READING

How do you think Kenny was feeling when he found his friends painting? (Happy; excited) Why do you think he was feeling happy? (He loves to paint; he wanted to paint with his favorite color)

How do you think Kenny was feeling when he sat down next to the puzzle box? (Sad; disappointed) What clues showed that he was sad? (He sighed; put his head in his hand; didn't play with the puzzle; frowned)

Thinking back, what happened right before Kenny started looking sad? (Z said there wouldn't be any purple paint left) Why do you think Kenny was sad? (He wasn't going to be able to use the purple paint; Z didn't share the paint with him)

How was it helpful for Z and the kids to figure out why Kenny was sad? (They understood how he felt; they were able to do something to help him)

AFTER READING

What can you do to figure out why someone feels the way they do? (Ask; look around for clues; think back to what happened first; guess how someone might feel in that situation)

Why is it important to try and understand how someone is feeling or why he or she feels that way? (To show that I care; so I will know how to respond)

EXPLORE AND PRACTICE

REASONS FOR FEELINGS

Students generate possible reasons for various feelings.

SET THE STAGE

Show the class the first Reasons for Feelings scenario pictures (pages 166-167) and ask how the child is feeling (angry; mad), how they know she feels this way (frowning; arms crossed), and then brainstorm possible reasons why.

What are some reasons she might be angry? (She doesn't like puzzles; she wants to do something else; she can't figure out the puzzle; someone said something that wasn't nice to her)

Next, show the second picture and have students be a "feelings detective." Identify the clue and the reason why the child is angry (The box is empty; there are not enough pieces to finish the puzzle) Explain that in order to figure out why someone is feeling a certain way, they can think back to what happened or look for clues about what happened.

People can have many feelings, and there can be many different reasons for why they do. To figure out why someone feels a certain way, think back to what happened first or look for clues about what is going on or what they are doing. Figuring out why they feel the way they do can help us understand them.

FACILITATE THE ACTIVITY

Explain that the class will be thinking of reasons why people have different feelings. Invite a volunteer to draw a Feeling Face card, identify the emotion, and ask the class the reason for that emotion (e.g., What makes you happy when you're at school?); have them share their

answers with their buddies. Have the volunteer share a reason and, when applicable (when there are clear clues), ask the class why the volunteer would feel that way (e.g., How would you know if someone was angry because he or she forgot his or her homework—what clues would you see? (The person would be looking through his or her backpack; there wouldn't be homework on the desk; the person would tell me what happened) Invite two to three other students to share their reasons as well, highlighting similarities and differences. Repeat with additional feelings.

Have students sit with buddies, and distribute the My Feelings activity sheet (page 169). Ask them to choose an emotion and write and illustrate something that makes them feel that way. Encourage buddies to discuss their feelings and reasons before asking the class to share their work.

WRAP IT UP

- When we see someone who looks (emotion), what can we do to figure out why? (Think back to what happened first; look for clues; ask them)

SUPPLEMENTAL ACTIVITIES

Feelings Collage:

Divide a large paper into two or four squares and label each square with an emotion and/or face (happy, sad, angry, and/or afraid). Have students work in buddy pairs to cut out magazine pictures that represent different emotions and sort onto the paper to make a collage.

OVERVIEW

Read and Discuss:

Knowing Just How Someone Feels

Explore and Practice:

How We Show that We Care

GOALS

This set of activities is designed to:

- Promote understanding of others' perspectives and feelings.
- Promote empathic responding to others' emotions.

LEARNING OBJECTIVES

Students will be able to:

- Describe ways to show empathy and caring to someone in a given situation.

KEY CONCEPTS AND VOCABULARY

- Having empathy means you can feel and understand how someone else feels.
- Understanding how someone feels can help you be a good friend.

MATERIALS

- Knowing Just How Someone Feels Story

RESEARCH AND RELEVANCE

Empathy is the ability to identify with and understand people's emotions—to feel what they feel. To have empathy, students must have some awareness and recognition of their own and others' emotions. To show empathy and caring for someone's feelings, students must be able to consider those feelings and determine which actions or responses would be appropriate in a given situation. Those with greater empathy behave more pro-socially toward others.

THINK ABOUT THIS...

- Have you ever experienced being misunderstood because someone did not share or understand your feelings in a given situation?
- Have you ever hidden your feelings (e.g., told someone that you were fine when you actually weren't) because you didn't think they would understand?
- What factors can make it hard to respond empathically to someone?

TRY THIS TODAY...

Model empathy by showing an awareness and understanding of your students' feelings, even if you don't share or agree with them (e.g., I can see that you're really excited because you just came in from the playground, but it's time to take it easy and get ready to start our next activity.). Help them understand your feelings as well, both positive and negative (e.g., It makes me feel very worried when you start running as soon as you exit the door, because someone could trip and get hurt).

READ AND DISCUSS

KNOWING JUST HOW SOMEONE FEELS

Students listen to the story and discuss how having empathy and understanding, perhaps because they have felt that way too, can help them respond in caring ways.

BEFORE READING

Has there ever been a time when you were feeling sad, and someone did something nice for you? How did it feel to have someone consider your feelings and be caring toward you?

In this story, Z tries to understand how the kids are feeling and realizes that sometimes Z has felt the same way, too. The kids help Z learn that empathy means feeling and understanding how someone else feels, and that it can help Z be a good friend to them.

As you listen to the story, pay attention to what Z does when Z understands how one of the kids is feeling.

DURING READING

When Kim tripped on a ball and bumped her knee, why did Z think that she might be feeling sad or mad? (Z thought about how it would feel to be hurt.)

When Z understood how Kim felt, how did Z show empathy and caring toward her? (Patted her on the back; picked up the toys so no one else would trip)

How did Jordan look when his picture was ruined by the paint? (Sad) How did Z show empathy and caring for Jordan? (Z shared the last paper)

Why was bringing Jordan a blanket a good way to show empathy and caring? (Z thought Jordan was tired and a blanket was what he needed.)

AFTER READING

When you see someone looking angry or sad, what can you do to help understand how he or she feels? (Think about a time when I felt that way; think about what they want or need)

How does understanding other people's feeling help you be a good friend? (I will know what to say or do to show I care; I will better understand my friend)

EXPLORE AND PRACTICE

HOW WE SHOW THAT WE CARE

Students identify the feelings of characters in scenarios and then describe ways to show empathy and caring to someone in those situations.

SET THE STAGE

Have students think of a time when they saw someone who was sad or hurt and did something kind to show that they cared. Invite several students to share what they did and then ask them how they thought the person felt initially and afterward.

Explain that understanding how someone feels can help them figure out how to respond and show caring.

When you have empathy and understand how someone else is feeling, you can figure out what to say or do that shows you care.

FACILITATE THE ACTIVITY

Describe and role-play (or invite a volunteer to role-play) an empathy scene (refer to suggested scenarios below), and brainstorm ways to show empathy and concern for someone in that situation. Have students share their empathy ideas with their buddies before inviting a few to share or act out their ideas with the class. Repeat with additional scenarios.

Empathy Scenarios

(Volunteer's name) is: _____

- Sad and crying because he fell off the swing
- Excited to tell you that she got a new puppy
- Afraid of climbing the ladder to the slide

- Frustrated that he can't open the glue bottle
- Scared of the loud ambulance siren outside
- Happy and smiling because she just made a really huge tower of blocks
- Sad because he can't find his jacket
- Disappointed that all the swings are being used by other kids

TIP

If students suggest a caring response that isn't relevant, acknowledge that it is a kind act and guide them into thinking about other things that could be helpful (e.g., what is something you could do that can help him feel less scared? If you were scared, what would you like someone to do for you?).

WRAP IT UP

- Why is it important to show that we care about how others feel? (It's kind; it makes them feel good; they know someone cares about them)
- What can you do if you don't know how someone is feeling? (e.g. Ask that person how he or she feels or ask an adult for help.)

SUPPLEMENTAL ACTIVITIES

How I'm Feeling:

Create a set of cards with feeling faces or words (multiples of the same feeling). Keep these in an accessible area and establish a system so that students can use the cards to communicate their feelings to others if they are not able to with words (e.g., they are too upset; they don't know whom to talk to). Encourage them to choose and display cards on their desks, on a student chart, or to hand the card to a friend or an adult. When you introduce the system, discuss ways to respond to others' feelings.

If Your Friend Is Feeling Happy:

Sing the first line of the song "If You're Happy and You Know It", point to various students, and ask them to supply an empathic response (e.g., If your friend is feeling sad give (him or her) a hug / If your friend is feeling sad give (him or her) a hug / If your friend is feeling sad and you want to show you care / If your friend is feeling sad give (him or her) a hug).

OVERVIEW

Read and Discuss:

Some Do, Some Don't

Explore and Practice:

Some Do, Some Don't

- Some do, some don't.
- Some are, some aren't.
- Sometimes you do, sometimes you don't.

MATERIALS

- Some Do, Some Don't Story

GOALS

This set of activities is designed to:

- Foster increased understanding of variability within social groups (in preferences, characteristics, and behaviors).
- Foster increased understanding of similarities across different social groups (in preferences, characteristics, and behaviors).
- Promote flexible thinking and decrease stereotyped thinking.

LEARNING OBJECTIVES

Students will be able to:

- Describe limitations and problems associated with stereotypes and overgeneralizations.
- Demonstrate ways to challenge stereotypes.

KEY CONCEPTS AND VOCABULARY

- A stereotype means thinking that everyone in a group is just the same.
- Stereotypes are just guesses and aren't always true.
- You have to get to know people to understand what they are really like.
- Overgeneralizing words to avoid: All, every, none, always, never, only.

RESEARCH AND RELEVANCE

Children are natural “sorters”—they tend to group people and things into simple categories in order to make sense of a complex world (everyone does this at times). Social categorization is the grouping of people by an identifiable and meaningful characteristic that is commonly shared, such as gender or race.

ADVANTAGES OF CATEGORIZATION	DISADVANTAGES OF CATEGORIZATION (Results in tendencies to:)
Organizes a large body of complex information.	View members of the same group as much more similar than they actually are.
Allows for the use of inferences (e.g., can better predict behavior or motives by merely knowing group membership).	Exaggerate differences among members of different groups.
	Use essentialist thinking, or the belief that an underlying “essence” (e.g., “boyiness”) exists that ties all members of a group together and makes them similar.
	Form stereotypes about individuals.
	Make inaccurate assumptions about individuals based on group membership

Stereotypes are beliefs about individuals based on their membership in a particular social category or group. Stereotypes are often used to make assumptions about others or to interpret and predict their behavior and are reflected in overgeneralizations, such as NO boys _____ or ONLY babies can _____ or ALL teenagers are _____. They also send the message that children should think or feel or act a certain way—the same as the others in their “group.” Because young children do not yet have highly flexible or sophisticated cognitive skills, it can be challenging to change their stereotypes once formed. However, guiding them in thinking critically about the accuracy of these beliefs and messages can help them better understand individual variability within groups and the many similarities across people in different groups.

THINK ABOUT THIS...

- Have you ever felt that someone made an assumption about you based on your membership in a particular social category (e.g., age, race; gender; religion; economic class) or community? How did that make you feel?
- Have you ever found yourself making assumptions about others based on their social groups before you had a chance to really get to know them? What strategies have you used to avoid doing this?
- Have you ever found yourself making overgeneralized statements about the interests, temperaments, or abilities of students who belong to a particular group? What strategies have you used to avoid doing this?
- Do you ever unintentionally draw attention to categories in your classroom by using groups (e.g., Good morning, boys and girls!) or to organize (e.g., boys' and girls' lines)? How can this impact student attitudes about and interactions with one another? Would you use social categories other than gender (e.g., race) to address or organize in this manner?

TRY THIS TODAY...

Highlighting gender in unnecessary ways reinforces the concept that gender is a very important way to group (and, thus, separate) people, and that boys are like X and girls are like Y.

- Avoid using gender to organize classroom areas (e.g., boy-girl/boy-girl) or activities and routines (e.g., Let's have the boys wipe off the tables and the girls straighten up the art area. It's the girls' turn).
- Also, refrain from using gender as a label (e.g., Line up, boys and girls! or The boys in the block area are getting too loud.). Instead, address students in a manner that allows them to focus on their identity as a student and as part of the classroom community (e.g., Good morning, Panda Bears! or The students playing with the blocks are getting a little too loud).
- Group and regroup students several times each day based on random characteristics in order to promote their recognition of the many different groups to which they belong.

READ AND DISCUSS

SOME DO, SOME DON'T

Students listen to the story; discuss how people differ in many ways, even when they have some things in common or are part of the same group; and identify problems associated with stereotypes and overgeneralizations.

BEFORE READING

What does everyone here have in common? What is different about each person? Although people are in the same group and have things in common, they can also be different in many ways

In this story, Z thinks that children are all the same. The kids help Z learn that everyone is different, and that getting to know someone is how to learn what each person is like.

As you listen to the story, pay attention to what Z thinks about what kids like to play and if Z's guess is correct or incorrect.

TIP

Class commonalities might include having the same classroom and teacher and living in the same city.

DURING READING

Why did Z think Kim wanted to draw with chalk? (Z thought she liked the same thing as the other kids) Was Z right? (No; she wanted to build sandcastles)

A stereotype means thinking that everyone in a group is the same. Did Z have a stereotype about children? What did Z think about them? (That everyone likes to play the same thing)

Do you think ALL kids like the same things as one another? (Some kids do and some kids don't)

Do you think that kids have to like or do the same things all the time? (Sometimes they do and sometimes they don't)

TIP

Prompt with examples, but avoid introducing or reinforcing typical stereotypes (e.g., Do all girls like pink?). Choose other examples (e.g., Do all 5-year-olds love the rain?). When students bring up stereotypes they have heard, address them accordingly.

AFTER READING

What can happen if you guess instead of ask what someone likes or likes to do? (I can think the wrong thing; I won't know what he/she is really like)

What can you do instead of guessing or thinking that the person is the same as other people? (Talk to him or her; ask what he or she likes to do; get to know him or her)

EXPLORE AND PRACTICE

SOME DO, SOME DON'T

Students discuss the problems associated with stereotypes and overgeneralizations and practice strategies for challenging stereotypes by emphasizing that “some kids do, some kids don’t.”

SET THE STAGE

Ask a volunteer to share a personal preference or routine (e.g., what’s your favorite snack? What time do you go to bed?). Assume that all students share this in common, exaggerating your reaction (e.g., Oh, so I guess that ALL of you like raisins the best. You probably ALL eat raisins EVERY SINGLE DAY for a snack. You sure must like raisins to eat them that often! Maybe we should start eating raisins at school too since ALL of you like them so much.). Give them time to protest (prompt if necessary), and then repeat your claim, pointing out how they are all in the same group (e.g., But you’re all kids/ Panda Bears/Busy Bees, so you must ALL like the same snack, right?).

Ask them why they think your assumption isn’t true (Kids don’t have to like the same thing; Maricela likes raisins but Roger likes granola bars; no one is exactly the same; everyone is different). Summarize the class responses (e.g., Oh, so even though you are all kids/ Busy Bees, you don’t ALL like the same things!).

Explain the problems associated with overgeneralizations and stereotypes.

When people think that everyone in a group is exactly the same or likes or does the same things, it’s called a stereotype. But stereotypes are guesses about what people are like, and they are often wrong. You can’t know what someone is really like unless you ask him or her or get to know him or her.

FACILITATE THE ACTIVITY

Provide examples of overgeneralizations and stereotypes (see below) and guide students in practicing the phrases “some do, some don’t” or “some are, some aren’t.” Group the students in a circle and then divide them in half; have students practice the response so that half chants, for example, “Some kids do” and the others respond by chanting “... and some kids don’t!”

- Give the class an example of a stereotype (e.g., boys; girls; teenagers; grandparents; people with brown hair; athletes). To avoid unintentional reinforcement of stereotypes, do not use “traditional” stereotypes as examples (i.e., do not choose Boys are good at sports or Older people can’t hear well). Instead, use random characteristics (e.g., I heard someone say that parents don’t like to swim.).
- Ask the class if they think the statement is true, and guide them in discussing why it is not (e.g., Do you think NO parents like to swim?), emphasizing that “some do, some don’t.” Invite them to share counter stereotypical examples (e.g., Does anyone know a parent who likes to swim?).
- Explain that the statement was a stereotype, and invite the class to challenge it (e.g., what would you say if you heard someone say that parents don’t like to swim?).

Have the class practice the “some do, some don’t” chant (e.g., some parents do and some parents don’t!).

Repeat with two to three additional examples, guiding them through the process and practicing the chant for each.

TIP

Add movement by having students clap (clap, clap, clap) or stomp (stomp, stomp, stomp) as they chant the words.

WRAP IT UP

- Is it fair to think people are just like everyone else? What's the problem with thinking that everyone is the same? (Stereotypes are just guesses; they could be wrong; everyone is different; no one is exactly the same)
- What should you do instead of guessing what people are like or thinking they are like everyone else?

(Ask them; talk to them; spend time with them)

SUPPLEMENTAL ACTIVITIES

Diversity Displays:

Choose a topic (e.g., something your class likes to play; their favorite book) for students to illustrate. As a group, compare their illustrations and discuss similarities and differences. Create a display of their work and emphasize how it demonstrates the diversity within the class.

Stereotype Catchers:

Teach students a hand signal (e.g., palm out in front, showing “stop”) to use when they hear a stereotype. Read a story to the class, inserting overgeneralizing statements as you read (“One morning, Suzy went to the library with her mother. They went together because all parents like to go to the library. When they got there...”). When the class signals a stereotype (prompt if necessary), stop and have them challenge it, repeating the response for the class (e.g., Some parents like the library, and some parents don’t).

OVERVIEW

Read and Discuss:

Things Can Be for Everyone

Explore and Practice:

Things Can Be for Everyone

MATERIALS

- Things Can Be for Everyone Story
- Object, activity, and role props (e.g., toys; apparel; pictures)

GOALS

This set of activities is designed to:

- Reduce stereotyped thinking about objects, activities, and roles.
- Promote strategies for challenging stereotypes and stereotype-based teasing.
- Promote flexible thinking and decrease stereotyped thinking.

LEARNING OBJECTIVES

Students will be able to:

- Describe limitations and problems associated with stereotypes about objects, activities, and roles.
- Demonstrate ways to challenge stereotypes.

KEY CONCEPTS AND VOCABULARY

- Things can be for everyone (as long as it's safe and fair).
- It wouldn't be fair if things were only for some people.

RESEARCH AND RELEVANCE

Children are quick to recognize associations (e.g., Long hair is for moms, but not dads), and they form explanations, expectations, and predictions based on this information. These associations often reflect their continual observations of the world (e.g., Mom drives the car when she is by herself, but when she is with Dad, he always drives) as well as the many direct and indirect messages they receive about how males and females should look, dress, and act; what they are like; and what they should do (e.g., I see only boys in the toy commercials that are loud and flashy). These repeated “associations” are the foundations for gender schema—cognitive representations of what it means to be male or female—and are the source of stereotypes (cognitive schema form in the same way in other social categories).

Once stereotypes are formed, young children can be very rigid in applying them to people and things in their world. In fact, as early as preschool, some children begin to act as “gender police”—enforcing gender-based stereotypes about toys, clothing, and roles within the classroom. These messages are limiting for children and can make them feel uncomfortable or ashamed of their own individual interests and preferences. Children often claim to like or dislike things based on whether they think they are “for” their own gender—regardless of whether or not they actually choose to play them.

Pink is for girls—you can't wear that.
We're playing knights and warriors. If you want to play with us, you can be the princess we have to save.
Girls are supposed to wear dresses. Why don't you ever wear dresses?
You look like a boy.

Encouraging children’s engagement in a variety of activities and roles—including those traditionally gender-typed for their own as well as the other gender—will support the development of a broad range of interests and skills that increase successful learning. This doesn’t mean they should avoid things that are “stereotyped” by group or gender.

THINK ABOUT THIS...

- What influenced your interest in different activities as a child, or now as an adult? What factors influenced your eventual career?
- Do you or have you ever crossed typical “gender norms” in your chosen hobbies or social activities? How does that feel? What kind of response have you received from others? Have you ever been reluctant or discouraged to engage in activities that cross “gender norms?”

TRY THIS TODAY...

Be mindful of the subtle messages that children receive about gender.

