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Activities to increase the social awareness of learning handicapped children in kindergarten

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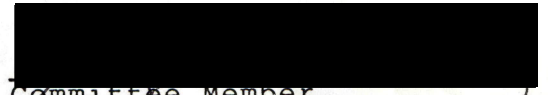
ACTIVITIES TO INCREASE THE SOCIAL AWARENESS
OF LEARNING HANDICAPPED CHILDREN
IN KINDERGARTEN

A Project Submitted to
The Faculty of the School of Education
In Fulfillment of the Requirement of the Degree of
Master of Arts
in
Education:
Special Education Learning Handicapped Option
by
Marcheta Herbranson, M.A.
San Bernardino, California
1985

APPROVED BY:



Advisor



Committee Member

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General Introduction

The purpose of this project is to provide materials which can be used by both the special education and the regular classroom teacher to enhance the development of social awareness in their students. As a result of participating in the activities presented, the student will acquire a deeper awareness of self as unique and worthwhile, an awareness of feelings, an awareness of positive and negative behaviors, an awareness of how others feel and respond, and an awareness of how to solve interpersonal conflicts. It is intended to involve the students in the affective domain and compliment their cognitive achievement.

In reviewing the literature, three definitions of social competence emerge. These include first, productive and mutually satisfying interactions between a child and peers or adults (O'Malley, 1977). Second, the ability to emit behaviors that are positively or negatively reinforced by others (Cartledge, Milburn, 1978). And finally, those responses which within a given situation prove effective, or in other words maximize the probability of producing, maintaining or enhancing positive effects for the interactor (Gresham, 1983).

In order to limit the concept of social awareness, this paper will address the social behaviors needed to produce positive interactions within the school setting. Studies

have shown well-adjusted children as having a specific set of skills at their command which they use to understand and react to a wide range of interpersonal situations (Elias, Maher, 1983). Socially competent students are knowledgeable about how to make friends (Gottman, Gonso, Rasmussen, 1975). Furthermore, they have the ability to take the role of others, to utilize a variety of lines of action in a given situation, and can draw on intrapersonal resources to use effective tactics in situations where appropriate (O'Malley, 1977). Non-socially competent students, on the other hand, are socially isolated, unable to form meaningful friendships, feel anxiety in the face of authority figures, and lack conversational skills (Rose, 1975). Isolated students experience a low frequency of peer interaction and are selected for participation less often by their teachers. These children are more likely to drop out of school, be identified as juvenile delinquents, and to experience mental health problems (Oden, Asher, 1977). Social isolation has also been found to be a common denominator of a number of factors correlated with a high suicide rate (Gottman, Gonso, Rasmussen, 1975).

There is considerable evidence that handicapped children in regular classes are socially rejected significantly more often than their non-handicapped peers (Leyser, Gottlieb, 1980). In addition, it was found that learning-handicapped children were more likely to be ignored by their peers than were comparison children (Cartledge, Milburn, 1978). Learning-Handicapped children according to

federal definition are those students with a

disorder in one or more of the basic psychological processes involved in understanding or in using language spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations (Lerner, 1981).

Observable characteristics related to a deficit in social perception of a child with learning disabilities include:

(1) performing poorly in independent activities expected of children of the same chronological age, (2) poor in judging moods and attitudes of people, (3) insensitive to the general atmosphere of a social situation, and (4) continually doing or saying the inappropriate thing (Lerner, 1981)

It is well known that schools are socializing institutions second only to the home in their effect on children's total development (Elias, Maher, 1983). The school not only teaches academic curriculum, but it also has a "hidden" curriculum that has to do with social behaviors (Cartledge, Milburn, 1978). Well-adjusted children learn classroom survival skills perceptively through the "hidden" curriculum. Isolated children, on the other hand, need to be given information on classroom survival skills through systematic teaching. It has been found that social behaviors such as personal interaction skills including helping, sharing, smiling, greeting others, speaking positively to others and controlling aggression; plus task related skills including attending, speaking positively about academic work, compliance with teacher requests, and remaining on task are important prerequisites for successful academic

performance (Cartledge, Milburn, 1978). With this in mind, the following activities have been developed to afford the student with a social deficit an opportunity to participate successfully and more fully in the school setting as well as in society as a whole.

Review of the Literature

A review of the literature was conducted to determine trends which have occurred over the past several years in the field of social awareness and more specifically in the area of social skill acquisition. Results of that research indicate that the child with a deficit in social skills needs conscious effort and specific teaching to learn about the social world, its nuances, and its silent language (Lerner, 1981), a further review was conducted to determine who these children are, whether or not intervention is effective and if so, what techniques have proven to be most successful.

Several articles written during the mid to late seventies were found dealing with social awareness. These articles can be divided into three broad categories. First, definitions of interpersonal competence needed to be clarified. These are listed in the general introduction of this paper (O'Malley, 1977; Cartledge, Milburn, 1978; Gresham, 1983). Second, studies were done during this time to determine the relationship between social skills and the acquisition of friends. Social skills were assessed by an experimenter testing each child individually on a set of tasks which included measuring the ability to label emotions in facial expressions, knowledge of how to make friends, giving help, and role-taking ability. Popular and unpopular

children differed in their knowledge of how to make friends. And in the classroom popular children distributed and received more positive reinforcement than unpopular children and spent less time daydreaming (Gottman, Gonso, Rasmussen, 1975). In addition, the importance of peer interaction itself within the social process was explored. An assessment of the growth of toddler social interaction in playgroups was conducted. Acquainted toddlers more frequently engaged in sustained social interactions than did less acquainted age-mates. They also utilized more coordinated social behaviors in their interactions. Participation in peer social interaction itself was found responsible for the increases in skilled behavior among peer-experienced toddlers (Mueller, Brenner, 1977). Third, studies were conducted which showed an increase in isolated children's peer acceptance if certain social skills were actively taught. Isolated children were coached in social skills. The coaching condition included (1) instructions from an adult in social skills relevant to friendship making, (2) playing games with peers to practice social skills, and (3) a postplay review session with the coach. A pretest-posttest sociometric assessment of the training indicated that the coached group increased on a play sociometric rating significantly more than the control group (Oden, Asher, 1977). Furthermore, simultaneously reviews were beginning to emerge which supported the premise that effective techniques for teaching social skills were available and could be included in the curriculum to help isolated students achieve

social success. The methods used consisted primarily of positive reinforcement which involved providing a rewarding consequence when a desired behavior occurred, increasing the chances that the behavior would reoccur, and social modeling which required the observation of some behavior performed by a model through which the observer acquired a corresponding response pattern that might be exhibited under similar conditions (Cartledge, Milburn, 1978).

By the early eighties, numerous articles began to appear emphasizing the importance of social competence which can be defined as positive social interactions with both adults and peers, the ability to make and maintain friendships, and overall acceptance in the peer group one finds oneself (Gresham, 1983). However, while the articles in the mid to late seventies dealt with social skills for the isolated student in general, by the early eighties evidence began to emerge indicating that a disproportionate number of isolated students were learning handicapped students (Leyser, Gottlieb, 1980). The articles in the early eighties, therefore, dealt almost exclusively with social awareness and the learning handicapped student. These articles, like the ones in the mid to late seventies, can also be divided into three broad categories. First, several articles indicated the need to teach strategies to improve handicapped learners social interactions with non-handicapped peers. (1) Merely placing a handicapped child in a mainstreamed environment without providing emotional support not only failed to result in improved

social acceptance, it actually resulted in a decrease in social status relative to comparable children who remained in segregated classes (Leyser, Gottlieb, 1981). (2) Learning disabled students were less likely than their normally achieving peers to demonstrate pro-social behaviors which were found to be prerequisite for social acceptance. Peer rejection was in turn associated with low self-esteem, poor interpersonal skills, and psychological pathology (Hummel, 1982). (3) Significant differences in social perception distinguished learning disabled and non-learning disabled pupils resulting in feelings of inadequacy, apprehension, and alienation from teachers, peers, and parents (Goldman, Hardin, 1983). Second, research began to support the fact that intervention was successful in improving the acceptance and reducing the rejection of isolated children (Leyser, Gottlieb, 1980; Mannarino, Christ, Durlak, Magnussen, 1982). Also, suggestions regarding effective techniques for implementing social skill programs in the classroom began to be published. The methodologies recommended were as follows: (1) sociometric grouping in which the teacher arranges both seating and small group activities to include pairing of socially accepted pupils with least accepted pupils, (2) cooperative as opposed to competitive classroom structures where students perceive that they obtain their goals if, and only if, the other students with whom they are working can obtain their goals, (3) assigning the unacceptable child tasks or responsibilities that he/she is capable of performing, (4) using positive reinforcement for

friendship-making behavior or for contributions made to a discussion, (5) coaching socially rejected pupils on taking turns, talking with others, using eye contact, giving a smile, to name just a few (Leyser, Gottlieb, 1981), (6) developing interpersonal problem solving skills wherein a child identifies with the feelings of those in conflict, arrives at several alternative solutions to interpersonal problems and then anticipates the consequences of the solutions derived (Mannarino, Christ, Durlak, Magnussen, 1982), (7) discussing the meaning of various body gestures such as waving goodbye, shrugging a shoulder, tapping a foot or shaking a finger in impatience, crossed arms, outstretched arms, and so on, (8) recognizing implications in the human voice beyond the words themselves by listening to a voice on a tape recorder and explaining the mood of the speaker (Lerner, 1981), (9) using programs such as the Television-Based Instructional Format which is designed to use audiovisual materials, developmentally sequenced to touch on critical life areas (Elias, Maher, 1983), (10) using materials such as balls, blocks, tea sets, wagons, beanbags, puppets, toy doctor kits, toy telephones, dress-up clothes, children's playing cards, and simple boardgames (Powell, Lindeman, 1984). Third, the most commonly used assessment methods for identifying isolated students were behavioral observations, sociometrics, and teacher ratings (Gresham, 1981). Behavioral observation is a technique whereby an outside observer records specific behaviors of a student which can later be analyzed. Sociometrics is a

system whereby students are asked to name their best friend. Those students not named are considered isolated and need to be paired in activities with students who are named more frequently. Teacher ratings include a check sheet that lists characteristics which are rated on a five point scale. A score of one represents the lowest rating, a score of five representing the highest, and a score of three considered average. Schumaker and Hazel in their topical review (1984) succinctly outlined where we have been and where we need to go as we enter the mid to late eighties

several social skills have been identified as deficits or excesses of LH individuals, social skills assessment systems have been tested for (a) increasing the use of appropriate behaviors, (b) decreasing the use of inappropriate behaviors, (c) training new social skills to mastery, and (d) promoting generalized use of newly learned social skills. Additional work is needed: to specify those social skills that are functionally related to social competence and social standing for LH individuals, to develop practical assessment devices for use by educators to measure application of these skills, and to further investigate procedures that promote acquisition and generalization of newly learned social skills.

In conclusion, the literature reveals a need for social skill intervention with learning handicapped students, studies support the success of such intervention programs, and more and more materials are becoming available to the special education and the regular classroom teacher. By utilizing this available information teachers can incorporate into their curriculum activities which enhance social interaction in the classroom.

Project Design

This project on social awareness is presented to specifically teach in a systematic manner those elements found effective in developing the social skills of the learning handicapped student. It is designed to create mental well being and to set the stage for academic success. Moreover, it can be used to reinforce skills all students require to develop responsibility for their own behavior. The curriculum focuses on an awareness of self, an awareness of others, and an awareness of problem solving techniques. It is comprised of five chapters with activities structured to address a special area of social skill acquisition which has been found to be beneficial to learning handicapped students. The areas addressed are: (1) understanding oneself as a worthwhile and unique individual; (2) understanding feelings in order to identify them in people's facial expressions and through their body language; (3) understanding the characteristics of passive, aggressive, and assertive behaviors so that one can conduct oneself more assertively; (4) understanding others who may have differences from oneself, recognizing that one's actions affect the feelings of others and that these feelings can ultimately affect one's ability to establish and maintain friendships; and (5) understanding that a variety of solutions to solve problems exist, and further realizing

certain consequences and cause/effect relationships are involved in the choices one makes. These skills are taught by the use of puppets, individual books, discussions, dramatic play, hands on activities, games and situation stories. Also included are bibliographies of children's stories appropriate to each chapter.

The materials presented are intended to be used at the kindergarten level with learning handicapped students; but, because the feelings that accompany learning have a significant effect on how well all children learn, valid applications may be successfully implemented in the regular classroom as well. Furthermore, with only slight changes the material can be adapted for either pre-school or first-grade students.

The importance of the affective domain on education cannot be over emphasized. According to Dinkmeyer and Dinkmeyer (1980) education can no longer proceed on the assumption that when content is presented through interesting methods, the student will become involved, and the problems of delinquency, rebellion and apathy will be reduced dramatically. Instructors who do not get in touch with the whole being of student will not be able to meet the challenges of education and are destined to fail. The materials presented in this project are meant to provide a method of reaching the "whole" student thereby allowing for a profitable learning experience for all.

SOCIAL AWARENESS

A Model Resource Unit for

Learning Handicapped Children

Kindergarten

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Goals

Through the activities in this book students will be able to:

1. Be aware of themselves as worthwhile and unique individuals
2. Identify happy, sad, angry, jealous, scared, surprised feelings from facial expressions and body language
3. Recognize characteristics of passive, aggressive and assertive behaviors
4. Be aware that people are alike, but differences are what make people special
5. Recognize that they can affect how other people feel
6. Be a friend and make new friends
7. Be aware that there is more than one way to solve a problem
8. Be able to predict the consequences of one's actions
9. Be able to generate solutions for conflict situations

DEVELOPING AN AWARENESS OF SELF

Understanding Oneself

As a result of doing the activities in this section the student will be more aware of his/her own self-concept based on information he/she discovers about him/herself, and become more aware of him/herself as a worthwhile and unique individual.

I Am Special

Everybody says

I look just like my mother.

Everybody says

I'm the image of Aunt Bee.

Everybody says

My nose is like my father's,

But I want to look like Me!

Dorothy Aldis

Look to your right

And to your left, too.

And you'll see that there's no one

Who is just like you.

You may see a smile that shines brightly like yours,

You may see some feet that skip,

You may see some eyes the same color as yours.

And you may see an outfit that's another's like yours.

But, just look around you and happy you can be

To stand and say proudly "There's no one like me!"
(Schreiber, and others, 1983)

Songs

I'm glad (make up tune or do as poem)

I'm glad I'm glad I'm glad
I'm glad that I am me.

I'm glad I'm glad I'm glad
I'm glad that I can _____.

I am special (Are you sleeping)

I am special, I am special
Look at me. You will see
a very special person, very special person
that is me, that is me.

Special Person of the Week

Directions (activity 1)

Each week a child is selected to be the "Special Person".

The "Special Person" wears a crown for the day, is given a "Special" job to do and a "Special" place to sit.

The students sit in a circle. One child is selected by the teacher to be the "Special Person" for the week. Ask the child

- his/her favorite color,
- his/her favorite animal,
- his/her favorite food,
- his/her favorite activity.

Have the other students make positive statements about the "Special Person" such as:

- He/she always shares the toys.
- He/she is a good listener.
- He/she is a hard worker.
- He/she is a good helper.
- He/she takes turns very well.
- He/she is a careful worker.
- He/she is a friendly person.
- He/she never shoves in line.
- He/she is a good thinker.

He/she sings happily.

Pass out 6 x 8 inch white paper and have the students draw a picture of the "Special Person".

Using a 12 x 18 inch piece of construction paper make a poster for the "Special Person" which includes:

photograph

name/birthday

fingerprints

favorite color, animal, food, and activity

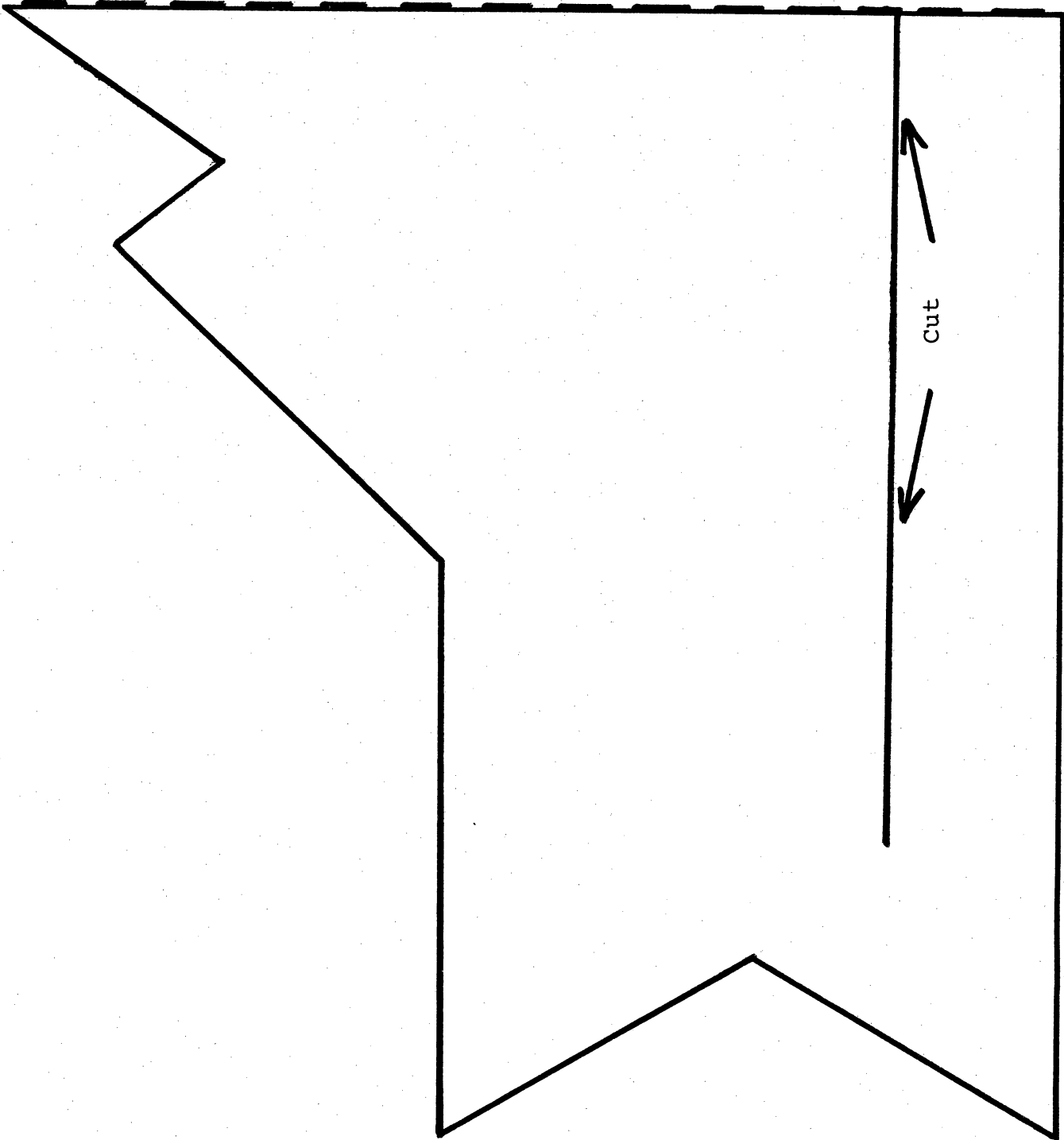
positive statements made by the other students

pictures which the other students have drawn

Hang the poster in a special place for a week. At the end of the week, the "Special Person" takes the poster home.

Crown Pattern

Fold

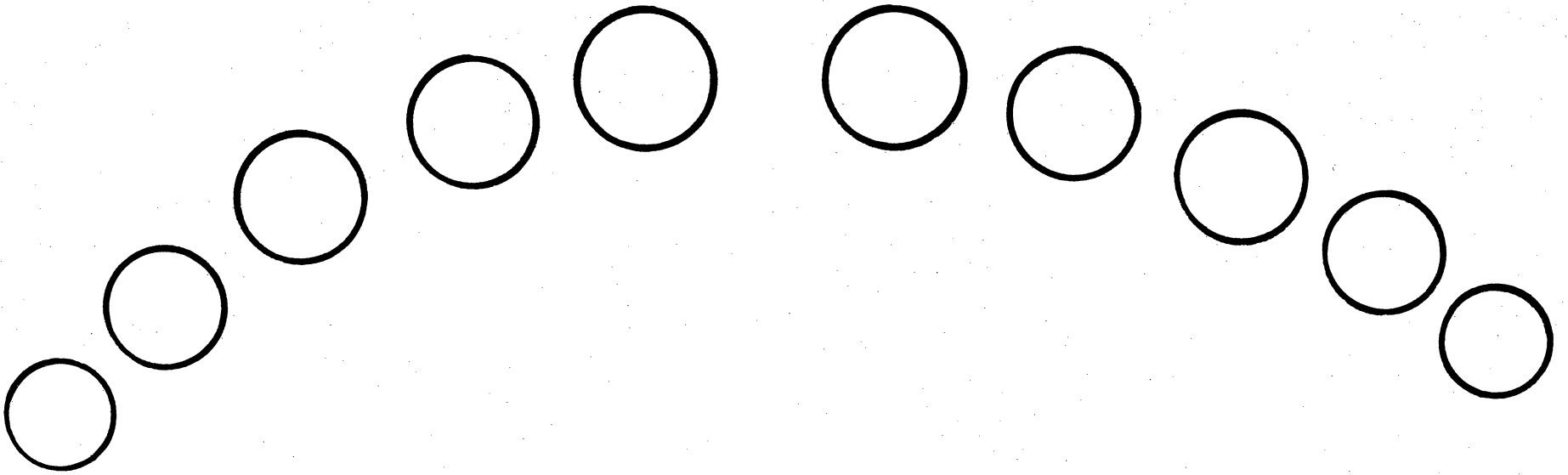


My Fingerprints

Directions (activity 2)

Everyone is special in many ways, and one way is your fingerprints. Fingerprints are the marks left by your fingers when you touch something. The most interesting thing about your fingerprints is they are different from everyone elses.

Duplicate activity 2. Using a stamp pad, place fingerprints of children in each circle provided.



My Fingerprints



Additional Fingerprint Activities

Using a stamp pad and paper, allow the children to make a "Thumbprint Picture Gallery" with pictures they create from their own prints.

Using a magnifying glass, allow students to examine their fingerprints and compare them with those of their classmates.

Discuss who uses fingerprints in their work.

Make actual police-type fingerprints. Have each child run an index finger over his/her forehead to pick up extra oil, press the finger gently on a mirror. Sprinkle the print with baby powder, blow off the excess, and gently press a piece of clear tape onto the powdered print, and carefully lift it off the mirror. Press the tape on a piece of dark paper and label it.

Make a classroom book of all the children's fingerprints.

My Left Hand - My Right Hand

Directions (activity 3)

Using poster paint that has been thinned down with water and starch, paint each child's hand with a large paint brush. Carefully place child's hands on paper.

Print following poem on the back of the handprints.

Sometimes you get discouraged
Because I am so small
And always leave my fingerprints
on furniture and walls.

But every day I'm growing -
I'll be grown up someday
And all those tiny handprints
will surely fade away.

So here's a final handprint
Just so you can recall
Exactly how my finger looked
When I was very small.

Love,

(Indenbaum, Shapiro, 1983)

My Left Hand

My Right Hand

Big Foot

Make a plaster of paris foot for each student.

In large wash tub place damp sand, have students take off their shoe and make a deep imprint of their foot. Mix plaster of paris according to directions (it is best to mix it in small batches), pour into foot imprint. As the plaster begins to set, place a paper clip into the plaster to serve as a hook.

Display feet

My Book About Me

Directions (activity 4 pages 1-21)

Use a 12 x 18 inch piece of construction paper for the cover. Have the students use small paper plates for the face, large yarn for hair (black, brown, yellow or red depending on the color of child's hair), buttons for eyes and nose, and sequins for the mouth.

With an aide or parent volunteer, have students fill in the information about themselves. Where appropriate students draw pictures of what they look like or what they do using crayons.

My Book About Me

My whole name is

First

Middle

Last

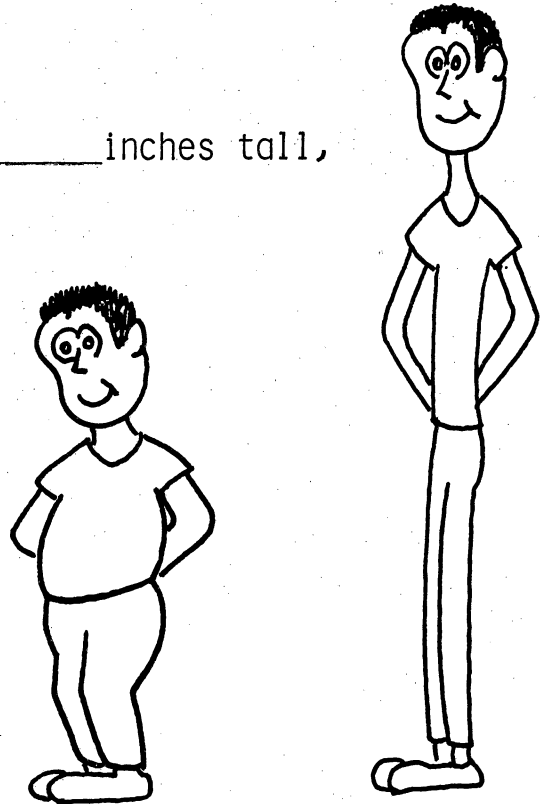
I am a _____.

It's a great name, and I'm proud to be a _____.

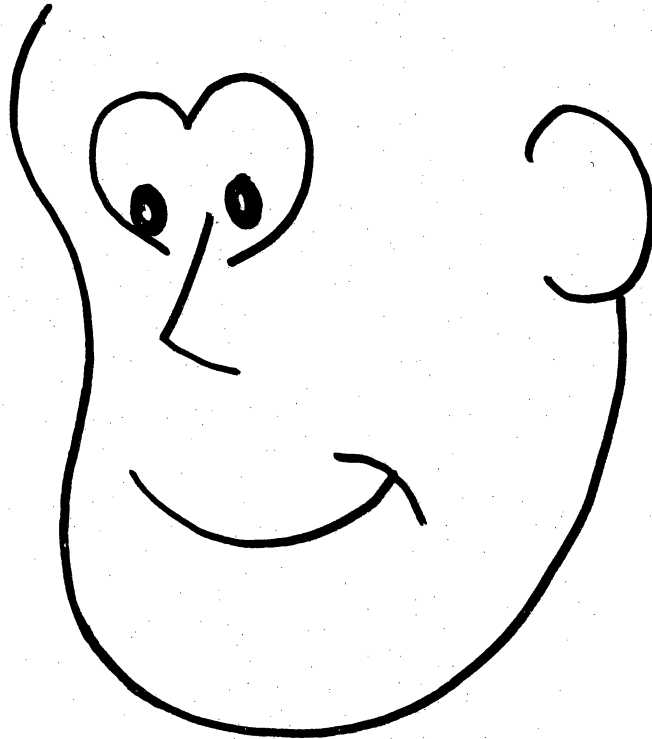
I am _____ feet _____ inches tall,

and I weigh _____ lbs.

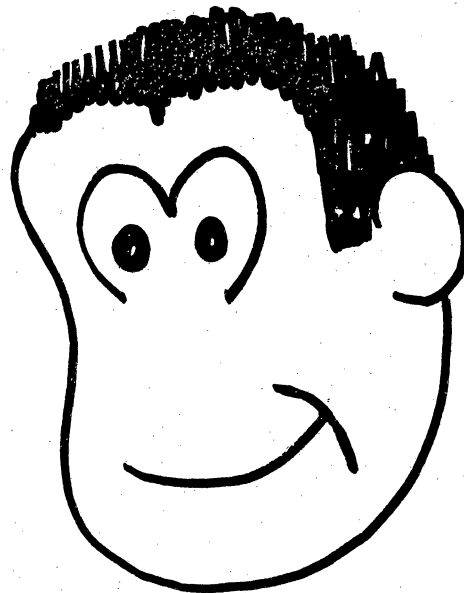
This is just right for me!



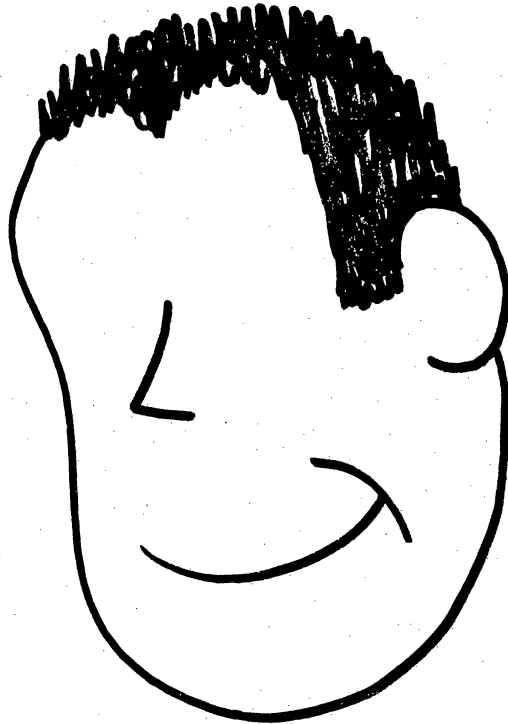
My hair looks like this:



My nose goes this way:



My eyes are just perfect,



My freckles are charming,

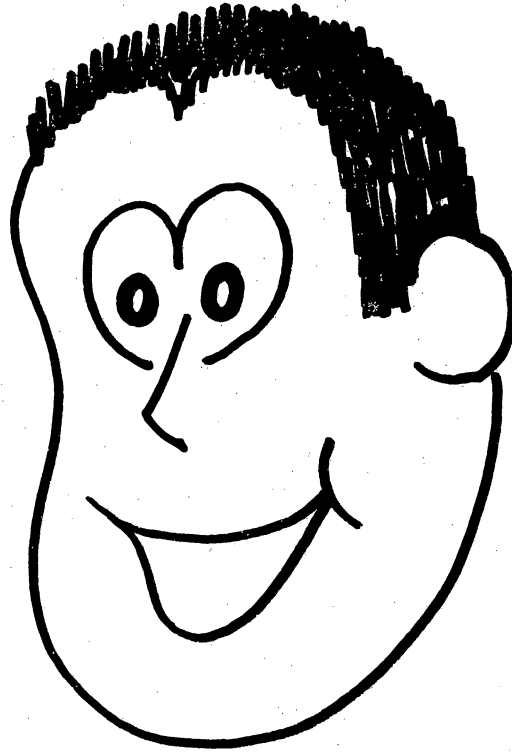
I don't wear freckles_____.

I do wear freckles_____.



I think I have about _____freckles.

My teeth are unique.



I counted them,

I have _____ on top.

I have _____ down below.

I brush my teeth every day _____ yes _____ no.

I have lost _____ teeth.