- Describe gender-typed activities and occupations with similarly positive terms to demonstrate that they are equally valued.
- Encourage students’ involvement in all types of activities, based on their personal preferences, strengths, or areas where they can learn and grow.
- Refrain from inviting or assigning students classroom jobs based on gender.
- Review classroom literature, posters, and other materials for biased gender messaging.
- Set clear classroom expectations about stereotyping and teasing, and do not allow these behaviors based on gender or any other social category (or, for any reason).

It’s not okay to say that Max looks like a girl because he is wearing the crown. Crowns are for everyone, and everyone gets to choose for themselves what they want to wear or play.

READ AND DISCUSS

THINGS CAN BE FOR EVERYONE

Students discuss fairness and the idea that different toys, activities, and roles can be for everyone.

BEFORE READING

What do you really like to play? How would you feel if someone told you that it was for other kids and not for you?

In this story, Z wonders who can play with certain toys or do certain things. The kids help Z learn that things aren't ONLY for some kids and not for others—it wouldn't be fair because things can be for everyone.

As you listen to the story, pay attention to what the kids tell Z about who can play with certain toys and who can do certain activities.

DURING READING

When things are fair it means that everyone is treated the same way and everyone has the chance to do the same kinds of things. Do you think it would be fair if some toys or activities were only for some of the kids in our class? Who are the toys in our classroom for? (Everyone)

What if you really wanted to be a chef or a firefighter or a dancer or a superhero, and someone told you that only some kids can but you can't? How would you feel? (Disappointed; sad; frustrated) Do you think that would be fair? Who do you think can do them? (Everyone)

TIP

To avoid introducing and reinforcing stereotypes, allow the class to bring up stereotypes they have encountered and then address them accordingly.

AFTER READING

Do you think it's fair for someone to say that only some kids can play with certain toys or do certain activities? What would you say to someone who said that? (Things can be for everyone; kids can choose what they like to play; there are all kinds of kids who like to do those things)

Are there things that aren't for all kids? (Things that are dangerous; things that are someone else's personal belongings)

TIP

Emphasize how thinking "things can be for everyone" also means those things must be safe and fair for everyone.

EXPLORE AND PRACTICE

THINGS CAN BE FOR EVERYONE

Students identify limitations and problems associated with stereotypes regarding objects, activities, and roles and practice strategies for challenging stereotypes.

SET THE STAGE

Encourage students to consider what it would feel like to be treated unfairly and limited in what they could do. Provide one to two absurd examples and discuss how silly and unfair they are (avoid using personal characteristics such as gender, hair color, etc. as examples):

- Who ate a peanut butter and jelly sandwich today? What if I said, Today ONLY the students who had PB&J for lunch will get to play with the bikes (or other activity). Bikes are just for PB&J kids, so kids who ate something else for lunch can't play with them.
- Everyone sitting on one of the red squares raise your hand. What if I said that today, we're going to have Water Day outside, but if you're sitting on a blue square, you can't play? If you're sitting on a blue square, you'll have to do something else.

For each example, discuss how it would make each group of students (e.g., PB&J versus non-PB&J) feel, and whether it would be fair to everyone.

TIP

Families sometimes express concerns about their child's interests, activities, or friendships, and occasionally these are related to gender-based expectations. Support families by being respectful of cultural values and focusing on highlighting strengths and positive characteristics as you talk with them.

FACILITATE THE ACTIVITY

Explain that it is not fair to say that only some kids can play with certain toys or be certain things.

Sometimes we hear people say that certain clothes, toys, games, or jobs are for some people but not others. But that wouldn't be fair. Things can be for everyone, and we can make our own choices about how we look, what we like, and what we do.

Choose two to four play activities, objects (e.g., toys or clothing), or roles (e.g., jobs). For each, show a prop and discuss reasons for wanting to do/have/be those things, who can do them, and how to challenge stereotypes using the example below as a guide.

1. (Show a set of crayons.) What are these for? (Drawing; coloring) Why would someone want to draw? (That person likes to draw; is good at drawing; wants to learn how to draw better)
2. Can anyone draw? Can children draw? Grandparents? Teachers? Students in the Panda Bear class? (Yes) Do you think drawing is only for some people, or can it be for everyone? (Everyone)
3. What if you really liked drawing and someone told you that drawing was just for toddlers. Would that be fair? What could you say to someone who said that? (Drawing can be for everyone; people can choose what they like to do)
4. Turn to your buddy and practice saying, "Drawing can be for everyone!"

Repeat with several examples, allowing the class to suggest examples as well. If some students insist that stereotypes are true (e.g., Flowers aren't for everyone—just girls!), gently guide the class through the process again and help them think about fairness, kindness, and

counter stereotypical examples (e.g., What if someone in our class really liked flowers and he was told he shouldn't have a flower backpack? How do you think he would feel? Would that be fair? Is it okay to hurt people's feelings by saying that what they do or wear is wrong??).

TIP

Avoid bringing up “typical” stereotypes. If the class raises these kinds of stereotypes, address them accordingly. If they are gender-based, remind them “there are no boy or girl things—they can be for everyone.”

TIP

If students make stereotyped comments, turn the discussion back with a general example before continuing to avoid singling out or shaming any individual students.

WRAP IT UP

- How do you know that things in our classroom are for everyone? (Everyone can play with everything; we get to choose what to play with).

SUPPLEMENTAL ACTIVITIES

Exploring Careers:

Throughout the year, invite men and women with a variety of occupations to visit the class and talk about their work. Ideally, invite a male and a female with the same occupation to visit together. Ask visitors to share some of the reasons that they chose their careers and why they feel well suited and/or satisfied with their choices. Use these opportunities as a springboard for new classroom activities or themes that can involve all students.

Someday I'd like to:

Have a class discussion about various activities or occupations, emphasizing that they can be for everyone. Have the class illustrate and write about what they would like to learn or do someday. Gather the class to share their work. As they share, ask if any classmates have similar interests.

Challenging Stereotypes:

Model and have students practice responses that challenge stereotypical statements using examples such as the following (you can include a variety of known classroom favorites or points of disagreement):

What if someone said to you:

- Who can play with trucks and cars?
Everyone!
- Teachers can't play superheroes.
That's not true—things can be for everyone, so everyone can play superheroes.
- Who can be a doctor?
Everyone!

- The dolls are only for us.
Things can be for everyone, and dolls are for everyone if they want to play with them.

Buddy Time Sing-a-long CD:

You Can Be Anything:

Listen to the song and discuss the many things the class would like to play, try, or be.

OVERVIEW

Read and Discuss:

Growing, Learning, and Changing

Explore and Practice:

How We Change

GOALS

This set of activities is designed to:

- Foster incremental thinking—belief in the potential for flexibility and change in preferences, characteristics, abilities, and behaviors across time.
- Promote motivation and persistence.

LEARNING OBJECTIVES

Students will be able to:

- Describe ways they have changed or will change.

KEY CONCEPTS AND VOCABULARY

- People can change.
- It is important to work hard and keep trying to learn new things.
- Incremental (Change) Thinking Vocabulary to Use:
 - Grow
 - Learn
 - Change
 - Sometimes

- Entity (Fixed) Thinking Vocabulary to Avoid:
 - Always
 - Never

MATERIALS

- Growing, Learning, and Changing Story
- Paper and writing materials

RESEARCH AND RELEVANCE

People who have an “entity theory” believe that personal characteristics (e.g., interests, abilities) are fixed and cannot be changed and in turn expect that individuals will feel, think, and behave very consistently across time and situations. In addition, people with an entity view have stronger stereotypes than those with more flexible thinking, and often view members within a social group (such as gender or race) as extremely similar to one another and very different from members of other groups. In contrast, those who hold an “incremental theory” view personal characteristics as changeable through growth, effort, or learning. They believe that people are influenced by situational or psychological factors and tend to perceive more variability across members of a group than do entity thinkers. Thus, fostering incremental thinking in children can help them develop more flexible and less rigid social views and be open to the possibility of change in themselves and others.

In addition, when these two types of thinking guide beliefs about ability, they can affect school achievement. For example, those who have an incremental view of intelligence and ability believe that these can be changed with effort and may be more likely to see value in working toward improvement or trying other strategies. Conversely, those with an entity theory tend to have diminished motivation in the face of challenge (because they believe there is nothing they can do to alter the outcome) and are at risk for helplessness and underachievement.

THINK ABOUT THIS...

- Has there ever been a time when your feelings or opinions about a matter important to you changed over time? Do you think you would have been able to predict this change earlier?
- What are your thoughts on the nature of such traits as emotionality, activity level, sociability, self-regulation, social competence, academic abilities, and creative abilities—do you think they are generally “hard-wired” and fixed or that they are more learned/socialized and malleable? How do your views on these characteristics impact your beliefs, expectations, and interactions with the students in your classroom?

TRY THIS TODAY...

Promote incremental thinking, or belief in the potential for growth and change, by focusing on process rather than product—call attention to students’ efforts rather than the outcome of those efforts, and help them reflect on and take ownership of their own learning and growth.

- When students succeed:

Instead of saying: You’re really good at tying your shoes!

Say: You have been practicing tying your shoes over and over, and now you’ve finally done it by yourself!

- When students struggle:

Instead of saying: It’s okay, not everyone is good at drawing animals.

Say: Animals can be tough to draw. You’re working so hard at it that I’m sure you’re going to keep getting better and better!

READ AND DISCUSS

GROWING, LEARNING, AND CHANGING

Students discuss how everyone can change by learning new things and the importance of persistence in learning something new.

BEFORE READING

What is something new you learned this year? Was it easy or hard for you to learn? In this story, Z always has a hard time doing something and feels unable to learn how to do it. The kids help Z learn that everyone is always growing and changing in many ways, and that by working and trying hard, we can learn many new things.

As you listen to the story, pay attention to how Z feels about trying to learn something that is new and difficult.

DURING READING

Why was Z excited to try to write Z's name? (Z wanted to learn something new; wanted to write like Kenny; had never tried it before)

Why do you think Z wasn't good at writing? (It was hard; the crayons were breaking; Z couldn't write a "Z" very well)

Do you think Z really wasn't any good at writing? What did Z need to do instead? (Keep trying; practice; calm down; try a different way)

What happened after Z kept practicing? (Z was able to write a "Z"; Z was happy to learn how to do it)

What do you think would have happened if Z had stopped trying? (Z would have felt sad; wouldn't have been able to write Z's name; would not have tried writing anything else).

AFTER READING

Why is it important to keep trying, even when things are hard? (I can learn how to do it; I can get better at it; I can figure out a new way to do it)

What would happen if you gave up trying something new every time it seemed hard? (I wouldn't learn new things; I would feel bad if I couldn't do some things)

EXPLORE AND PRACTICE

HOW WE CHANGE

Students discuss the ways and reasons that people can change what they like, feel, and do and describe and draw one way they have changed.

SET THE STAGE

Discuss the concept of change.

Point out a variety of things in and around the classroom (e.g., a chair; the classroom pet; a tree outside the window) and discuss whether each stays the same or changes and why they change (e.g., grow bigger; leaves change with the seasons).

TIP

If students generate “creative” answers about change in inanimate objects, guide their understanding by asking if those objects could change “all by themselves.”

FACILITATE THE ACTIVITY

Next, ask the class if they think people can change, and discuss some examples.

Think about what you were like as a baby. How are you different now? (Learned how to talk and walk; can eat all kinds of foods; have younger brothers and sisters)

Think back to the beginning of the school year. How have you changed since then? (Grew taller; made new friends; learned how to ride a bike)

Summarize the idea of change in people.

Everyone changes in many ways because everyone has the ability to grow and learn new

things. You can also change because you decide you want to be different. You can decide to change your mind about what you like or how you feel about something or what you like to do.

Have students sit with their buddies and briefly review some of the ways they have changed. Guide them in thinking how they will change in the next year (e.g., what is something new you want to try? What is something you think you will learn? What do you think you will look like when you are five?). Have them draw and dictate/write about one way they think they will change. Encourage buddies to compare their work with one another, and then gather them to discuss with the class.

WRAP IT UP

- What would it be like if everyone was the same all the time and never changed? (Boring; never be surprised; wouldn't learn or try anything new; wouldn't make new friends)
- What would happen if you thought you could never change or learn anything new? (Wouldn't try anything new; wouldn't try to learn things)

SUPPLEMENTAL ACTIVITIES

Changing Role-Play:

Have students role-play an activity (e.g., eating; swinging a baseball bat; marching) or emotion (e.g., sad; surprised; excited), and then ask them to think of a different activity or emotion and change their action or expression to it. Invite the class to guess the new action.

UNIT 3

Communication

OVERVIEW

Unit 3 focuses on promoting comfort, self-confidence, and respect when students communicate with others and helping them develop and practice positive and successful communication skills.

GOALS

This unit is designed to help students:

- Develop skills for careful and thoughtful listening.
- Develop respectful and reciprocal patterns of communication.
- Gain positive and effective strategies for asserting their ideas, preferences, and needs.

ACTIVITIES

Activity 3.1

Listening to Others—Students discuss the importance of being thoughtful and careful listeners and practice how to use whole-body listening skills (eyes looking, ears listening, mouth quiet, body still) during a game.

Activity 3.2

Responding to Others—Students discuss the importance of reciprocal communication and practice “talking back and forth” with a peer.

Activity 3.3

Being Assertive—Students discuss the importance of speaking up in a respectful way and practice how to Speak Up and Speak Kindly.

3.1 LISTENING TO OTHERS

Suggested information to share with families in the classroom newsletter:

- Our class is discussing how to be good listeners (eyes looking, ears listening, mouths quiet, and bodies still), how this is respectful, and how it shows we care what others are saying.

Suggested activities:

- Ask your child how he or she uses his or her entire body to be a careful listener.
- Brainstorm to create a special signal to remind or reinforce family members regarding good listening.
- Tell your child when you notice him/her demonstrating good listening skills.

3.2 RESPONDING TO OTHERS

Suggested information to share with families in the classroom newsletter:

- Our class is learning about conversation and practicing ways to contribute to a conversation, including listening thoughtfully and making relevant comments and questions.

Suggested activities:

- Ask your child to share some examples of “conversation makers” and “conversation breakers.”
- Choose a topic that is interesting to both of you, note the time, and see how long you can continue the conversation with each another.

3.3 BEING ASSERTIVE

Suggested information to share with families in the classroom newsletter:

- Our class is learning that it is important to speak assertively to share our ideas and feelings or ask for help, and we are practicing how to Speak Up and Speak Kindly.

Suggested activities:

- Ask your child what tone of voice is used when you or he or she speak up.
- Ask your child what kinds of words are used when you or he/she speaks up.
- Tell your child when you notice him/her using a strong, respectful voice and kind words to speak up.

OVERVIEW

Read and Discuss:

Being a Good Listener

Explore and Practice:

Z Says

GOALS

This set of activities is designed to:

- Promote attentive listening skills.
- Foster self-regulation.

LEARNING OBJECTIVES

Students will be able to:

- Describe and demonstrate attentive listening.
- Identify examples of attentive listening.

KEY CONCEPTS AND VOCABULARY

Listening to others is important because:

- It shows that we care about what they are saying.
- It is respectful.
- We can learn about them.

To be a good listener:

- Look at the person who is speaking.
- Listen with your ears.
- Keep your mouth quiet.
- Keep your body still.

If you don't hear or understand what others say, you can ask questions.

MATERIALS

- Being a Good Listener Story
- Whole Body Listening Cards (pages 170-171)

RESEARCH AND RELEVANCE

The ability to listen to others in a thoughtful and careful manner is critical for children's social and academic learning, allowing them to gain information and develop vocabulary, comprehension, and oral language skills. Although young children make increasing strides in their ability to self-regulate—including paying attention and controlling their bodies—there are a number of factors that can make it challenging for them to listen carefully. Environmental challenges may include external distractions such as noise and movement, which cannot always be controlled, and internal challenges may include comprehension difficulties, a lack of motivation or interest, or competing interests. It is important to provide them with many opportunities to practice focused, attentive listening, and to help them monitor their own listening behavior and comprehension.

THINK ABOUT THIS...

- Have you ever found yourself not listening to a student, or colleague? In what situations do you notice this happening?
- How do you model appropriate listening and responding with the students in your classroom?

TRY THIS TODAY...

Be explicit in describing how you are modeling and engaging in attentive listening with the students.

- We can talk about your question as soon as I finish writing the agenda on the board so that I can give you my full attention.
- Gina, would you please scoot a little to the left of where you're sitting? I want to make sure we can all see one another while we're talking.

READ AND DISCUSS

BEING A GOOD LISTENER

Students listen to the story, discuss why it is important to listen to others, and how to listen carefully using their whole body.

BEFORE READING

When is it important to be a good listener?
When can it be difficult to be a good listener?

In this story, Z has a hard time listening. The kids help Z learn that it is important to be a good listener and to use the entire body when listening. Listen to the story with your eyes and ears, and keep your voice quiet, and your body still.

As you listen to the story, pay attention to times when Z forgets how to listen and for times when Z listens well.

DURING READING

What should Z have done instead of interrupting Jeremy? (Waited for Jeremy to finish talking; listened to Jeremy's story)

If you wanted to say something while someone else was talking, what could you do instead of interrupting? (Cross your fingers to remember what you want to say; find something to do while you wait; say "Excuse me" if it is something that can't wait)

How do you think Kim felt when Z wasn't listening to her? (Sad; frustrated; ignored) How do you think she felt later when Z did listen to her? (Happy; respected; Z cared what she was saying)

What are some ways Z learned to use the whole body to listen carefully to others? (Look at the person, listen to what he/she is saying, keep voice quiet, and keep the body still)

TIP

Remind students that some people use their eyes, ears, mouths, and bodies in different ways to listen and communicate (e.g., some people communicate with gestures).

AFTER READING

What can make it hard to listen? (It's noisy; I want to do something else; I want to talk; there are other things going on)

What could happen if you weren't listening very well to what others were saying? (They might think I don't care about what they are saying; I could miss out on something fun; I wouldn't hear directions; I won't learn things)

What could you do if you forgot to listen or couldn't hear what someone was saying? (Ask the person to repeat it; ask questions)

EXPLORE AND PRACTICE

Z SAYS

Students discuss how to pay attention and listen using their eyes, ears, mouth, and body and then practice listening during a game.

SET THE STAGE

Explain that the class will be talking about good listening, and that you need a volunteer to help you demonstrate how to be a good listener. Invite the volunteer to stand next to you, and ask a question that requires more than a brief answer (e.g., What happened in the story we just read?). As the volunteer replies, demonstrate poor listening skills in a silly, exaggerated manner (e.g., look around the room; hum loudly; turn and say hello to another student; walk around the volunteer; put your head down).

When finished, thank the class for listening to the volunteer, and ask them how you did at being a good listener and how you could have listened better.

FACILITATE THE ACTIVITY

Discuss why it is important to listen to others and how to be a careful listener using the whole body.

TIP

Be sensitive to cultural differences in beliefs about appropriate eye contact when talking with someone.

Listening to others shows we care what they are saying and helps us learn and understand things. When we are paying attention and eyes are looking at them.

- Our eyes are looking at them.
- Our ears are listening to what they are saying.
- Our mouths are quiet.
- Our bodies are still.

Show the Whole Body Listening cards one at a time. Have the class repeat them and then demonstrate good listening with their whole bodies.

Ask the class to listen carefully as you share two to four listening scenarios (refer to suggested scenarios below), and have them decide if the buddy is listening with the entire body or could listen better. If the buddy could listen better, invite a volunteer to select the Whole Body Listening card that represents what the buddy needs to improve and why.

Suggested Scenarios

- When you tell your buddy about your new backpack, he or she turns to look at you and listens to what you are saying.
- When you ask your buddy if he or she wants to play, he or she keeps looking down at his or her book and reading.
- While telling your buddy what you did last night, he or she stops listening and thinks about what he or she did last night.
- Your buddy really wants to start playing a new game, but sits still and listens while you explain how to play.
- When you are talking about a new movie you saw, your buddy interrupts to say he or she wants to see that movie, too.
- Your buddy starts writing while the teacher is still giving directions.

Next, ask the class to stand up, and explain that they will be playing a game in which they need to be good listeners to follow directions.

Today we are going to be good listeners while we play a game called Z Says. In this game, if I start by saying Z says, you will need to do what I say next. I may tell you to wave your arms in the air, wiggle around, jump up and down, or make a big smile. If I don't say Z says first, then you should stay still and do nothing. Listen carefully so that you know what to do.

With a volunteer, model how to play Z Says, and then play several rounds of the game with the entire class. Have students turn to their buddies and practice several rounds of Z Says with each other (give each buddy a specific number of turns).

VARIATIONS

You can have buddies turn and play Z Says with each other (give each buddy a specific number of turns).

WRAP IT UP

- What are four ways we use our whole bodies to be careful listeners? (Listen with our ears, look with our eyes, keep our mouths quiet, and bodies still)
- How does it help our class when everyone is a good listener? (We can hear one another; we know what to do next; we show that we care what the speaker is saying; we can learn things) When can we practice being good listeners to one another?

EXTENSION

Have students draw or write the pledge prompt, "I will be a good listener by _____."

SUPPLEMENTAL ACTIVITIES

If You're Listening (with Your Whole Body) and You Know It:

Sing and act out the song, but add challenges by including both verbal and nonverbal instructions (first demonstrate with a volunteer). For each verse, alternate between verbally naming or silently demonstrating the movements so that students have to use their eyes and ears to follow the instructions.

Listen and Guess:

Have students close their eyes. Make various sounds (e.g., shake a water bottle; drum your fingernails; turn the pages of a book) one at a time and have them guess the sound.

Listen and Match:

As you name each of the four body parts associated with good listening, ask students to name and demonstrate the corresponding listening skill. Try varying the volume or tone of your voice when naming each body part, and have students name the skill in the matching volume/tone.

Listening Challenge:

Before reading a story, give students one to three pieces of information to pay attention to during the story.

The Waiting Game:

Discuss why students have to wait before speaking to someone (e.g., When the other person is already talking; when it's not your turn to speak; when the person is talking or listening to someone else; when the person is busy and can't listen to you) and how it can be difficult to listen to what someone is saying if

they are thinking of what they want to say instead. Brainstorm strategies for waiting to talk. Ask students a question (e.g., Where would you like to visit on vacation?) and encourage them to listen carefully to your own answer while they wait to share theirs. Have them listen for 5 or 10 seconds as you answer, and then have them turn to their buddies and share their answers. Do this a few more times, lengthening the waiting period.

Buddy Time Sing-a-long CD: Good Listener:

Listen (like a good listener!) to the song and discuss how to be a good listener to everyone you meet.

OVERVIEW

Read and Discuss:

Talking Back and Forth

Explore and Practice:

Back and Forth Buddies

MATERIALS

- Talking Back and Forth Story
- Balls or small objects to pass (e.g., beanbags, talking sticks; one per buddy pair).

GOALS

This set of activities is designed to:

- Promote reciprocal communication skills.
- Foster self-regulation.

LEARNING OBJECTIVES

Students will be able to:

- Demonstrate taking turns listening and talking with a partner.

KEY CONCEPTS AND VOCABULARY

It is important to listen carefully, think about what the person is saying and respond appropriately.

To respond means to answer someone by saying or doing something after speaking to you.

Responding to others is important because it lets the person know:

- That you listened
- That you thought about what was said

It is fair to take turns speaking and listening.

RESEARCH AND RELEVANCE

Responding to others is an often-overlooked communication skill. In addition to listening attentively, it is important for students to understand that it is considerate to acknowledge that someone has spoken to them by responding verbally or physically. The ability to engage in reciprocal, “back and forth” communication is critical for being able to maintain conversations with others.

THINK ABOUT THIS...

- Have you ever found yourself having a hard time really listening to someone because you were thinking about the next thing you wanted to say? What strategies do you use to help yourself focus on your partner’s words when you are eager for your turn to speak?
- Have you ever found yourself listening carefully to a student or colleague, but not explicitly acknowledging (verbally or non-verbally) that you have heard them? In what situations do you notice this happening?
- How do you model appropriate responding with the students in your classroom?

TRY THIS TODAY...

Be explicit in reinforcing students when they use reciprocal communication skills such as responding to one another and talking turns.

- I noticed that when Ginger said “hello” to you, you turned to her and said “hi” right back. I’ll bet that made her feel good that you answered.
- I hear everyone at the blue table sharing some great stories about favorite places to go on vacation. Because you’re all listening so carefully, everyone is getting a turn to tell his or her story.

READ AND DISCUSS

TALKING BACK AND FORTH

Students listen to the story and discuss why it is important to respond to others and to take turns speaking and listening.

BEFORE READING

If you were talking with a friend, what could happen if you both spoke at the same time, all the time?

In this story, Z doesn't understand how to go back and forth when talking to someone. The kids help Z learn how to listen and then respond and how to take turns talking.

As you listen to the story, pay attention to what happens when Z is talking with the kids and forgets to take turns.

DURING READING

To respond means to answer someone by saying or doing something after speaking to you. How do you think the kids felt when they talked to Z and Z didn't respond? (Sad; ignored; didn't know if Z heard them) Why is it important to respond when someone speaks to you? (The person knows I was listening and knows I care about what was said)

Was it fair for Z to keep talking about animals instead of letting the kids speak? If Z didn't give the kids a turn, how do they feel? (Sad; bored; wouldn't want to talk to Z anymore)

AFTER READING

Why is it important to take turns talking and listening? (It's fair; it gives everyone a chance to talk and listen; it gives everyone a chance to ask

questions; we can hear everyone's ideas and stories).

When someone talks to you, what are some ways you can respond to indicate you heard and thought about what was said? (Answer with words; nod; shake my head; smile at him/her; do what the person asked)

TIP

Provide a prompt if necessary (e.g., How could you respond if someone said hello to you?)

EXPLORE AND PRACTICE

BACK AND FORTH

Students practice taking turns listening and speaking as they talk with a buddy.

SET THE STAGE

Gather students in a circle with their buddies. Explain that they are going to take turns going back and forth saying a rhyme together and that they should listen carefully and think about what they are saying. When you point to them, they should respond with the word that comes next. Recite a familiar rhyme or chant, stopping and pointing to students so they can respond by filling in key words.

Row, row, row your [point].

Gently down the [point].

Merrily, merrily, [point].

Life is but a [point].

Ask if it would have been difficult to respond if they hadn't been listening and thinking of what you were saying.

FACILITATE THE ACTIVITY

Review the importance of taking turns speaking, listening, thinking, and responding.

When you're talking with someone, it's important to go back and forth and take turns speaking and listening. That's fair because everyone has a chance to say things and listen to what the other has to say. When it's your turn, listen carefully, think about what the person is saying, and respond appropriately.

Explain that they will be talking with their buddies. With a volunteer, model passing a ball back and forth as you take turns talking (e.g., What you both had for breakfast). Ask the volunteer to pay attention and alert you if you forget to take a turn. "Forget" a couple of times by continuing to hold the ball and (1) talking for a long time, or (2) not responding at all. Point out how the volunteer is a good listener when you are speaking.

Have students sit and face their buddies, and give each pair a ball. Have the buddies demonstrate how they will look when they are being good listeners with each other. Explain that the person holding the ball should speak and then roll the ball to the buddy. When the buddy receives the ball, it is that person's turn to speak and then roll it back. Provide a topic (e.g., favorite movie), monitor buddy exchanges, and end the conversation after a short time. Repeat with another topic as time allows.

Have everyone share with the class things they learned about their buddies.

TIP

Let students know when they can each have one more turn-and-pass of the ball before time ends.

WRAP IT UP

- How did you make sure you and your buddy both had a chance to talk and listen? (Took turns; listened to each other)
- Was it hard for you to wait for your turn to talk? What did you do while you waited? (Listened, thought about what my buddy was saying, looked at my buddy)

SUPPLEMENTAL ACTIVITIES

Back and Forth Chants:

Split the class into two groups facing each other and lead them in a familiar chant, with half the class beginning the chant and the other half (1) repeating the words or (2) saying the next part of the chant.

Buddy Time Sing-a-long CD:

Good Listener:

Listen to the song and discuss how to take turns and “talk about you, talk about me.”

OVERVIEW

Read and Discuss:

Our Words Are Important

Explore and Practice:

Speak Up, Speak Kindly

GOALS

This set of activities is designed to:

- Foster self-confidence in communicating needs, desires, and ideas.
- Promote assertiveness skills.

LEARNING OBJECTIVES

Students will be able to:

- Identify situations in which it is appropriate or inappropriate to speak up.
- Demonstrate respectful, assertive speaking.

KEY CONCEPTS AND VOCABULARY

You can speak up with others because your ideas and feelings are important to share.

When you speak up and speak kindly:

- Stand tall.
- Look at the person.
- Use a strong, respectful voice.
- Use kind words.

If someone doesn't hear or understand you, try again or try a different way.

MATERIALS

- Our Words Are Important Story
- Speak Up, Speak Kindly Cards (pages 172-173) (cut into cards)

RESEARCH AND RELEVANCE

For social interactions to be successful, students must not only practice good listening but also communicate to others effectively. Sometimes it can be challenging or uncomfortable for them to speak up appropriately, and this can prevent them from having their ideas, desires, and needs heard, acknowledged, and addressed. Some students are quiet, timid, or passive and need support developing self-confidence to assertively express themselves. Others are loud, boisterous, or aggressive and need support speaking respectfully so that others will listen. There can also be a mismatch in communication styles. Some may be more direct in their expressions (e.g., I need that red crayon you have; Please hand me that red crayon), whereas others may have an indirect manner (e.g., May I please use that red crayon? I don't have a red crayon to use). Students can find that their communication attempts are successful with some peers but less effective with those who have different expressive styles.

Students need to feel that their words and ideas are important. Self-confidence in speaking up is enhanced when they are in a safe, respectful environment and when they see others around them acknowledge and value what they say. The ability to communicate effectively also fosters a sense of self-agency—the feeling that they can and do have some influence and control within their social environment and interactions—which will motivate them to engage in these interactions with others again.

THINK ABOUT THIS...

- Do you find any particular communication behaviors more challenging—listening thoughtfully, waiting to share your own ideas, speaking up with your ideas? What contexts make these behaviors more difficult?

I heard Sergio remind everyone to wait quietly in line, and then I noticed that you all stopped chatting. It was good that he spoke up in such a clear, strong voice so that everyone could hear and be reminded.

TRY THIS TODAY...

Reinforce students for speaking assertively, and provide support for those who are passive or reluctant to speak up in a group.

- You all have some good ideas about how to solve this problem. Let's make sure you hear from everyone—what do you think, Liam?
- You look like you might have an idea, Christina. Would you like to share what you're thinking?

READ AND DISCUSS

OUR WORDS ARE IMPORTANT

Students listen to the story, discuss why it is important to speak up, and when speaking up is appropriate.

BEFORE READING

Have you had a great idea that you wanted to tell someone? What did you do?

In this story, Z doesn't want to tell the kids of an idea because Z is feeling shy and it doesn't seem as if anyone is listening. The kids help Z learn that it's okay to speak up, because everyone has important things to say.

As you listen to the story, pay attention to what Z does when Z has an idea, and if it worked or didn't work.

DURING READING

What happened when Z pointed at the green button? (The kids didn't know what Z was trying to say) What happened when Z whispered about the green button? (The kids didn't hear)

Is it okay to speak up with an idea, even if it doesn't work or isn't the best idea? Why? (Everyone's ideas are important; everyone should get a chance to share their ideas and feelings)

What did Z finally do so that the kids heard the idea about the green button? (Spoke up; used a strong voice)

What if Z hadn't spoken up about the green button—what would have happened? (They wouldn't have known how to fix the bubble machine; Z would have felt badly; they wouldn't have played with the bubbles)

AFTER READING

When would you need to speak up to someone? (When I need help; when I want something; when I have an idea; when I want to play with someone).

What could you do if you tried to speak up and no one heard you? (Say it again; say it in a louder, respectful voice; say the person's name; wave or tap someone softly to get his or her attention; ask an adult for help speaking up)

Do you think it's okay to speak up and say anything at all that you want to say? What types of words should you use when you speak up? (Kind words; respectful words)

TIP

Emphasize to students that they can Speak Up, Speak Kindly.

EXPLORE AND PRACTICE

SPEAK UP, SPEAK KINDLY

Children discuss when it is appropriate to speak up to others and practice how to Speak Up, Speak Kindly.

SET THE STAGE

Tell the class that you have something fun you want to talk about with them (e.g., a book or activity to be introduced later in the day). Quietly pause and wait for them to question you, prompting them if they do not respond (Do you think I should tell you?). Next, whisper or mumble what you have to say, or speak with your head down. Wait, and prompt if necessary (Could you hear what I said to you?). Discuss why it is important to speak up when someone has something to share (They can tell their ideas; others will know what they want to say)

FACILITATE THE ACTIVITY

Discuss why it is important to Speak Up, Speak Kindly.

Everyone has something to say, and it's important to know that you can speak up and tell others what you think, feel, or need. When you speak up, it's important to speak kindly; you can share your thoughts and feelings with others, but you also respect their thoughts and feelings.

Have students face their buddies and practice each skill as you describe and model each aspect of Speak Up, Speak Kindly.

Stand tall.

- Standing tall helps you speak clearly.
- Stand (or sit) with your head up and shoulders back.

Look at the person.

- It's important to look at your partner so he or she knows you're speaking to him or her.
- Stand tall and look at each other.

Use a strong, friendly voice.

- It's important to use a clear, strong, and friendly tone of voice.
- Demonstrate speaking in different tones, and ask each other if your voice is not strong enough or too strong.
- Stand tall, look at each other, and practice speaking with a strong, clear voice (e.g., Hi, buddy!)

Use kind words.

- It is okay to speak up when your buddy has an idea, wants something, or needs help, but it's not okay to say things that are hurtful.
- Stand tall, look at each other, use a strong voice, and say something kind (e.g., I think you're great because _____). Remind partners to respond (e.g., Thank you.).

Have buddies face the group in a circle.

You are going to have a chance to Speak Up and Speak Kindly to the entire class, just like you did with your buddy. When your classmates are speaking, listen carefully and think about what the person is saying.

Have a volunteer choose a Speak Up, Speak Kindly card and ask the class if it is okay to Speak Up in that situation. If so, go around the circle (starting with the volunteer) and have several students demonstrate what they would say in a clear, strong, and kind voice (if not okay, discuss why). Choose additional cards and continue around the circle so that each child has an opportunity to practice Speaking Up.

TIP

Be aware of cultural differences in beliefs about appropriate eye contact when talking with someone.

TIP

Establish a system for which buddy speaks first.

WRAP IT UP

- What do you do with your eyes when you speak up and speak kindly? (Look at the person) What kind of voice do you use? (Strong; clear; friendly; respectful) What kind of words do you use? (Kind; friendly; respectful)
- How does it help others when you Speak up and Speak kindly? (I can share my ideas and feelings with them; I can help them; I can say nice things to them)

SUPPLEMENTAL ACTIVITIES

Say It Loud, Say It Proud:

Gather the class in a circle and pass around a “microphone,” giving each student an opportunity to briefly share a topic (e.g., something they would like to do this weekend) and practice assertive speaking.

UNIT 4

Problem Solving

OVERVIEW

Unit 4 focuses on fostering students' ability to resolve conflict and work cooperatively and compatibly with others.

GOALS

This unit is designed to help students:

- Accept and value different feelings and perspectives.
- Develop empathy.
- Identify and generate solutions to interpersonal problems.
- Develop cooperation skills.
- Understand how to compromise with others.
- Practice self-regulation.

ACTIVITIES

Activity 4.1

Identifying Problems—Students discuss the first two steps in problem-solving (Stop, Talk), practice recognizing different perspectives, and state the problems described in peer scenarios.

Activity 4.2

Solving Problems—Students discuss the last two steps in problem-solving (Think, Try), practice generating positive solutions to problems presented in scenarios, and problem-solve with a peer during a collaborative project.

Activity 4.3

Cooperating—Students discuss teamwork skills and work together on a collaborative construction activity.

Activity 4.4

Being Considerate—Students discuss being considerate of others and practice strategies for self-regulation during a dance.

4.1 IDENTIFYING PROBLEMS

Suggested information to share with families in the classroom newsletter:

- Our class is discussing that it's okay for people to have different feelings or ideas about the same thing or the same situation and that we can disagree respectfully. We are learning that it is important to talk to one another so that we know how everyone feels and thinks and can understand the problem.

When you have a problem or disagreement, you can:

- STOP and calm down.
- TALK about each person's perspective so you understand the problem.
- THINK of possible solutions.
- TRY a solution and see how it works for everyone.

Suggested activities:

- Talk with your child about the first two steps to solving a problem (Stop, Talk).
- Encourage your child to use calming strategies (e.g., taking deep breaths, counting slowly, thinking of something beautiful, hugging a stuffed animal) when upset or overexcited.
- Take opportunities, when reading stories or watching videos that involve a conflict or difference of opinion, to guide your child in recognizing each person's perspective and using words to label the problem (e.g., She is angry because her little brother tore up her homework, but he really likes to rip and crunch paper. It seems like the problem in this story is that when she leaves her homework on the table, her little brother can get it and ruin it.). This gives children practice in developing empathy and identifying problems in situations in which they are not involved (and possibly already feeling upset).

4.2 SOLVING PROBLEMS

Suggested information to share with families in the classroom newsletter:

- Our class is discussing that it's okay for people to have different ideas regarding how to solve a problem. We are learning that it is fair to listen to everyone's ideas and work together to choose a solution that makes everyone feel okay.

As in Identifying problems, when you have a problem or disagreement, you can:

- STOP and calm down.
- TALK about each person's perspective so you understand the problem.
- THINK of possible solutions.
- TRY a solution and see how it works for everyone.

Suggested activities:

- Talk with your child about the last two steps to solving a problem (Think, Try).
- Ask your child what it means to compromise.
- Take opportunities while reading stories or watching television that involve a conflict or a difference of opinion, to pause and ask your child to think of as many possible solutions to the problem as he/she can (e.g., What if...?). Guide your child in thinking about the consequences of these possibilities for each person involved (e.g., If they decided to play "restaurant" in the loft, most would be happy, but what about the child who is afraid to climb up to the loft? What would he do?).

4.3 COOPERATING

Suggested information to share with families in the classroom newsletter:

- Our class is discussing what it means to be fair and to cooperate when playing or working with others, and we are doing some activities that give everyone a chance to work as a team.

Suggested activities:

- Ask your child to think of things that are important to do when working together (e.g., include everyone; listen and cooperate; use kind words).
- Talk with your child about the ways your family cooperates with one another (e.g., making dinner; washing the car; putting together a puzzle, etc.), and discuss how much fun it can be to work together and that everyone helps to get the job completed.
- Tell your child when you notice him/her using teamwork skills and point out how it is helpful (e.g., I saw how carefully you were listening to Grandma explain how to pat the soil down around the plant, and the garden looks great after all your hard work today!).

4.4 BEING CONSIDERATE

Suggested information to share with families in the classroom newsletter:

- Our class is discussing how sometimes we can be very excited and active, and other times we can be very calm and still. We are learning ways to change our behavior when it is necessary so that we can respect and get along with others around us.

Suggested activities:

- Ask your child what it means to “have the ziggles” and how to turn them up or down.
- Play games that help your child practice self-regulation, or purposely change their behavior:
 - Alternate between counting to 10 very quickly and then very slowly.
 - Play loud music and dance excitedly, and then begin to dance more slowly as you turn down the volume.
- Brainstorm with your child to create a special signal (e.g., palms facing up/down to indicate “turn it up” or “turn it down”) that can provide him/her with a gentle reminder to adjust his/her behavior (e.g., “pump it up” or “calm down”), and help him/her to practice doing this.
- Tell your child when you notice him/her intentionally calming down, and discuss how that feels.

OVERVIEW

Read and Discuss:

Different Feelings Are Okay

Explore and Practice:

Spot the Problem

GOALS

This set of activities is designed to:

- Promote skills in recognizing and identifying interpersonal problems.
- Encourage self-confidence in sharing feelings and ideas.
- Foster awareness and acceptance of different feelings and perspectives.

LEARNING OBJECTIVES

Students will be able to:

- Name the first two steps in problem solving (Stop, Talk).
- Identify multiple perspectives and state the problem in a given scenario.