My hand is just right,

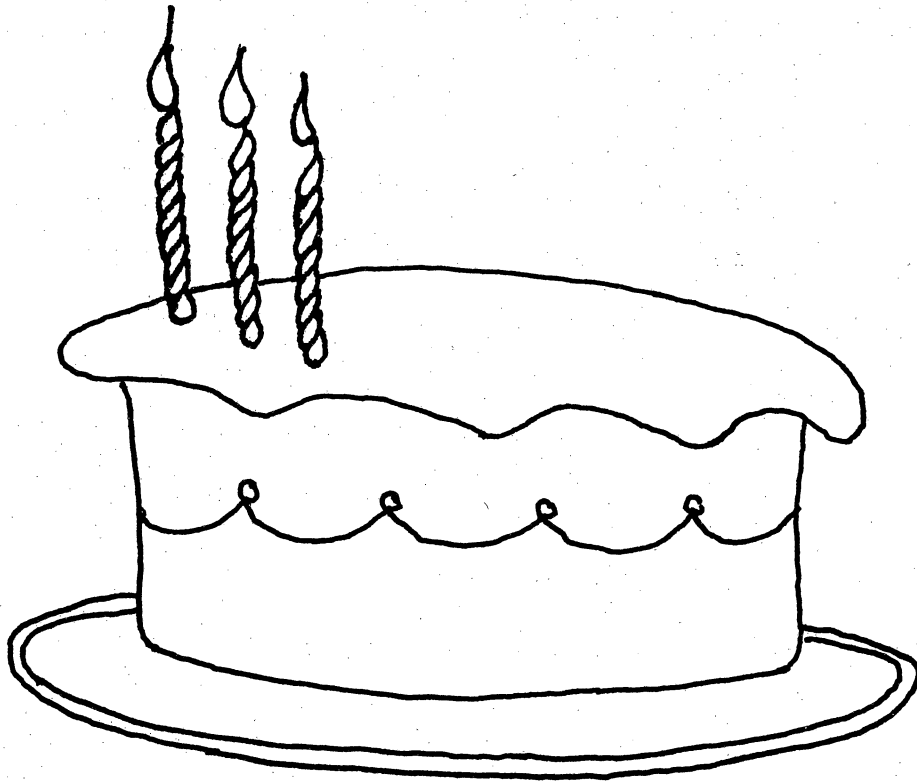
My foot fits me too!

A day I find special - my birthday,

on

Month _____

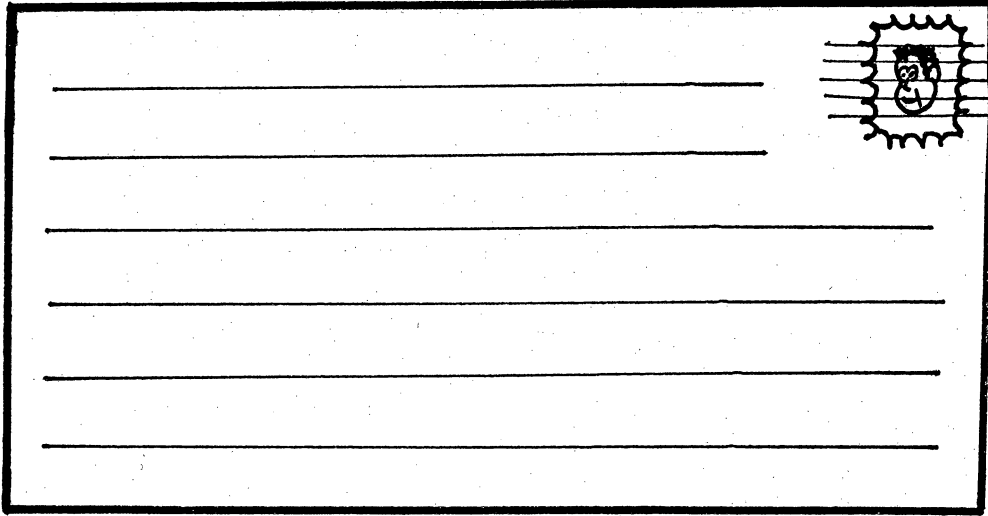
Day _____



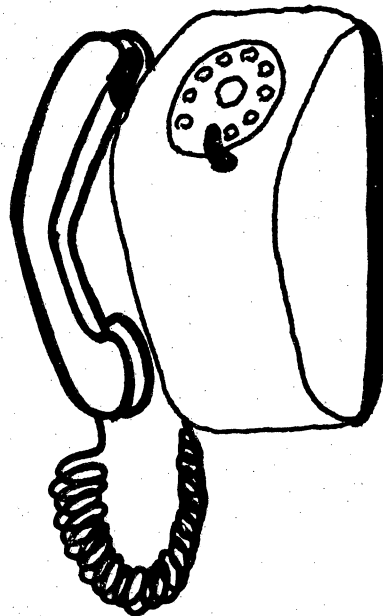
Add the same number of candles as your age.

Next year I will have _____ candles.

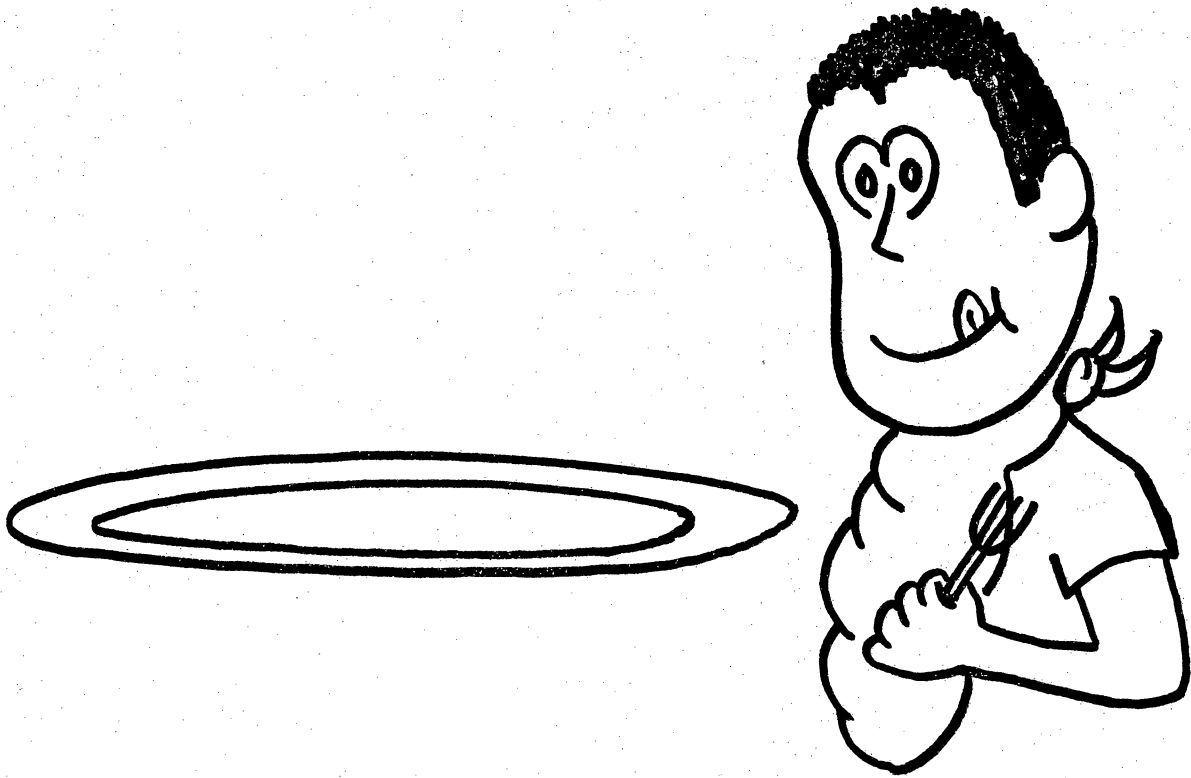
If you want to get in touch just send me a line;

A rectangular box with a thick black border. Inside the box, there are seven horizontal lines for writing, spaced evenly. In the top right corner of the box, there is a small, stylized cartoon face with a wide smile and a jagged, sun-like outline around its head.

or better yet, give me a call.

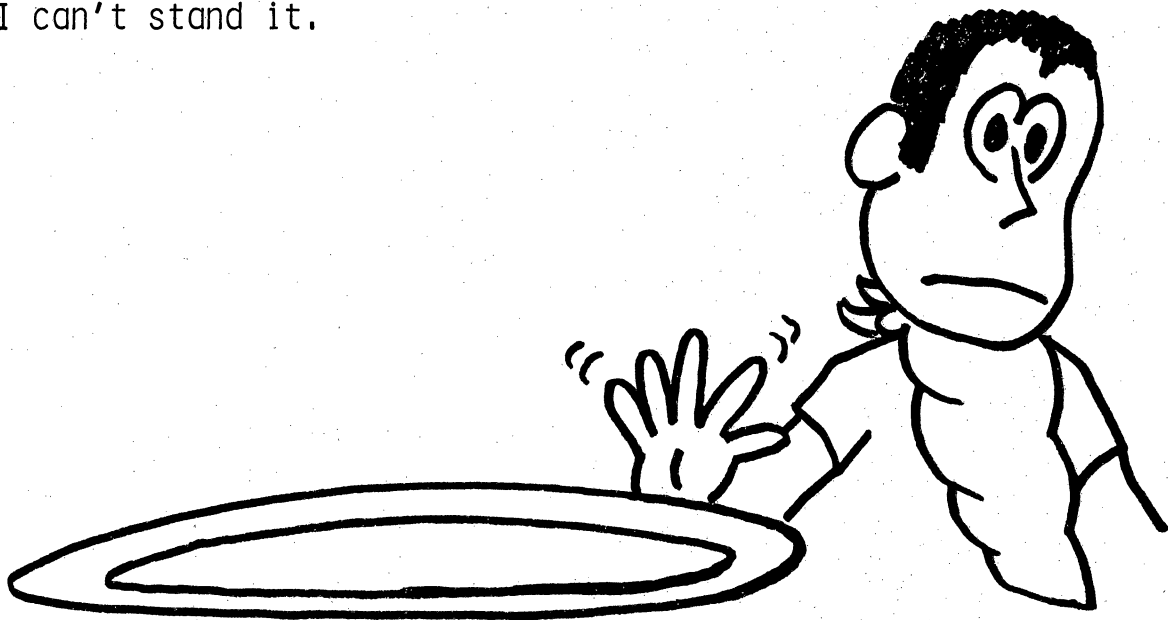


My favorite food is _____.

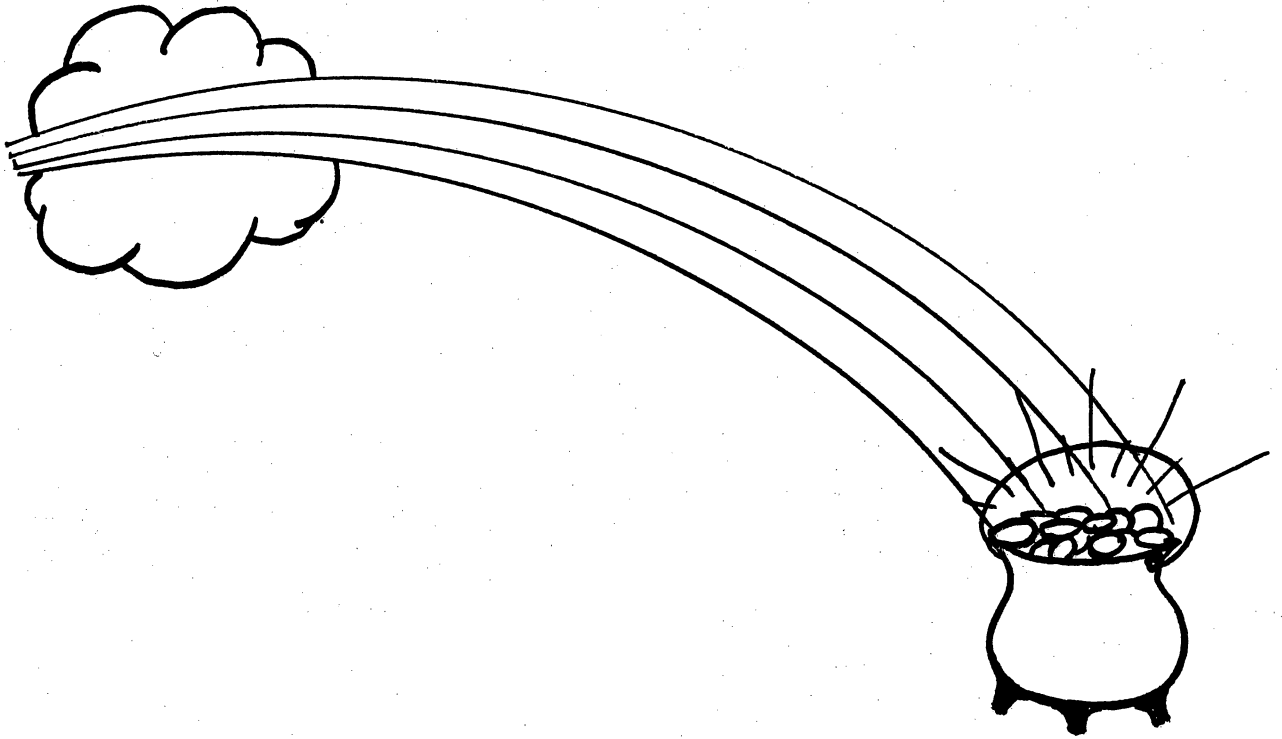


But, please don't give me any _____.

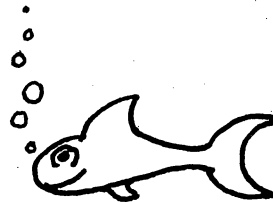
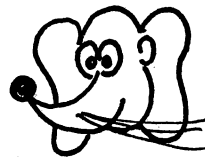
I can't stand it.



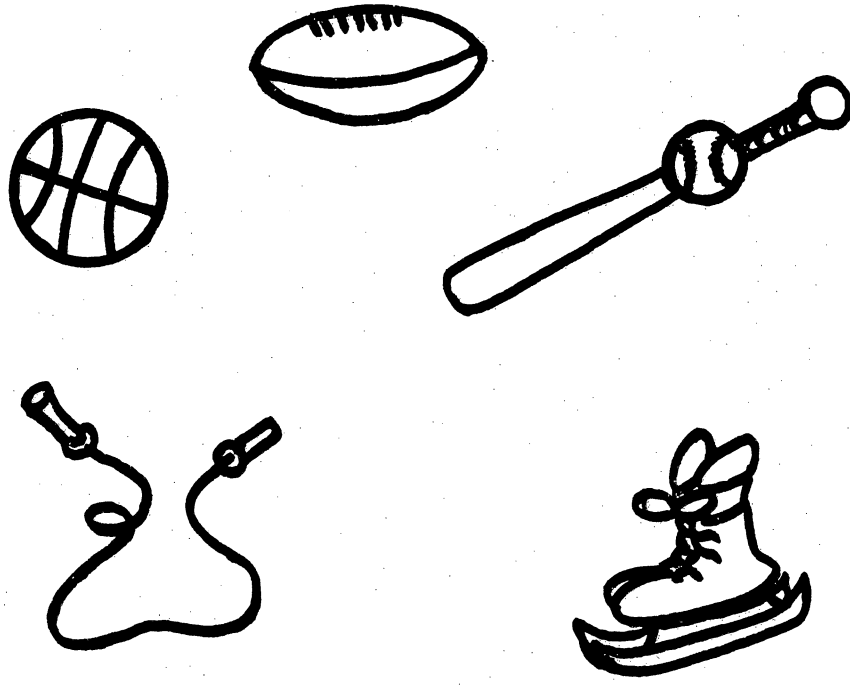
My favorite color is _____.



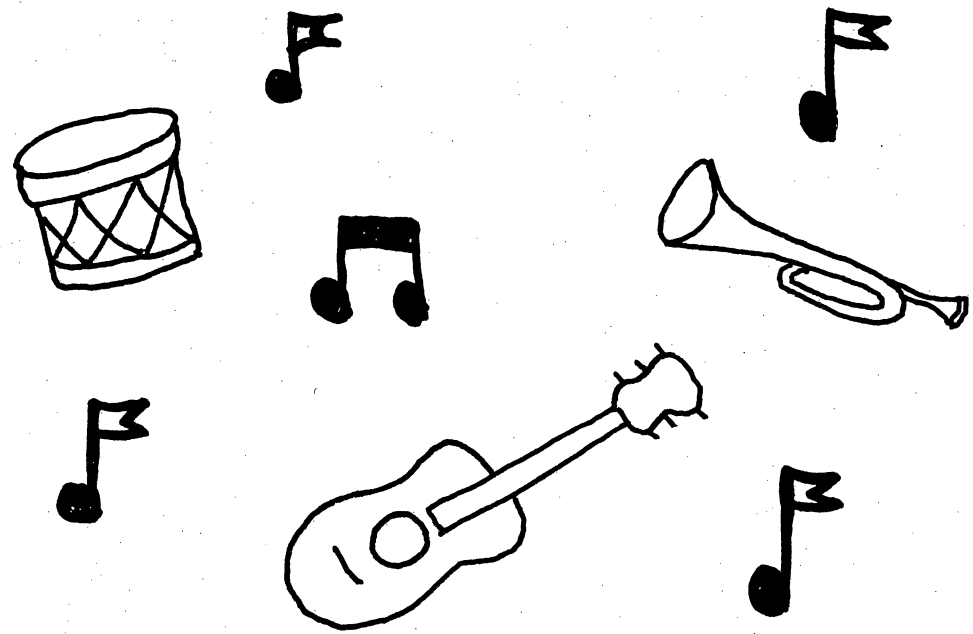
My favorite pet is _____.



My favorite sport is _____.



My favorite song is _____.



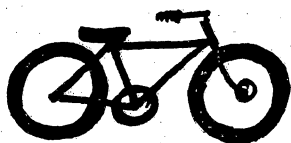
What I like to do more than anything else in the world is

But, I'd rather not

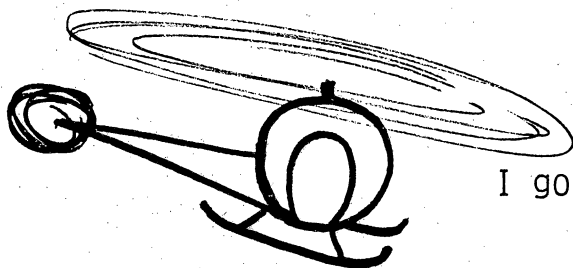
This is the way I go to school :



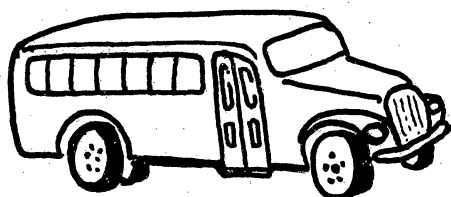
I go on foot _____.



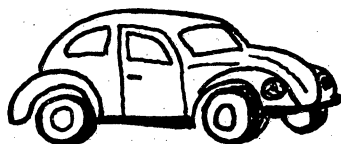
I go on my bike _____.



I go by helicopter _____.



I go by bus _____.



I go by car _____.

I go by ? _____.

Draw your own picture of how you go to school ,

Some of my friends are

My best friend is _____

Interesting things about me!

I am right handed _____.

I am left handed _____.



I am very neat _____.



I am not so neat _____.

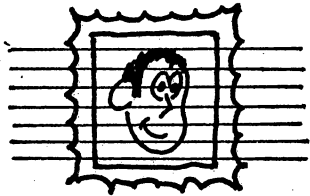


I am pretty sloppy _____.



My hobbies

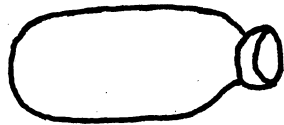
I collect



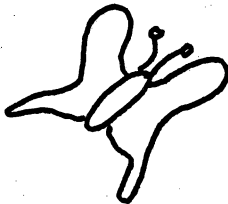
Stamps _____.



Seashells _____.



Nothing _____.



Butterflies _____.



String _____.

I collect

? _____.

Draw a picture of what you collect.

The things I do best are

I would like to learn how to

My self portrait

Well, that's my book! It's great to be me!

I finished writing it

_____ Month

_____ Day

_____ Year

photograph

Name

My Family is Special

Directions (activity 5)

Have children introduce "My Family" to the group. Remind the children that each family is special, and that families come in different sizes and have different members.

Have children draw a picture of "My Family".

My family is special.

My Family Paper Dolls

Directions (activity 6 a-d)

Help children make "My Family" paper dolls. Students select figures to represent the members of their families. Color the figures, cut them out, and paste them on popsicle sticks. The children can place their paper doll family members in envelopes. Be sure to supply enough adult figures, middle-size-child figures, little-child figures, and baby figures for the families of each child in the room.

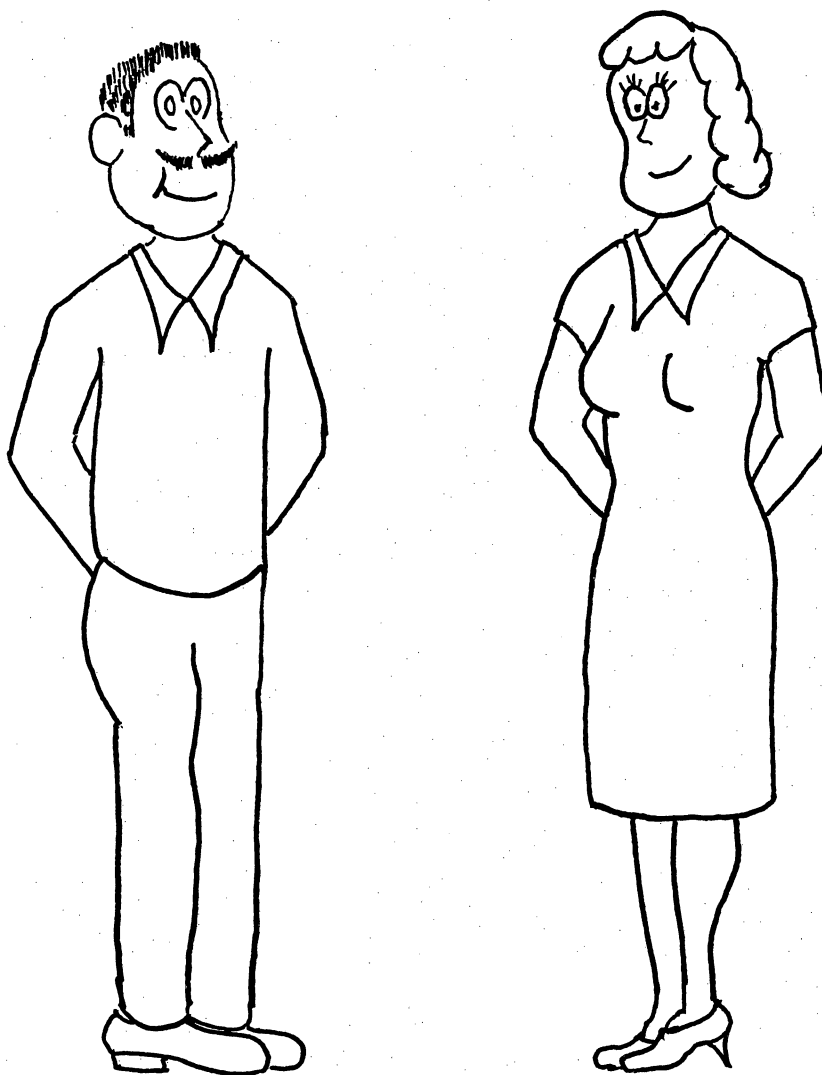
After the children have complete the paper dolls, have them use the figures to reenact some special family event.

Using a shoe box, children can construct a stage for their family event puppet shows.

(Schreiber, and others, 1983)

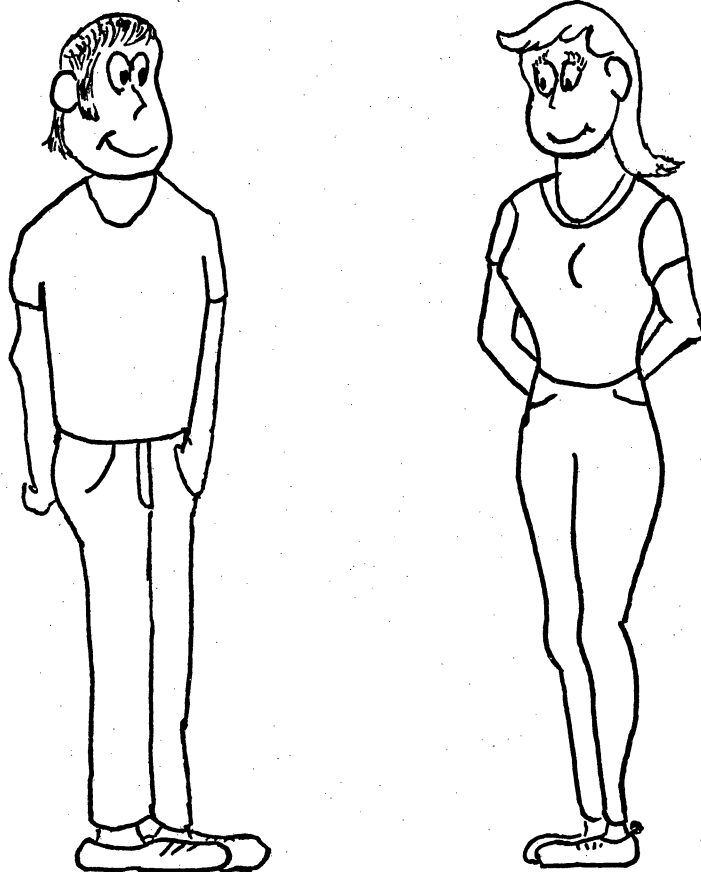
My Family

Adults:



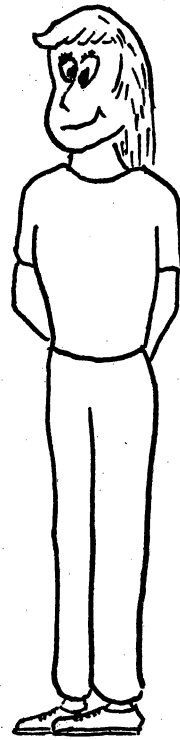
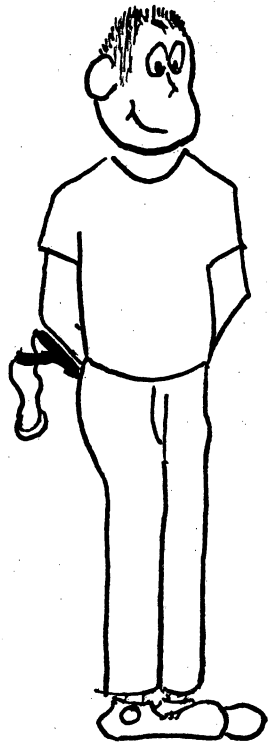
My Family

Middle-size children:



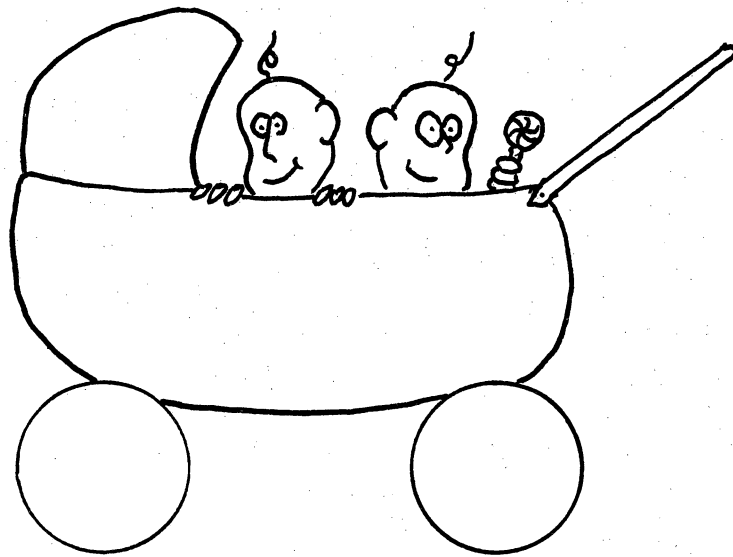
My Family

Little children:



My Family

Babies:



Family Play

Tell students they are to act out what happens after dinner in different families. Explain that you will tell each child who he or she will be in the play. Propose these families: nuclear family (parents and children); a single-parent family; an extended family (include grandparents or others). Be sure every child has a chance to act in one of the dramas.

(Schreiber, and others, 1983)

Story Time

Bel Geddes, Barbara. I Like to Be Me. Viking Press, 1963.

This book explores some of the things a child might like to be, concluding that "It's nice to be me!"

Ets, Maries. Just Me. Penguin Books, 1970.

It was fun to pretend to be like the farm and forest animals; but when it was time to go for a motorboat ride with his dad, the little boy was satisfied to be himself.

Lionni, Leo. Pezzettino. Pantheon, 1975.

This book shows what it is like to be a small child. Pezzettino comes to see himself as whole and to know his place in the world as special.

MacDonalds, Golden. The Little Island. Doubleday & Co., 1946.

In the end this story tells us that it is good to be a part of the world and to also have a world that is our own.

Steig, William. Sylvester and the Magic Pebble. Simon & Schuster, 1969.

It is fun to fantasize about what one would want if one could have anything one wished for. Sylvester, however, comes to realize he has all he can wish for right now.

DEVELOPING AN AWARENESS OF FEELINGS

Understanding Feelings

As a result of doing the activities in this section the student will be able to identify his/her own feelings. He/she will also be able to recognize other people's feelings through facial expressions and body language.

Happy

Directions (activity 7)

Show picture of happy face.

Tell how you think this person is feeling?

Discuss how a happy face looks.

What are some other ways people show us they are happy?

(laughter, vocal intonation, body posture)

What are some other words that mean happy?