KEY CONCEPTS AND VOCABULARY

It's okay to disagree if you feel differently from someone else.

When you have a problem or disagreement, you can:

- STOP and calm down.
- TALK so you can understand and say the problem.

- THINK of possible solutions.
- TRY a solution and see how it works for everyone.

MATERIALS

- Different Feelings Are Okay Story
- Problem Solving Poster
- Spot the Problem Scenario Cards (pages 174-176)

RESEARCH AND RELEVANCE

Conflicts are a natural part of social interactions—people often have different feelings, perspectives, or ideas. Young children often need additional support in negotiating conflicts with peers because they have difficulty with another’s perspective (particularly when upset), and this can make it difficult for them to think of solutions that will be mutually satisfying for everyone involved. One strategy that children use to avoid conflict is going along with what others want, even if it does not make them feel okay. Avoiding conflict does not solve the problem—they should feel comfortable expressing their ideas and feelings respectfully, even when these are different from those of others.

Adults can provide support by guiding children to stop and remain calm, talk about each person’s feelings and perspectives so that they can identify the problem, generate possible solutions and potential consequences, and choose and try a course of action and see how it works. Younger children are usually able to do these steps in simple forms and with adult facilitation. With time and practice, these steps can become more detailed and nuanced, as children’s social interactions become more complex. Eventually, children will develop the flexible capability to begin to resolve peer disputes without assistance.

WHAT YOU CAN DO TO PROBLEM-SOLVE

Children can	Adults can
STOP and calm down.	Remain calm, acknowledge, and label how children feel, and help them by using calming strategies.
TALK about the situation and state the problem.	Gather information by asking their perspectives on the situation; guide children in stating the Problem.

THINK ABOUT THIS...

- Have you ever ended up in a conflict because of missing or misunderstanding someone else's feelings or perspective?
- When a friend or colleague does not share the same opinion on a matter of importance to you, how likely are you to feel that this person is "wrong?" How hard do you try to accept or understand their opinion and/or to explain or convince them of the "right" perspective?
- What strategies do you find effective in working with people whose ideas or feelings differ from your own?

TRY THIS TODAY...

When reading stories or discussing events (e.g., a story that a student is sharing with the class) that involve a conflict or difference of opinion, take opportunities to guide the students in recognizing each person's perspective and use words to label the problem. This provides practice in developing empathy and identifying problems in situations in which they are not currently involved (and possibly already feeling upset).

- What did the older sibling want to do with her drawing? How did she feel when her little brother scribbled on it? Do you think he meant to ruin her picture and make her angry? Why do you think he scribbled on it? So it sounds like the problem is that her brother likes to scribble on paper, but sometimes he scribbles on her drawings when they are left on the table.

READ AND DISCUSS

DIFFERENT FEELINGS ARE OKAY

Students listen to the story and discuss how to STOP and calm down, TALK to one another so they understand the problem, and work together to find a solution.

BEFORE READING

Think about a time when you were playing with a friend and you each wanted to do something different. What happened?

In this story, Z doesn't want to do what the kids want, so they help Z learn that it's okay to disagree and have different feelings and ideas. When you have a disagreement, you can stop and talk about the problem so you can figure out how to solve it together.

As you listen to the story, pay attention to how Z and the kids feel differently so you can spot their problem.

DURING READING

How did the kids feel about going outside to splash in the puddles? (Excited; happy) How did Z feel about doing this? (Worried; sad) Do you think this will be a problem playing together?

Why did Z agree to go outside with the kids? (Z knew they were excited to go outside; didn't want them to be upset) If Z had gone outside at first, without stating the problem, what could have happened? (Z could have gotten wet and cold; wouldn't have had fun; could have felt sad or angry)

When Z and the kids finally figured out that they disagreed, what is the first thing _____ they did? (Stopped) Why is it important to stop first when there is a disagreement? (We can

calm down; we can think more clearly) What are some ways you can calm yourself down? (Take a deep breath; count to 5; think of something that makes me happy)

After they stopped, what did they do next? (Talked and listened to one another so they could figure out the problem)

What was the problem? (They wanted to do different things; they didn't feel the same way about playing in puddles)

What was their solution? (The kids gave Z a raincoat and boots to wear outside so Z could stay dry and warm) Was this a good solution? Why? (They all agreed on the solution; everyone felt okay about it; the kids got to go outside and Z didn't get wet)

EXTENSION

Have students practice taking a deep breath and letting their bodies relax.

AFTER READING

Why is it important to share your feelings and ideas, even if you disagree with someone? (Everyone's feelings and ideas are important; it helps people understand one another; I can figure out the problem and think of different solutions)

Why is it important to stop and calm down before you talk about a problem? (So we can listen to each other; so we can speak kindly to each other)

EXTENSION

Have students turn to their buddies and practice disagreeing by Speaking Up and Speaking Kindly in a strong, respectful voice (e.g., I disagree; I have a different idea; I feel differently).

EXPLORE AND PRACTICE

SPOT THE PROBLEM

Students discuss the first two steps in problem solving (Stop, Talk), practice identifying different perspectives, and state problems presented in scenarios.

SET THE STAGE

Share a real class scenario and ask students if they think this would be a problem (e.g., We only have one pair of mittens in the theater box. What if two students want to wear the mittens at the same time? Would this be a problem?).

Discuss the first two steps in problem solving, referring to the Problem-Solving Poster found in this section.

[STOP] Sometimes when you are having a disagreement or problem with someone, you can feel upset or angry. The first thing to do is stop and calm down. When you are feeling calm again, you will be able to talk and listen to each other. So, what is the first thing you do when you have a problem? (Stop and calm down)

[TALK] After you are calm, the second thing to do is talk to each other about what is happening so you can understand the problem. You can say how you feel and listen to how the other person feels. When you figure out the problem, you can say what it is out loud. So what do you do together to figure out the problem? (Talk to each other)

TIP

Remind students of classroom guidelines for expressing angry feelings (e.g., It's okay to be angry and talk about it, but it isn't okay to hurt people or property).

FACILITATE THE ACTIVITY

Explain that the class will discuss different situations that could happen among them and try to spot the problem.

Guide the class in discussing the Spot the Problem Scenarios. Have them share answers with their buddies before inviting a few to share with the class. Read or role-play each scenario and:

- Identify the characters' feelings and what they could do if they need to calm down.
- Identify each character's goals or thoughts.
- State the problem in words.
- Briefly discuss one to two possible solutions.

WRAP IT UP

What is the first thing you do when you're having a problem with someone else? (Stop and calm down)

After you stop and calm down, what do you do next when you have a problem? (Talk and listen to each other about how we feel)

Why is it important for everyone to share his or her feelings? (Everyone's feelings and ideas are important; it helps us figure out the problem and think of different solutions)

SUPPLEMENTAL ACTIVITIES

Agree/Disagree Game:

Play a game in which you make a statement (e.g., I love chocolate ice cream.) and have students indicate whether they agree or disagree by giving a thumbs-up, thumbs-down, or flat hand (for “not sure”). Each time, ask for a volunteer from each group (agree, disagree, or not sure) to talk about his or her opinion, reminding the student to use respectful and positive statements (e.g., I like strawberry ice cream best! Instead of, Chocolate ice cream is disgusting!). Emphasize that everyone has different opinions and it is important to express opinions and differences respectfully.

Disagree Respectfully Role-Play:

Discuss some conflict scenarios, invite students to role-play the scenario; and demonstrate respectful and assertive ways to disagree using a strong voice, kind words; and respect for the other person’s feelings or ideas.

- You and a friend are building a sandcastle together. Your friend wants to put another bucket of sand on top, but you’re worried it will make the whole castle fall.
- A friend asks if you have seen a new movie and tells you, “It was the best movie ever!” You didn’t like the movie.
- You’re playing tag with friends when someone suggests that everyone ride bikes instead. You want to keep playing tag.

What’s the Problem Scenarios:

Use puppets or stuffed animals to act out brief problem-solving situations. Guide students in identifying how each of the characters feel, how to calm them down, and what each one wants.

Have them state the problem in words, and then brainstorm possible solutions.

- Two students reach for the puzzle box at the same time.
- One student wants to put stickers on their shared paper, but the other wants to use markers.
- One student accidentally smears another’s painting.

OVERVIEW

Read and Discuss:

Deciding Together

Explore and Practice:

Buddy Butterflies

GOALS

This set of activities is designed to:

- Promote skills in generating alternative solutions to interpersonal problems.
- Foster awareness that people can have different ideas about how to solve a problem.
- Emphasize fairness in problem solving and decision-making.

LEARNING OBJECTIVES

Students will be able to:

- Name the last two steps in problem solving (Think, Try).
- Generate fair solutions to given scenarios.
- Practice solving problems during a collaborative project with a peer.

KEY CONCEPTS AND VOCABULARY

There can be more than one way to solve a problem.

Everyone's ideas and feelings are important, so it is fair to decide together.

A good solution makes everyone feel okay.

When you have a problem or disagreement, you can:

- STOP and calm down.
- TALK so you can understand and say the problem.
- THINK of possible solutions.
- TRY a solution and see how it works for everyone.

MATERIALS

- Deciding Together Story
- Problem Solving Poster
- Buddy Butterflies Activity Sheet (page 177) or precut paper butterflies
- Art supplies
- Stickers

RESEARCH AND RELEVANCE

Young children can often have a difficult time thinking about the feelings and perspectives of others because they tend to focus on one thing at a time and on the more concrete (rather than internal) aspects of a conflict situation. Sometimes focusing on their own needs and feelings can lead children to behave in ways that seem controlling or bossy, and this can make it difficult to resolve conflict among peers. When conflicts occur in the classroom, they provide learning opportunities in which adults can guide children through the process of peaceful and effective problem solving. Helping children develop positive strategies for resolving their day-to-day conflicts with peers will prevent them from developing unhealthy patterns of behavior that could lead to social difficulties later in life. Other children benefit as well as they observe examples of positive conflict resolution.

WHAT YOU CAN DO TO PROBLEM-SOLVE

Children can	Adults can
THINK of possible solutions	ENCOURAGE students to think of multiple solutions; remind them to listen to one another's ideas; suggest additional solutions by prompting.
TRY a solution and see how it works for everyone	GUIDE students in choosing a solution (let them decide as long as it is reasonable); provide support in carrying out and evaluating the solution.

THINK ABOUT THIS...

- How do you tend to approach disagreements or conflicts with other adults—do you take charge, go along with the opinions of others, try to smooth over angry feelings, focus on solutions, etc.?
- Do you find compromising with others easy or challenging? Are there particular areas or situations that are more difficult for you to compromise?

TRY THIS TODAY...

- When reading stories or discussing events (e.g., a story a student is sharing with the class) that involve a conflict or difference of opinion, take opportunities to ask the class to think of as many possible solutions to the problem as possible. Guide them in thinking of the consequences for each person involved (e.g., If they decided that the playground field should be used for the kids who want to play soccer, those kids would be happy, but what about the kids who don't play soccer and still need somewhere to play other games? What would they do?).

READ AND DISCUSS

DECIDING TOGETHER

Students listen to the story, discuss the importance of listening to everyone's ideas, and work together to THINK of solutions that make everyone feel okay.

BEFORE READING

Have you and a friend ever had to figure out a problem together, like how to share something that you both wanted to use? How did you decide what to do?

In this story, the kids help Z learn that it's fair to decide things together. That means everyone shares their ideas, listens to one another, and decides on a fair solution that works for everyone.

As you listen to the story, pay attention to the different ideas Z and the kids have for solving the problem and whether they have a fair solution.

DURING READING

After Z and the kids found the caterpillar in the tree house, what problem did they have? (They wanted to do different things with the caterpillar) What were some of the ideas they had for solving the problem? (Put the caterpillar in the garden; smoosh it; take it home; keep it in the tree house)

Would it have been fair for Z to decide what to do with the caterpillar? How would the other kids have felt if they had to do it Z's way? (Sad; angry; Z wasn't listening to them)

After Z and the kids thought of different solutions for what to do with the caterpillar,

which solution did they decide on? (Kayla was going to bring her bug house to the tree house). Was this a fair solution? Why? (Everyone decided together; everyone felt okay about it)

AFTER READING

How does it help to think of different ideas in solving a problem? (Not everyone feels the same way; there can be many good ideas; we can choose the fairest solution)

Do you think it's fair if only one person gets to decide how to solve a problem? What can make it difficult? (People want things their way; forget to think about or ask about others' feelings and ideas; feel too upset about the situation to listen to others' ideas; can't think of other solutions)

What could you do if someone you were playing with wanted things to be only his or her way? (Say how you feel; suggest other ideas; ask an adult to help you work it out)

EXTENSION

You can brainstorm what the class would do if they found a caterpillar at school, highlighting the many solutions.

EXPLORE AND PRACTICE

BUDDY BUTTERFLIES

Students discuss the last two steps in problem solving (Think, Try), practice generating solutions to problems presented in scenarios, and problem-solve with a peer during a collaborative project.

TIP

Print butterflies on colored paper so that buddies have to choose a color together.

SET THE STAGE

Review the first two steps in problem solving and introduce the last two steps, referring to the Problem-Solving Poster.

[STOP, TALK] When you have a problem, the first thing to do is stop and calm down and then to talk to one another to figure out the problem.

[THINK] Once you have figured out the problem, the next step is to think of what you can do to solve it. There are many different ways to solve a problem, so it's important to listen to everyone's ideas so that you can decide together in a fair way.

[TRY] After you have thought of different ways to solve the problem, the last step is to choose one and try it out. You can ask yourself three questions to decide a good solution: Is it safe? Is it fair? Will everyone feel okay?

Discuss one to two conflict scenarios, reminding them that there can be many ways to solve a problem. For each scenario:

- State the problem in words.
- Discuss two to four possible solutions (including poor solutions).

- Predict the consequences of one to two of these solutions for each of the characters to determine if the solution is a good one.

Suggested Scenarios

- A classmate wants to sit at the puzzle center table, but there isn't enough room for anyone else.
- You and a friend are playing a board game. You reach for the spinner but your classmate says, "It's my turn!"
- A classmate said he would play with you on the playground, but when you go outside, he is already playing with someone else.

TIP

Have students share problem-solving ideas with their buddies before inviting them to share with the class.

FACILITATE THE ACTIVITY

Have students sit with their buddies and explain that they will practice being good problem-solvers as they work on a project together. Distribute one butterfly to each pair, and provide support as they decide fairly how to decorate it together. As they work, provide support and positive reinforcement for any problem-solving efforts, repeating the relevant steps (You and your buddy had a problem because you both wanted to put different stickers on your butterfly. You came up with a good solution to put different ones on each wing!). When necessary, remind them that if the solution doesn't work, they can think of more ways to solve the problem and try again.

TIP

Support buddies in deciding how to "share" their creation (e.g., leave it for a classroom display; make a second one; cut it in half, etc.).

WRAP IT UP

- Did you and your buddy have different ideas about how to decorate your butterfly? How did you solve the problem and decide together? (Thought of solutions; picked one to try)
- How do you know if the solution you decide to try is a good one? (It's fair; everyone feels okay about it)

SUPPLEMENTAL ACTIVITIES

Joint Committees:

Consider giving small groups of students a role in decision-making about classroom activities and routines. Small groups are a manageable context in which you can provide support as students practice sharing ideas, listening, negotiating, and compromising. For example, choose three students each day to select the afternoon story or song together. Facilitate this discussion so that they can all participate in the decision.

Problem-Solving Role-Play:

Discuss problem-solving scenarios. Invite students to think of a fair solution and to role-play an ending to the scenario.

OVERVIEW

Read and Discuss:

Being a Team

Explore and Practice:

Teamwork in Action – Puzzles

MATERIALS

- Being a Team Story
- Cooperation Cards (pages 178-181)
- Puzzles (one per team)

GOALS

This set of activities is designed to:

- Foster collaborative teamwork skills.
- Promote fairness in playing and working together.

LEARNING OBJECTIVES

Students will be able to:

- Name ways to cooperate with others.
- Practice cooperating with peers in a shared activity.

KEY CONCEPTS AND VOCABULARY

- When you work together with someone else, you can think of new ideas and do things that you can't do alone.
- Cooperation means that you listen to all ideas, share, and help one another.

RESEARCH AND RELEVANCE

As children develop their abilities to express their feelings and ideas, understand the feelings and perspectives of others, and exhibit self-control by paying attention and inhibiting impulsive behavior, they are better equipped to play with partners and groups and cooperate with others. Cooperative play creates opportunities for children to teach and learn from one another—two (or more) heads are often better than one. It also motivates them to be aware and supportive of mutual group goals, fosters a sense of interdependence, and emphasizes that communication and teamwork are important for success—each person’s contributions are important and valued.

THINK ABOUT THIS...

- Do you tend to prefer to work alone or with others? Does it differ at home than at work? What do you find challenging and/or helpful about working alone or together?
- How often do you plan activities in which your class can work with a partner or small group? What do you find challenging and/or helpful about facilitating group work with students?
- Have you considered how you could use the physical space in your classroom to promote teamwork? Are areas and materials set up that bring students into close proximity and encourage cooperation? What changes could you make to achieve those goals, while maintaining necessary classroom structures?

TRY THIS TODAY...

Promote cooperation, turn taking, and teamwork by setting up small group activities and centers with limited materials. For example, if four students are making collages at the art table, provide only one or two bottles of glue, or have pairs work together on one larger sheet of paper. Be mindful of individual developmental levels and their capacity to adapt to this challenge without creating extensive conflict, and be prepared to provide additional support for waiting, asking, and sharing with one another. Notice and specifically acknowledge cooperative behaviors.

- I see that you’ve figured out how to share the stickers with one another—choosing one sticker and then passing them to the next person is a great idea to make sure that everyone gets to use them!

READ AND DISCUSS

BEING A TEAM

Students listen to the story and discuss why it can be helpful to work together rather than alone, and how to do so fairly and cooperatively.

BEFORE READING

What is something that you like to play with other people? When you play or work together, what are some things you do to make sure that you are working as a team?

In this story, the kids help Z learn that it's important to cooperate with others and work as a team. This means that everyone listens, shares, and helps one another. Cooperating makes working together much more fun for everyone!

As you listen to the story, pay attention to times when Z and the kids are not cooperating and other times when they are working as a team.

DURING READING

What happened when Gabriel and Annie first tried to work together with Z to build the Zanderloo tower? (Z didn't include them; Z didn't listen to them; Z didn't share the blocks)
What did Z do? (Z was excited to play; wanted to show them the tower; forgot to share)

How do you think Annie and Gabriel felt when they weren't able to work as a team with Z?
(Sad; disappointed; bored)

Why is it important for everyone to work together? (It's fair; everyone gets to play; everyone has good ideas)

What did Z, Gabriel, and Annie do to be fair and cooperate at the end of the story? (Listened to

each other's ideas; decided what to build together; helped one another; shared the blocks; worked on the tower together)

TIP

Be sensitive to family and cultural differences in the emphasis placed on independence versus interdependence, while highlighting the positive aspects of cooperation and teamwork.

AFTER READING

When can you cooperate and work together with your classmates here at school? (Play games together; clean up together; build things together)

What can you do to be fair and cooperate when you're working together? (Listen to one another's ideas and decide what to do together; share; take turns; help one another)

TIP

Display the Cooperation cards as students share ideas, or record them on a chart.

EXPLORE AND PRACTICE

TEAMWORK IN ACTION—PUZZLES

Students work together on a collaborative puzzle activity

TIP

If supplies are limited, or for additional monitoring, have pairs or small groups take turns working at a “team center.”

SET THE STAGE

Show the class a puzzle box and ask them the hardest part about putting together a puzzle (lots of pieces; hard to find the right piece) and how it helps to work together with someone else.

Explain that they will be working with their buddies to put a puzzle together, referring to the Cooperation cards or chart.

Everyone is going to get a chance to practice cooperating with one another while working in teams to put together a puzzle. You'll need to listen to each other's ideas so you can decide together how to start. Then, remember to be fair and cooperate by sharing, taking turns, and helping as you work. Because you're a team, it's important to work together.

VARIATION

Have teams create a drawing or painting of their classroom or playground on large sheets of paper.