(glad, merry, joyful, cheerful, pleased, delighted)

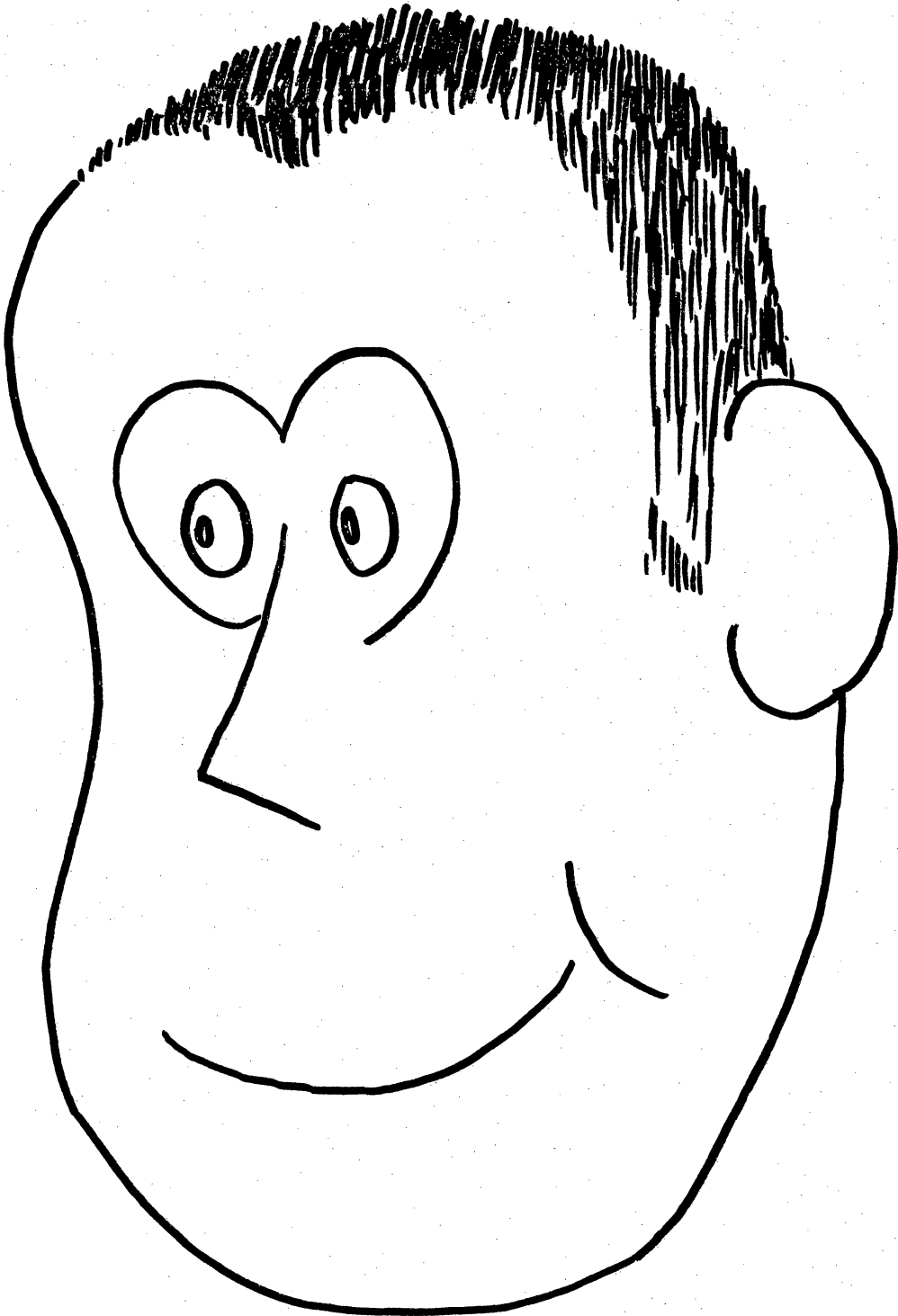
Tell about a time when you were happy?

How might you act when you are with someone who is happy?

Have students act out being happy and being a friend to someone who is happy.

Give out a special treat so children can experience happy feelings.

Happy



Sad

Directions (activity 8)

Show picture of a sad face.

Tell how you think this person is feeling?

Discuss how a sad face looks.

What are some other ways people show us they are sad?

(body limp, head down, tears, hands over face, tone of voice)

What are some other words that mean sad?

(unhappy, gloomy, depressed, down in the dumps)

Tell about a time when you were sad?

Tell of a time when you have tried to cheer up a friend who was feeling very sad. What did you say and how did you act?

Have students act out being sad and being a friend to someone who is sad.

Dialogue

Teacher: Your mother told me that Friday is your last day of school with us.

David: Yes, we are moving to Oregon. I'm going to miss you and all my friends in our class. It makes me feel funny inside.

Teacher: It's hard to leave people and things that you love.

David: Yes, it is. I cry when I think about it.

Discussion

How was David feeling?

What was David sad about?

Sad



Angry

Directions (activity 9)

Show picture of an angry face.

Tell how you think this person is feeling?

Discuss how an angry face looks.

What are some other ways people show us they are angry?

(tone of voice--shouting or tense, clenched fists, body may be tense)

What are some other words that mean angry?

(mad, furious, grouchy)

Tell about a time when you were angry?

What are some things that you might say if you are angry?

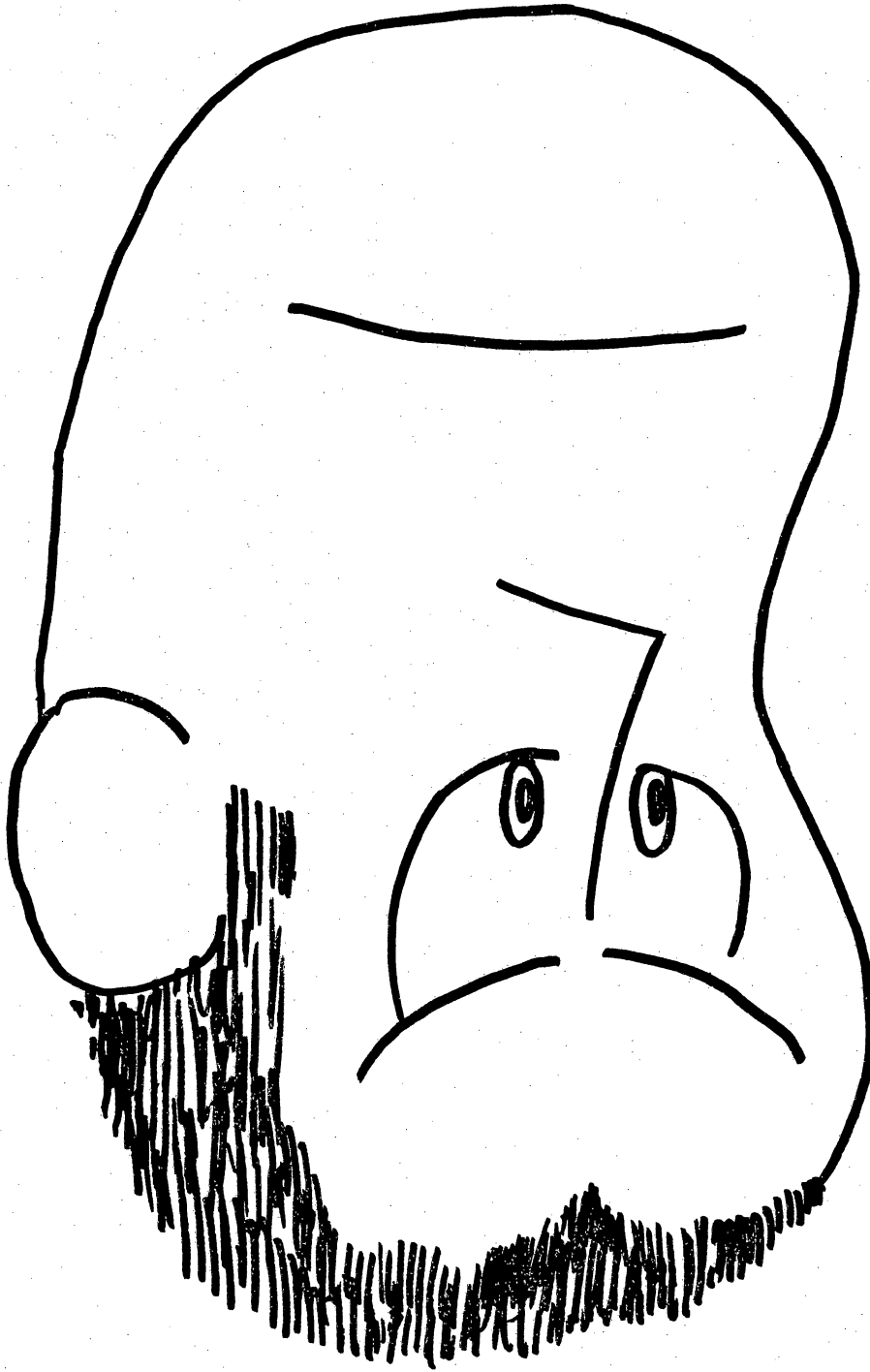
Tell of a time when you helped someone who was very angry.

What did you say and how did you act and feel?

Have students act out being angry and being a friend to someone who is angry.

Create the feeling of anger in students through an unfair decision such as, "I've decided that we are not going to have P.E. today because we are going to practice writing letters of the alphabet instead."

Discuss how students feel. Rescind decision and discuss new feelings.



Angry

Jealous

Directions (activity 10)

Show picture of a jealous face.

Tell how you think this person is feeling?

Discuss how a jealous face looks.

Tell about a time when you were jealous?

What are some other ways people show us they are jealous?

Have students act out being jealous.

Dialogue

Linda: Look at all the kids crowding around Loni. Did you see the watch she got for her birthday - it's real!

Becky: What fun is a dumb old watch anyway! She probably doesn't even know how to tell time.

Linda: I don't know how to tell time yet, but I'd sure like to have a real watch. You should as if you're jealous!

Becky: What do you mean, jealous?

Linda: I mean you really wish you had a watch. You're just saying Loni's watch is dumb because you don't like it that she's got something you don't have.

Becky: I am not. Who wants a stupid watch anyway?

Discussion

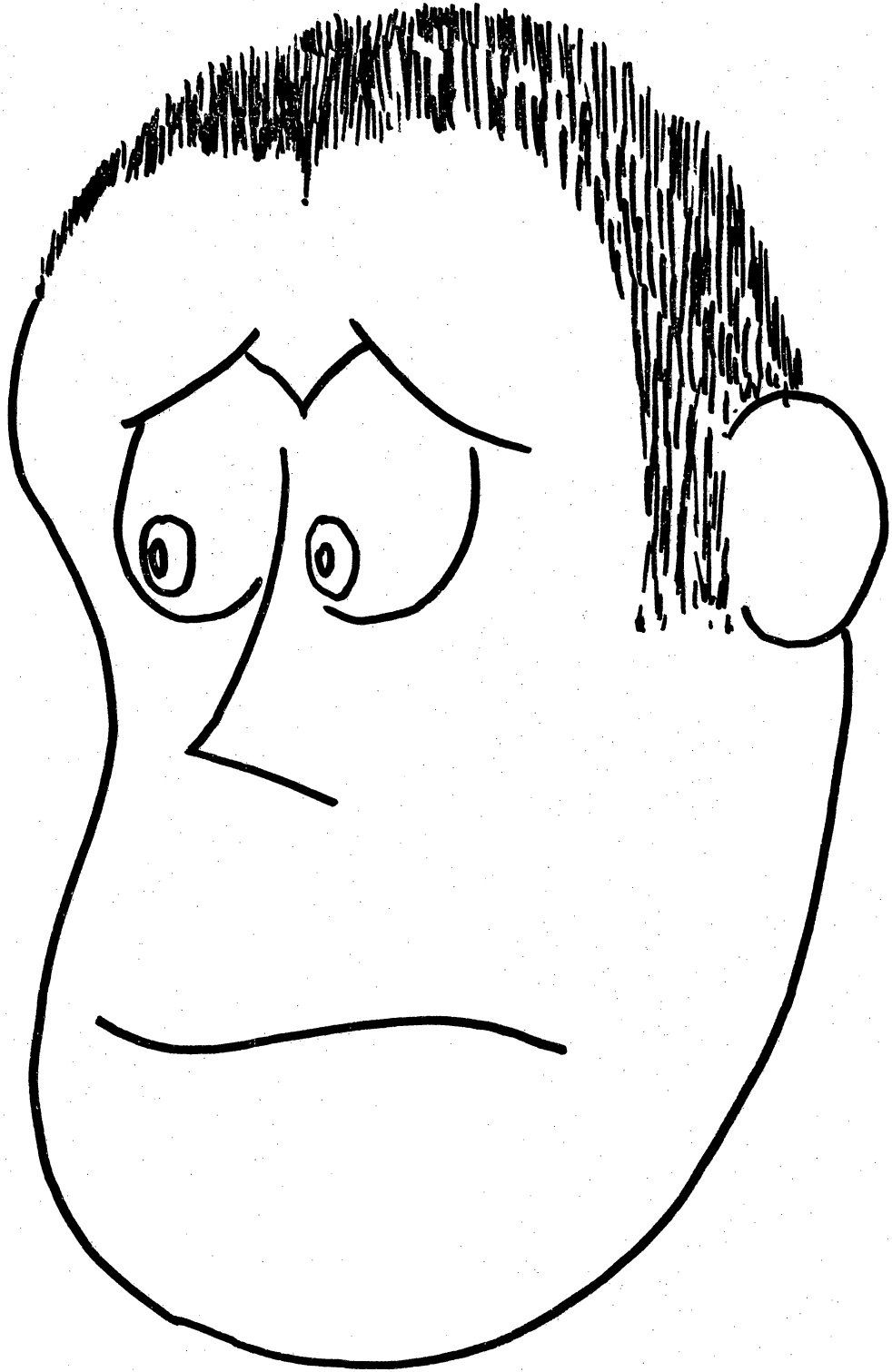
Why do you think Becky called Loni's watch dumb? How do you

think she really felt about it?

What word did Linda use to describe the way Becky was feeling?

(Dinkmeyer, Dinkmeyer, 1982)

Jealous



Scared

Directions (activity 11)

Show picture of a scared face.

Tell how you think this person is feeling.

Discuss how a scared face looks.

What are some other ways people show us they are scared?

(move backwards, put arms or hands over face, tremble,
voice may crack)

What are some other words that mean scared?

(afraid, worried, alarmed, panic)

Tell about a time when you were scared.

How might you act if you are with someone who is afraid?

Have students act out being scared and being a friend to
someone who is scared.

Dialogue

Carl: You can leave the light on after you say good
night.

John: You won't be able to sleep very well with the
light on. What are you doing now, Carl?

Carl: I'm just checking under my bed to make sure
nothing's under there. And I'll check my closet, too.

John: What do you mean, to see if anything's under
there! Carl, why are you hiding under the covers?

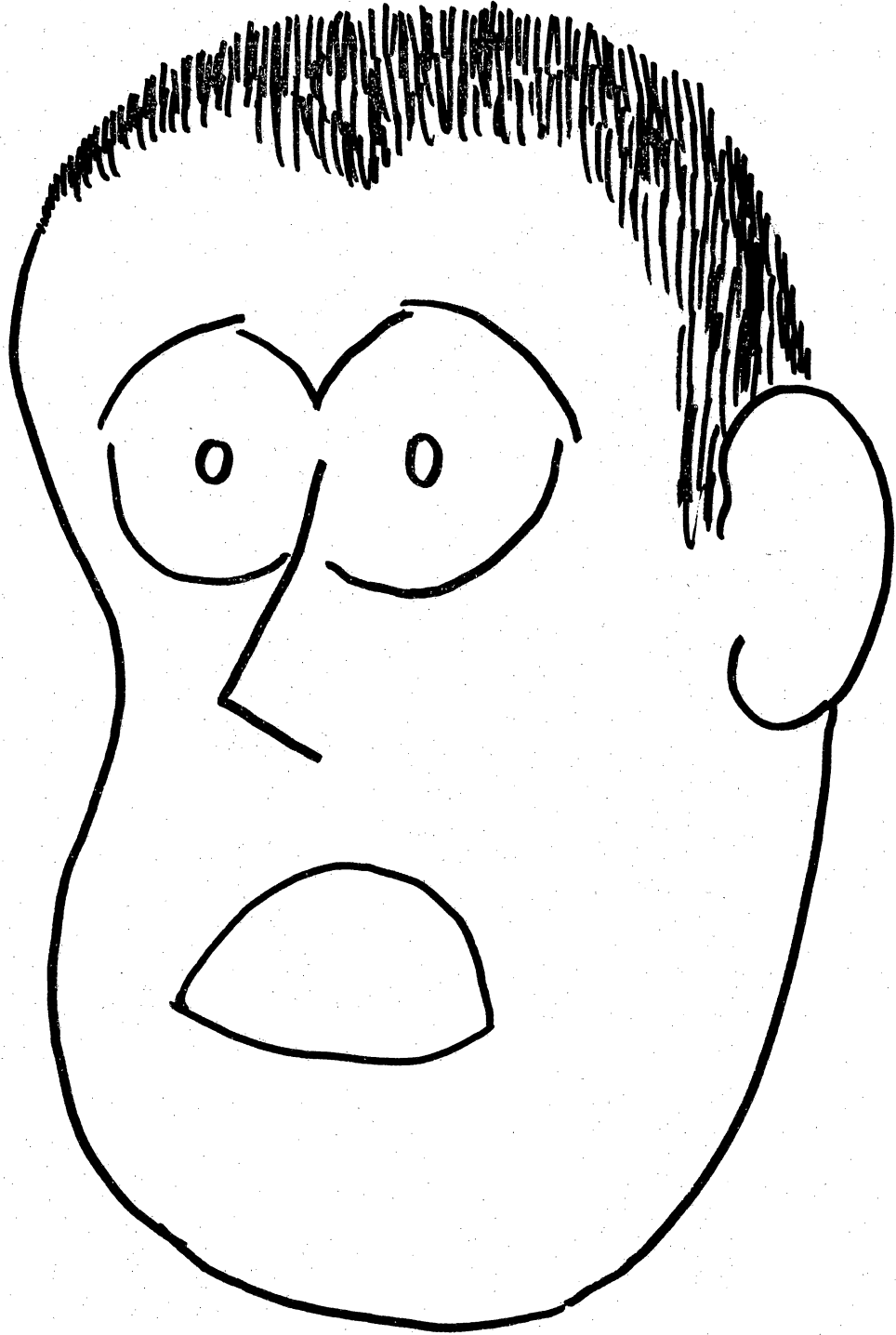
Discussion

Why do you think Carl leaves his light on and looks for things under his bed?

What do you think he's afraid of?

(Dinkmeyer, Dinkmeyer, 1982)

Scared



Surprise

Directions (activity 12)

Show picture of a surprised face.

Tell how you think this person is feeling.

Discuss how a surprised face looks.

What are some other ways people show us they are surprised?

(body tense, arms open out)

Tell about a time when you were surprised.

Surprise is a feeling that lasts a very short time and is felt when something unexpected has happened. Surprise quickly changes to another emotion (feeling) which indicates how the person feels about the surprise. For example, a person may be surprised to see a snake in his/her path, and his/her surprise may quickly turn to fear, or if he/she is a snake collector - happiness.

Have students act out being surprised and then their next feeling

a surprise birthday party for you

a bee in the classroom

a growling dog as you turn the corner

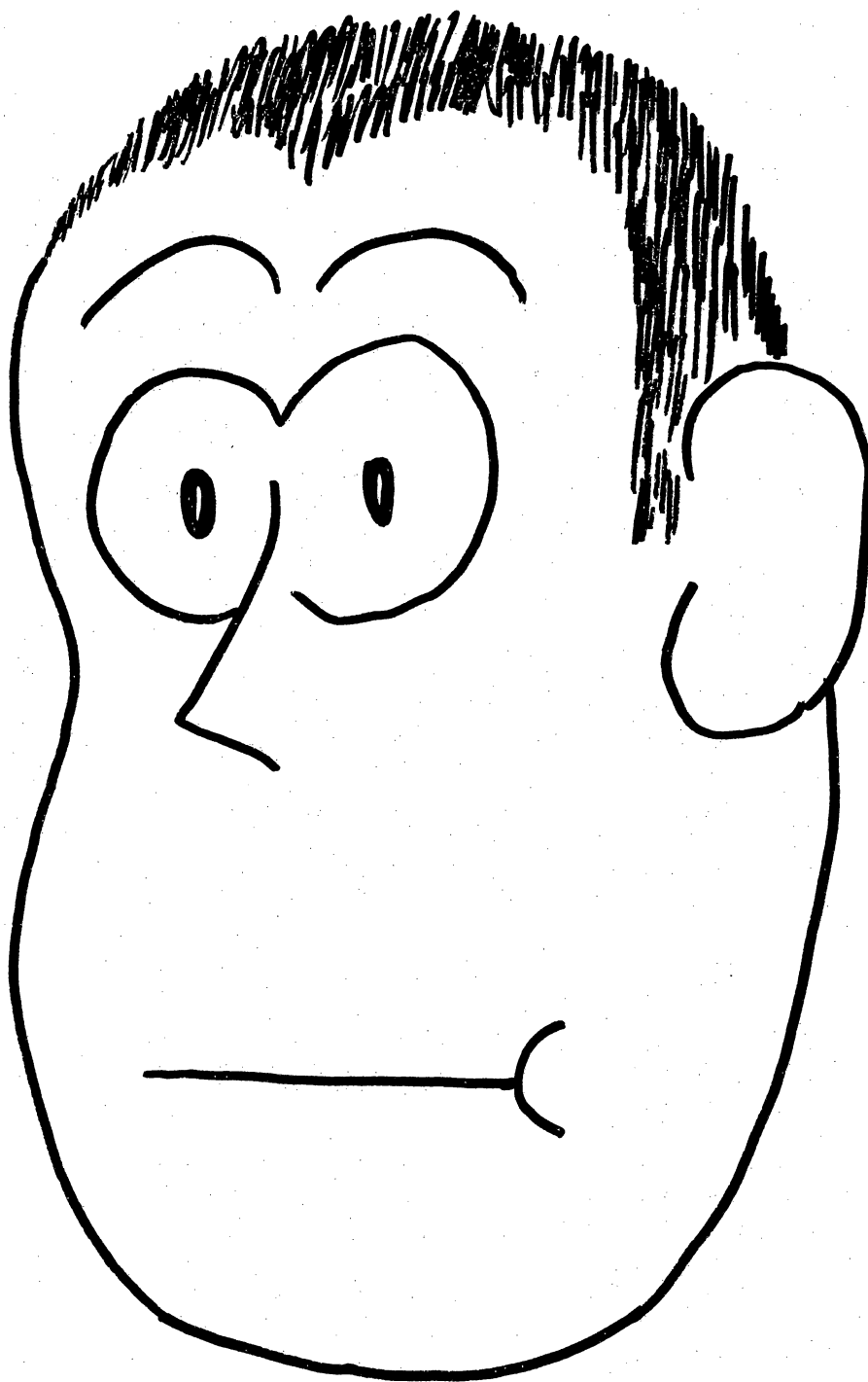
your best friends stopping by

a baby kitten under a bush in your yard

Provide a situation that will give students the opportunity

to experience surprise such as popping a balloon unexpectedly.

Surprise



My Feelings Book

Directions (activity 13 pages 1-6)

Use a 12 x 18 inch piece of construction paper for cover.

Art for cover: Have a 9 x 13 pan half filled with water.

Using a knife, scrap colored chalk carefully onto the water.

Gently set plain white typing paper on top of water. Quickly lift paper up and allow to dry. Staple on cover.

Have students draw a picture of what makes them feel happy, sad, angry, jealous, scared, or surprised. If an aide or parent volunteer is available have the student dictate what their picture is about. The aide then writes down this information on the child's picture.

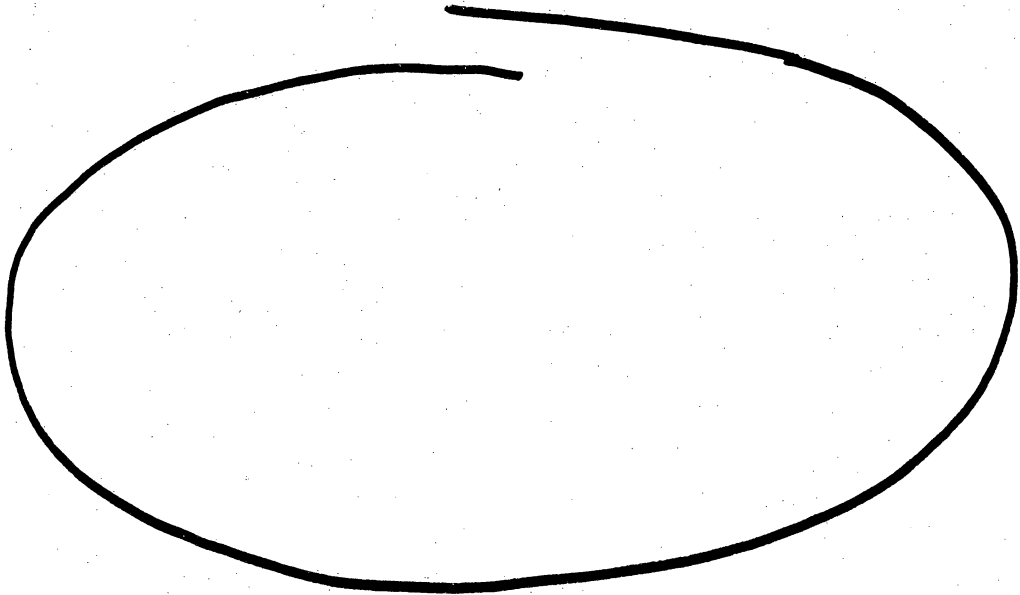
Have the students select a color that reminds them of each feeling. Color it in the circle on the bottom of the page.

My Feeling Book

Name

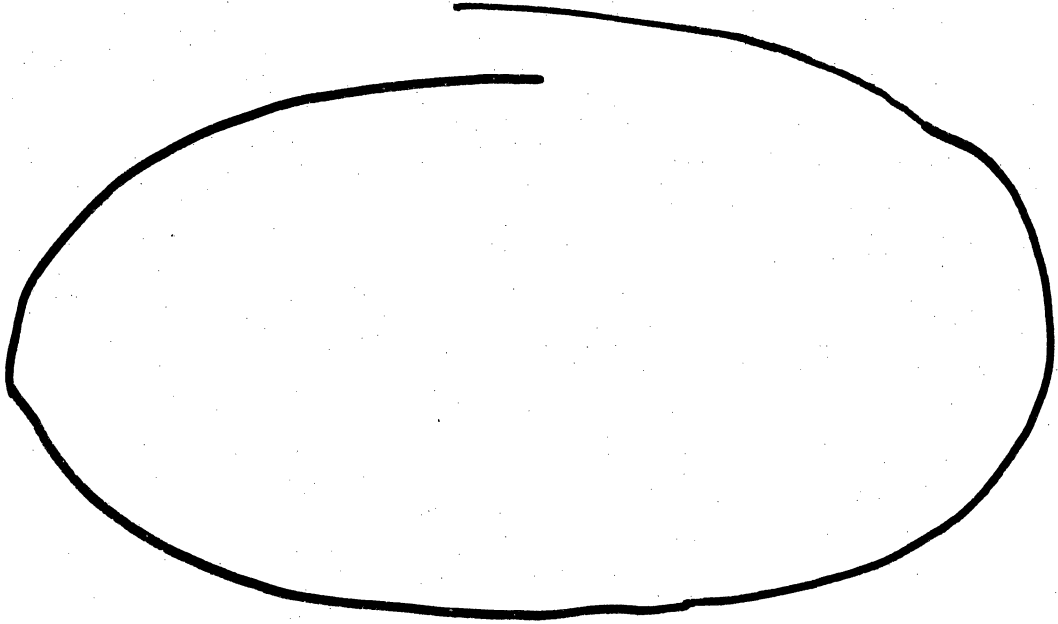
I feel happy when

A color that makes me think of someone who is happy:



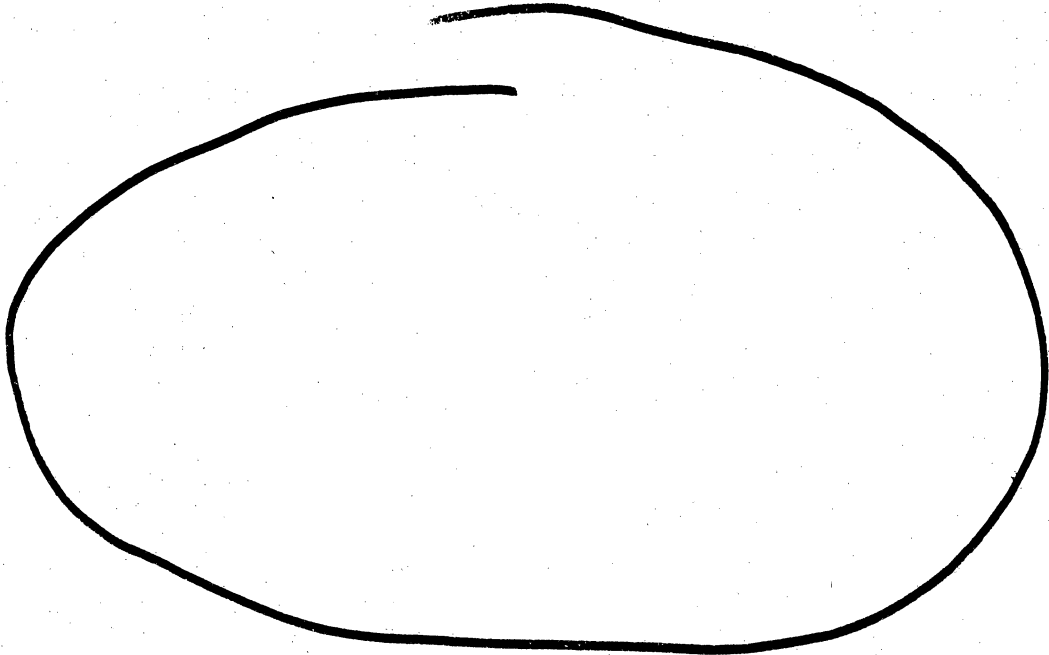
I feel sad when

A color that makes me think of someone who is sad:



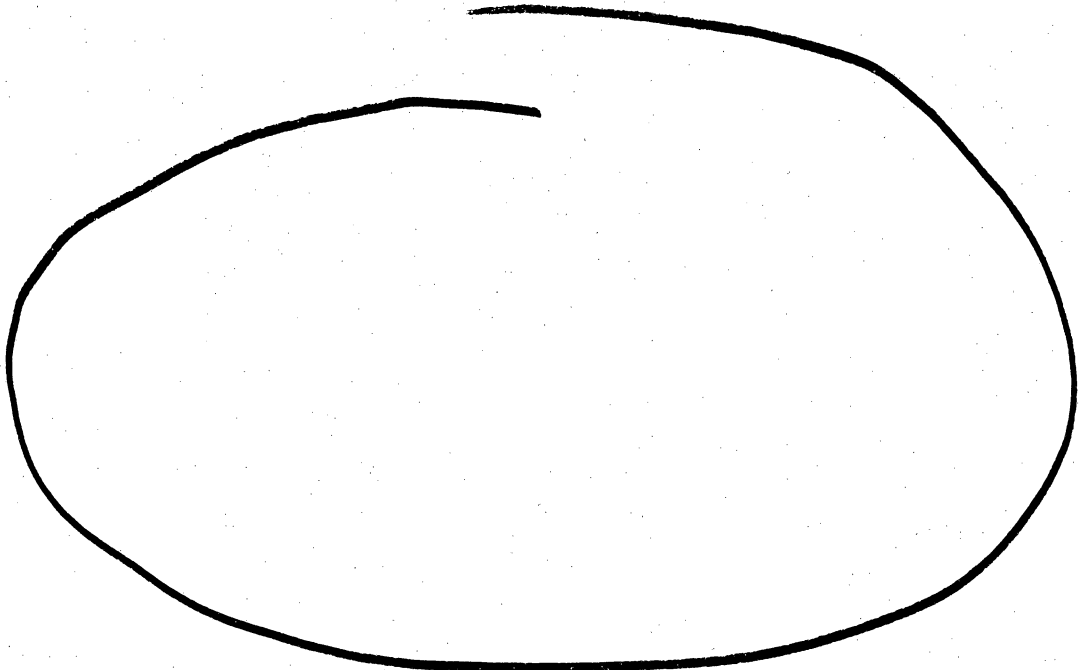
I feel angry

A color that makes me think of someone who is angry:



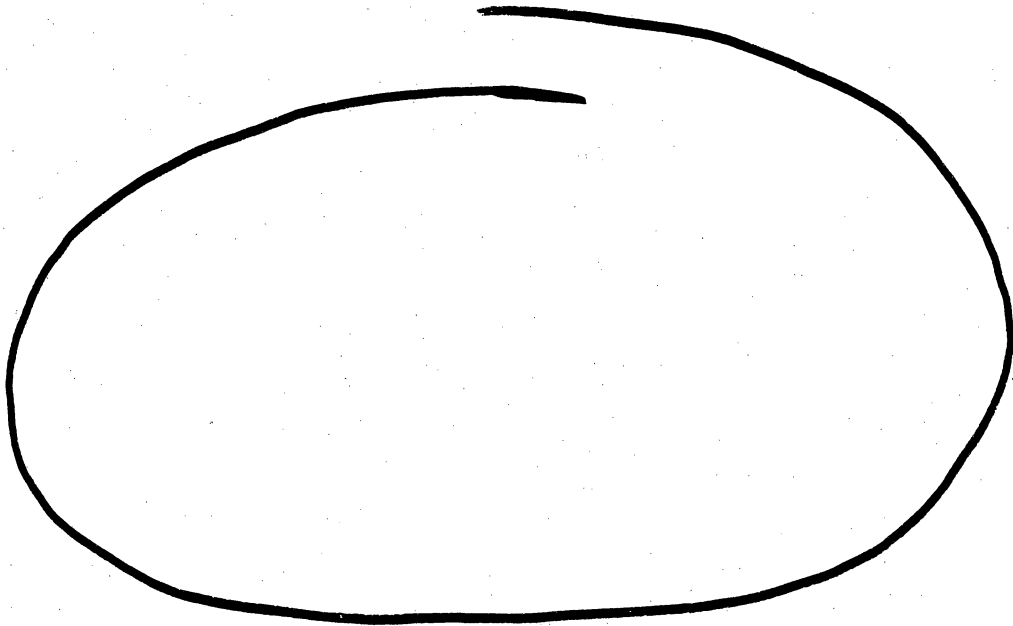
I feel jealous when

A color that makes me think of someone who is jealous:



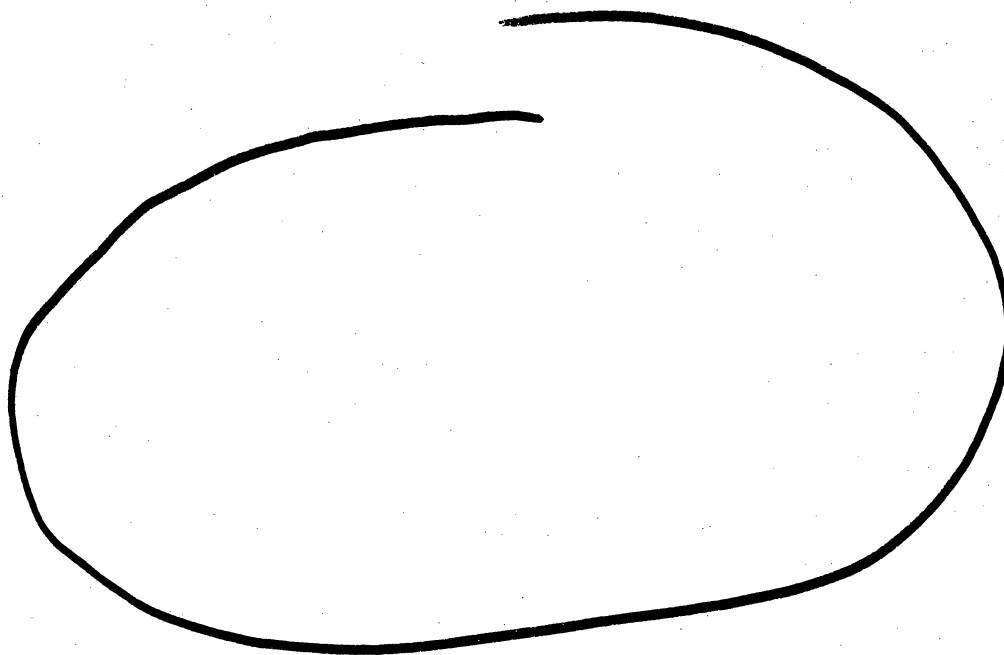
I feel scared when

A color that makes me think of someone who is scared:



I feel surprised when

A color that makes me think of someone who is surprised:



How Do You Feel?

Paste two paper plates together. Draw a happy face on one side and a sad face on the other. As the following statements are read, ask children to show the faces that represent how they would feel and name the feelings they would have.

How do you feel when someone says you're not nice?

How do you feel when someone scolds you?

How do you feel when someone smiles at you?

How do you feel when someone says "I like you"?

How do you feel when you say "I hate you" to someone?

How do you feel when you get up in the morning?

How do you feel when you're going to a party?

How do you feel when your friend spills lemonade on you?

How do you feel when you win a game?

How do you feel when someone says "I don't like you
anymore"?

How do you feel when someone tells you you did something
well?

How do you feel when someone admires your dress or shirt?

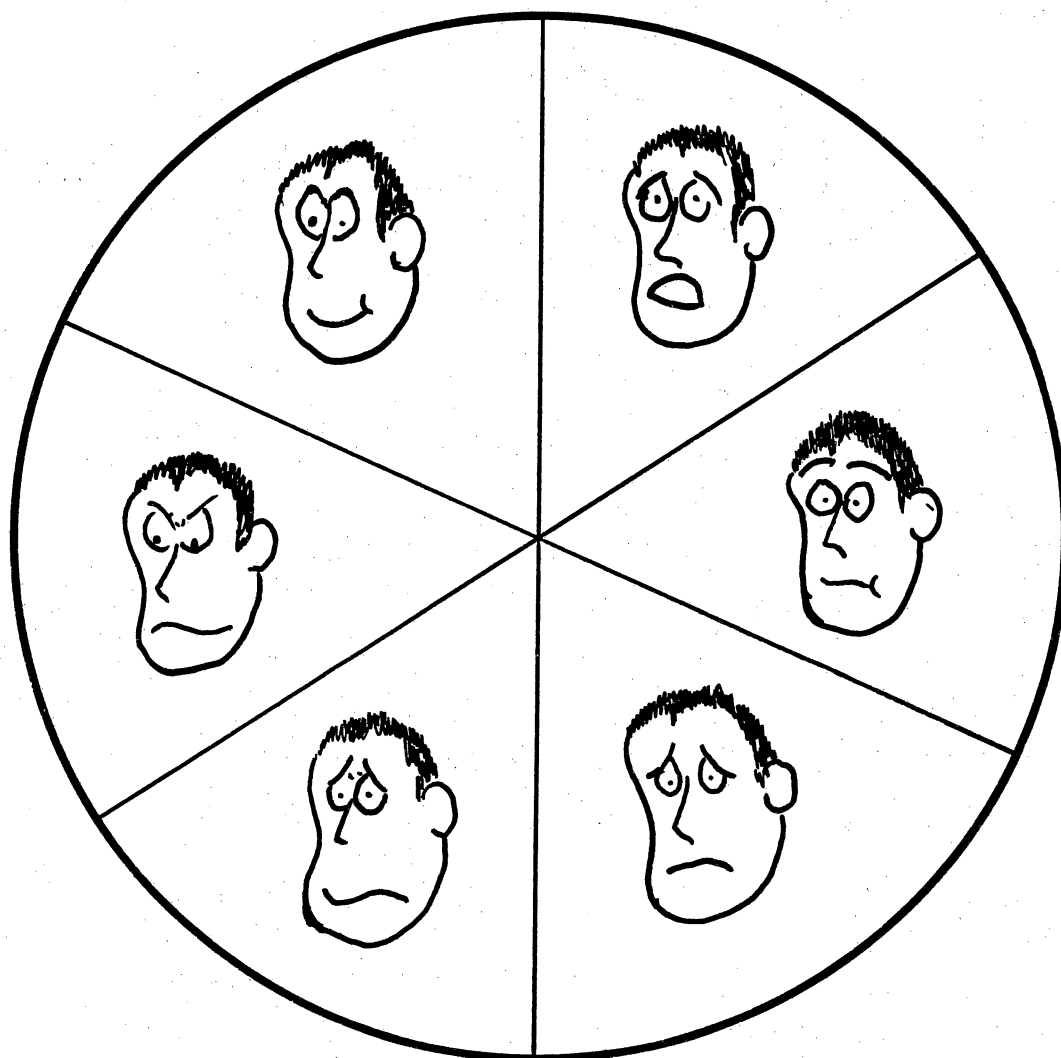
How do you feel when you have a new toy?

How do you feel when your new toy gets broken?

(Dinkmeyer, Dinkmeyer, 1982)

Make a Feeling Wheel

Make a large feeling wheel (as shown). Students cut pictures from magazines to paste on the feeling wheel.



Feelings face match (Draw a line to the matching face)



Feeling Word Sort

Read the following lists of four words and ask children which word doesn't belong in each group and why it doesn't belong. (Word groups can be read horizontally or vertically.)

| | | | |
|---------|---------|----------|---------|
| happy | excited | sad | glad |
| angry | upset | mad | happy |
| smiling | crying | frowning | pouting |
| grin | frown | laughing | smile |

(Dinkmeyer, Dinkmeyer, 1982)

Have a student act out a feeling using body language and facial expression only - see if the other students can identify how the student is feeling.

Have a child listen to a voice on a tape recorder to determine the mood of the speaker and to decipher the communication beyond the words. (Lerner, 1981)

Make a booklet of faces cut from magazines. Paste one on each page. Place the booklet on the table where pupils may interpret independently what the people are expressing.

(Cherryholmes, Manson, Martorella, 1979)

Story Time

Behrens, June. How I Feel. Childrens Press, 1973.

Several young children describe their feelings in different situations.

Dunn, Judy. Feelings. Creative Education, 1970.

This book is designed to help young children understand and deal with feelings.

Lexau, Joan M. I Should Have Stayed in Bed. Harper & Row, 1965.

Sam has such a bad day that at lunchtime he runs home, gets into bed, and starts the day all over again.

Sendak, Maurice. Where the Wild Things Are. Harper & Row, 1963.

Max is able to work out his anger and frustration in fantasy by being king of the wild things.

Sendak, Maurice. Outside Over There. Harper & Row, 1981.

Through a fantasy a child is able to work out his/her feeling about a new baby in the family.

Simon, Norma. How Do I Feel. Albert Whitman & Co., 1970.

Carl and Eddie are identical twins who live with their grandparents and their big brother. Carl is at times unhappy with himself, especially when he compares himself with Eddie. The story can be used to show

children that all kinds of feelings are normal and acceptable.

Viorst, Judith. Alexander and the Terrible, Horrible, No Good, Very Bad Day. Atheneum, 1972.

A good book for discussing how Alexander might feel after his day. Ask if the children have ever had a day like Alexander's and how they might feel.

DEVELOPING AN AWARENESS OF BEHAVIORS

Understanding Behaviors

As a result of doing the activities in this section the student will be able to identify three types of behavior: passive, aggressive, and assertive. He/she will also be able to role-play how an assertive person will respond in a given situation.

In the book, Your Perfect Right (Alberti, Emmons, 1970) assertive behavior is defined as follows: Behavior which enable a person to act in his/her own best interest, to stand up for him/herself without undo anxiety, to express his/her honest feelings comfortable or to exercise his/her own rights without denying the rights of others.

(Project GOAL, Irvine)

Teacher Aid

passive/aggressive/assertive behavior characteristics.

passive:

whiney

little or no eye contact

head lowered or cast down

few or no "I" statements

beats around the bush by hinting

submissive

sneaky

makes excuses

manipulates

doesn't stand up for self

aggressive:

loud

demanding

threatening

insulting

calls others names

pushy

interferes

manipulates

doesn't listen to others

denies others their rights

assertive:

uses "I" statements

makes eye contact

communicates clearly

knows what she/he needs and wants

firm and polite

fair and honest

stands up for self

(Project GOAL, Irvine)

Passive Piglet

Directions (activity 14 a-b)

Introduce passive Piglet using puppet

This is passive Piglet. She/he often says yes when she/he really wants to say no. She/he pretends it's OK for him/herself and others to say or do things she/he really doesn't want to do. This means she/he chooses to allow others to walk all over him/her. When passive Piglet gets stepped on she/he says things like

"It's not fair."

"Everyone picks on me."

"I never get a turn."

When passive Piglet decides to speak up or ask for something, she/he whines, cries, looks at the ground and speaks in a small, whispery voice.

Have students practice acting like passive Piglet

Stand with head down, face sad, hands in pockets or behind back.

Sit slouched or droopy, looking at floor.

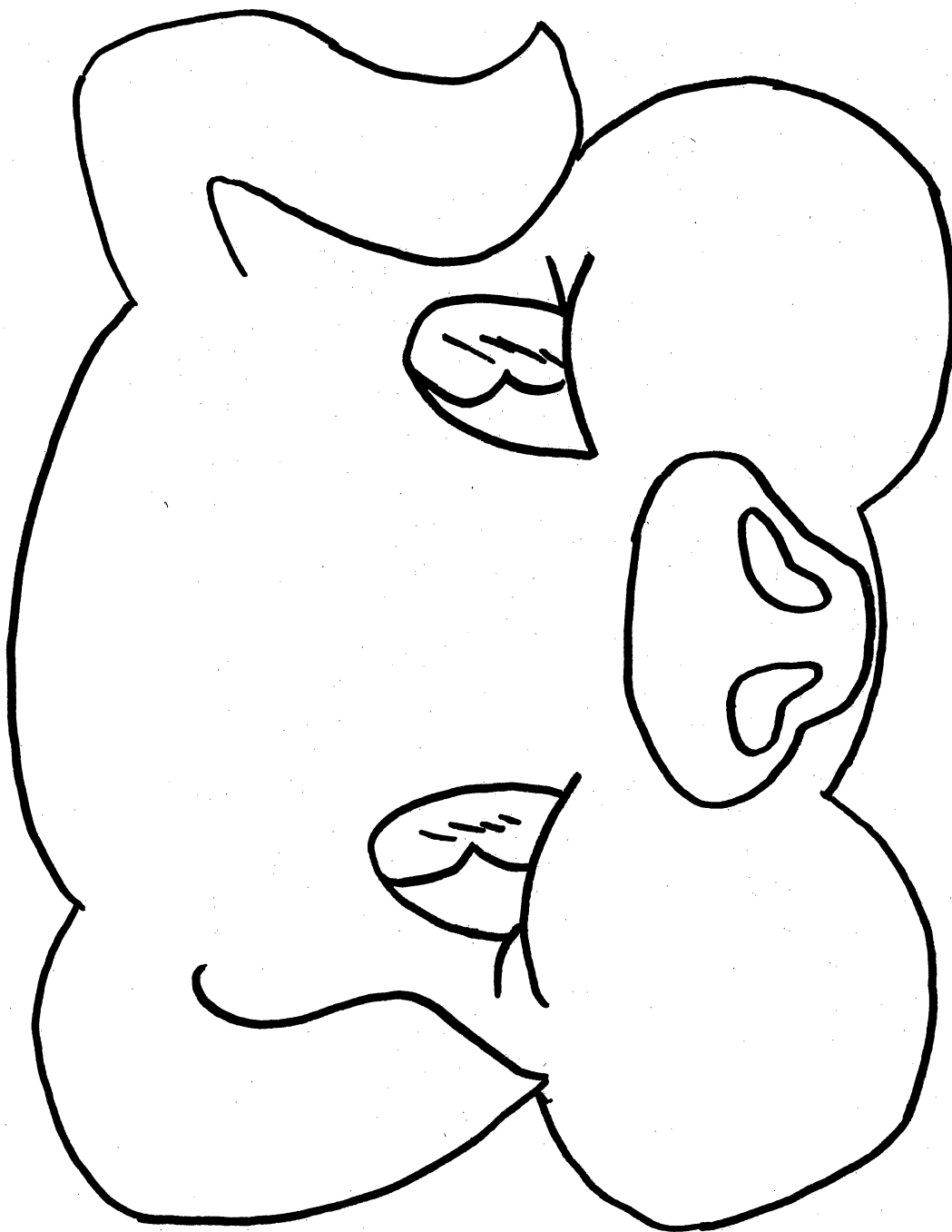
Can you think of a time when you might have acted like passive Piglet?

Let's watch in our room today and see if anyone acts like

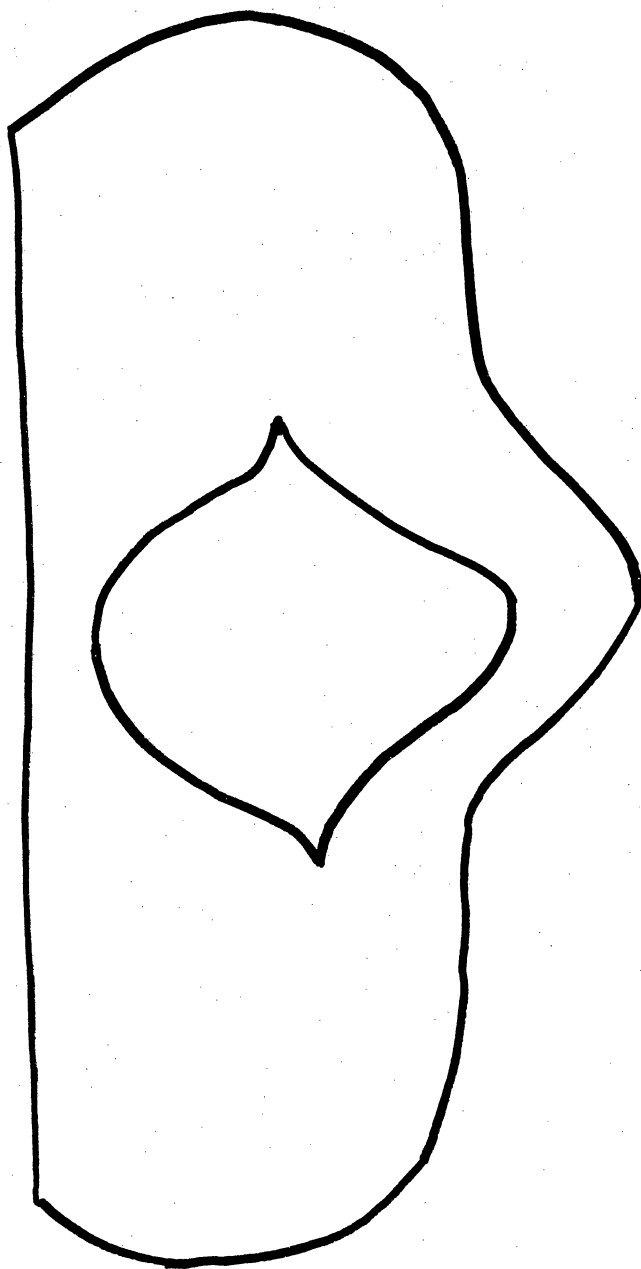
Passive Piglet.

(Project GOAL, Irvine)

Passive Piglet



Passive Piglet (Cut out and paste on small paper sack)



Aggressive Alligator (Allie)

Directions (activity 15 a-b)

Introduce aggressive Allie using puppet

This is aggressive Allie. She/he usually chooses passive people to trounce upon. She/he often calls others names, hits, pushes, or "acts tough". These "bullies" many times get into trouble for bothering people. When she/he talks to others or doesn't get what she/he wants, she/he gets angry, clenches fists, shouts and says things like

"It's your fault."

"Get lost."

"You're going to get it."

"Make me!"

Have students practice acting like aggressive Allie

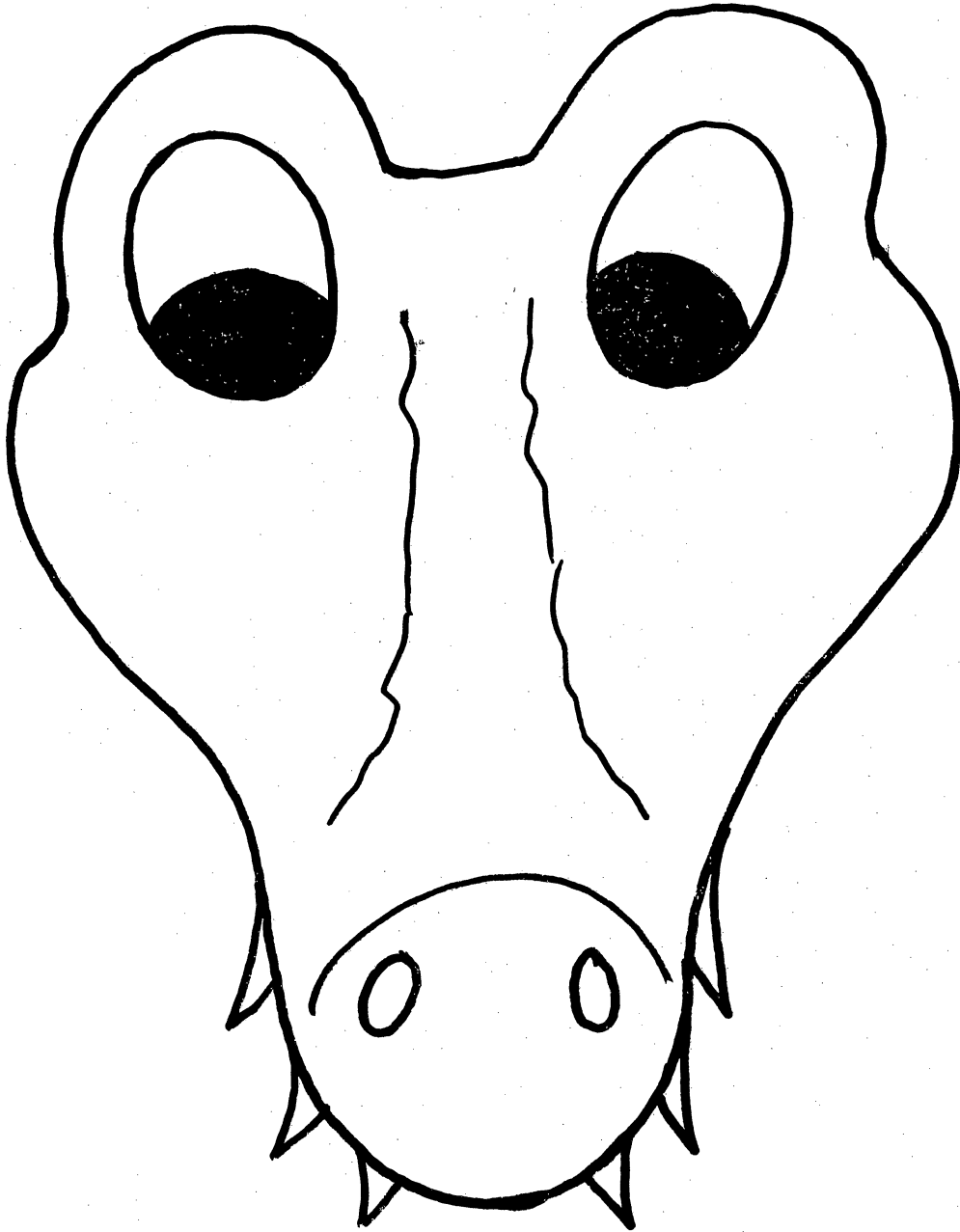
A bully pushes others, talks out, throws things, hurts people. They yell and call names, make noise and disrupt activities.

Passive Piglet and Aggressive Allie don't always act like this. Sometimes they choose to act in a different way. (If passive Piglet really is upset and angry she/he can act aggressively. When aggressive Allie is fighting with someone bigger than her/himself she/he may choose to act like passive Piglet.)

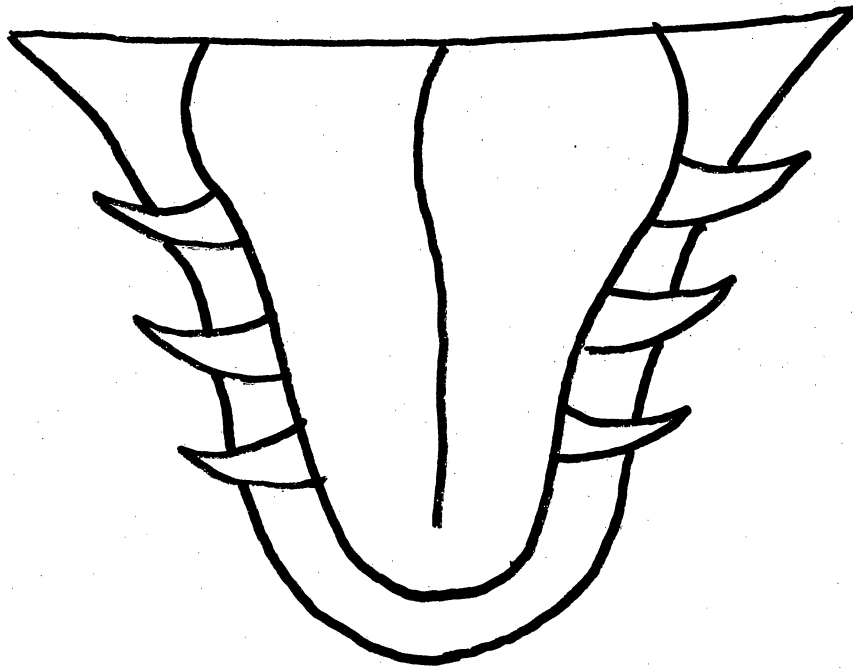
Can you think of a time when you might have acted like
Aggressive Allie?

(Project GOAL, Irvine)

Aggressive Alligator (Cut out and paste on small paper sack)



Aggressive Alligator



Assertive Person

Directions (activity 16 a-b)

Introduce assertive Person using puppet

This is assertive Person. Remember, being assertive means being yourself without hurting others. She/he chooses to tell others what she/he likes, doesn't like - wants, doesn't want - sometimes she/he chooses to tell others what she/he thinks and feels. When assertive person speaks she/he does so without hurting others in a calm voice, relaxed way and looks at others while talking to them. Assertive person chooses his/her behavior and is responsible for it. She/he says things like

"I feel angry when that happens."

"I need some help."

"I like your new shoes."

Have students practice acting like assertive Person

Head is up and relaxed, face is happy, hands are open, both feet are firmly on the ground, voice is pleasant and clear.

Assertive person looks at the eyes of the person to whom they are talking. They wait for their turn to talk, are willing to help, listen carefully, and use the word "I". "I did it." "I would like to join you".

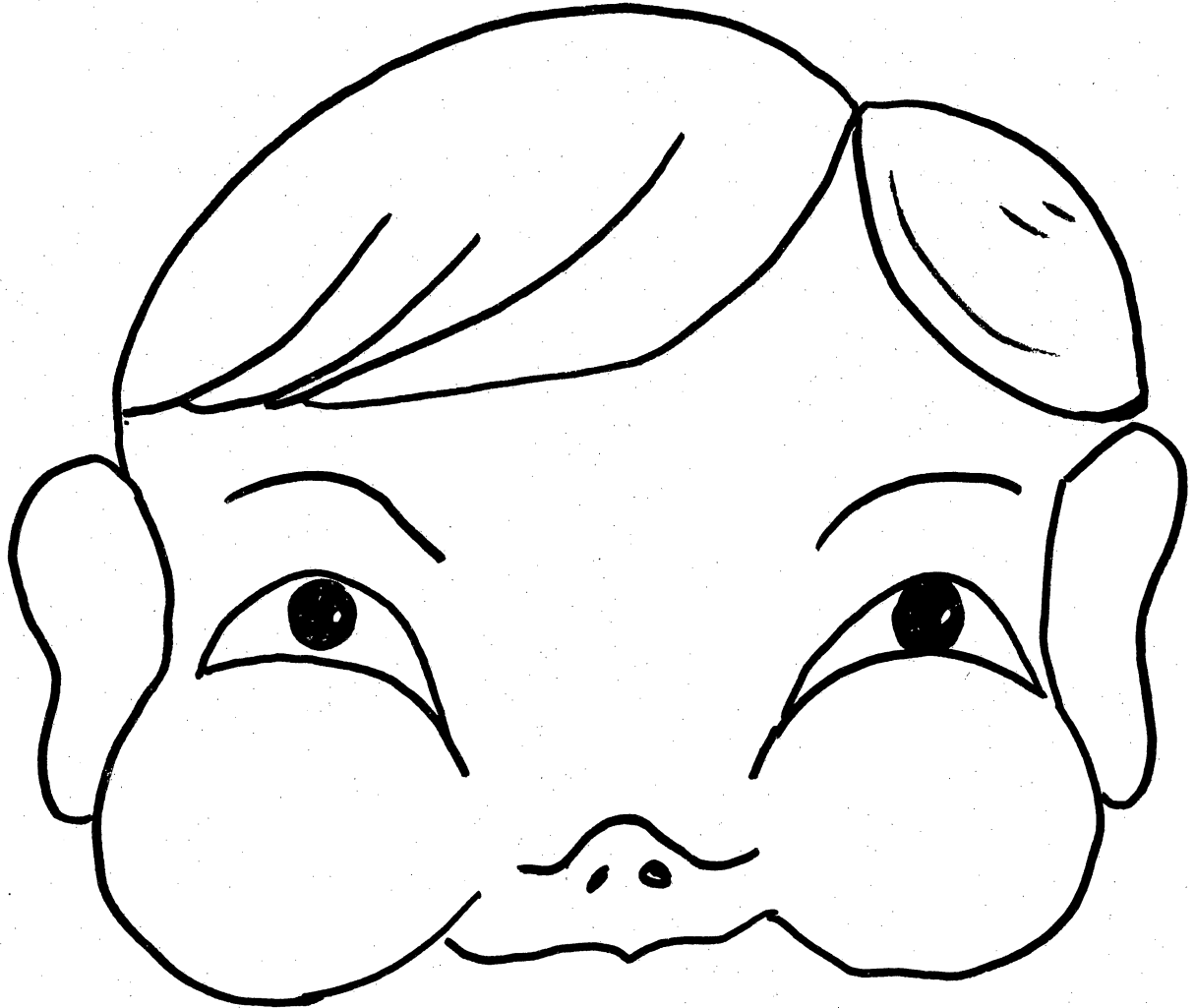
I want you to be assertive as often as you can and act less

often like passive Piglet or aggressive Allie.