FACILITATE THE ACTIVITY

Have students sit with their buddies and distribute puzzles. As they work together, provide support and positive reinforcement for

their cooperative efforts (I see you cooperating and searching for that blue piece together!). If some are not participating or working separately, guide them in collaborating (It looks like you are each working on a different part of the puzzle. How will you connect them? Good idea for cooperating—you can both look for the pieces that go in the middle!)

After buddies have worked on their puzzles, gather the class back together to discuss the experience.

TIP

Take photos of each team in action.

WRAP IT UP

- Did you have different ideas about how to start your puzzle? (Sort the pieces; find the edges) How did you decide together? (Listened to each other's ideas; asked each other what to do)
- What are some ways you cooperated and made sure that everyone participated? (Shared the puzzle; helped each other look for pieces; handed each other pieces)

EXTENSION

Have students draw and write about how they cooperated and worked together as a team, and create a display or class book with reflections and team photos.

SUPPLEMENTAL ACTIVITIES

Team Projects:

Throughout the year, set up activities that foster teamwork among the entire class or small groups of students. Breaking projects into smaller tasks assigned to “committees” supports teamwork practice in more manageable groups. Team projects could include:

- Gathering large boxes, recyclables, or building materials and encouraging students to decide as a group what to create together.
- Planning and preparing a simple meal.
- Choosing and developing a special activity or display for a Family Night.

OVERVIEW

Read and Discuss:

Z Gets the Ziggles

Explore and Practice:

Turn the Ziggles Up and Down

GOALS

This set of activities is designed to:

- Promote awareness that everyone has different preferences and behavioral styles.
- Promote consideration of the impact one's behavior has on others.
- Foster self-regulation.

LEARNING OBJECTIVES

Students will be able to:

- Name and demonstrate ways to calm down.
- Practice intentionally changing their activity level in a dance.

KEY CONCEPTS AND VOCABULARY

Everyone is unique in how each feel and do things.

Being considerate means showing you care about other people's feelings.

It is important to make sure that what you are doing is considerate of others around you.

To calm down, you can:

- Take deep, slow breaths.
- Quiet your voice.
- Let your body relax.

MATERIALS

- Z Gets the Ziggles Story
- Buddy Time Sing-a-long CD
- Bubble liquid

RESEARCH AND RELEVANCE

Every child has a unique temperament, with differences in the ways they experience and express emotions, their preferred activity level, and their ability to self-regulate attention, emotions, and behaviors. Because all children have different characteristics, they may experience their classmates as too noisy, active, or over-stimulating. Others may find peers too quiet, passive, or even boring. It is helpful to guide them in figuring out compatible ways to play together while still supporting their expressions of individuality. It is important for them to notice when their behaviors are making it difficult for others to play and adjust what they are doing or where they are doing it. It is also important to know that it is okay to respectfully let others know when their behavior is too much. Even when children are different, they can be supported in finding enjoyable ways to play and learn together.

THINK ABOUT THIS...

- How would you characterize your own behavioral tendencies in areas such as “talkativeness” or activity level? How quickly or slowly are you able to change these tendencies in a given situation?
- What strategies do you find effective in working with adults or children whose communication or behavioral styles differ from your own?

TRY THIS TODAY...

Support students in their daily efforts at self-regulation. Some may need extra facilitation, reminders, or an intentionally planned space or activity that reduces other demands and distractions so they can better focus on controlling and adapting their behavior when appropriate. Establishing and using classroom signals (e.g., palms facing up/down to indicate “turn it up” or “turn it down”) can be helpful in providing students with gentle reminders to adjust their behavior without interrupting their activities. Be alert for those who seem overwhelmed and require your assistance in calming down.

READ AND DISCUSS

Z GETS THE ZIGGLES

Students listen to the story and discuss how it is okay to do things differently, but that it is important to be considerate of others around them.

BEFORE READING

What is something that makes you feel really excited, loud, or wiggly? Have you ever been around someone who was very excited, loud, or wiggly when you weren't feeling that way? What was it like?

Sometimes when people are having fun or feeling silly, they get really excited, loud, or wiggly. That can be fun, but sometimes it's too much! It can make it hard for those around them to play. In this story, the kids help Z learn that it's important to be considerate and care about other people's feelings. When someone is doing too much, he or she can calm him or herself down and relax so that everyone can play.

As you listen to the story, pay attention to what Z does to calm down when Z starts to become TOO MUCH for the kids.

DURING READING

What were some things that Z did when Z had the ziggles? (Made a lot of noise; bounced and boinged around; wouldn't stop moving)

How did Z's ziggles affect the kids in the tree house? (They couldn't hear one another; things were knocked over; they couldn't play)

Do you think Z was making things difficult for the kids on purpose? (No) Why was Z acting ziggly? (Z was excited; didn't know how to calm down)

What did the kids teach Z to do to calm down so that they could all play together? (Take deep breaths in and out; quiet Z's voice; relax Z's body)

AFTER READING

Why is it important to pay attention to the people around you and make sure you're not making things difficult for them? (They can play and learn; I'm being considerate)

Let's practice calming down just like Z. Take a big, deep breath and let it out slowly. Keep your voices quiet and let your bodies get very loose and soft. How does it feel? (Relaxed; calm; quiet)

What can you do if you're really excited and having trouble calming down? (Ask an adult for help; take a break)

EXTENSION

Model and have students practice:

- **Asking/signaling you or another adult for help calming down.**
- **"Taking a break" (Have an established space in the classroom that is quiet and safe).**

EXPLORE AND PRACTICE

TURN THE ZIGGLES UP AND DOWN

Students practice changing their activity level by “turning it up” and “turning it down” during the Ziggle Freeze Dance.

SET THE STAGE

Ask the class how someone acts when excited and ziggly inside (Jumping up and down; running around; being loud).

Explain that it is okay to be excited, but that it is important to be considerate of how others feel and to calm down when necessary.

Sometimes people feel excited and jumpy, and sometimes they feel quiet and still. It’s okay for everyone to act in different ways, but you have to make sure you’re being considerate of how others feel. If what you’re doing is TOO MUCH and making things hard for those around you, change what you’re doing by “turning it up” or “turning it down” so that everyone can play.

FACILITATE THE ACTIVITY

Explain that the class will be playing a game to practice “turning it up” and “turning it down” while doing the Ziggle Freeze Dance. Instruct them to face their buddies and dance as if they had the ziggles while the music plays. As the music gets softer, they must slow down, and when it stops, they must freeze. When the music comes back on, they can dance again, “turning up” the ziggles as the music gets louder.

TIP

As students practice, you may need to cue them as you change the music volume.

WRAP IT UP

- How did it feel when you were being ziggly during the dance? (Excited; jumpy inside; out of breath)
- What did you do with your body so that you could stop being ziggly and freeze when the music stopped? (Slowed down arms and legs; took some deep breaths; looked at the teacher)
- How do you know if what you’re doing is TOO MUCH for someone else? (They will tell me or move away; I can ask them)
- What can you do if someone is doing something that’s TOO MUCH for you? (Tell them; ask them nicely to change what they’re doing; ask an adult for help)

EXTENSION

Model and have students practice stating how they feel and asking a peer to adjust behavior that is “too much” (e.g., The noise is making it hard for me to work on my puzzle. Could you please play more quietly?)

SUPPLEMENTAL ACTIVITIES

Bubbles:

Have students alternately pop bubbles with movements that are large (e.g., clap; stomp) or small (e.g., poke; flick). Next, blow bubbles and have the students walk through them without popping any.

Calming Down Book:

Have students think about a time when they needed to “turn it down” at school (e.g., after coming in from the playground), and have them draw/write what they can do. Create a class book and keep in it the quiet area that has been established for “taking a break.”

Fast/Slow and Loud/Quiet Counting:

Establish a counting pattern (e.g., 1–5 slowly and 6–10 quickly, then reverse the pattern) and have students practice adjusting their speed or volume of speaking as they count.

Fast and Slow Movement:

Have students alternately do jumping jacks, Hula-Hoop, march, etc. quickly and then slowly according to the speed of your counting. Then, have buddies practice and have each buddy adjust the counting rate.

Turning It Up:

Discuss times when students need to increase their alertness, speak up more loudly, or move more quickly. Have them brainstorm and practice strategies that are helpful in “turning it up” (e.g., sit/stand up straight; take a deep breath before raising their voice).

UNIT 5

Peer Relationships

OVERVIEW

Unit 5 focuses on promoting attitudes and behaviors that are critical for maintaining positive and supportive peer relationships. Unit 5 also provides a review of student's experiences and learning throughout the year and creates an opportunity for connection with future growth.

GOALS

This unit is designed to help students:

- Develop a caring, pro-social orientation.
- Learn inclusive attitudes and behaviors.
- Take responsibility for their actions and make amends.
- Develop a forgiving attitude.
- Review areas of individual and group growth and change.
- Gain a sense of closure regarding their experiences together this year.

ACTIVITIES

Activity 5.1

Caring for Others—Students discuss the importance of being caring toward others and practice giving compliments and doing something kind for a peer.

Activity 5.2

Being Inclusive—Students discuss the importance of making sure that everyone feels welcomed and practice including others in a musical game.

Activity 5.3

Making Amends and Forgiving—Students discuss the elements of making amends and then generate ways to do so in peer conflict scenarios.

Activity 5.4

Reflecting and Connecting—Students discuss feelings and memories at the end of the school year and create a display of their favorite class memories.

5.1 CARING FOR OTHERS

Suggested information to share with families in the classroom newsletter:

- Our class is discussing the many ways we can show caring toward others, and how doing and saying kind things can make both others and us feel good.

Suggested activities:

- Ask your child how he/she helped a classmate “have a good day.”
- “Catch” your child being kind to someone and point out how good it must have made the person feel.
- Model small acts of kindness during your daily activities and talk with your child specifically about how and why the act benefited the person.
- Brainstorm ways your family can do kind things for others in your neighborhood or community or participate in a community service project as a family.

5.2 BEING INCLUSIVE

Suggested information to share with families in the classroom newsletter:

- Our class is discussing the many ways we can include others when we play and to make sure that no one feels left out.

Suggested activities:

- Ask your child about a time when someone invited him or her to play and how that made him or her feel.
- Ask your child if he or she invited anyone to play with him or her this week and what he or she did together.

5.3 MAKING AMENDS AND FORGIVING

Suggested information to share with families in the classroom newsletter:

- Our class is discussing how sometimes even friends make mistakes, don't get along, or hurt one another's feelings. We are learning how it can be helpful to be a fast forgiver, and we are talking about ways we can make an apology in action (Say your part—Speak from the heart—Fix what's been broken apart) when we have hurt someone or made a mistake.

Suggested activities:

- Ask your child how he/she can make amends.
- Help your child think of how to "fix what's been broken apart"—how to take action in making things better with a family member or friend when your child has been hurtful in some way (e.g., give a hug, draw a picture or write a note to them; do something kind for them; fix something he or she ruined).

5.4 REFLECTING AND CONNECTING

Suggested information to share with families in the classroom newsletter:

- Our class is remembering special times and events in the past year to reflect on how everyone has grown as individuals and as a classroom community and to create hopes and goals for the future.

Suggested activities:

- Ask your child to share with you some favorite memories:
 - Something accomplished that makes him or her proud
 - Something learned from classmates
 - Something he or she helped classmates learn
 - A favorite part of the day at school
 - Something memorable that happened at school
 - Friendships he or she would like to continue

OVERVIEW

Read and Discuss:

Have a Good Day

Explore and Practice:

Brighten Someone's Day

GOALS

This set of activities is designed to:

- Promote a caring, pro-social orientation toward others.
- Foster gratitude for others' kindness.

LEARNING OBJECTIVES

Students will be able to:

- Name ways to show kindness to others.
- Practice giving compliments and receiving compliments with gratitude.

KEY CONCEPTS AND VOCABULARY

Being kind and caring makes both you and others feel good.

You can show caring toward others by:

- Helping
- Sharing
- Saying kind things

Gratitude means appreciation or thankfulness.

Showing gratitude when others are kind to us makes them feel good.

A compliment is something kind that you say about someone else.

MATERIALS

- Have a Good Day Story
- Buddy Time Sing-a-long CD
- Sunshine Stick Cutout (page 182) (cut out and attach sun to a popsicle stick)
- Paper, writing materials, and/or craft supplies

RESEARCH AND RELEVANCE

Pro-social behaviors are intended to benefit others, such as helping, comforting, saying kind things, and sharing. These behaviors are motivated by a desire to care for others rather than to please someone or to earn a reward. Children who have sensitive and nurturing adults in their lives learn what it is like to have caring, respectful, and compassionate relationships with others. Feeling valued, responded to, and cared for helps children develop a caring attitude and empathy for others. In addition, when children feel connected to others—whether in close relationships and friendships or as part of a community in which they feel acceptance and belonging—they develop concern for others and a sense of social responsibility toward them. Fostering children’s pro-sociality in a group setting can promote a positive and caring emotional climate within the entire classroom.

THINK ABOUT THIS...

- How easy or challenging is it for you to think about and find time to intentionally do kind things for others? Do you tend to do so spontaneously, or in response to a need or request?
- Is it easier to do kind things for some people and not others? What can make it difficult?
- How easy or challenging is it to show gratitude when others do kind things for you or give you compliments?

TRY THIS TODAY...

Rather than exclusively focusing on students’ pro-social actions (e.g., That was really nice sharing!), reinforce their pro-social disposition (e.g., You are someone who likes to help others!) or focus on the positive consequences of their actions (e.g., When you gave Tina a turn on the swing, it made her really happy.) When appropriate, invite students to share their feelings (e.g., Jason, I noticed that Lilia shared her stickers with you. Why don’t you tell Lilia how that made you feel?).

READ AND DISCUSS

HAVE A GOOD DAY

Students listen to the story, discuss ways to be kind to others, and how doing so can make everyone feel good.

BEFORE READING

What is something kind a friend has done for you? How did that make you feel? In this story, the kids help Z learn that there are many ways to be kind and help someone else have a good day. Showing kindness and caring toward others can make them feel special and can make you feel good, too.

As you listen to the story, pay attention to the kind things that Z and the kids do for one another.

DURING READING

What were some of the ways Z was kind and caring toward Jordan and Mia? (Z cleaned up; made them pictures; shared muffins) How did it make the kids feel? (Special; happy; important; that Z cared about them)

Having gratitude means showing you are thankful to someone who has been kind to you. What did the kids say to Z to show their gratitude? (Thank you)

How did doing kind things for the kids make Z feel? (Happy; good inside) Why does it make you happy when you do kind things for others? (I see they are happy; I know I helped someone)

EXTENSION

Have students turn to their buddies and practice saying “thank you.”

AFTER READING

What are some ways you can be kind to your classmates and help everyone have a good day? (Share your things; say nice things to one another; help someone who is having trouble; give someone a compliment; show affection with a hug or high five; smile at one another)

When someone does something caring to you or says something nice to you, what can you do or say to show gratitude? (Say thank you; tell the person how it made you feel; give him or her a hug)

EXPLORE AND PRACTICE

BRIGHTEN SOMEONE'S DAY

Students pass around a "Sunshine Stick" as they give compliments to their classmates and then make Compliment Cards for their buddies.

TIP

If supplies are limited, or for additional monitoring, have buddies come to a "buddy center" in pairs to make cards.

SET THE STAGE

Say something kind about the class (e.g., I love how everyone in our class helps to clean up the classroom so quickly at the end of every day!) and explain that this was a compliment.

That was a compliment about our class. A compliment is something kind we say about someone else or about something they have done.

Show the Sunshine Stick to the class.

This Sunshine Stick has a sun on it to show that when you are kind to someone, you can really brighten that person's day. We're going to use the Sunshine Stick to give our classmates compliments and say kind things to one another.

With a volunteer, model giving a compliment and showing gratitude when receiving a compliment (Thank you). Emphasize that it makes people feel special when they notice what kind of person they are or what they have done (rather than their appearance or belongings), giving a few examples (e.g., I like how Jason draws dogs. Luis is a good friend because he shares with his classmates.).

Give a compliment to the first student, and after he or she says Thank you, hand him or her the stick. The student should turn and compliment the next person, who will say thank you and take the stick. Continue around the circle. After all students have had a turn, invite them to share how they felt when their classmates gave them a compliment (Happy; special)

TIP

To help students focus on others' positive traits and behaviors, prompt them to begin compliments with "You are..." or "I like how you..."

FACILITATE THE ACTIVITY

Explain that the class will brighten their buddy's day by making Compliment Cards for them (have buddies sit together as they work). Invite students to write compliments in their cards. Encourage buddies to show gratitude toward one another after their card exchange.

WRAP IT UP

- How did you feel when your classmate gave you a card? (Happy; special; grateful)
- How does it help our class when we show kindness toward one another? (Everyone has a good day; everyone feels happy; everyone cares about each other; we get along)

EXTENSION

Establish a permanent space with materials for students (or teachers) to create:

- **Compliment cards**
- **Thank you notes**

SUPPLEMENTAL ACTIVITIES

Buddy Bracelets:

Set up a “buddy center” and invite buddies to make beaded “buddy bracelets” for one another. Encourage them to show gratitude toward each other after their exchange. You may want to establish a permanent space with materials for students (or teachers) to create bracelets, pictures, “kindness cards,” or thank you cards for their classmates, teachers, or family .

Classroom Caring Project:

Discuss and choose an activity that the class can do together to showing caring toward others (e.g., cleaning up an area on the shared school playground; making cards to give to patients in a local hospital). As you facilitate this project, emphasize how it will benefit others and how each student in the class is making a contribution.

Community Helpers:

Invite someone from the community (e.g., a “community helper;” a volunteer; a parent who helps a neighbor) to talk to the class about his or her experience helping others.

Sunshine Catchers:

Encourage students to “catch” one another being kind. Make paper sun cutouts (supplied here) available so that they can write/dictate the behaviors they (or you) see their classmates doing. Create an ongoing classroom display with the suns and talk with them about how their kind acts benefit one another and the classroom community.

Buddy Time Sing-a-long CD: Have a Good Day:

Listen or dance to “Have a Good Day” and discuss how to help others have a good day.

OVERVIEW

Read and Discuss:

Including Everyone

Explore and Practice:

Opposite Musical Chairs

MATERIALS

- Including Everyone Story
- Music player
- Chairs, squares, or dish towels (one for each student)

GOALS

This set of activities is designed to:

- Promote inclusive attitudes and behaviors.
- Foster empathy and kindness.

LEARNING OBJECTIVES

Students will be able to:

- Describe how it feels to be included and excluded.
- Identify and practice ways to include others in a cooperative game.

KEY CONCEPTS AND VOCABULARY

- Including others means welcoming them and making sure they join in with everyone else.
- It is important to find ways to make sure that everyone feels included.

RESEARCH AND RELEVANCE

A positive classroom climate is supported when all students feel accepted and welcomed— by everyone. Unfortunately, there can be a number of reasons why children choose to explicitly or subtly exclude their peers:

<p>Situational constraints (e.g., There's no more room at our table.)</p>
<p>Past peer behavior (e.g., She's bossy when we play together.)</p>
<p>Peer abilities (e.g., He doesn't know how to play the game we're playing.)</p>
<p>Peer group biases (e.g., The jungle gym/playground is only for the girls today!)</p>
<p>Peer pressure to exclude (e.g., My other friends don't want to play with him.)</p>
<p>Circumstances unrelated to peers (e.g., I just need to talk to my other friend for a few minutes.)</p>
<p>The need to be alone or with just one or two peers (e.g., When students need to take a break or aren't ready to interact with multiple people.)</p>

No matter the reason, being excluded or feeling unwelcomed is hurtful. When students are guided in considering their reasons for exclusion (some of which are indeed legitimate), they can take ownership of their actions and become actively involved in finding a solution. Even though it is not always possible for all students to play or work together all of the time, helping them think about the perspective and feelings of the excluded student can motivate them to figure out alternatives that ensure no one feels left out or unwelcomed.

THINK ABOUT THIS...

- As a child or as an adult, have you ever been excluded from a group or activity? How did it make you feel?
- Have you ever felt uncomfortable or been unable to join in a conversation or activity with others? Is there something someone could have done to make it easier for you?

TRY THIS TODAY...

Promote and reinforce welcoming and inclusive play, and point out how good it makes others feel.

- I heard you say hello to the new student in our class. It must have made him feel very welcome!
- I saw that you added another car to your train today and invited some classmates to be passengers—it must've been a lot of fun to play in a different way!
- It looks like Alicia really appreciated that you made room for her to sit at the table.

Set clear classroom expectations about exclusion, and do not allow exclusion based on gender or any other social category.

- It's not okay to say that only the girls can play in the playroom this morning—the playroom is for everyone. If there's not enough room right now for others to play, let's think together and figure out a way to make sure that everyone can have a turn.

READ AND DISCUSS

INCLUDING EVERYONE

Students listen to the story, discuss what it feels like to be included and excluded, and figure out ways to make sure that everyone feels included.

BEFORE READING

How do you feel when someone invites you to play?

In this story, the kids help Z learn that it's kind to include others when they play. There are many ways you can make sure that everyone feels included.

As you listen to the story, pay attention to how Z and the kids figure out ways to include others in a game.

DURING READING

Why was Z going to find something else to do instead of playing Rumble Jumble? (Z didn't know how to play) What did the kids do to make sure Z was included? (Let Z watch; taught Z how to play the game)

Why did Z tell Jeremy he couldn't play the game with them? (Because there weren't enough pieces) How would you feel if you were left out of something others were doing? (Sad; ignored; disappointed; lonely)

How did Z and the kids include Jeremy? (By playing with partners) What would be another fair way to make sure that everyone got to play a game? (Take turns watching and playing; get something to use as more pieces; play a different game)

How do you think Jeremy felt when his friends figured out a way for him to join the game? (Included; happy; they cared about him)

AFTER READING

Is it sometimes okay to say no to someone who wants to play with you? When? (When I want to play alone; when there isn't enough room at the table or area; when there aren't enough toys to share with another person)

How could you kindly say no? (Explain why I can't play together; offer to play later; offer to take turns with the toys)

If you want to play with someone and they say you can't, what could you say or do? (Ask him or her to play later; ask someone else to play; ask an adult for help joining in)

TIP

Emphasize that it is kind to include others when possible, and encourage students to ask an adult for help when needed (or how to say no kindly when it is not possible).

EXPLORE AND PRACTICE

OPPOSITE MUSICAL CHAIRS

Students play a musical chairs game in which they have to figure out how to make sure everyone is included.

SET THE STAGE

Have students sit on chairs (or squares) that have been placed in a circle, and emphasize how everyone is included.

When you include others, it means you welcome them and make sure they can join in with everyone else. Look around our circle. Is everyone in our class included in the circle?

Explain that they will be playing a musical chairs game in which everyone gets to join in and be included.

FACILITATE THE ACTIVITY

Explain how to play the game.

- When the music is playing, students march around the outside of the circle.
- When the music stops, everyone sits on a chair.
- When the music begins again, students march around the circle again until it stops.

Each time you stop the music and students sit down, have them look around the circle to make sure that everyone is included and has a chair. Next, have them stand, and remove one to two chairs before playing the music again. After the first round, students will see that some classmates no longer have a chair. Guide them in figuring out a way to make sure that everyone is included (e.g., invite classmates to share their chair). As more chairs are removed,

they will need to figure out other ways to include all of their classmates (e.g., touch rather than sit on the chair; sit on laps; hold a classmate's hand who is sitting on a chair).

At the end of the game, have them sit down in a circle to reflect on the experience.

TIP

Vary the movement instructions across repetitions (e.g., march; hop on one foot; tiptoe).

WRAP IT UP

- What was it like when the music stopped and you didn't have a chair? (Felt left out; wanted to be included) What did you do? (Asked someone to share; waited to be invited to share) When would you have to wait or ask to be included in other activities? (When students are already playing together; when there aren't enough toys; when there isn't enough room)
- How did you feel when someone shared his or her chair with you? (Happy; excited; included)
- In this game, everyone was able to stay in the game. How did it make the game fun? (Everyone was included; everyone got to keep playing together; no one was left out)

SUPPLEMENTAL ACTIVITIES

Jump In, Jump Out:

Draw shapes on the ground with sidewalk chalk (or use Hula-Hoops), one shape for each pair of buddies. Have buddies stand outside a shape, and give different instructions for moving in and out of the shape:

- Jump in on one foot, jump out on one foot.
- Jump in and sit down, stand up and jump out.
- Put two fingers in, take two fingers out.
- Put your arms in and hold hands, let go and take your arms out.

Next, cross out half of the shapes and repeat the game, with two buddy pairs per shape. Repeat the game again with three or four buddy pairs per shape and then finally the whole class in one shape. When students realize they have to change the game to include everyone, brainstorm solutions (e.g., draw a bigger shape; have buddy pairs take turns moving in and out of the same shape, etc.).

Let's Do Lunch:

Designate a day for buddies to sit together and share a meal or snack, and have buddies create "invitations" to each other for this event. Build anticipation by having them plan a special food, select music, or make festive decorations for the tables.

OVERVIEW

Read and Discuss:

Staying Friends

Explore and Practice:

Friendship Fix-It Shop

MATERIALS

- Staying Friends Story
- Friendship Fix-It Shop Activity Sheets (pages 183-186) (copy and cut one per student)

GOALS

This set of activities is designed to:

- Promote an awareness of taking responsibility for one's actions.
- Foster motivation and skills for making sincere and reparative amends.
- Promote a forgiving attitude toward others.

LEARNING OBJECTIVES

Students will be able to:

- Describe and demonstrate ways to make amends in various scenarios.

KEY CONCEPTS AND VOCABULARY

Friends get upset at each other sometimes but can still stay friends.

When you make amends, you:

- Say your part
- Speak from the heart
- Fix what's been broken apart

To forgive means to let go of your angry feelings at someone who has hurt you. Being a fast forgiver can help everyone feel better and focus on making the situation better.

RESEARCH AND RELEVANCE

Children (and adults) often make mistakes and do things that are insensitive, careless, or misguided, and this can result in hurt feelings, broken belongings, and damaged relationships. Learning how to stay calm and take steps to repair these situations and maintain good feelings toward one another are important relationship skills.

Making Amends

Meaningful amends are more than simply saying the words “I’m sorry” (and it is not beneficial to force children to verbally apologize, especially if they are not ready or do not recognize the harm their actions have caused). Sincere amends are heartfelt and involve showing concern for the hurt person, taking responsibility for one’s role in what happened, and trying to make restitution for the harm caused. Even when the offense was accidental, explaining one’s part is important in clarifying the situation to the hurt person can make them less likely to assume that others have hostile or aggressive intentions toward them. Making amends provides a way for children to show caring to someone they have hurt, which can also ease any guilt about their role in what happened.

Forgiving

The ability to forgive plays an important role in maintaining positive relationships. Forgiveness does not mean that what the other person did is okay and forgotten. Forgiveness is a change (for the better) in the way one thinks and feels about the person who has hurt or harmed them and involves a number of complex skills, including emotional regulation, perspective taking, and empathy. To forgive someone and “let go” of negative feelings can help children avoid aggressive tendencies and other negative social behaviors and maintain their relationships despite the conflicts that will inevitably occur.

THINK ABOUT THIS...

- When you are upset or in a conflict with someone, what strategies do you use to stay calm?
- How easy or challenging is it for you to admit to others when you have made mistakes or poor choices, or when you have hurt someone?
- Are you a “fast forgiver” or do you tend to stay angry or upset at others?

TRY THIS TODAY...

Be accepting of students' strong emotions, even negative ones, because everyone has the right to feel angry, upset, or hurt on the inside. Providing caring support to students during these times and making it clear that it is not okay to act upon these feelings in unkind ways can help them remain calm, develop self-control, and become ready to forgive or make amends. Offer empathy and acceptance (rather than confrontation) when students make mistakes, while encouraging concern for others and taking responsibility for their actions.

READ AND DISCUSS

STAYING FRIENDS

Students listen to the story, discuss why it is important to show concern, take steps to make the situation better when someone is hurt, and learn why it is also important to be a fast forgiver.

BEFORE READING

An accident is something someone does that is not planned or intended and is not done on purpose. Have you ever done something on accident that made someone else upset or hurt his or her feelings? What happened? What did you do to make things better?

In this story, Z and the kids accidentally hurt one another's feelings. The kids help Z learn that even when it happens, they can still figure out how to make things better and stay friends.

As you listen to the story, pay attention to when Z and the kids feel hurt by something the other has done and what they do to stay friends.

DURING READING

How did Z feel seeing the kids make the birdhouse without Z? (Disappointed; sad; upset; angry; hurt).

What did Z say? (Z said the birdhouse was silly; they couldn't be friends anymore) How did it make the kids feel? (Sad; hurt; disappointed)

Do you think the kids left Z out and hurt Z's feelings on purpose or by accident? (By accident; they didn't mean it) If they didn't mean it, why did they tell Z their part in what happened and that they were sorry Z was sad? (They wanted Z to know what happened; they wanted Z to feel better; they wanted to show

they cared about Z; they wanted to remain friends)

To forgive means to let go of angry feelings. When you forgive someone, it doesn't mean that what they did is okay, but that you stop being angry with them. Did Z forgive them? How did that make Z feel? (Z felt better; stopped being angry)

What did they do to make things better with Z? (Talked about what happened; showed that they cared about Z's sad feelings; asked Z to help them hang the birdhouse)

TIP

Remind students of classroom guidelines for expressing angry feelings (e.g., It's okay to be angry and talk about it, but it isn't okay to hurt people or property).

AFTER READING

Why is it important to explain and show someone you care when you hurt their feelings, even if you didn't do it on purpose? (They know what happened; they feel better; show that I care)

Have you ever felt really upset at a friend? What can you do when it happens so that you don't say things that aren't kind? (Try a calming-down activity; take a break from playing with each other; tell them how I feel; talk about what happened; ask an adult for help)

Why is it important to be a fast forgiver? (I start feeling better; sometimes it's hard to think of what to do next when I'm angry; the person who hurt me can start feeling better)

EXTENSION

Have students turn to their buddies and practice saying the words, "I forgive you."

EXPLORE AND PRACTICE

FRIENDSHIP FIX-IT SHOP

Students discuss the elements of making amends and generate ways to “fix what’s been broken apart” in conflict situations.

SET THE STAGE

Describe a few common classroom conflicts and ask the class what it would be like if making mistakes or having disagreements meant they could never, ever be friends again.

What would it be like if every time you made a mistake that hurt someone, you could never be friends again? For example, if you forgot to take turns, accidentally broke someone’s toy, or bumped into someone, they would stay upset with you forever and you could never, ever be friends with that person again. Would you like that? What would you like to happen instead? (To stay friends; to make the situation better; for the person to forgive me)

FACILITATE THE ACTIVITY

Discuss the importance in finding ways to continue caring relationships, even when mistakes occur, and introduce the idea of making amends.

Everyone makes mistakes, and sometimes those mistakes can hurt others’ feelings or ruin their belongings. This can make it difficult for friends, so it is important to make amends by talking about what happened and trying to make things better. Just as a broken toy or car can be fixed, so can a friendship. Making amends helps everyone feel better about the situation and each other. It can also help fix a friendship.

Explain each of the elements of making amends; demonstrate the corresponding signals with both hands, and have the class copy your actions.

Say your part

To make amends, you first say your part. (Point to your mouth.) This means staying calm and explaining what happened, even if it was an accident. Being honest helps the other person understand what happened and can make him or her feel better.

If you borrowed a friend’s new eraser and accidentally lost it, what could you say to say your part? (I lost it; I can’t find it; I forgot to give it back to you; I didn’t put it back)

Speak from the heart

To speak from the heart means saying something kind to let the other person know you care about what happened. (Cover your heart with your hands.) Even if it was an accident, it’s important for the other person to know you really care he or she is sad or upset.

What could you say to speak from the heart to the person whose eraser you lost? (I wish your eraser wasn’t lost; I wish you weren’t sad)

Fix what’s been broken apart

To fix what’s broken apart means you find a way to make things better. (Clasp hands as if putting something back together) If something was broken or ruined, you need to help fix it or clean it up. But it could be someone’s feelings that are broken or hurt. You could fix what’s broken apart by making that person feel good again, like saying something nice or inviting them to play.

If you lost someone’s eraser, what could you do to fix what’s broken apart? (Help them look for it; offer to share my eraser)

Explain that the class is going to take part in the Friendship Fix-It Shop and find ways to make amends and fix friendships. Have them sit in small groups and distribute the Friendship Fix-It Shop activity sheets (pages 183-186) (give each student in a group the same scenario). Guide them in brainstorming ways to make amends in the given situation, encouraging groups to discuss their ideas together. Remind them to think what each person can do to fix the friendship, and help them consider actions that are directly relevant to what happened (e.g., if you insulted someone, saying what you like about him or her is more appropriate than offering to help with something). When completed, gather the class to discuss (and, if desired, role-play) their work.

to make the situation better or responding to someone's amends.

TIP

Students who have been hurt may need time and support before they are ready to forgive and accept an amends or be ready to play together again. Establish a safe space for students to take a break when upset.

WRAP IT UP

- Let's use our words and hand signals to say the three parts of making amends. (Say your part, Speak from the heart, Fix what's been broken apart)
- Why is it important to make amends when someone is upset or hurt by something you have done? (The person feels better; to show that I care; to make things better)
- What can you do if someone tries to make amends to you? (Forgive; listen; let the person help me)

TIP

Emphasize that students can ask an adult if they need help managing their emotions, finding the right words, or thinking of ways

SUPPLEMENTAL ACTIVITIES

Calming Down:

Teach students a calming activity such as taking deep breaths, counting slowly, or picturing something beautiful. Guide them in practicing this activity after physical exercise (e.g., after coming in from recess), and encourage them to try it when they are feeling upset at someone.

Making Amends Role-Play:

Discuss some mistake scenarios, invite students to think of how the person feels, and then role-play the scenario and demonstrate each part of making amends.

OVERVIEW

Read and Discuss:

Remembering Friends

Explore and Practice:

Memory Masterpiece

GOALS

This set of activities is designed to:

- Provide a review of what students have learned and experienced throughout the year.
- Provide an opportunity for students to consider how they have grown and changed.
- Encourage thinking and planning for the future.

LEARNING OBJECTIVES

Students will be able to:

- Recall memories from the school year.
- Identify ways they have changed and grown.
- Describe their feelings about the school year coming to an end.

KEY CONCEPTS AND VOCABULARY

This year we have learned more about:

- Ourselves
- Each other
- How to be a community

We have grown and changed in many ways.

We will keep learning and growing.

MATERIALS

- Remembering Friend Story
- Paper and art supplies

RESEARCH AND RELEVANCE

The end of the school year can bring mixed emotions as students (and adults) prepare to transition away from familiar routines and structures and say goodbye to many of those with whom they have developed relationships throughout the year. Taking time at the end of the school year to reflect upon significant events, accomplishments, relationships, and growth can provide opportunities to:

Feel a sense of belonging and connection as they remember shared experiences.
Feel valued as they recognize their importance and contributions to the class.
Feel a sense of pride as they celebrate the accomplishments of individuals and the class as a whole.
Gain a deeper understanding of themselves as they consider how they have grown, learned, and changed.
Take ownership of their learning and growth as they make plans for the future.

THINK ABOUT THIS...

- What was particularly frustrating, challenging, or stressful in your work this year? What are you proud of accomplishing with your class this year?
- How have you grown professionally this year? How has this impacted your work, or how will it impact your work in the future?
- What will you remember most about your class? What do you hope they remember about you, or about their experiences in your classroom this year?

TRY THIS TODAY...

Take time to share with each student some specific messages of how you have watched them grow, what you will remember, or how they have made a positive impact on you, their classmates, and the classroom community.

READ AND DISCUSS

REMEMBERING FRIENDS

Students listen to the story, discuss why it is important to remember time spent together, and think about how they have changed and grown.

(Got to know classmates; learned and had fun; got used to classroom activities; learned where things are and what to do; made friends)

Why is it nice to think about things you did with friends? (Makes me happy; I remember the fun we had together; I see how I have changed since then)

TIP

Have students share and compare their feelings with their buddies before sharing with the class.

BEFORE READING

What is something special you remember about this school year?

In this story, Z and the kids think back on the times spent together and the memories they share.

As you listen to the story, pay attention to how they feel as they remember their time together and what they hope will happen in the future.

DURING READING

How did Kayla and Z remember feeling when they first met? (Nervous and shy) How did that change over time? (No longer shy; comfortable)

What were some of the memories Z and the kids shared? (Taking care of a caterpillar; blowing bubbles together; Z being ziggly)

What are some of the things the kids helped Z learn? (How to get along; what they had in common; how to calm down)

AFTER READING

How did you feel when you started school and met your classmates this year? (Nervous; shy; excited; confused)

How have your feelings stayed the same or changed since the beginning of the year? Why?

EXPLORE AND PRACTICE

MEMORY

Students discuss favorite memories from the school year and work cooperatively to create a representation of those memories.

SET THE STAGE

Explain that the class will be creating a display that represents some of the memories they share from their time together as a classroom community.

Today we are going to create a classroom display that shows what we remember about being part of (class name). Remembering what we have done together helps us see how we have grown and changed this year. Everyone will work on it together because each of us is an important part of this class.

Invite students to share memories from the past school year, providing specific prompts as needed:

- Who can remember when our class showed teamwork?
- Can you remember when a classmate did something really nice for you?
- What was your favorite thing to do on the playground with your friends?

As students share memories, record them on the board.

FACILITATE THE ACTIVITY

Have students think of their own favorite memory, and draw and write about it on a cutout (e.g., thought bubble; person figure; class name symbol). Have them sit with buddies or in small groups, and encourage them to

share their memories with one another as they work. Create a “memory masterpiece” by having them place their memories on a class display.

Gather the class to reflect on the experience.

TIP

Take photos of students working together and add them to the display.

WRAP IT UP

- What are some memories your classmates shared that you remember as well?
- What are some ways you are different now than you were earlier in the year? (I know how to _____, have new friends; grew taller)
- How do you feel when you look at our memory masterpiece? (Happy; included; sad to say goodbye)

SUPPLEMENTAL ACTIVITIES

Classmate Appreciation:

For each classmate, have students write one kind word to describe that person, writing these adjectives on a slip of paper that is placed into a personal “mailbox” for each student.

Cross-Grade Scramble Up:

Arrange a day when students can spend a lunch or snack period with those from the next grade (e.g., buddy them with an older peer, or partner small groups with those from the older grade). Prior to the lunch, help them prepare by brainstorming as a class what they could talk about or would like to ask the older students (e.g., What is the best part of being in your grade? What was the coolest thing you learned this year?).

My Future Me

Guide students in discussing how they think school will be different next year (e.g., New classmates; different classroom; different books and activities). Next, have them discuss how they will be different next year (e.g., taller; know more students at school; will learn new words and how to count higher), and discuss what they will do over the school break to help make that change (e.g., eat healthy food; read books with family members; play with friends; try a new activity, etc.). Have them draw how they imagine themselves to be different. You may want to mail their work to their homes prior to the beginning of the next school year.

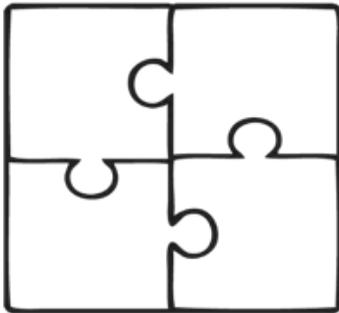
Thinking Back, Thinking Ahead:

During the last weeks of school, take time to guide students in reflecting on memories of the past school year and hopes for the future.

- What is something you did this year that makes you proud?
- What will you miss most about being in our class?
- What is the nicest thing a classmate did for you this year?
- What is one way you have become a better friend or classmate this year?
- What is one thing you hope doesn't change next year?
- What is one way you want to help your classroom community next year?
- What is one thing you think will be easier next year?
- What is something you are looking forward to next year?

Appendix

What if...



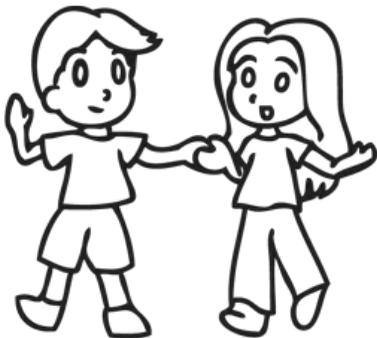
You could only play with the same toy every day?

What if...