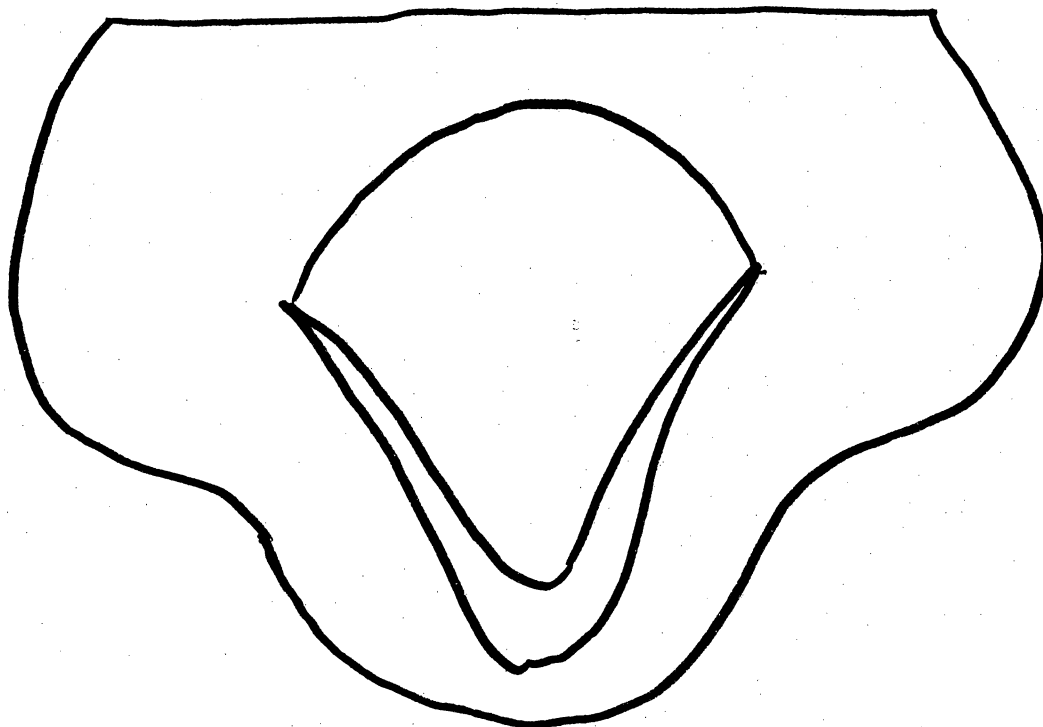
Can you think of a time when you might have acted like
Assertive Person?

(Project GOAL, Irvine)

Assertive Person (Cut out and paste on small paper sack)



Assertive Person



Review Assertive

Assertive means asking other people for what we want in an honest, straightforward way. We don't shout or demand like aggressive Allie, or whine and cry like passive Piglet. We speak in a normal voice. When we are assertive, we use "I" requests. "I would like you to play with me." "Please show me what to do." "Give me a hug." We let others know how we are feeling. "I don't like that." "I feel sad." "I am angry."

Have class make paperbag puppets of

passive Piglet

aggressive Allie

assertive Person

With puppets, act out different situations in the class such as getting in line, asking for help, wanting to play with someone, using the behaviors each puppet would use.

What would passive Piglet say if someone bothered him/her in class?

What would aggressive Allie say if someone bothered him/her in class?

What would assertive Person say if someone bothered him/her in class?

Let's watch in our room today and see how many people we can find who act like Assertive Person.

Review passive, aggressive, and assertive behavior.

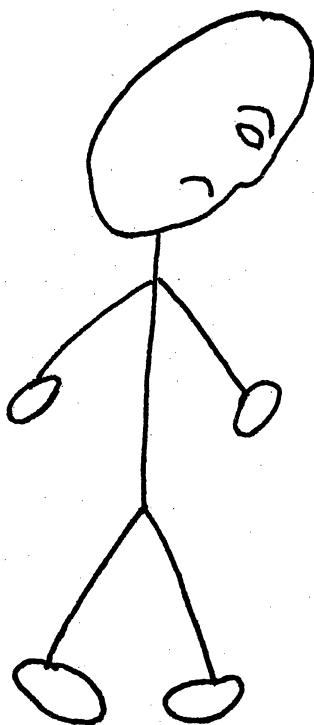
Using pipe cleaners, form figures representing the three different behaviors.

Discuss with children:

How would you stand if you were _____?

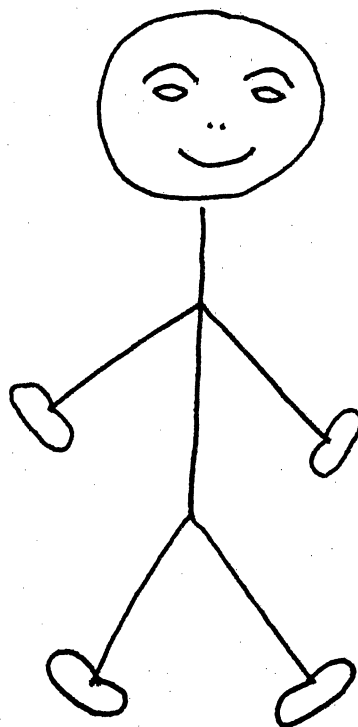
What would you say if you were _____?

How would you act if you were _____?



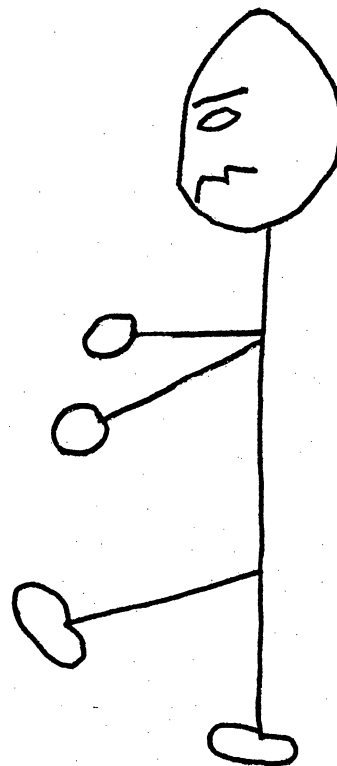
Passive

sad
droopy
mumbles
daydreams
fidgets



Assertive

"I" statements
stands straight
clear voice
calm
happy
has friends

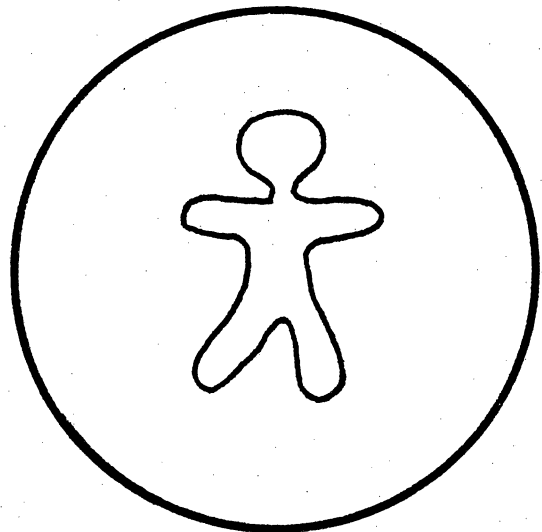
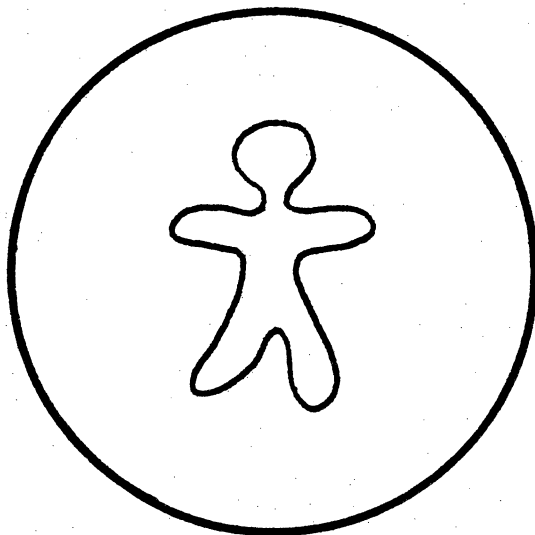
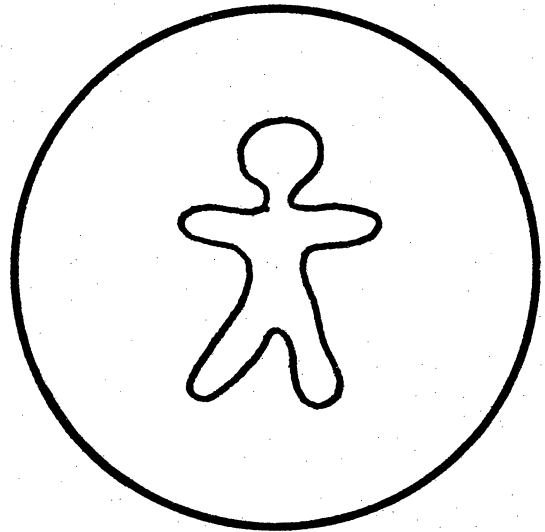
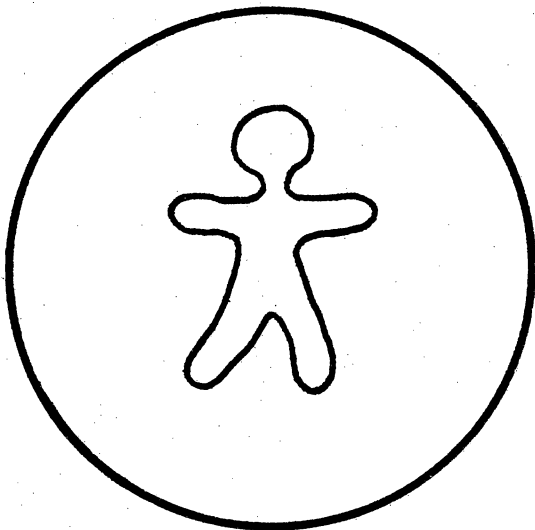


Aggressive

hits
pushes
mean
"You"
angry
yells

Assertive Person Award

Give student assertive Person award each time he/she acts assertively in a situation that occurs during the day.



Story Time

Alexander, Martha G. We Never Get to Do Anything. Dial Press, 1970.

When Adam is told he can't go swimming today, he tries to go anyway. By using his own creativity, Adam gets what he wants in a way that's acceptable.

DePaola, Tomie. Strega Nona. Prentice-Hall, 1975.

Big Anthony uses Strega Nona's magic pot to get pasta for the whole town; then he must answer to Strega Nona for his irresponsible actions.

Hefter, Richard. Who Can Trust You Kangaroo? Holt, Rinehart & Winston, 1978.

Kidding Kangaroo doesn't know when to stop kidding, even after his friends try to teach him a lesson.

Keats, Ezra. Whistle for Willie. Penguin Books, 1977.

Peter wants to learn to whistle, but no matter how he tries, he can't get a whistle to come out. He keeps trying and one day, to everyone's surprise, he whistles.

Lexau, Joan M. Benjie on His Own. Dial Press, 1970.

When Grandma isn't waiting for him after school, Benjie has to go home alone. He finds Granny ill and in need of help. Benjie overcomes a number of obstacles in

getting help.

Surany, Anico. The Covered Bridge. Holiday House, 1967.

In this story, a group of children save an old covered bridge from demolition when a new steel bridge is built.

Udry, Janice May. The Sunflower Garden. Harvey House, 1969.

Pipsa, an Algonkian Indian girl, gains recognition and respect when she plants and harvests sunflowers in her village.

DEVELOPING AN AWARENESS OF OTHERS

Understanding Others

As a result of doing the activities in this section the student will become more aware that people are the same in certain ways but different in others, and that different people like and dislike different things. The student will become more aware of the way in which he/she effects the way others feel both by what he/she says and what he/she does. The student will also become more aware of the ways he/she can make other people happy and be a good friend.

Alike, But Different

Discussion

What are some things all the people you know can do? (Talk, eat, smile, play games, work, etc.)

What are some things all people need to have? (A place to live, food to eat, clothes, and love.)

These are the ways people are the same. We are going to find out other ways people are the same and ways they are different or special.

Have each student make a body picture of themselves. Students lie down on a large piece of paper while another student, teacher, or aide draws around their body. The student then completes the body picture by coloring his/her hair, facial features, and clothing.

The body pictures are then tacked up on the wall by height, shortest to tallest.

Discuss ways the body pictures are the same (arms, hands, legs, feet, head, eyes, ears, nose, mouth, hair).

Discuss ways the body pictures are different (size, color of hair, color of eyes, clothing).

You Choose Game

Directions (activity 17 a - o)

Show students the dog picture and the cat picture from the You Choose game. Call on one student to choose one of the two pictures.

If you could choose this dog or this cat, and you could only choose one, which one would you choose? (child answers)

You would choose the _____. Which one do you think I would choose? How can you find out?

If the child does not ask but gives an answer, e.g., the dog, follow with, "No, I would choose the cat. You need to ask me to see what I would choose."

Set up five animal pictures. Ask child #1 if he/she knows which picture child #2 would choose. How can you find out? Have child #1 ask child #2 which one he/she would choose. Go around group with students asking other students which one they would choose.

Five animal pictures

dog, cat, bird, horse, and rabbit

Do this activity with food pictures and toy pictures.

Five food pictures

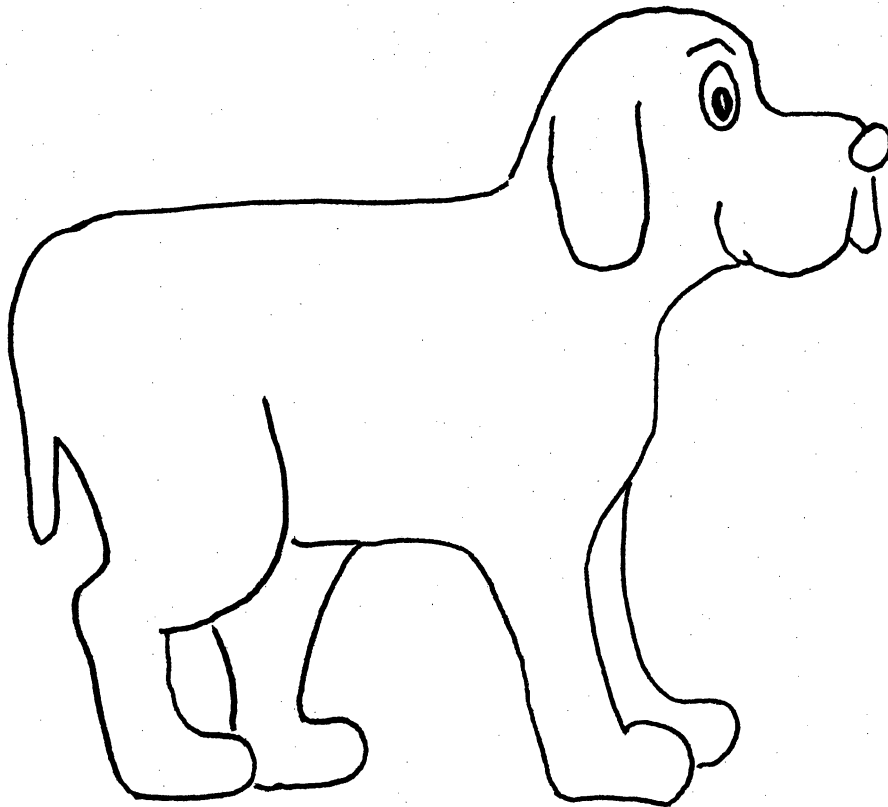
carrot, celery, raisin, peanut, cracker

Five toy pictures

blocks, telephone, book, puzzle, doll

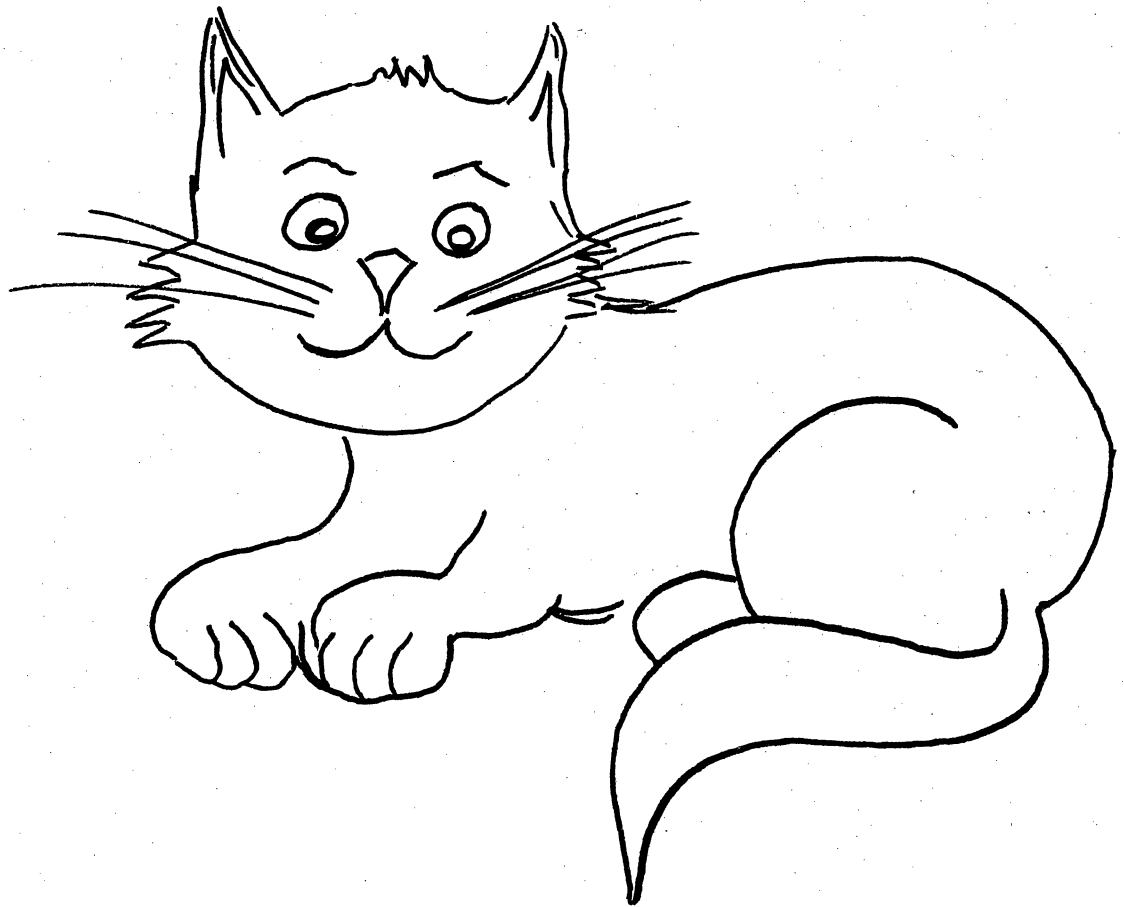
(Shure, Spivack, 1982)

Dog

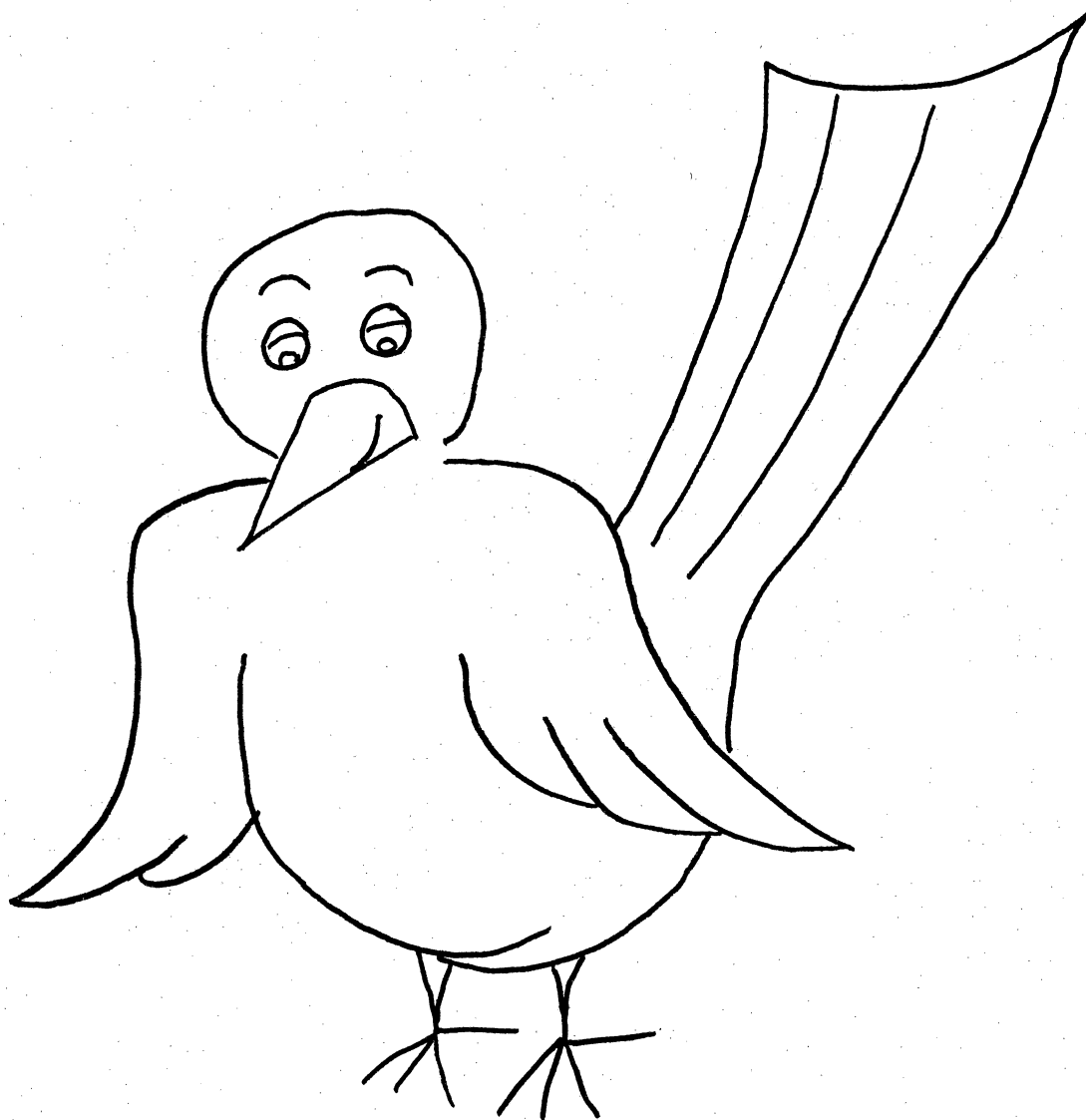


Activity 17 a

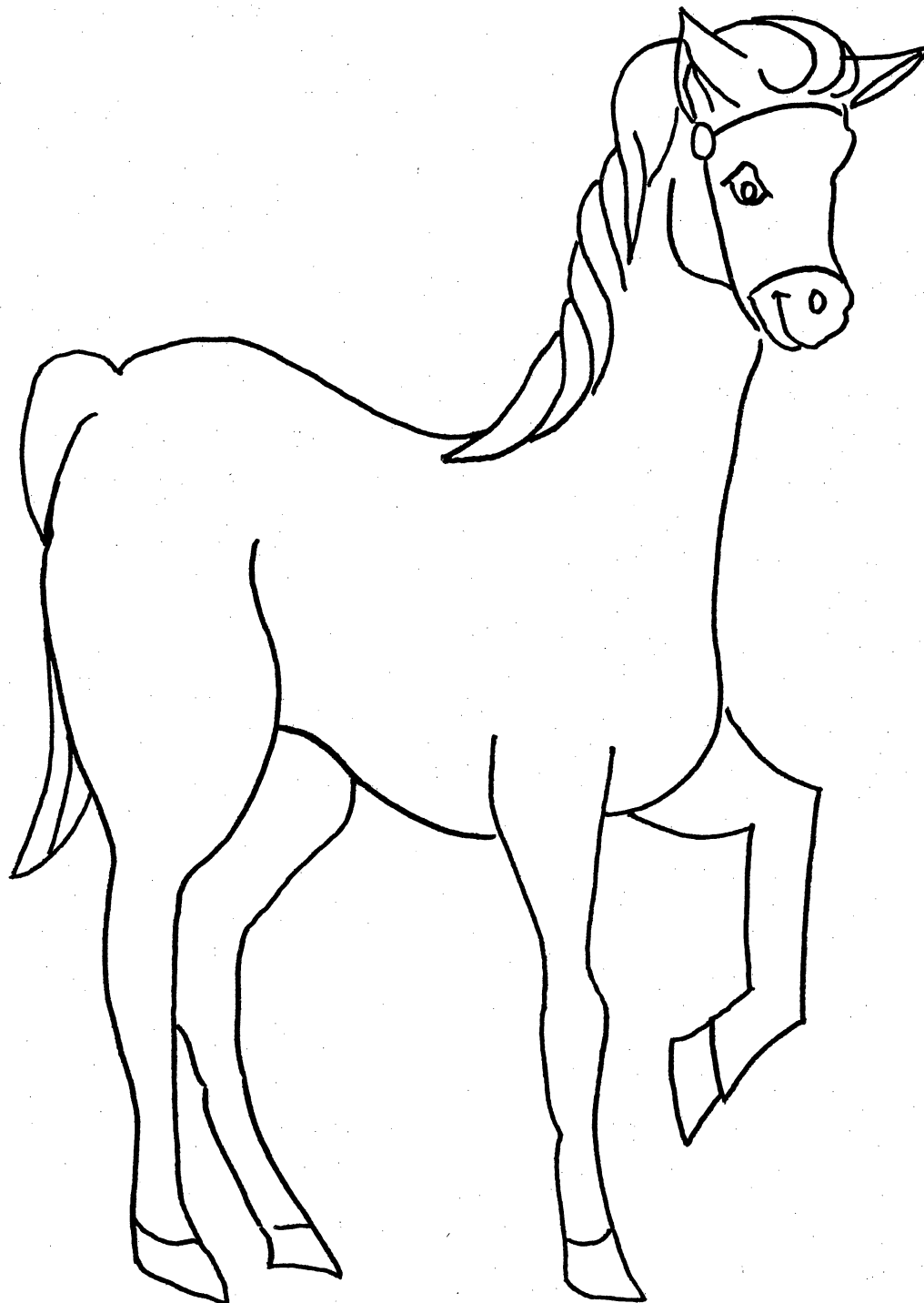
Cat



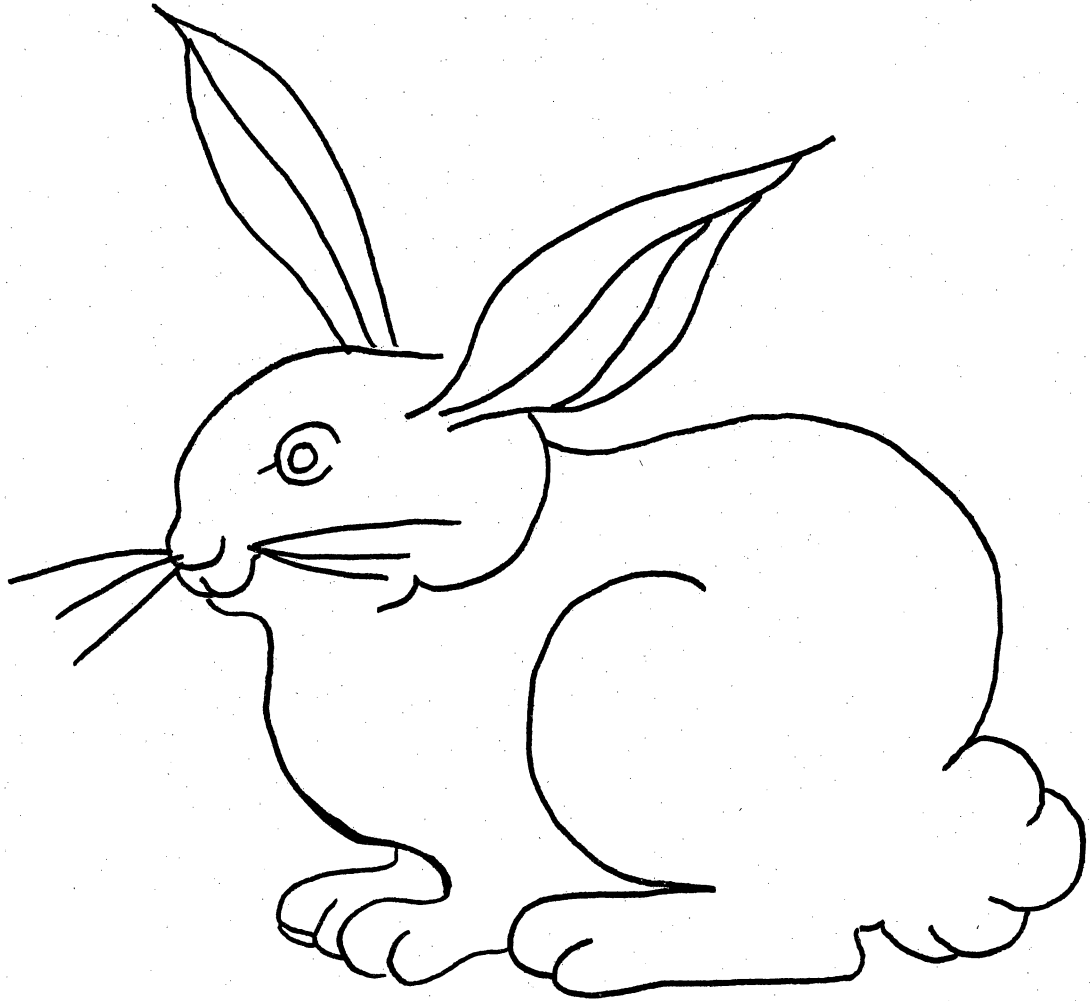
Bird



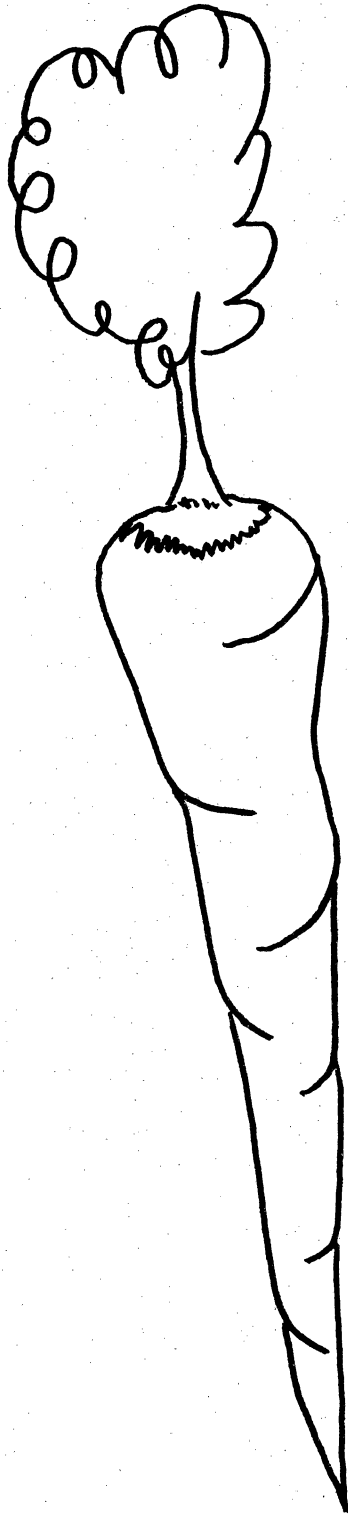
Horse



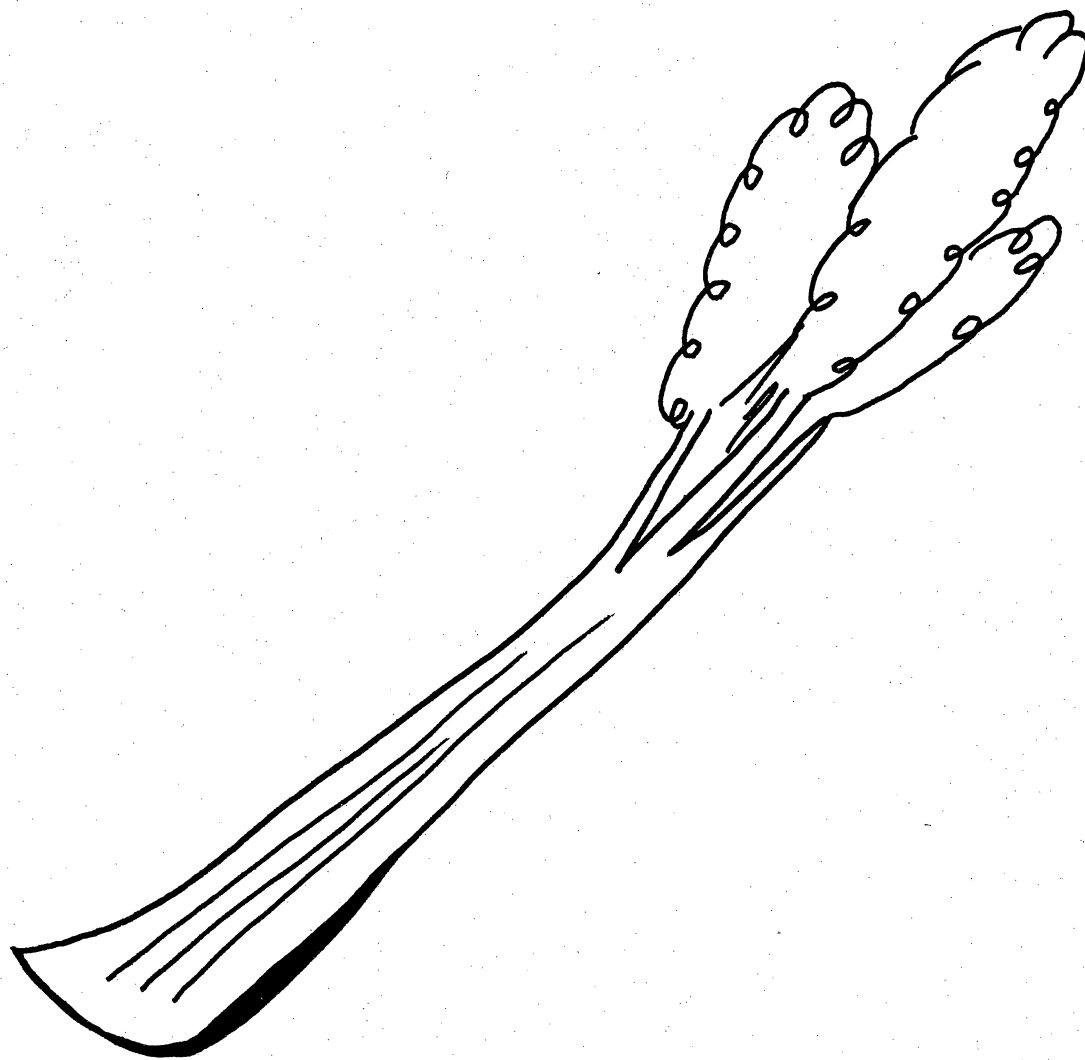
Rabbit



Carrot

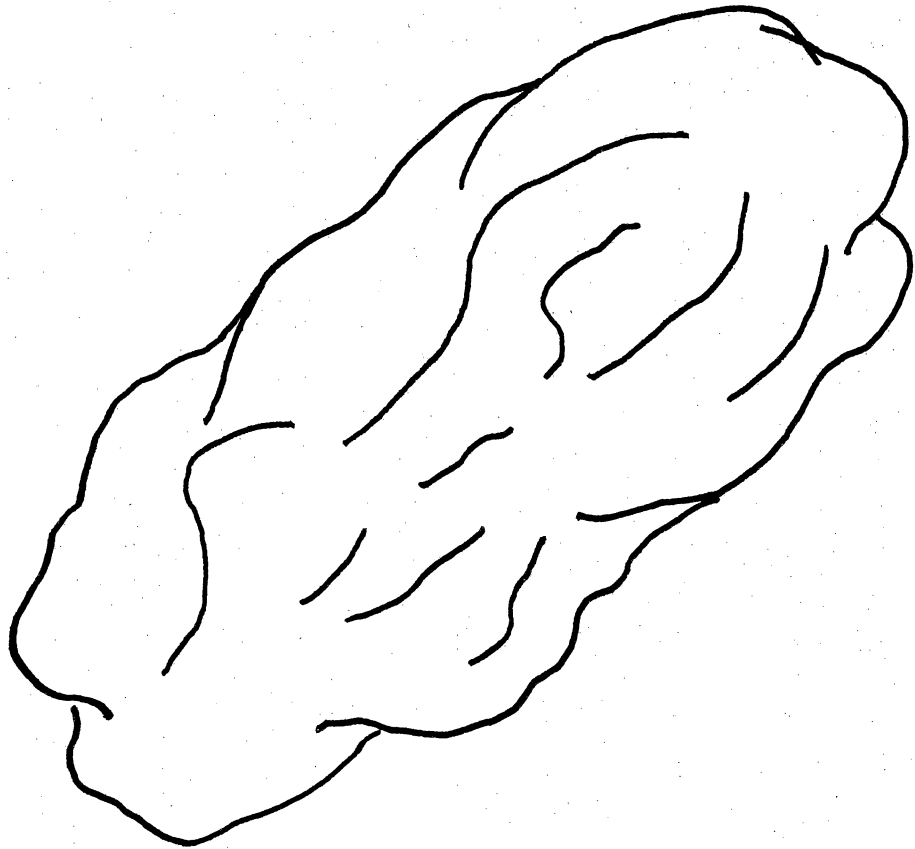


Celery

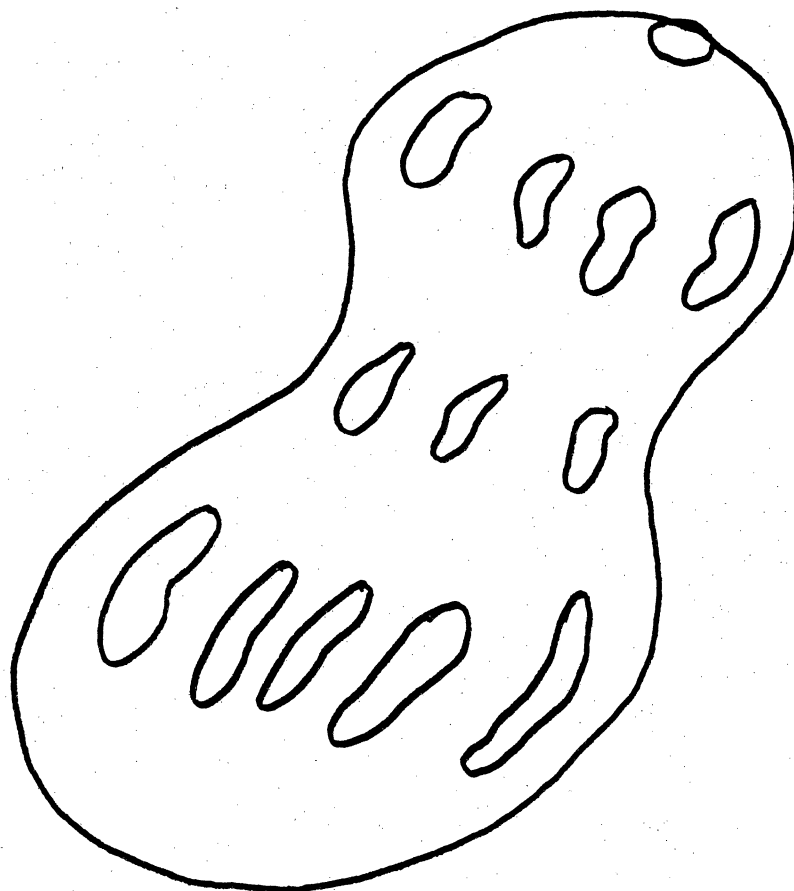


Activity 17 g

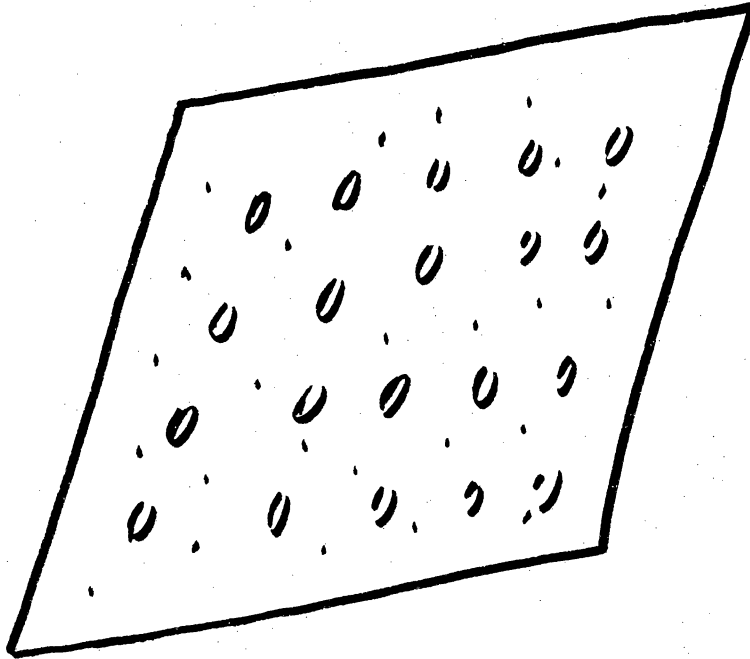
Raisin



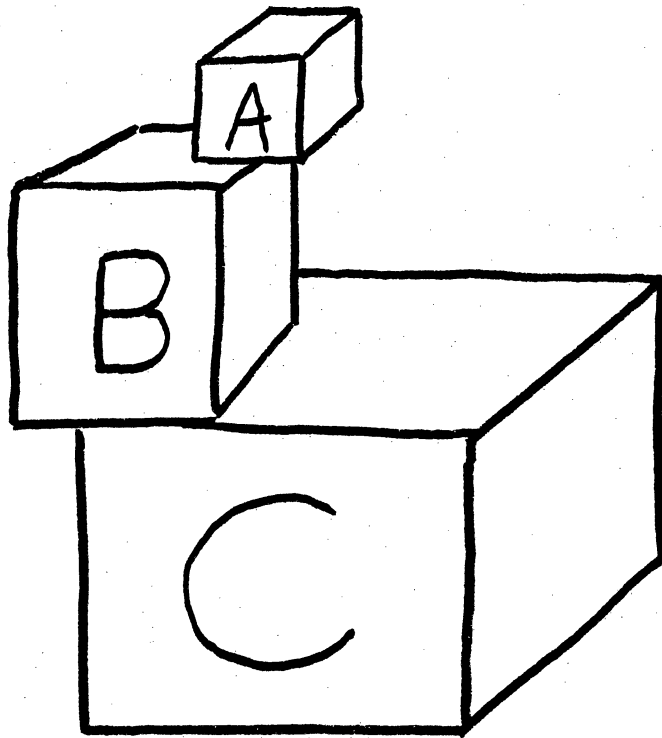
Peanut



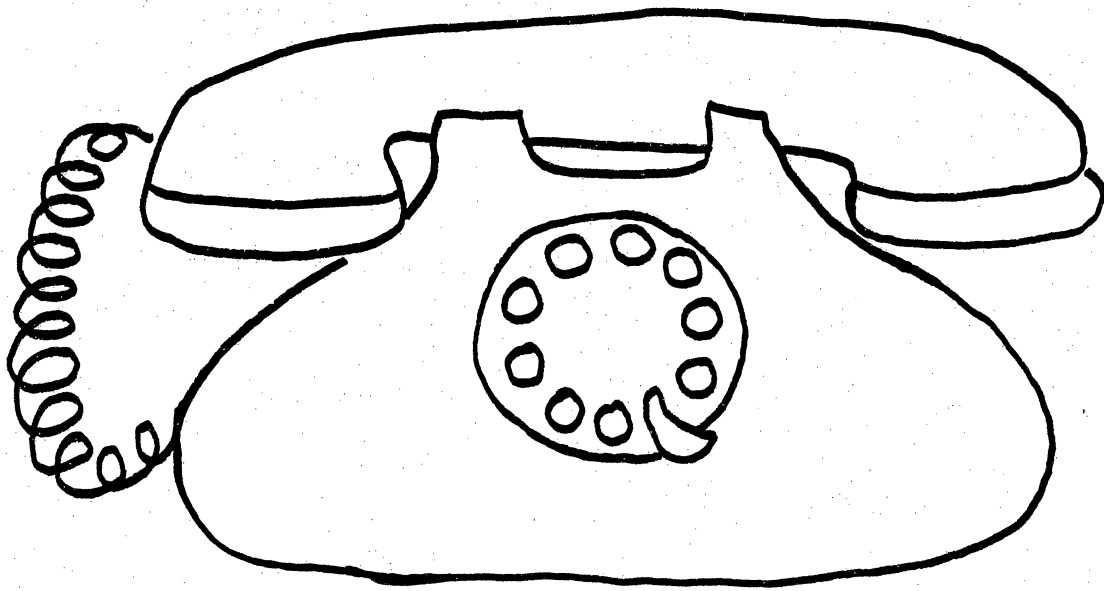
Cracker



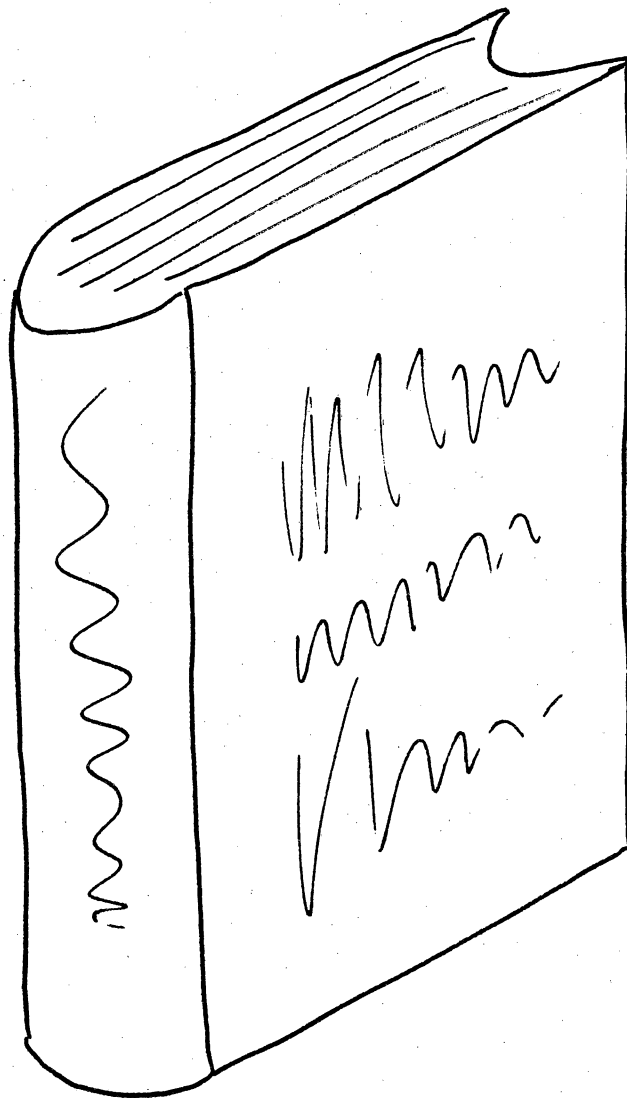
Blocks



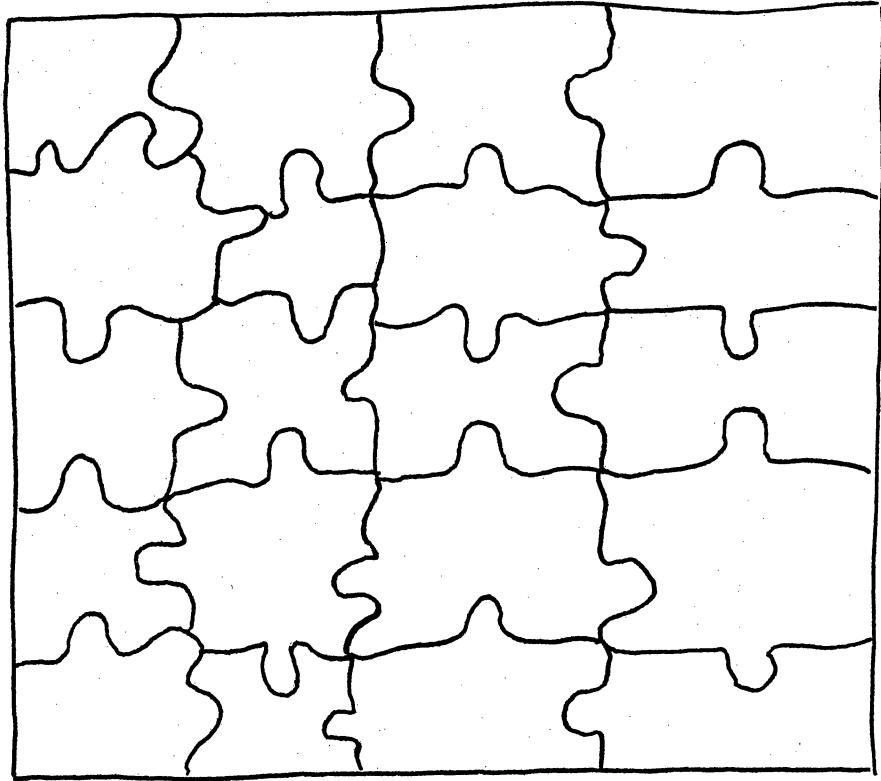
Telephone



Book



Puzzle



Doll



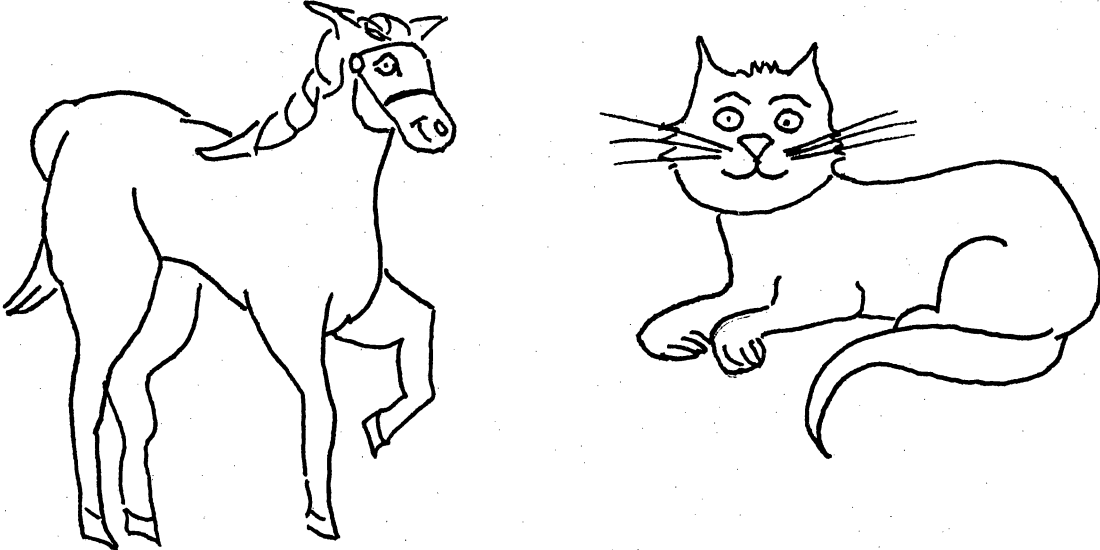
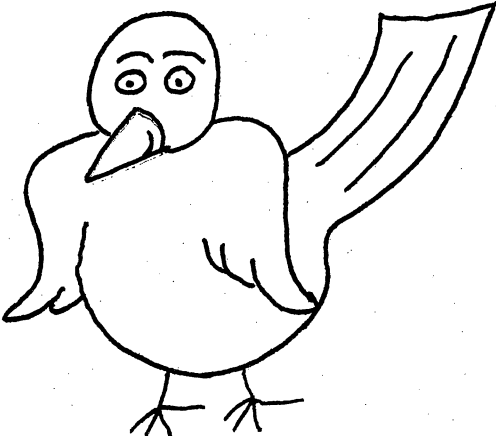
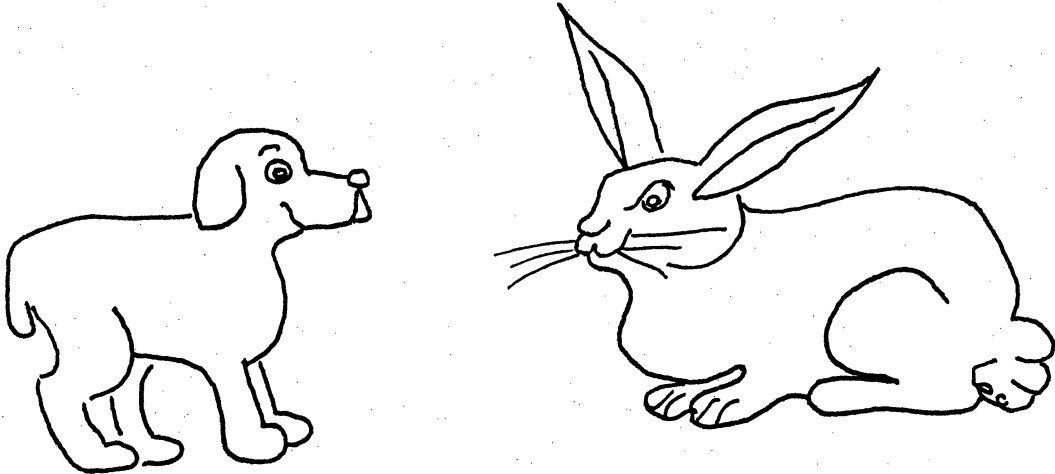
Bar Graphs

Directions (activity 18 a-c)

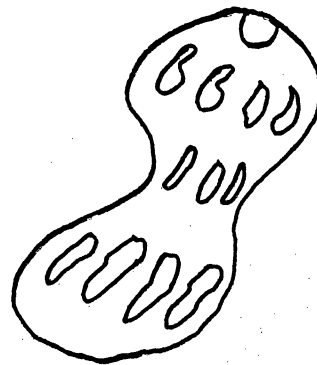
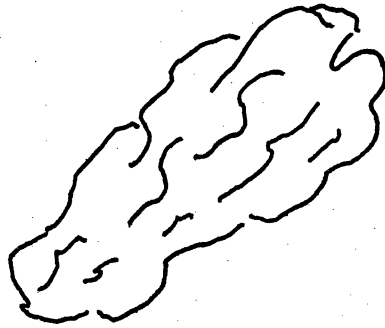
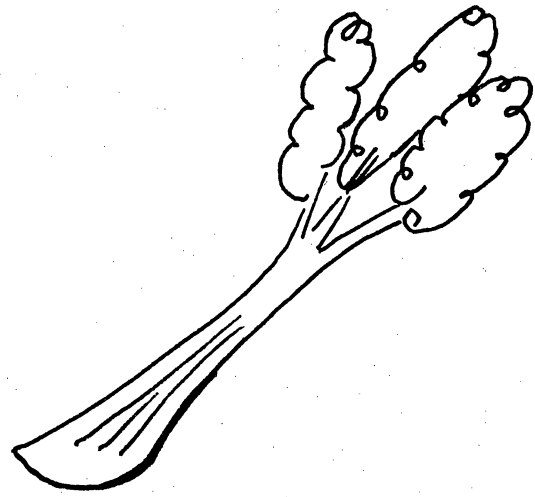
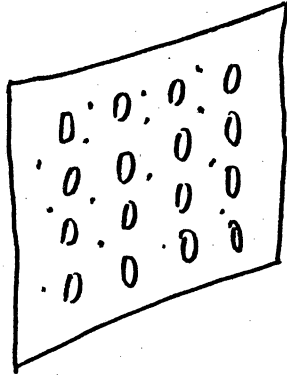
During the You Choose game, have small pictures of each animal, food and toy duplicated. When a child chooses one, he/she gets a picture of the item chosen. Using this information make a bar graph for each category (animal, food, toy).

Discuss what would make someone happy and what would not make someone happy. Emphasize that different children like different things. Therefore, different things make different people happy. One way to find out what people like and dislike is to ask them.

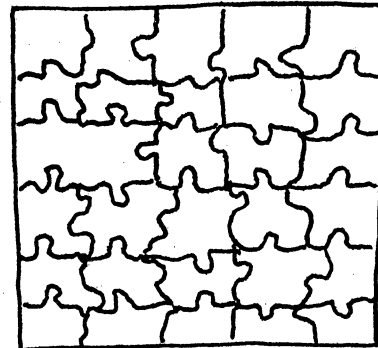
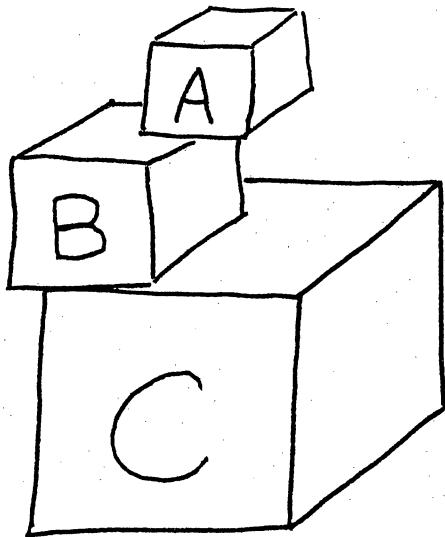
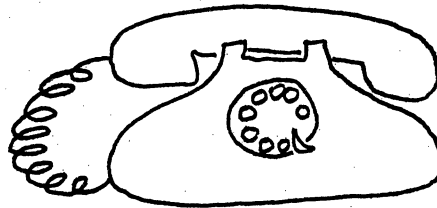
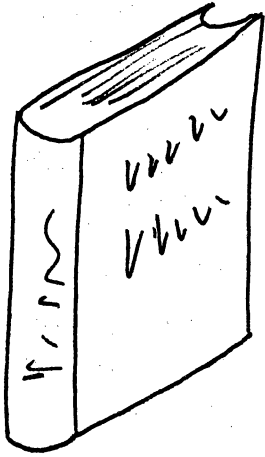
Animals



Foods



Toys



More About Our Likes and Dislikes

Let's think about some of the things we like and some of the things we dislike.

Discuss the different types of activities that can be done on the playground.

What do you like to do best of all on our playground?

Who do you know who does not like _____?

What would you rather not do on our playground?

Who do you know who does like _____?

How can you find out what your friend likes or does not like to do on our playground?

This can also be used for activities in the classroom or at home.

Others Have Feelings Too

Review feelings section (how one looks, other feeling words, etc.).

We are all the same because we all have feelings. But different people feel differently about different things. Listen to the story about The Party.

Directions (activity 19 a-b)

The Party by Kate Pavich

A birthday party! It can be exciting, fun, and scary. There is so much happening - all the people, bright colors, and jangling noises. Today was just such a day. It was Janie's birthday.

What a special day! Marcia was so excited about going to Janie's party. But, she was also a little scared. She was glad she had been invited, yet, she was worried. Would she know any of the children at the party? What if she spilled something like her ice cream? What would she do? Would Janie like her present? "But parties are so much fun," Marcia said out loud. "There are games, and presents, and cake." Oh, Marcia didn't know how to feel. She had butterflies in her stomach but she was happy to be going. Marcia finished tying her hair ribbon. It was time to go. She ran out the door

clutching her present tightly.

Kevin tied his shoes slowly. He was ready to go to the party - but, he didn't want to go. He gazed out the window trying not to notice how his stomach ached. He cleared his throat - it felt so cold and tight. Oh, why did he have to go to the dumb old party anyway? Kevin knew Janie would not like the present he had gotten her, and he probably wouldn't know anyone there. And, what if he spilled something like the last time? He had been so embarrassed. But, they were expecting him and it was time to go. Kevin gave a deep sigh, picked up the present, and moved slowly to the door.

Kim could hardly wait! She was going to her best friend's birthday party. What fun! She hoped Janie would open her present first. She just knew Janie would love it. Kim smiled thinking about how happy her friends would be. She hurried to finish dressing. She turned down the lace edge of her socks and buckled her shining new shoes. Kim wanted to get to the party early so she could be the first one to wish her friend "happy birthday." She was ready at last. Her whole body was tingling with excitement. Kim scooped up her present and ran quickly out the door.

Marcia, Kevin, and Kim were all going to the same party. Did they all feel the same way about going?

How did Marcia feel?

How did Kevin feel?

How did Kim feel?

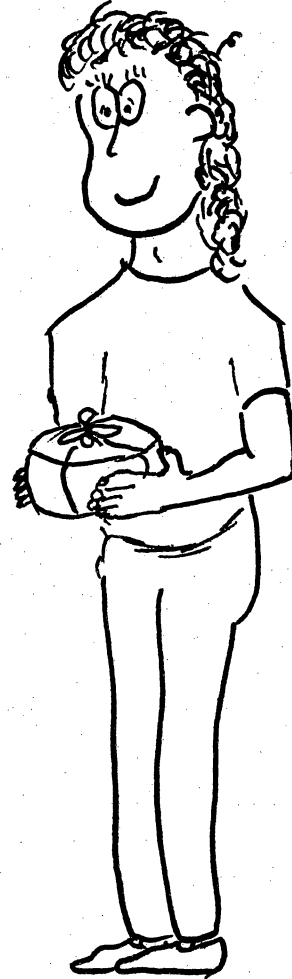
Others may feel differently about the same situation and that's all right.

(Project GOAL, Irvine)

Patterns for making felt characters for story The Party.