You lived in the same kind of house as everyone else?

What if...



You could only play with the same person every day?

What if...



You could only read the same book all the time?

What if...



You had to eat the same dinner every night?

What if...



You had to wear the same clothes every day?

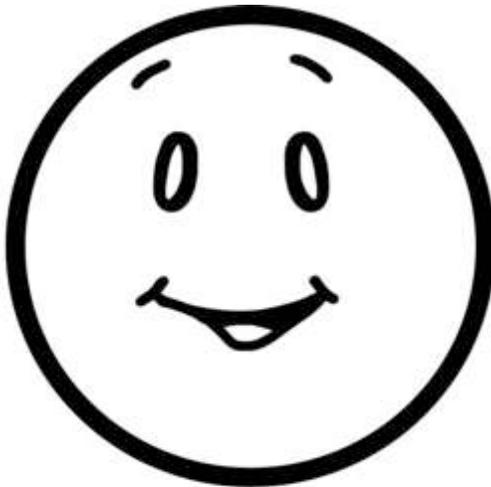
Afraid



Embarrassed



Happy



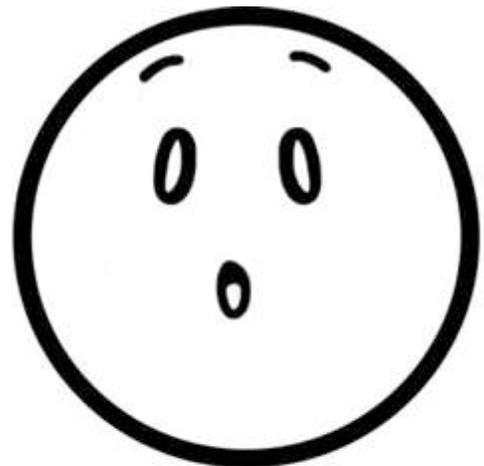
Mad



Sad



Surprised



Emotion	Can look like	Can sound like	Can feel like
Anger	Lowered inner eyebrows Bulging eyes; Squinting eyes Tightly pressed lips; Crossed arms Clenched fists; Stiff body	Yelling Shouting Stomping	Hot Boiling Bubbling Tight
Disgust	Crinkled nose Puckered mouth Furrowed brow Squinting eyes	Gagging	Tight Shaky Sick
Embarrassed	Eyes down Red cheeks Hands over face Biting lip "Nervous" shaky smile	Shaking voice Quivering voice Quiet voice Silence	Hot Shaky Racing, pounding heart
Fear	Raised eyebrows Opened eyes Opened mouth Pulled back corners of the mouth Limbs pulled into body Shaking body	Shaking voice Quivering voice Whimpering	Dry mouth Tight Stiff Sweating Racing, pounding heart
Frustration	Furrowed brow Squinting eyes Tight lips Stiff body	Grunting Growling Stomping	Stuck Tight
Happiness	Raised corners of the mouth Crinkled eyes	Clapping Cheerful voice Squealing Laughing	Bubbling Jumping Relaxed
Sadness	Raised inner eyebrows Lowered eyelids Lowered corners of the mouth Trembling lip Slumped, drooping body	Crying Sobbing Moaning Whining	Weak Weepy Droopy
Surprise	Arched eyebrows Widely opened eyes Dropped jaw Palms raised Sudden backward movement	Gasping Screaming Cheering	Racing, pounding heart Jumpy

How would you feel if...



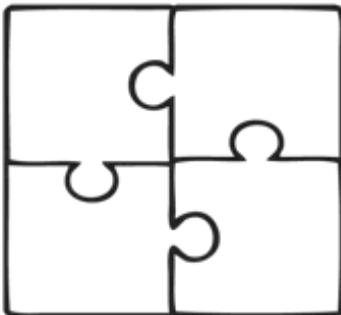
you were going
on an airplane?

How would you feel if...



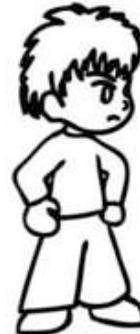
you accidentally knocked
over someone's sandcastle?

How would you feel if...



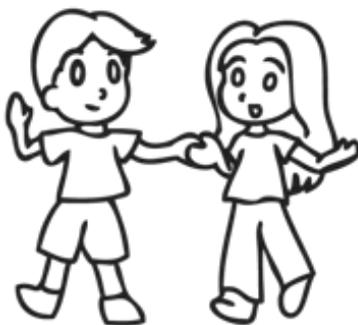
you couldn't figure out
how to finish a puzzle?

How would you feel if...



someone said
something mean to you?

How would you feel if...

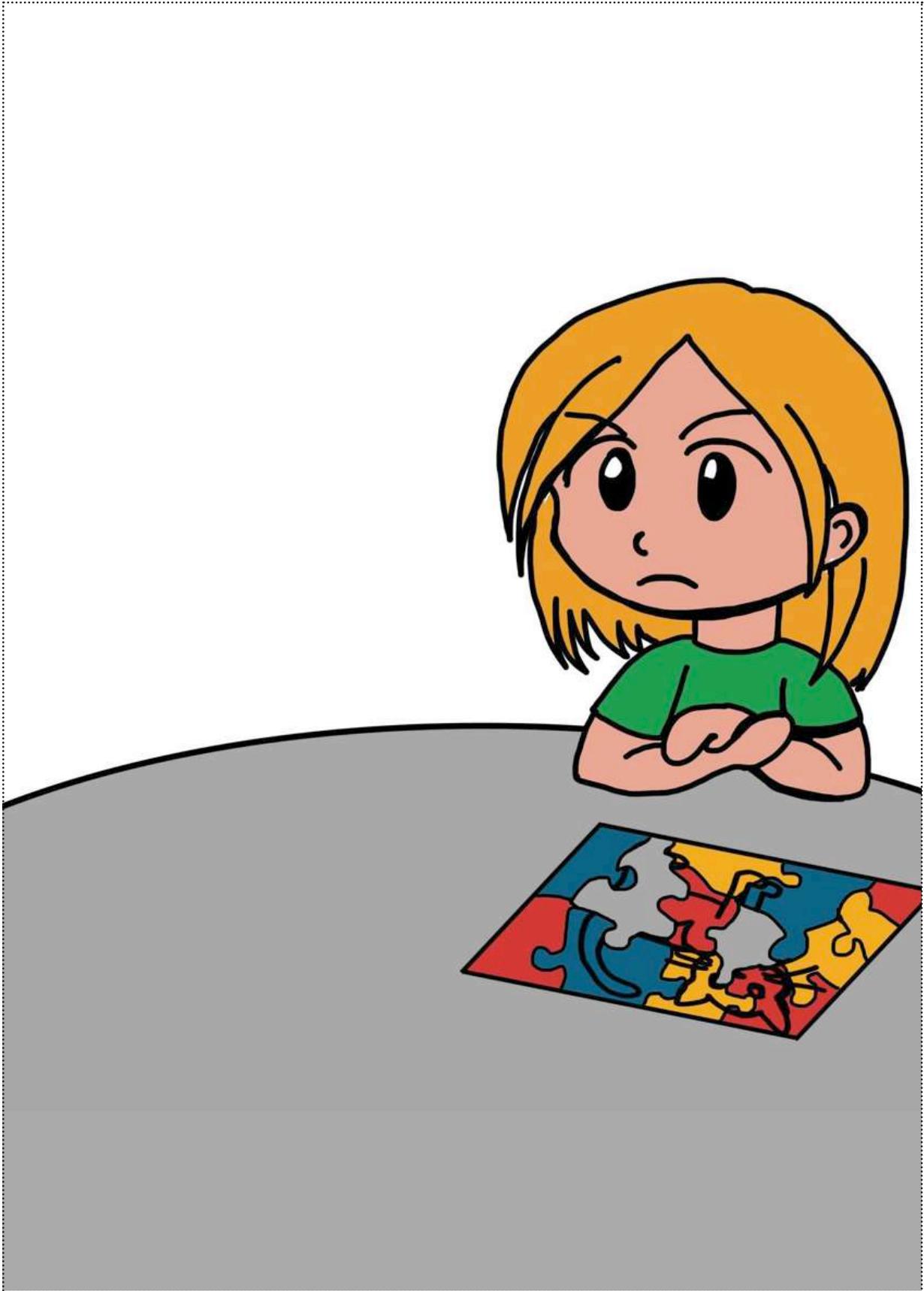


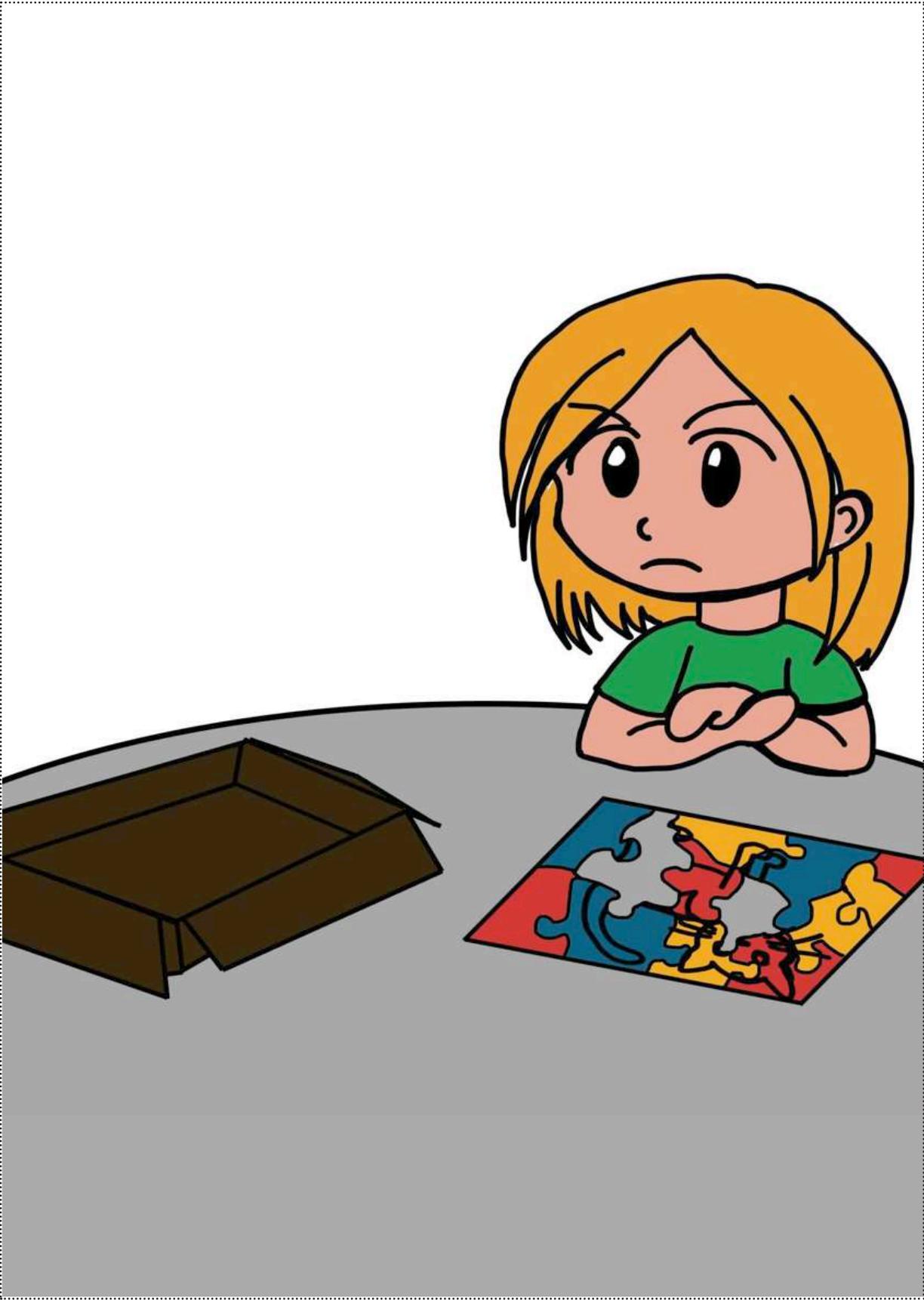
someone asked
you to play?

How would you feel if...



it was your
birthday?





Afraid



Embarrassed



Happy



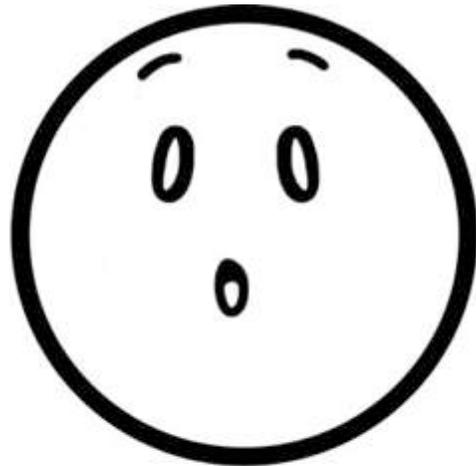
Mad



Sad



Surprised



My Feelings

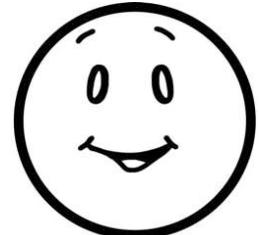
I feel ...



Afraid



Embarrassed



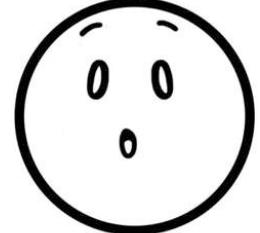
Happy



Mad



Sad



Surprised

when...

My Feelings

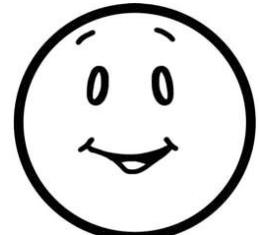
I feel ...



Afraid



Embarrassed



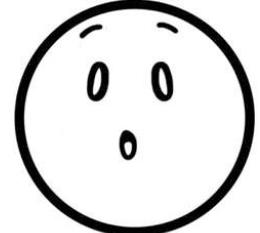
Happy



Mad



Sad



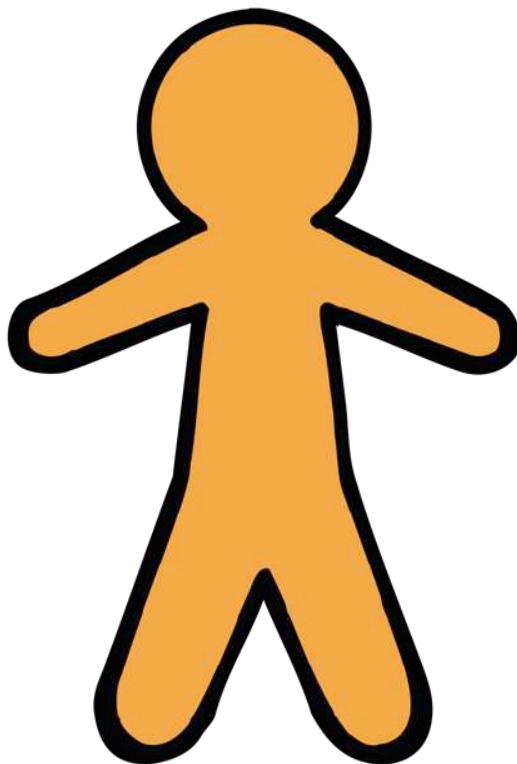
Surprised

when...

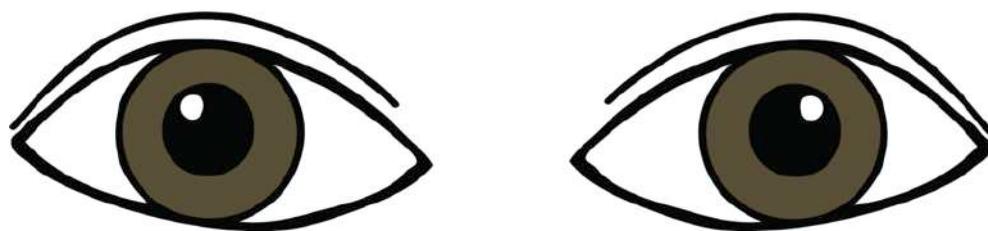
Ears Listening



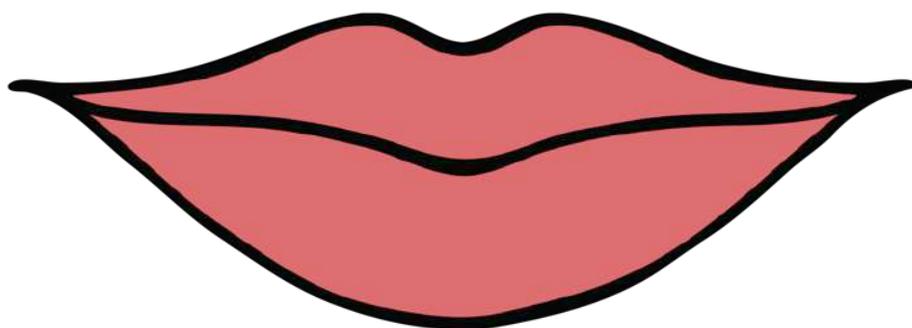
Body Still



Eyes Looking



Mouth Quiet



You can't unzip your jacket by yourself.

Is it okay to say you need help?

You don't like your friend's new shoes.

Is it okay to say you don't like what someone is wearing or how he or she looks?

A classmate tells you how to play a new game, but you don't understand what he said.

Is it okay to say you don't understand or that you need to ask a question?

Your friend is scared to ride a scooter, and you think that is really silly.

Is it okay to say that you think someone else's feelings are silly or wrong?

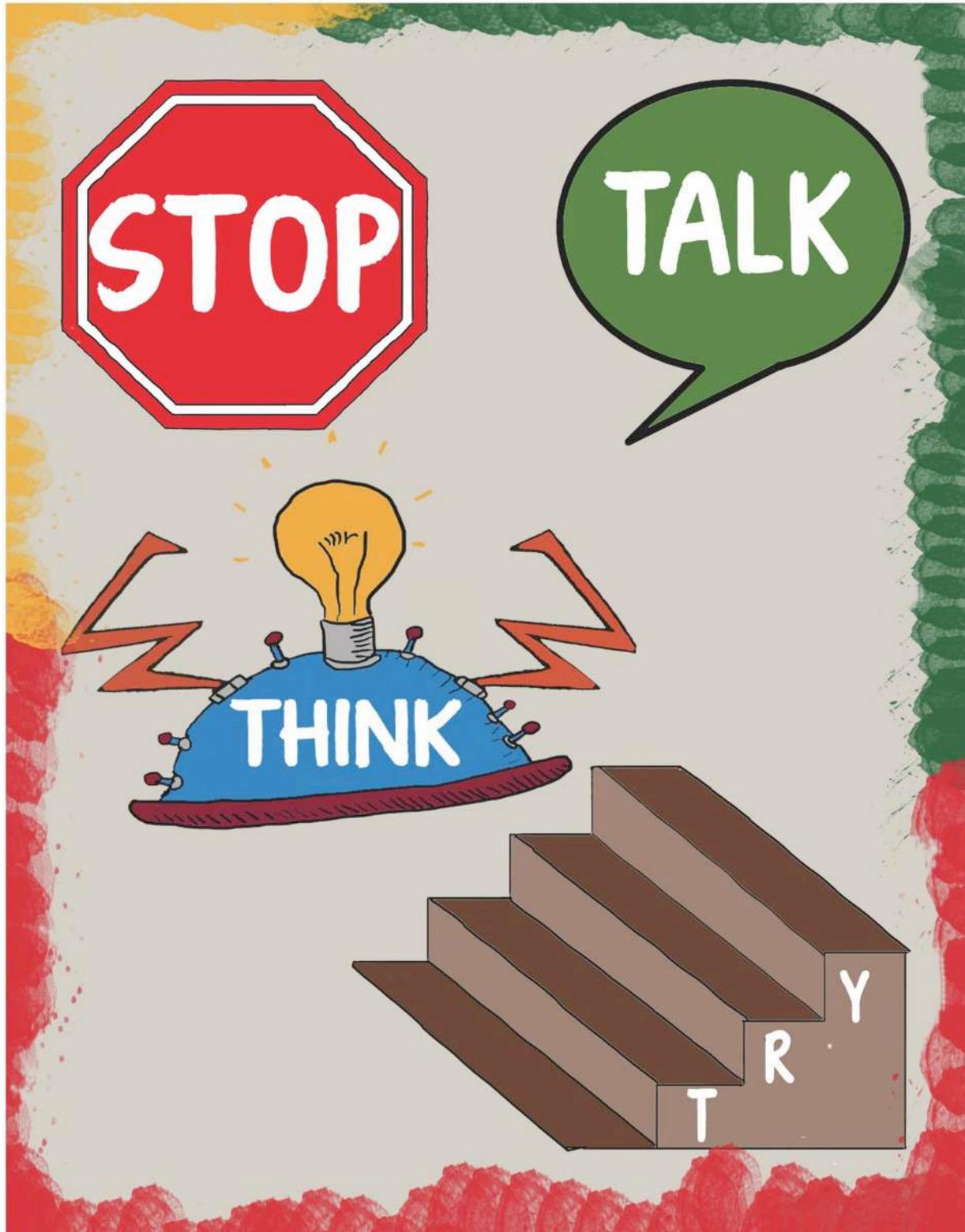
Your friend asks you to help her clean up the blocks, but you still need to clean up the paints you were using.