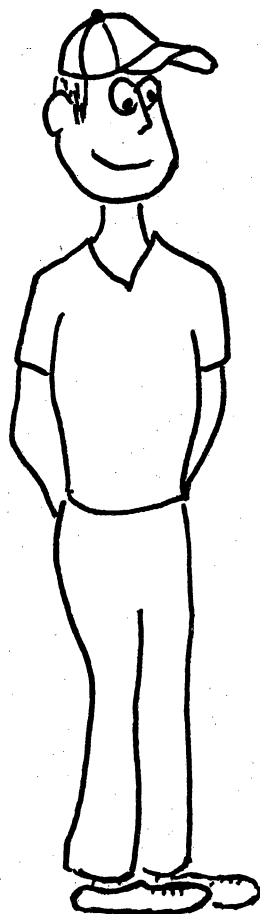


Kim



Marcia

Patterns for making felt characters for story The Party.



Kevin

How Do You Feel?

When my friend said something bad about me.

When my brother/sister needed help and I helped him/her.

When the class was making fun of someone and I joined in.

When my friend got a new bike and I didn't.

When I couldn't go out for Halloween because I got sick.

When I hurt my friend's feelings.

When my friends were invited to a party and I wasn't.

When my friend and I fixed something together.

When I had a bad dream after seeing a monster movie.

When my pants/dress ripped during recess.

When my teacher blamed me for something someone else did.

When my parents left me alone in the house.

When my younger brother/sister stayed up later than I did.

When I wanted to hug my father and I did.

Read each statement, allow student to make response - then ask if someone would have a different feeling.

(Project GOAL, Irvine)

My Feelings Thermometer

Directions (activity 20)

A way to discover how daily events in the classroom make students feel.

1. When I come to school each morning, I feel . . .
2. During recess, I feel . . .
3. During math, I feel . . .
4. Talking in front of the class makes me feel . . .
5. During music, I feel . . .
6. When I'm a classroom helper, I feel . . .
7. During art, I feel . . .
8. When it's time to go home, I feel . . .

(Project GOAL, Irvine)

Draw a face on the bottom of a ditto paper that the students will be completing in different subject areas such as math or reading each day for a week or two. After the paper is completed, have the students draw a mouth on the face to

show how they felt about the activity. On the fifth day, hold a conference with each student. Encourage the students to tell about their record of feelings. Probe for explanations where applicable.

(Cherryholmes, Mason, Martorella, 1979)

My Feelings Thermometer (Put an X on the face that shows
how you feel)

| | | | |
|----|---|---|---|
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |
| 7. |  |  |  |
| 8. |  |  |  |

Discussion

Letting others know how we feel is important. We can do this without blaming or hurting others. When we talk about how we feel ("I am sad." "I don't like that!") we are helping people understand what is happening inside of us. We don't need to call other people names or make others upset. Just simply say, "I . . ." ("I'm angry." "I feel mixed up.") not ("You are dumb." "You make me mad.") Talking about your feelings hurts no one; talking about others can make them feel upset. A good hint is to always talk about how you feel and why you feel that way.

(Project GOAL, Irvine)

Read T. A. for Tots, Freed, (Chapter 3, "Strokes and Feelings").

Make a warm fuzzy.

Start with a cotton ball and glue on two "wiggle eyes".

(These can be bought at a craft store for a few cents). Use a safety pin to attach the warm fuzzy to shirt.

Who do we know who gives "I" statements? (assertive Person)

Ways To Make Others Happy

Have the students cut pictures from magazines showing people doing things together. Make a poster with the pictures. Discuss the activities the people are involved in and how each of them might be feeling.

Present the following episodes to children. For each episode, ask the children who the action would affect. Then ask a volunteer to wear the name tag (see sample at end of lesson) and tell how that person would feel and what he or she might do. Encourage children to enact the situations.

Tom's class is just finishing lunch. He gets up from the table. There are paper and crumbs on the floor and table. Who do you think cares? (Janitor, next group of students.) What do you think the (janitor, other children) would like Tom to do?

Janice and her friends are walking down the hall. They are talking and laughing and having a good time. They go by the library. The library door is open and many children are reading and studying. Who cares? (Librarian, other children). What do you think the (librarian, other children) would like Janice and her friends to do?

Mark, Adam, and Cynthia have been playing with the animal farm during free time. When it's time to go home, Mark and

Adam walk away and leave the pieces all over the floor. Who cares? (Cynthia, the teacher.) What do you think (Cynthia, the teacher) would like Mark and Adam to do?

It's Jo's turn to bat. She made two outs the last two times she was at bat. Some of the children start booing when she steps up to the plate. Who cares? What do you think Jo wishes the children would do?

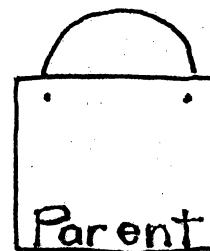
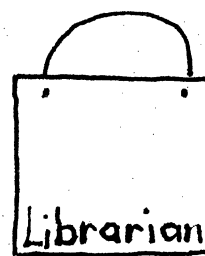
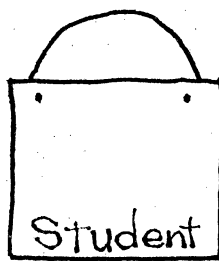
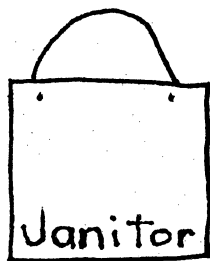
At the school assembly everyone starts laughing when Dick does the wrong actions to the song his class is singing. Who cares? What do you think Dick wishes the other students would do?

Variation: Use name tags to represent family members (parents, siblings, grandparents). Present typical home situations.

Fred has just finished his homework. His older sister Kari says she'll help him by checking it over. Kari calls Fred a dummy every time she finds a mistake. Who cares? What do you think Fred wishes Kari would do?

Grandma gives a dress she has made to Maggie. Maggie says, "I wanted some shorts instead." Who cares that Maggie said that? What do you think Grandma wishes she would say?

Pattern for Name Tags



(Dinkmeyer, Dinkmeyer, 1982)

Review a "warm fuzzy" and how they make one feel.

Sometimes when people talk to us, the words they use can give us a "warm fuzzy".

Example: "You did a wonderful job."

Sometimes people say things that give us a "cold pricklie".

Example: "You never do that right."

Another reason a statement can give us a "cold pricklie" is due to how it is said.

Example: "What a jacket" (to be said in a negative critical tone).

I am going to read some statements to you. Tell me which ones give you a "warm fuzzy" or a "cold pricklie".

"You never help me with my homework."

"I would really like you to help me with my homework."

"You don't play fair."

"I would like it if you played by the rules."

"You should be on time when you come."

Words we like to hear!

Please

Thank you

Can you give me a hand?

That's great

Good try

I like working with you

Begin to make a list of ways we can make others happy.

- (1) We can ask them what they like or want to do.
- (2) We can give them a "warm fuzzy" by using encouraging remarks.

Now we are going to learn about other ways to make people happy.

- (3) We can listen to them. (Use assertive Person puppet to describe how we show we are listening.)
 - a. We turn out body toward the speaker.
 - b. We look into the speaker's eyes.
 - c. We do not interrupt.
 - d. We have a pleasant look on our face.

Have the students pair up for several listening experiments. One student (A) in each pair should begin talking to his/her partner about something he/she is very pleased about, looking forward to, or would like the other person to hear. The listener partner (B) is to do everything possible non-verbally to let his/her partner know he is not listening (look away, move around, distract, etc.).

Discuss

What did you do to let the speaker know you were not listening? How did you feel about not being listened to?

Role-play again this time showing the other person that you are listening. Discuss above questions again.

"Magic Circle"

Have students sit on the floor in a circle.

"As we sit here on the floor we are part of a 'Magic Circle' for discussion. A discussion happens when we talk together. Today, our discussion will be about good manners when we talk together. First, I will tell you some rules about discussing or talking in groups. These rules will help everyone to enjoy our discussion or talk. There are four rules. Listen to the rules so that you can say them

afterward.

1. Everyone must sit still in his or her place.
2. Only one person will talk at a time.
3. A person must raise his/her hand to get permission from the teacher to talk.
4. Everyone must listen to the speaker and be able to show that he/she has been listening (be able to say back what speaker just said).

Think about the rules and try to follow them as we talk about them. Who remembers the first (second, third, fourth) rule? What was it? Why do we need a rule like that? How will such a rule help us to have a good discussion? Repeat these questions for each of the four rules."

Have the "Magic Circle" group discuss their favorite games for five minutes. End by saying "by using our 'Magic Circle' rules, we have had a good discussion. We will meet again soon."

Have a "Magic Circle" discussion at least once a week. Topics can develop from experiences and activities in the classroom. Individual students can also suggest topics for discussion.

It is best to use small groups for the "Magic Circle" discussion.

(Cherryholmes, Manson, Martorella, 1979)

Teacher Aid

Additional Magic Circle Guidelines

Three Phases of the Magic Circle:

1. Introducing the topic
2. Individual Expression

One child speaks at a time

Children should deal with their feelings (how did you feel when that happened?)

Accept what each child says (avoid moralizing)

Model good listening (keeping eyes on speaker, repeat some of the words or phrases used by the speaker)

3. Discussion

Clarify and validate. Occasionally ask a child in the Circle to repeat something another child has said.

Keep it open-ended. Avoid closed-ended questions, such as "when," "where," and "who." The word "why" is best dropped from a leader's vocabulary. It puts the child on the defensive. Instead, say things like, "Tell me more about that time," or "Tell us how you felt." After each child takes a turn, acknowledge his/her contribution with an "Okay" "Thank you," a smile or a nod.

Don't switch in mid-stream. If children have difficulty

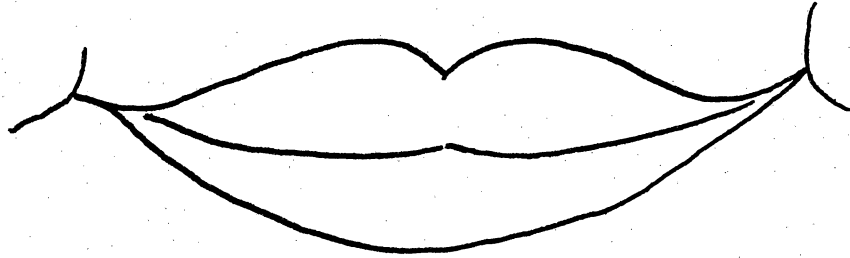
responding to the topic, don't switch mid-stream to another topic. Say, "sometimes it's hard to think of things at first and express our feelings." "Let's close our eyes and really think about it for a minute."

Magic Circle Discussion Topics

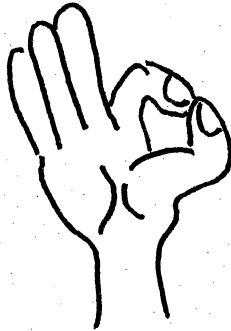
1. My Favorite Animal
 2. A Person I Feel Safe With
 3. A Time When Someone Wouldn't Listen to Me
 4. Something I know I Can Do
 5. Something I Didn't Mean to Say or Do That Made Somebody Mad at Me
 6. The Day Someone Took Something Away From Me
 7. A Time When I Played a Game and the Other Side Won
- (Palomares, Logan, 1975)

Make a poster listing the three ways discussed for making others happy.

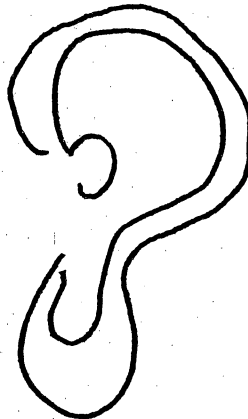
asking:



encouraging remarks:



listening:



Happy Talk Corner

Place colorful pillows on the floor. Place a couple of stuffed animals and a toy telephone in the corner, too.

Explain to the pupils that when they feel happy they may go into the corner for happy talk with a friend. Discuss with pupils why it might be a good idea to invite someone who is not happy to join them in the corner. Indicate that the unhappy person may become happy. Should children linger too long in the "Happy Talk" corner, a three minute timer could be placed there to enable the pupils to time themselves.

(Cherryholmes, Manson, Martorella, 1979)

Making Friends

Write the word friends on the chalkboard and ask:

Who are your friends?

Are some of them older than you? Younger? Same age?

Are your friends girls or boys or both?

What makes someone your friend?

What can you do to be a good friend? (Review ways to make other happy.)

Song (Merrily We Roll Along)

_____ will you play with me, play with me, play with me,

_____ will you play with me, and be a friend of mine?

Yes, I'll be a friend of yours, friend of yours, friend of
yours,

Yes, I'll be a friend of yours, and play a game with you.

Other ways to be a friend include:

(1) Fairness

Discussion

Materials (raisins)

Today we are going to learn about the word fair.

I have a raisin here for each of you and I'm going to let each of you take one. I only have enough raisins for each of you to have one. If Johnny takes two raisins, then someone will not have any raisins. Is that fair? How would a child feel if he wants one and he did not get any?

Materials (story book)

If two children want to look at a story book, and one keeps it and does not let the other one see it, is that fair? If two children want to look at a story book, what is fair?

Materials (form car with chairs)

We are going to pretend that we are on a trip to the zoo. We will go in a car. Let's pretend the car is only big enough to take some of you. (Name the children that are going on the trip.) The rest of you will get to go later. Pretend that we're riding. I see a zebra. What do you see Terry? (Have children name animals they might see at the zoo.) Now

we're back. We had a fun ride didn't we?

Now I'm going on another trip with some children. We're going in the same car, and I can only take some of you. Who should go on the trip? Is it fair for someone who went on the first trip to go again? Is it fair for someone who did not go on the first trip to go now?

(Shure, Spivack, 1982)

Read the story of The Little Red Hen. Ask why the Little Red Hen should eat the bread. Ask pupils what they would have done and how they would have felt if they had been a particular character in the story.

Act out story

(2) Sharing

Story: Carol's grandmother bought her a shiny red ball. She said Carol could take it to school and play ball with her friends. When Carol got to the playground, her friend Ben said, "That's a nice ball, Carol. Can I play catch with you?" "No," said Carol, and she put the ball in her pocket.

Discussion

Why do you think Carol put the ball in her pocket?

What can she do with the ball by herself?

What can she do if she shares it with Ben?

What do you think Ben said when Carol wouldn't play with him?

How do you think Ben felt?

If Ben brings a new toy tomorrow, do you think he'll let Carol play with it?

If you had a new toy, would you let your friend play with it? Why or why not?

Have the children draw pictures of things they enjoy sharing. Display and discuss the pictures.

Have each child choose a container of paint and begin painting. Then have each child join a child who has different-colored paint. Give each pair a small, empty container and tell partners to mix some of their paint together to make a third color. Have pairs complete their pictures using all three colors.

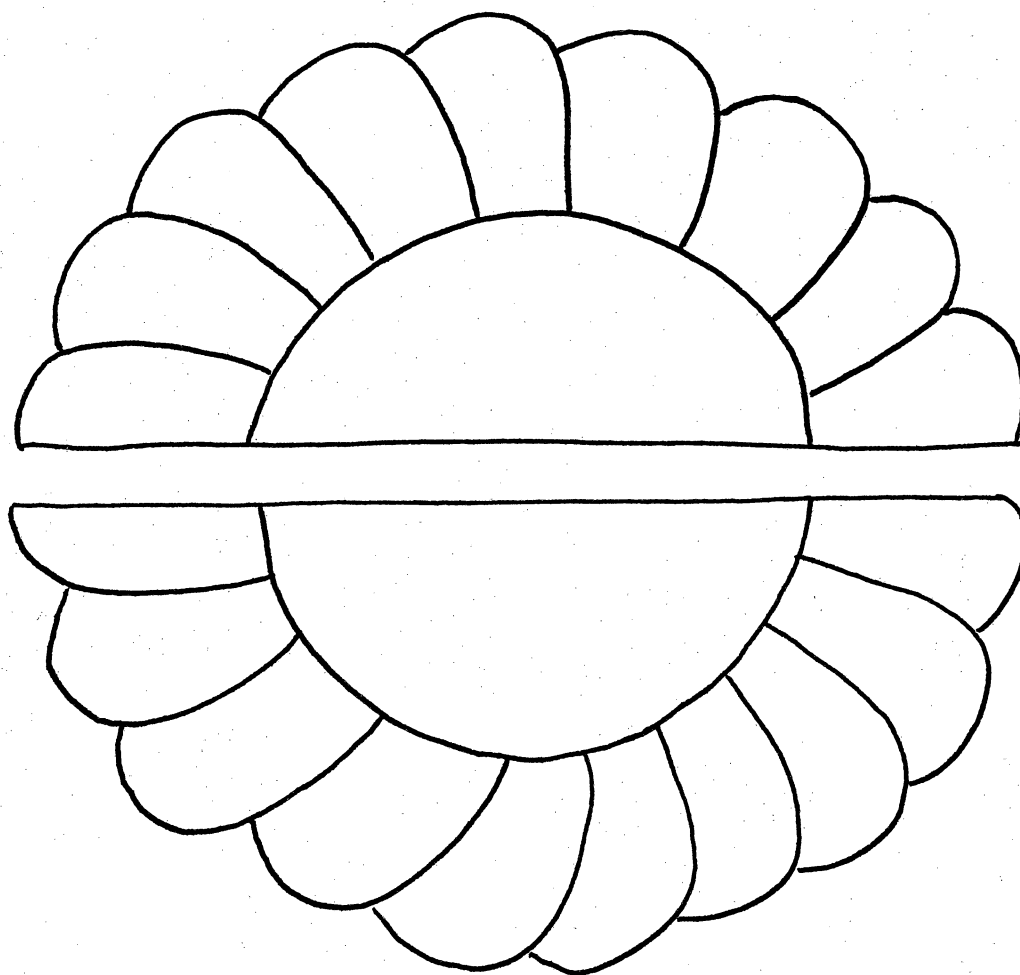
Display the pictures.

(Dinkmeyer, Dinkmeyer, 1982)

Directions (activity 21)

Hand out page with two half flowers on them. Tell the children to color one half of the flower red and the other half yellow. Explain that if everyone shares, when we're finished with this page, everyone will have one whole flower

Flower



instead of having two half flowers.

Ask children to cut apart the two half flowers and then find a partner. Tell students in each partnership to exchange flower halves with their partners so each can make a complete flower. Paste the completed flower on a separate sheet of paper.

To complete the activity, point out to children that they had to share with their partners to form whole flowers, and agree on which flower each partner would have. Tell children they can take their flowers home.

(Schreiber, and others, 1983)

Plan a baking or cooking project in which everyone can participate. Share the food with another class.

(3) Cooperation

To help children grasp the idea of cooperation, take them outside and hold a three-legged race. Start with volunteers. Pair students by size, and loosely tie the left leg of one child to the right leg of the other child. Then let the children start to race. Partners will quickly learn they must cooperate--even to be able to walk, much less run. Afterwards, stress the idea that the children in each pair would not be able to race if they did not work together. Point out that working together is called cooperating.

Divide the class into small groups. Have each group build a

tower of wooden blocks. Players take turns adding blocks to the tower, trying to add them without toppling the tower. Groups can keep track of their record (the number of blocks standing at once) and try to beat it.

Make an Alphabet Book

Give each student a letter of the alphabet. Cut out words or pictures of things that begin with each letter of the alphabet. Put the words or pictures in a loose-leaf notebook, one letter per page.

Cut greeting cards into three pieces. Pass out pieces and have students find their matching pieces to form the puzzle.


Who's missing?

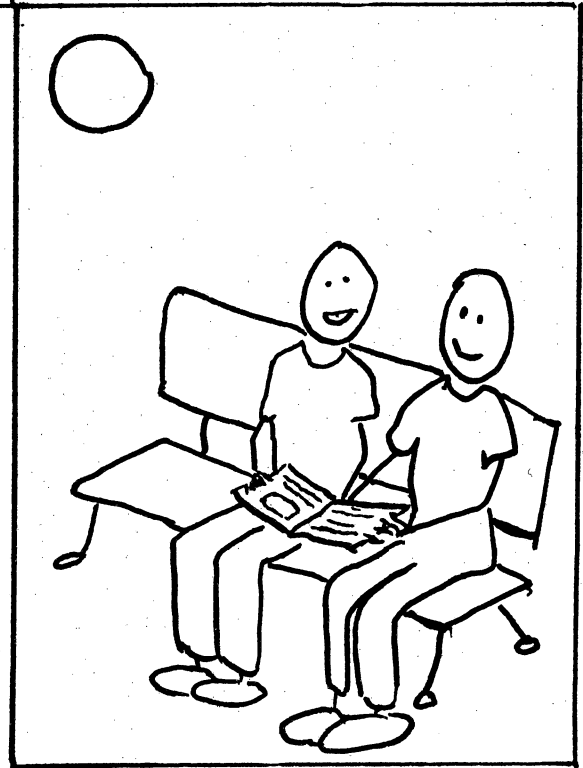
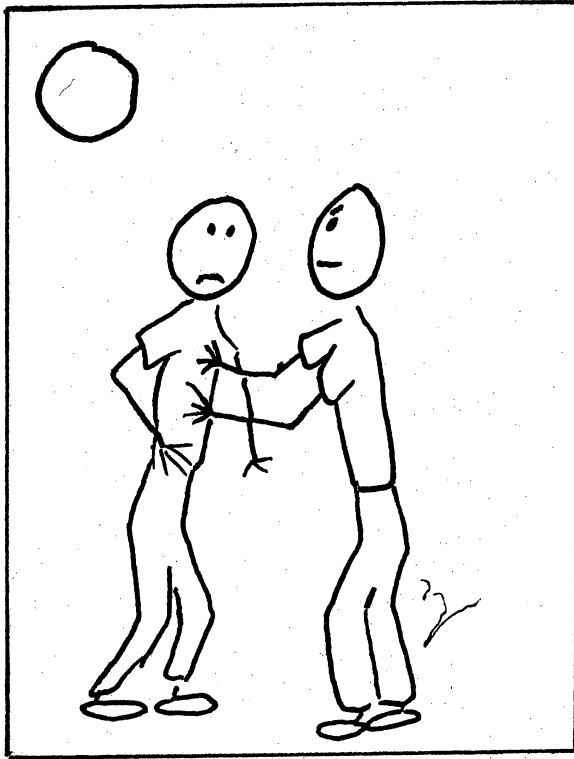
With children sitting in a circle, choose one child to be "it." Blindfold that child. Pick another child to be "out." Lead the child who is "it" around the circle. As you walk, ask each child, except the child who is "out" to say, "I'm here!" Then take the blindfold off the child who is "it", and ask, "Who was out--or did not speak?" Give the child who was "it" three guesses, if he/she guesses correctly, he/she returns to the circle and the other child becomes "it." If the child who is "it" guesses incorrectly, he/she may try again.

Cut and paste

Using magazines, have the children find pictures they like.

The cutter cuts out any pictures or shapes that need to be cut out. The paster pastes everything down. Both of them work together in arranging the picture. After a set time, allow the students to switch roles.

Who is being a friend? Put a  on the picture.



More Ways To Be A Friend

Directions (activity 22 a-b) Make felt figures of Dilly Duck and Freddie Frog. Use on flannel board as story is told.

Dilly Duck and Freddie Frog

This is Dilly Duck. He loves to swim. He is the fastest swimmer of all of his friends. How do you think he feels when he is swimming? (Children respond.) Yes, he feels very happy because he loves to swim, and he can swim very fast.

Dilly: I've been swimming all morning. This morning some of my friends asked me to swim with them and I said yes. They know I love to swim. Here comes one of my friends Freddie Frog. He loves to swim, too.

Freddie: Hi Dilly. We sure had fun swimming this morning. We both love to swim, don't we? Let's go swimming now again. That would make me very happy.

Dilly: (Dilly puts head down so he looks sad.)

Freddie: What's the matter, Dilly, why do you look so sad? I thought it would make you happy if I asked you to swim.

Dilly: I was happy when we swam this morning. We swam for a long time. I would not be happy to swim again today.

Freddie: (moves away from Dilly.) I guess he doesn't want to play with me today. Gee I wish he'd play with me today. I'll have to think of something so he'll want to play with me today. Oh, I know what I'll do.

Freddie: (moves closer to Dilly and very enthusiastically says), "Dilly, if you don't want to swim right now, do you want to play with my new ball?"

Dilly: No, I don't like that game.

Freddie: (moves away from Dilly, then moves closer and very enthusiastically says), "Would you like to go find some food to eat?"

Dilly: Not now, I just ate and I'm not hungry.

Freddie: Gee, Dilly, I really want to do something with you. What would you like to do now?

Dilly: I'd like to play hide and seek.

Freddie: O.K. I'd like that, too. I'm glad I asked you. I thought maybe you didn't want to play with me today.

Dilly: Oh, no. I like you. I just didn't want to swim because I wanted to do something different now. Maybe tomorrow we can swim again.

Freddie: O.K. Let's play hide and seek now.

They played hide and seek for awhile and they were very happy. The next day they went swimming again.

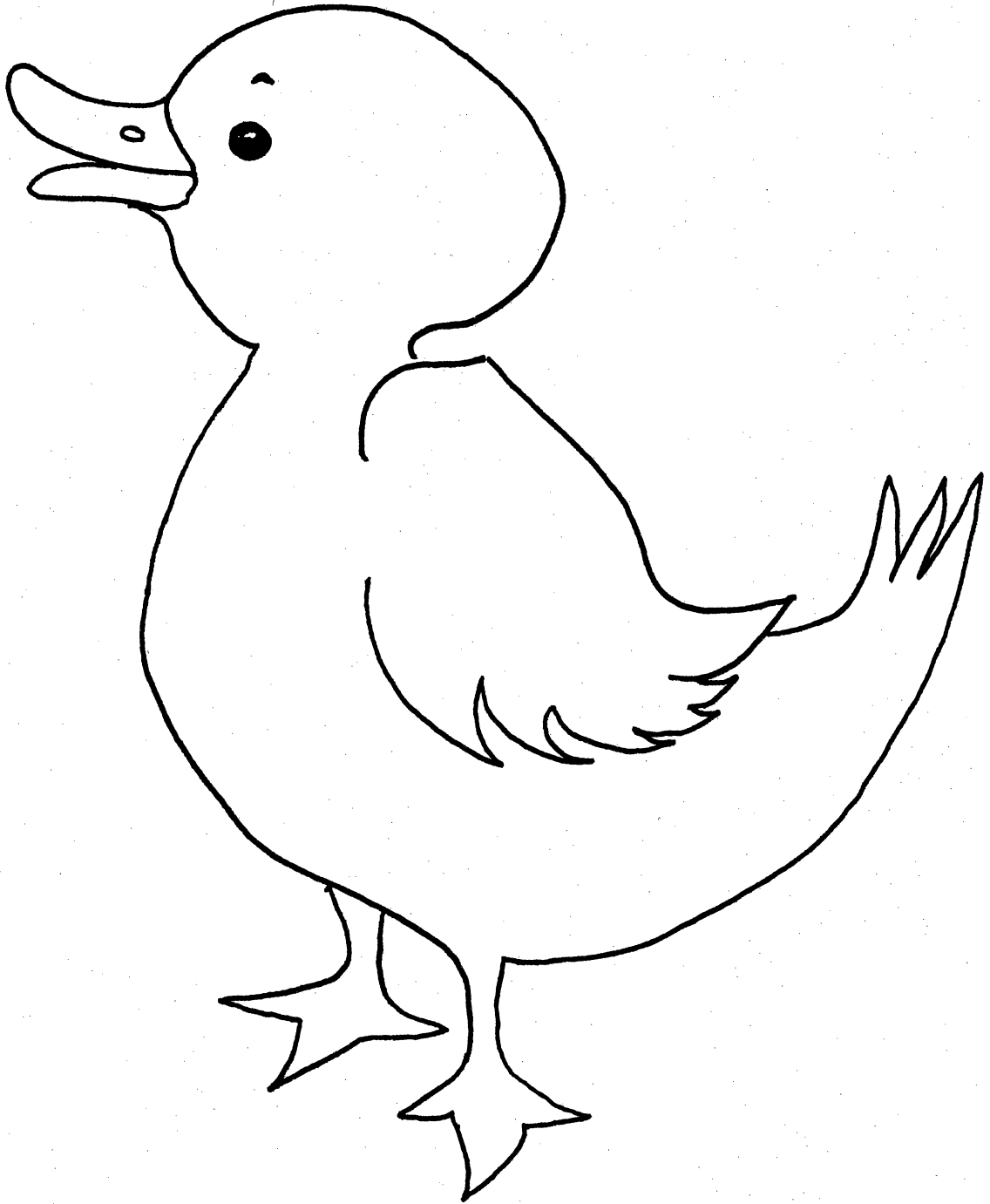
What did Freddie do when he thought Dilly didn't want to play with him?

What can you do when you think somebody does not want to play with you?

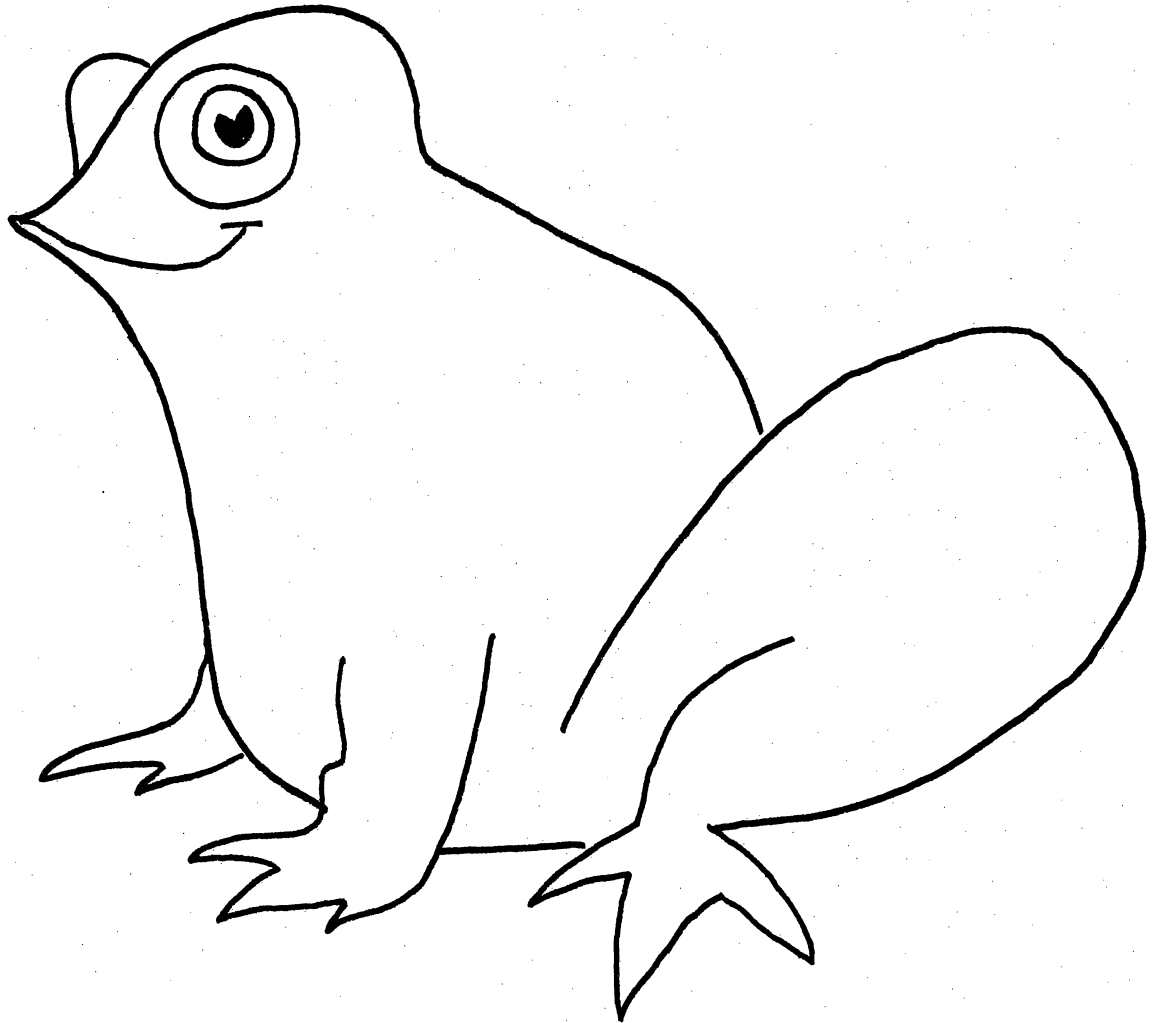
How can you find out what they want to do?