Is it okay to say no to someone if you aren't able to do something?

You are watching a group of friends who are already playing a game together, and you want to play with them, too.

Is it okay to say that you'd like to play with them?

<p>You're building blocks with your friends and have the idea to build a zoo, but you aren't sure if your friends will want to do that.</p> <p>Is it okay to tell them you have an idea?</p>	<p>You see a classmate looking scared at the top of the jungle gym/playground, etc.</p> <p>Is it okay to say when someone is in danger or needs help?</p>
<p>You think that your painting is better than everyone else's.</p> <p>Is it okay to say that you did something better than someone else?</p>	<p>Your friend has been using the red crayon for a long time, and you want to use it on your drawing.</p> <p>Is it okay to say you want someone to share or that you want something?</p>
<p>You hear a classmate say something mean to another student.</p> <p>Is it okay to say what someone says or does isn't kind or fair?</p>	<p>You really like the picture that your classmate drew.</p> <p>Is it okay to say something nice about someone or about something that they did?</p>



Scenario 1

Kenny can't find his jacket, and then he sees Mia wearing it. When Kenny asks Mia for his jacket, she says that she found it in the "lost and found" box, and she needs it because she is cold.



STOP

How do you think Kenny feels? (Angry; sad; confused)

What should Kenny do first so they can solve the problem? (Stop and calm down)

What can he do to calm down? (Take a deep breath; count to five)

TALK

Once Kenny stops and calms down, they can talk about the problem. What do you think Kenny wants? (His jacket)

What do you think Mia wants? (To wear a jacket and be warm)

What is Kenny and Mia's problem? (They both want the jacket)

THINK, TRY

Kenny and Mia both want the jacket. What can they do to solve the problem?
(Find another jacket for Mia; Kenny can let Mia borrow his jacket if he isn't using it)

Scenario 2

Kayla is pulling Gabriel in a wagon but he wants to slow down. When Kayla finally stops the wagon to turn it around, she says, "That was fun—let's go faster next time!"



STOP

How do you think Gabriel feels? (Scared; angry)

What should Gabriel do first so they can solve the problem? (Stop and calm down)

What could he do to calm down? (Take a deep breath; take a break for a minute)

TALK

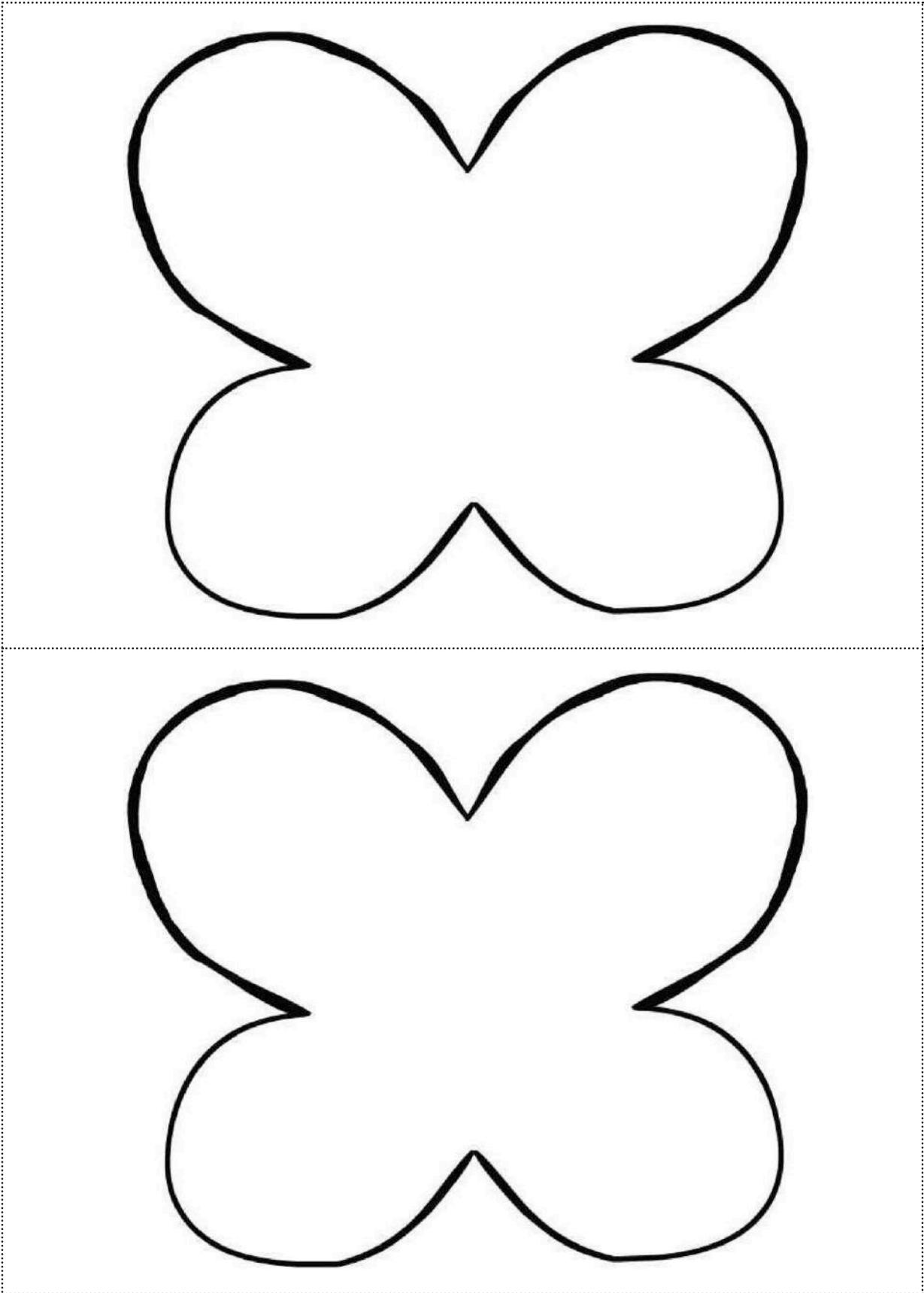
Once Gabriel stops and calms down, he and Kayla can talk about the problem. What do you think Gabriel wants? (To go slow)

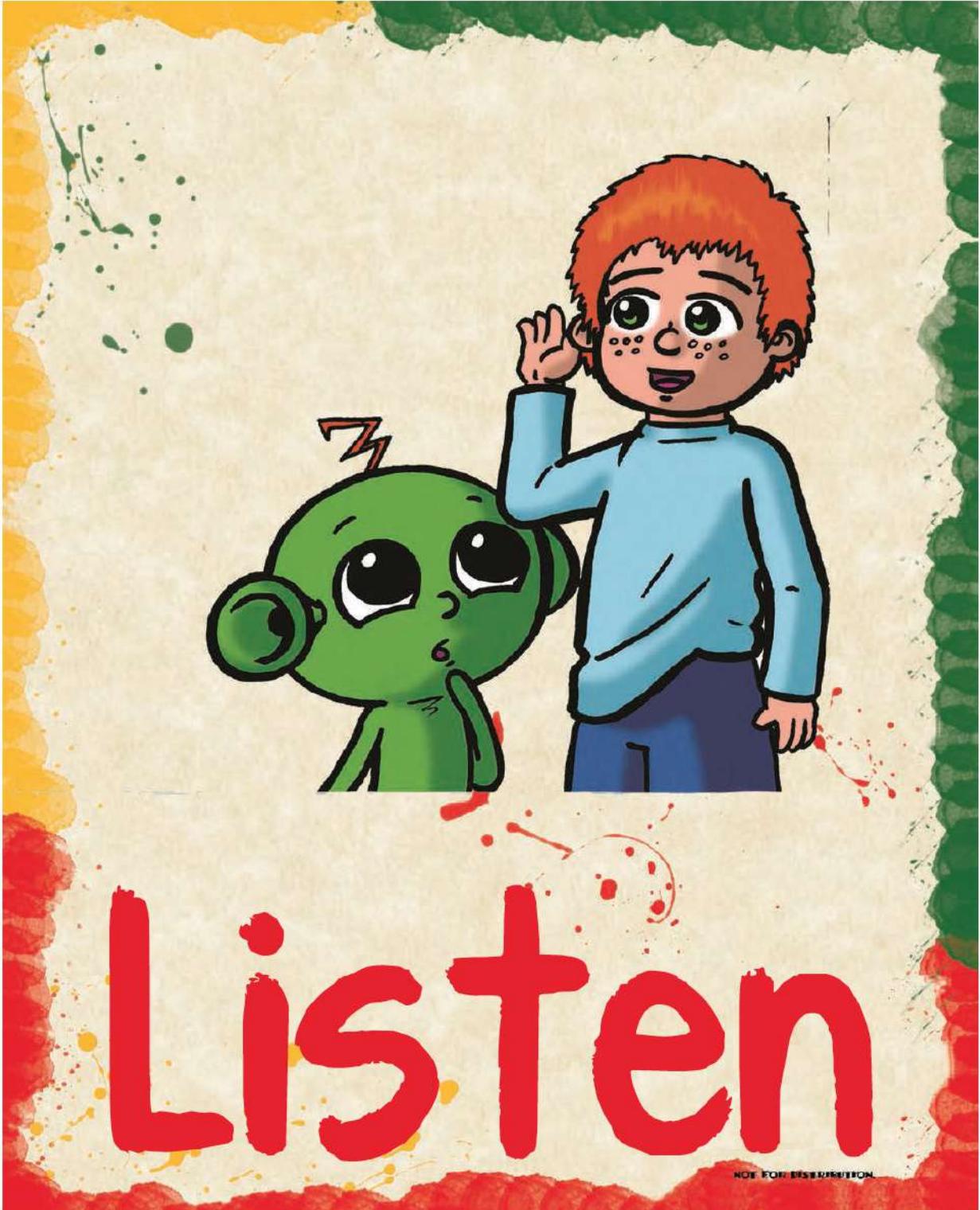
What do you think Kayla wants? (To go fast)

What is Gabriel and Kayla's problem? (They like to go at different speeds)

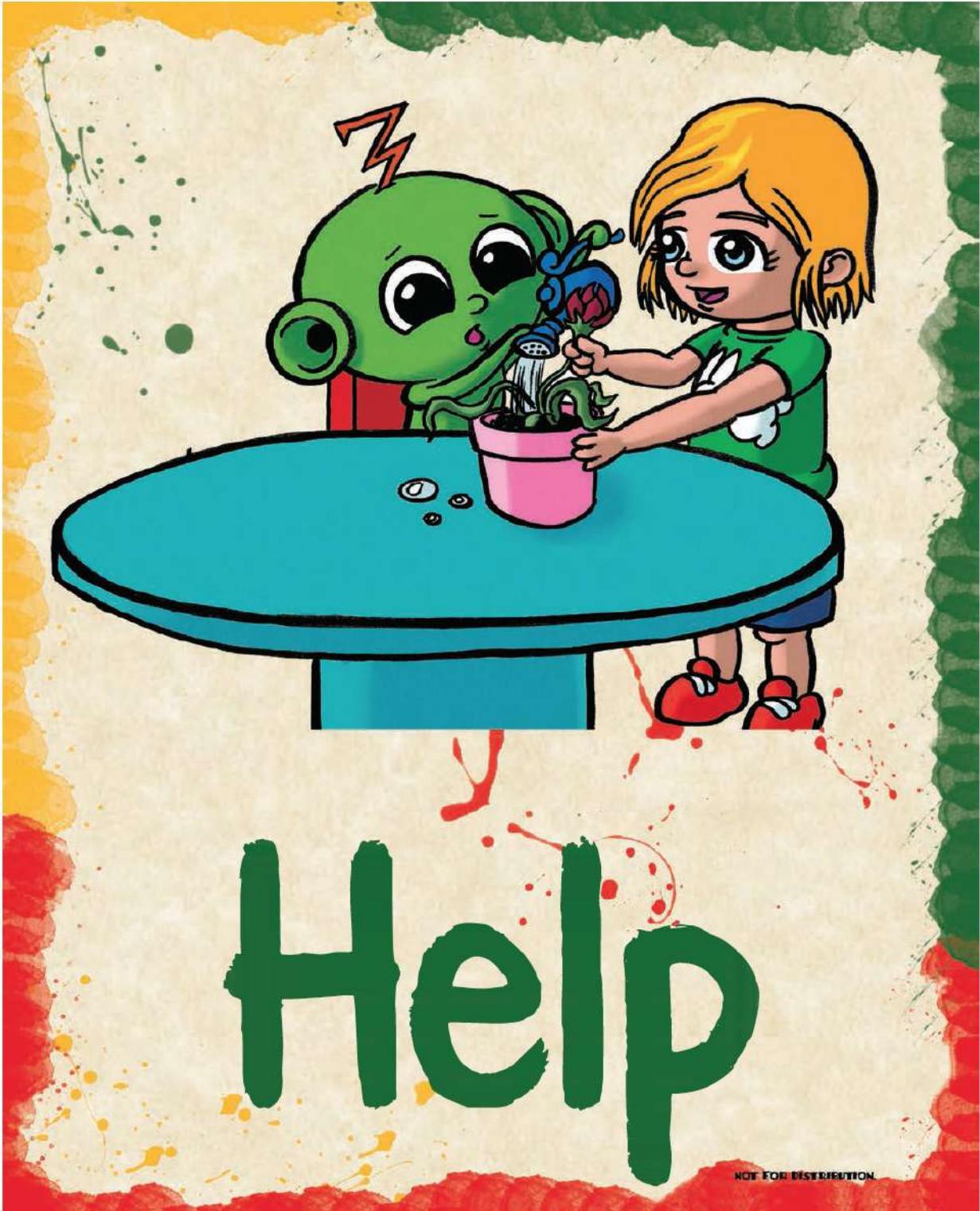
THINK, TRY

Kayla wants to go fast but Gabriel doesn't. What can they do to solve the problem? (Kayla could go more slowly; Gabriel could pull Kayla instead; they could play something different that they agree on)

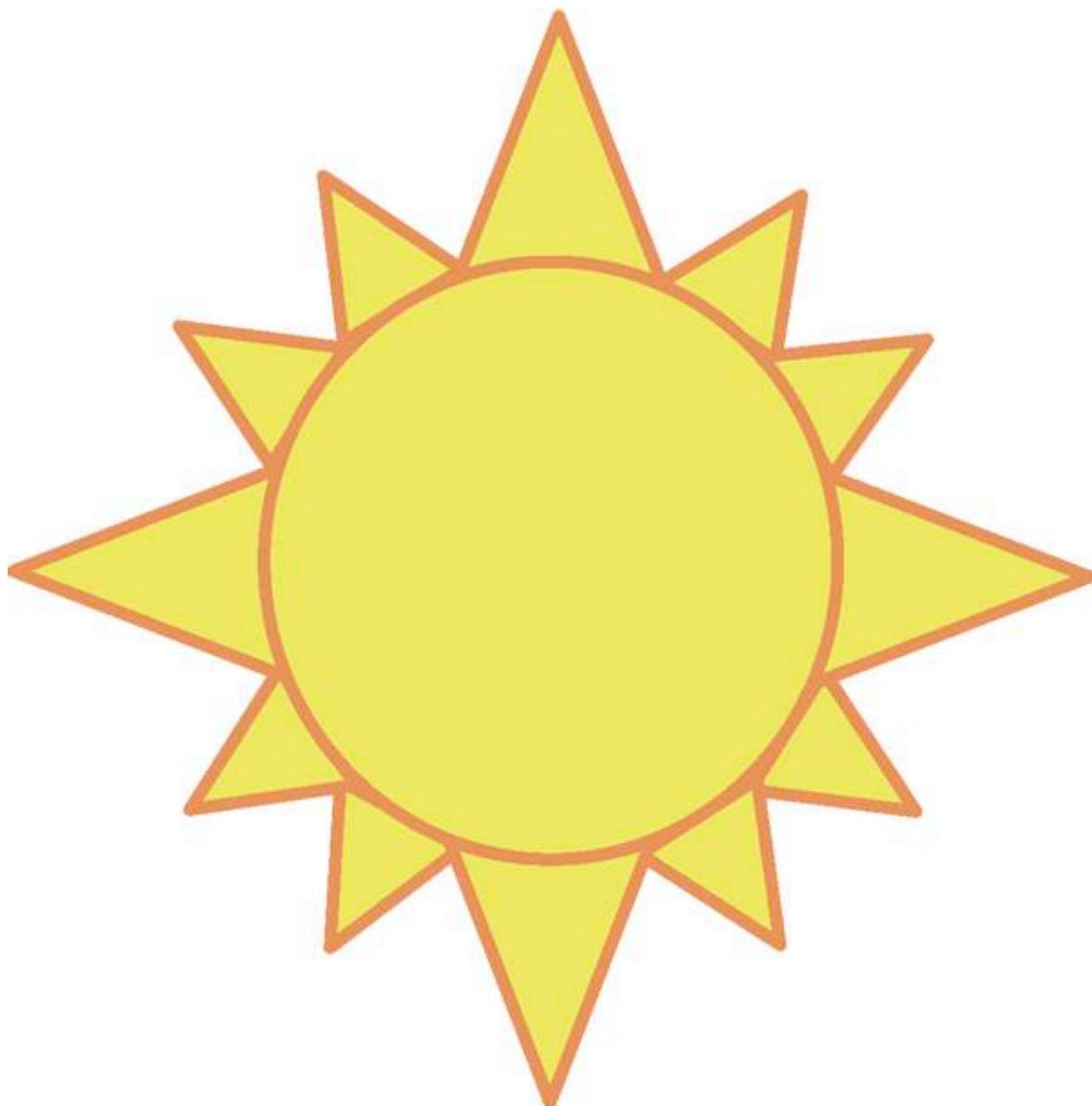












THE FRIENDSHIP FIX-IT SHOP

Problem—Katy is mad because Sam borrowed her new eraser and lost it.

What can Sam and Katy do to fix their friendship?

THE FRIENDSHIP FIX-IT SHOP

Problem—Katy is mad because Sam borrowed her new eraser and lost it.

What can Sam and Katy do to fix their friendship?

THE FRIENDSHIP FIX-IT SHOP

Problem—Maria is sad because Gabe told her that he didn't like her hat.

What can Maria and Gabe do to fix their friendship?

THE FRIENDSHIP FIX-IT SHOP

Problem—Maria is sad because Gabe told her that he didn't like her hat.

What can Maria and Gabe do to fix their friendship?

THE FRIENDSHIP FIX-IT SHOP

Problem—Kevin is sad because Annie forgot to play with him at recess.

What can Kevin and Annie do to fix their friendship?

THE FRIENDSHIP FIX-IT SHOP

Problem—Kevin is sad because Annie forgot to play with him at recess.

What can Kevin and Annie do to fix their friendship?

THE FRIENDSHIP FIX-IT SHOP

Problem—Tina is mad because Marcus got paint on her folder.

What can Tina and Marcus do to fix their friendship?

THE FRIENDSHIP FIX-IT SHOP

Problem—Tina is mad because Marcus got paint on her folder.

What can Tina and Marcus do to fix their friendship?

SANFORD
HARMONY™



sanfordharmony.org