(Shure, Spivack, 1975)

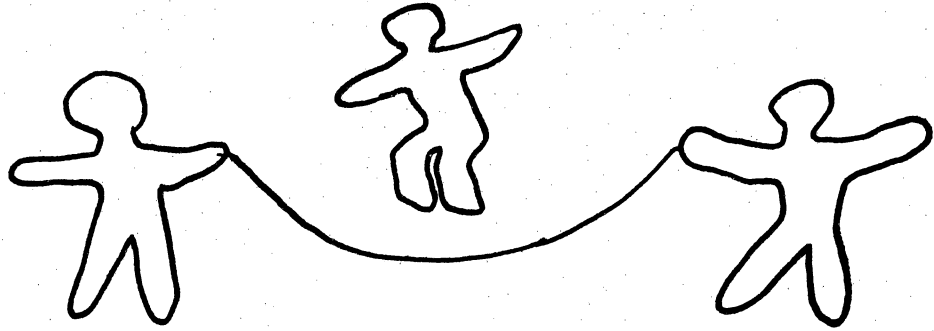
Dilly Duck



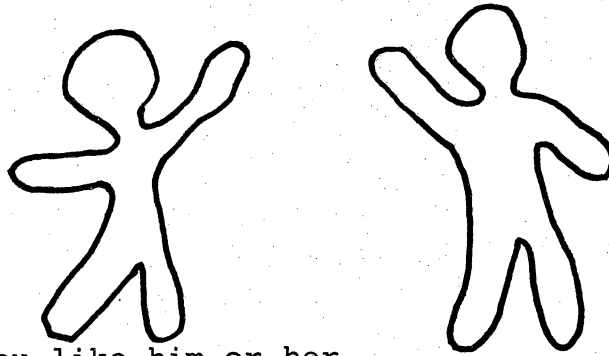
Freddie Frog



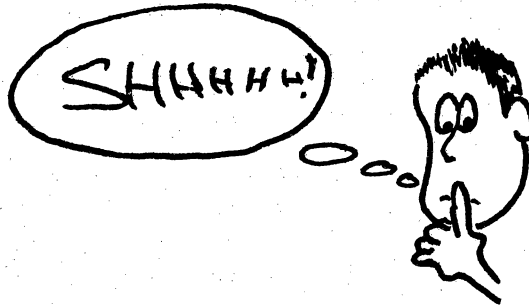
Make a Friendship Poster.



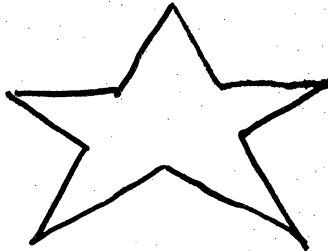
Invite someone to play with you. Tell someone hello.



Tell someone you like him or her.



Let others around you get their jobs done.

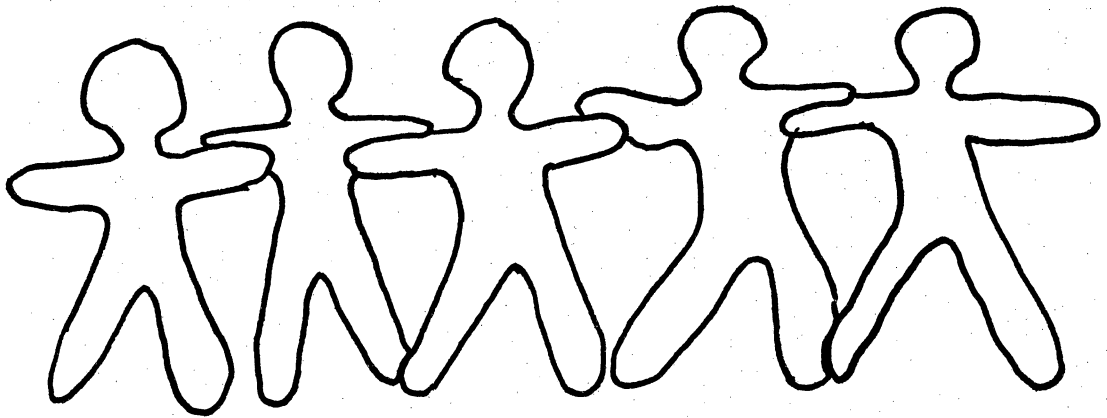
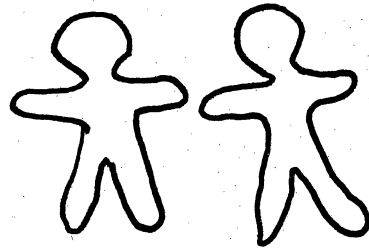
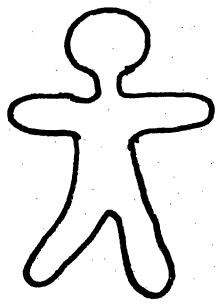


Be a friend to yourself -- do your best work.

How Many Can Play?

Make a chart of the activities in the room. Label the games and activities according to whether the game or activity is best done alone, with two people, or with a group.

Encourage children to tell what they like about the activities they do alone, the activities they do with a partner, and the group activities.



Two Were Playing Game

Materials: several boxes of colored toothpicks

Using colored toothpicks, have two students start a pattern with them. When the two children are actively involved in playing, have the other children select a child to join the pair as the large group calls out "Two were playing and another came." The two children who are playing must think of a way to include the newcomer. Continue until the whole group is playing with the original pair.

(Dinkmeyer, Dinkmeyer, 1982)

Story Time

Ainsworth, Judy Gail. The Lost Smile. E. M. Hale, 1971.

This story tells what a little boy did to take away his sadness. When he lost his sadness, he found his smile.

De Regniers, Beatrice Schenk. May I Bring a Friend? Atheneum, 1964.

The story shows acceptance of friends.

Zalben, Jane. Lyle and Humus. MacMillan, 1974.

Lyle, a monkey, and Humus, an elephant, are friends until they have a misunderstanding and drift apart. Their silent quarrel becomes a joke. The friends are reconciled when Humus saves Lyle from drowning.

Zolotow, Charlotte. The Quarreling Book. Harper & Row, 1963.

When Mr. James forgets to kiss Mrs. James goodbye, he starts a chain reaction of unpleasantness. The feelings are reversed by the family dog.

Zolotow, Charlotte. The Hating Book. Harper & Row, 1969.

Two girls have a misunderstanding when one girl misinterprets something the other one says. The problem is resolved when they finally talk things over.

Story Time (these books deal with individual differences)

Fassler, Joan. One Little Girl. Behavioral Publications, 1969.

After a visit to the doctor, there is a change in the attitude of the grown-ups in Laurie's life. Now they see the things Laurie does fast rather than the things she does slowly. (Mental Retardation)

Keats, Ezra Jack. Apt. 3. MacMillian Co., 1971.

Sam and Bill come to realize that someone who is blind is just like anyone else except they can't see. (Blind)

Kraus, Robert. Leo the Late Bloomer. Windmill Books, 1971.

This book is a reminder that everyone does not bloom at the same time. (Slow Learner)

Larsen, Hanne. Don't Forget Tom. Thomas Y. Crowell Co., 1974.

Pictures show all the things Tom can do for himself and then all the things that are difficult for him to do. (Mental Retardation)

Levine, Edna S. Lisa and Her Soundless World. Human Sciences, 1974.

This book explores the world of one's senses. It then introduces Lisa, a little girl who is unable to hear. (Deaf)

White, Paul. Janet at School. Thomas Y. Crowell Co., 1979.

Photographs make a realistic story showing all the things Janet can do at school and at home. (Physical Handicap)

DEVELOPING AN AWARENESS OF PROBLEM SOLVING

Understanding Choices/Consequences

As a result of doing the activities in this section the student will be able to list actions that can be taken to solve problems between people, predict what might happen next in a given situation, and develop adequate solutions to conflicts.

Teacher Aid

Conflict Management Strategies

The strategies listed here are simply that, a list, until they have been internalized by the child. To be truly useful and instantly available, the strategies must become the "property" of the child.

1. Negotiating - children talk about their position in the conflict and discuss what might be done about it. When children are in the middle of a conflict, it's difficult to teach them to negotiate. They'll have to be pre-taught negotiation so they are prepared when trouble occurs.
2. Compromising - both parties give up something to resolve conflict. Trade one item for the use of another.
3. Taking Turns - one individual goes first and the other second.
4. Active Listening - perceiving what the other individual is saying and feeding it back accurately.
5. Threat-Free Explanation - an individual communicates his/her position in a conflict without threatening the other person. Children can say, "I am angry," instead of "You make me angry." "The paint is all over my pants, and I'm

frustrated and mad too," rather than "You spilled the paint all over me!"

6. Apologizing - saying you are sorry without necessarily saying you are wrong.

7. Soliciting Intervention - seeking consultation or help when the issue is too complex or heavy to handle.

8. Postponing - individuals agree to wait for a more appropriate time to handle the situation. The teacher might say "Everything seems to be going wrong. Stop for now and I'll let you have some time after lunch."

9. Abandoning - moving away from a situation which cannot be dealt with. Ignoring the situation.

10. Chance - a technique such as flipping a coin is used to decide a conflict.

11. Sharing - the individuals decide to share for the benefit of both.

The above strategies are considered primarily positive. The following strategies are often used by children and in some cases may meet the needs of the child. However, these three approaches have many negative consequences.

1. Violence - verbal or physical abuse is used as a means of dealing with conflict. (hit, kick, trick, command, yell to name just a few)

2. Flight - an individual retreats internally or physically, leaving a conflict when he/she should have worked it through.

3. Tattling - an individual attempts to enlist others to handle conflicts for them.

(Palomares, Logan, 1975)

Actions That Solve Problems

Action Card Game

Directions (activity 23 a-e)

Have children role-play each of the following skits one at a time in front of the class. Ask the students to generate possible solutions to the problem, accepting each solution without evaluation. Put the appropriate action card on the board as the solution is offered. Often the children will offer a solution for which there is no card. Explain that you don't have a picture for that idea. Write the category on a blank card. Ask the children to describe an appropriate illustration.

Skit #1

materials - toy truck

Mary has the toy truck. Eric wants to play with it.

Think of some things he can do so he can have a chance to play with the truck.

He can ask her if he can play with the truck. That's one idea. I need lots of different ways Eric can get Mary to let him play with the truck. He could grab the truck from her and play with it. That's another thing he could do. Now

there are two different ideas. He could ask her or he could grab the truck. Now it's your turn to think of lots of different things Eric could say to get a chance to play with the truck.

Skit #2

materials - fish food

Jeremy wants Amy to let him feed the fish.

Think of some things he can do so he can have a chance to feed the fish.

Skit #3

materials - scissors

April is using the scissors. Simon wants to use them.

Think of some things he can do so he can use the scissors.

Skit #4

materials - necklace

Carrie wore a new necklace to school that she got for her birthday. When Brandy is looking at it she breaks it.

Think of some things that both girls can do to solve the problem.

Skit #5

materials - books

Tracy is carrying a big load of books to school. Trent comes running up and tries to help by pulling the books out of Tracy's arm. Tracy doesn't want any help and yells at Trent to "leave me alone."

Think of some ways Tracy and Trent can solve the problem.

Skit #6

materials - nickel

There is a nickel on the ground. Shannon and David see the nickel at the same time and both of them want it. Both of them feel the nickel is theirs.

Think of some things both children can do to solve the problem.

Skit #7

materials - empty chair by teacher

There is one seat vacant beside the teacher. Two children get into a fight over who will sit in that seat.

Think of some things both children can do to solve the

problem.

Skit #8

materials - ball

Seaver and Ryan want to play with the ball on the playground. They fight over it.

Think of some things both children can do to solve the problem.

Skit #9

materials - chairs set up to represent bus

Mary and Shelley are running toward the school bus. Mary is in a hurry and doesn't notice that Shelley is running toward the school bus, too. Mary runs full speed into Shelley and knocks her down. Shelley gets made and yells at Mary.

Think of some things both children can do to solve the problem.

Skit #10

materials - magazine

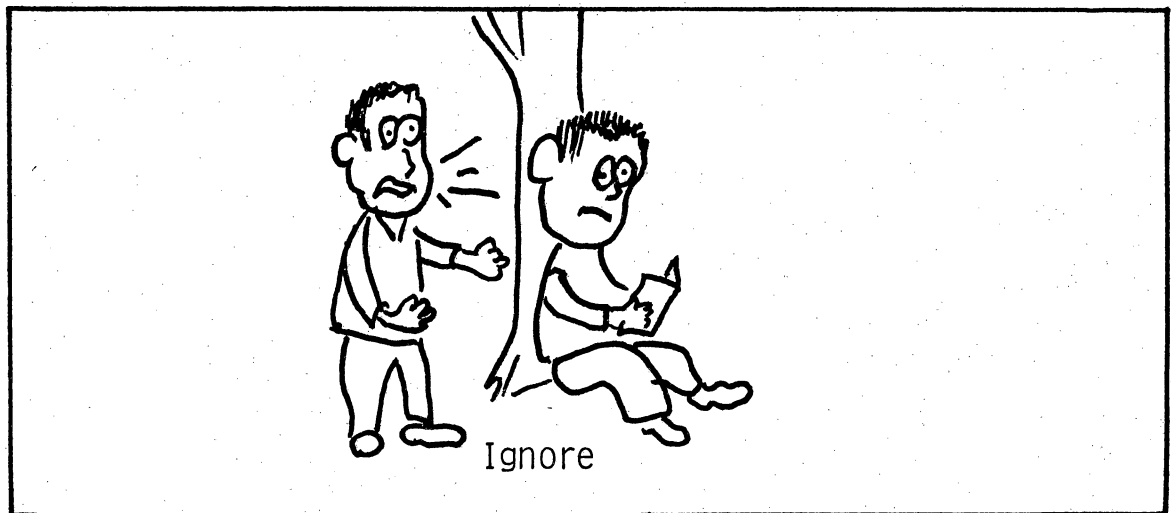
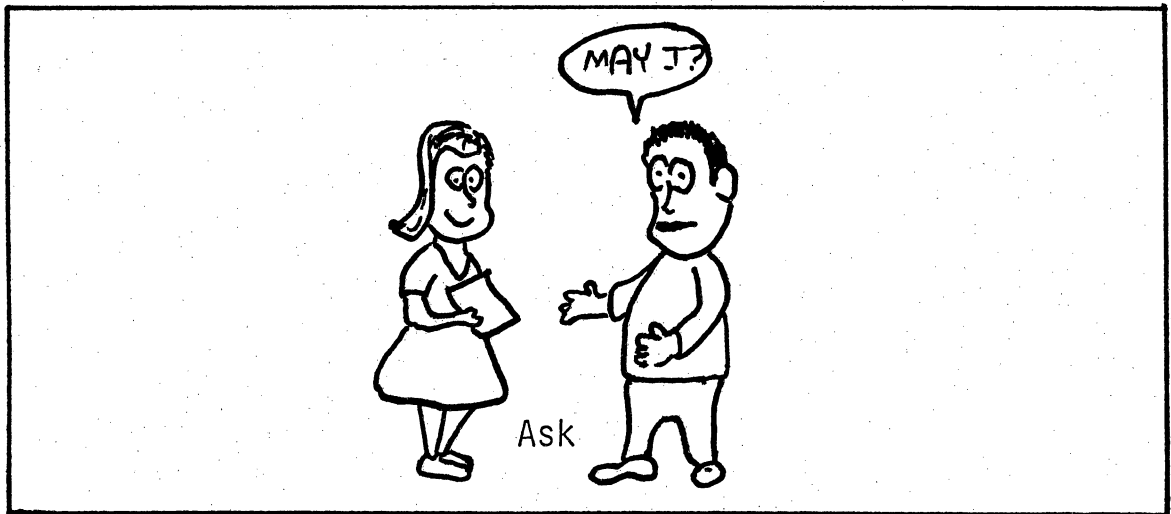
Kelly ripped her mother's new magazine. Now she is afraid her mother will be angry.

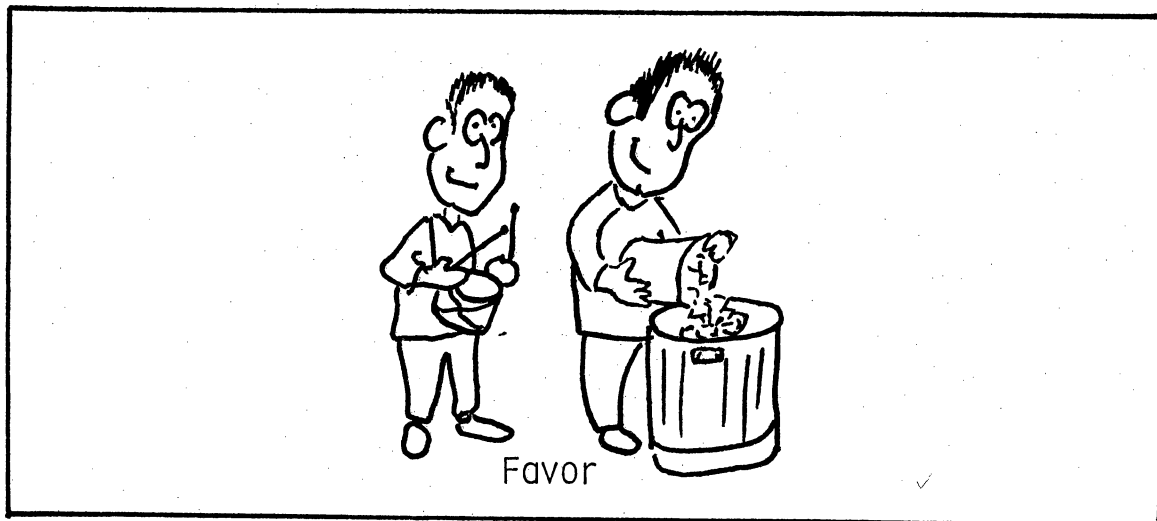
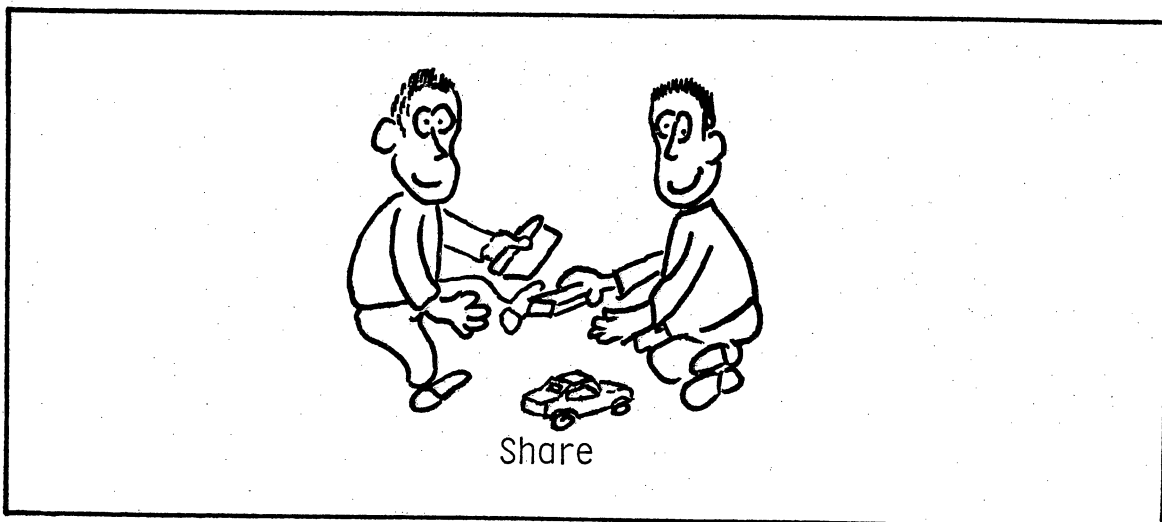
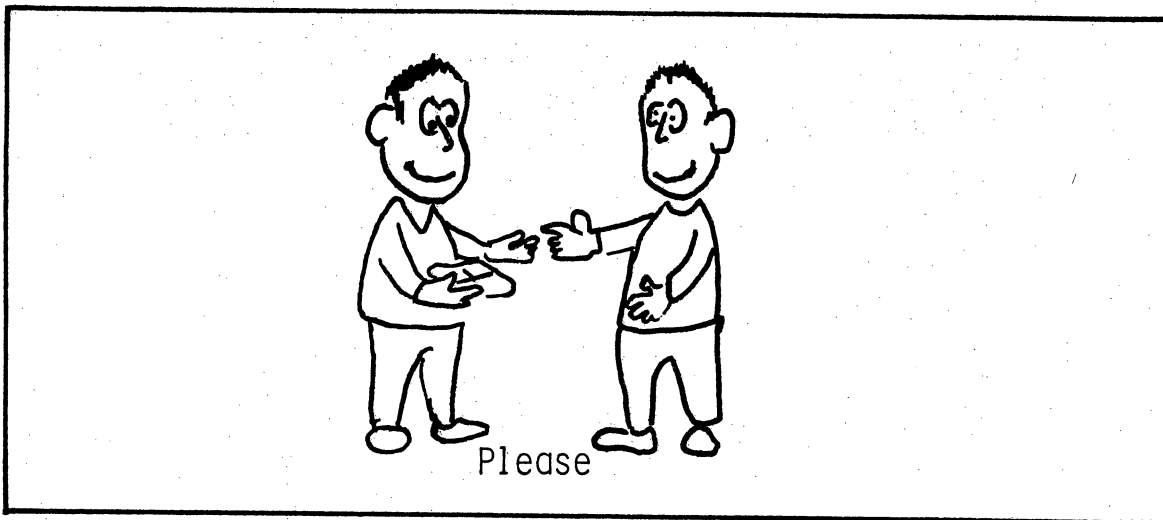
Think of some things Kelly can do to solve the problem.

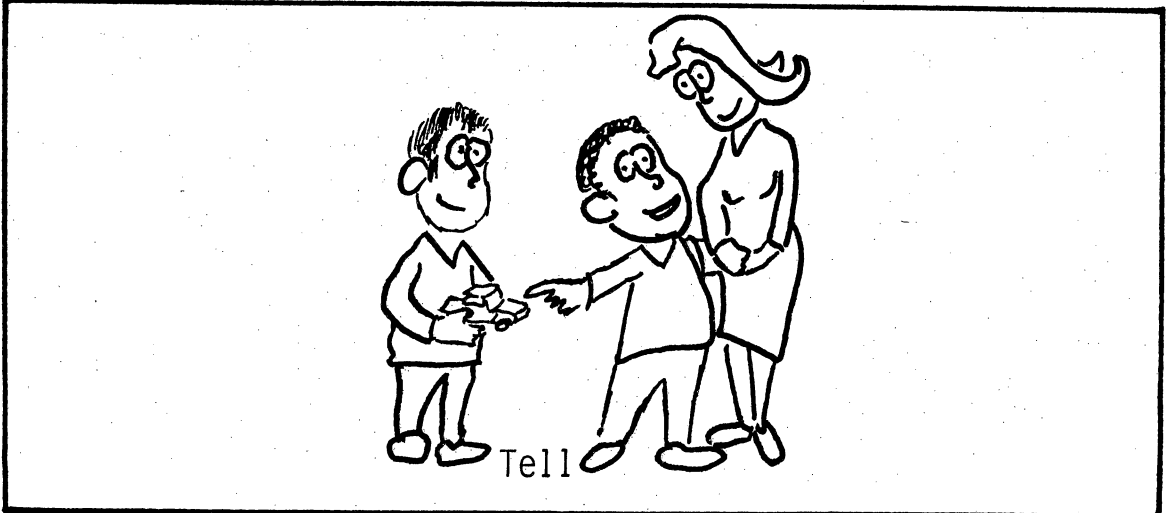
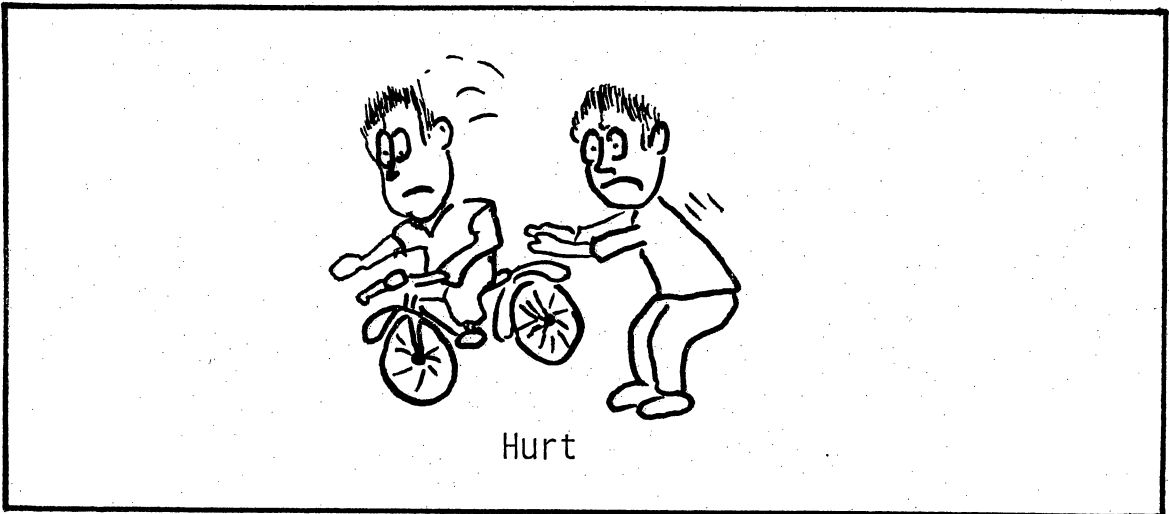
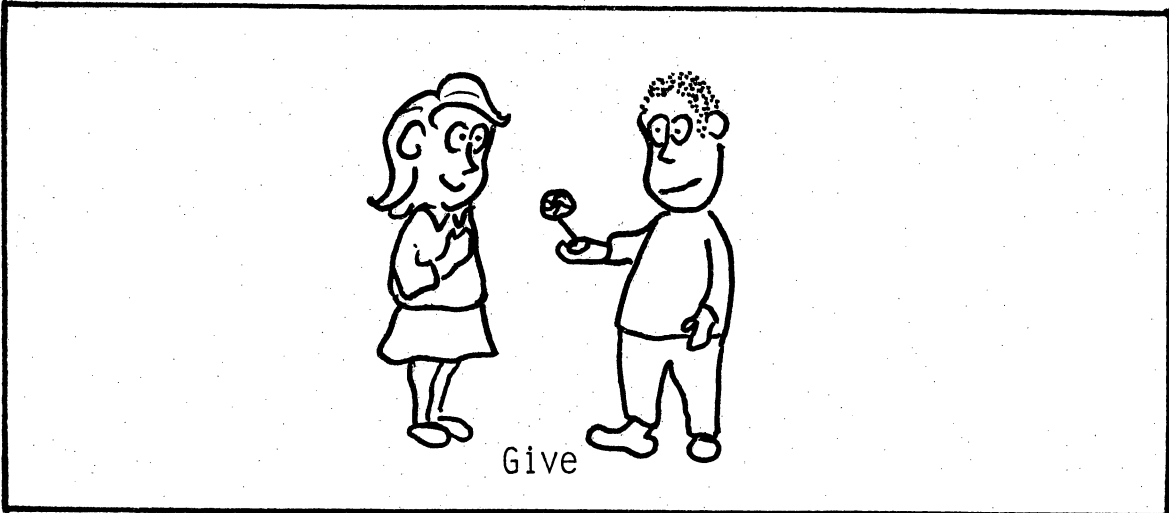
(Camp, Bash, 1981)

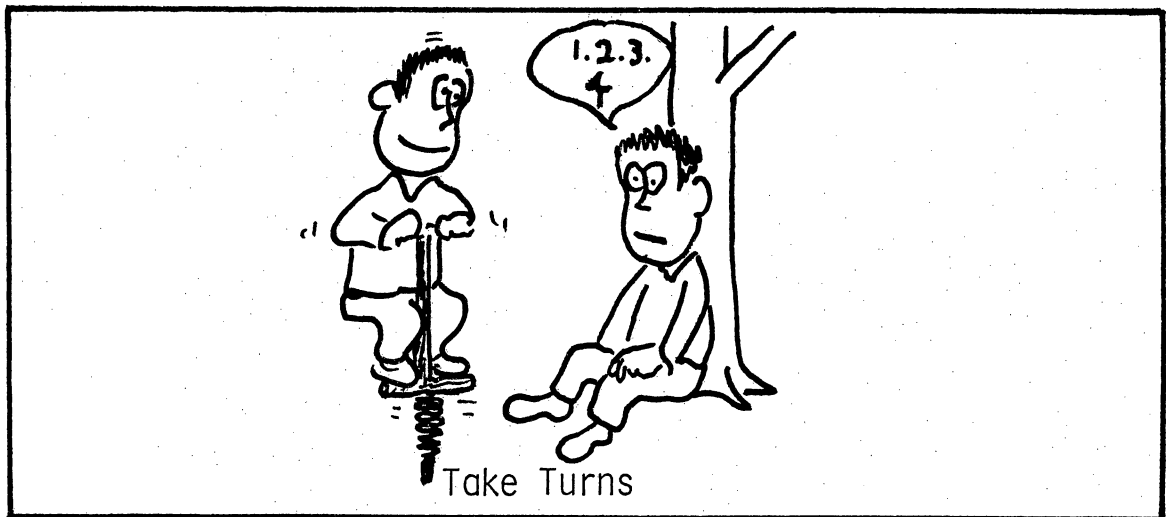
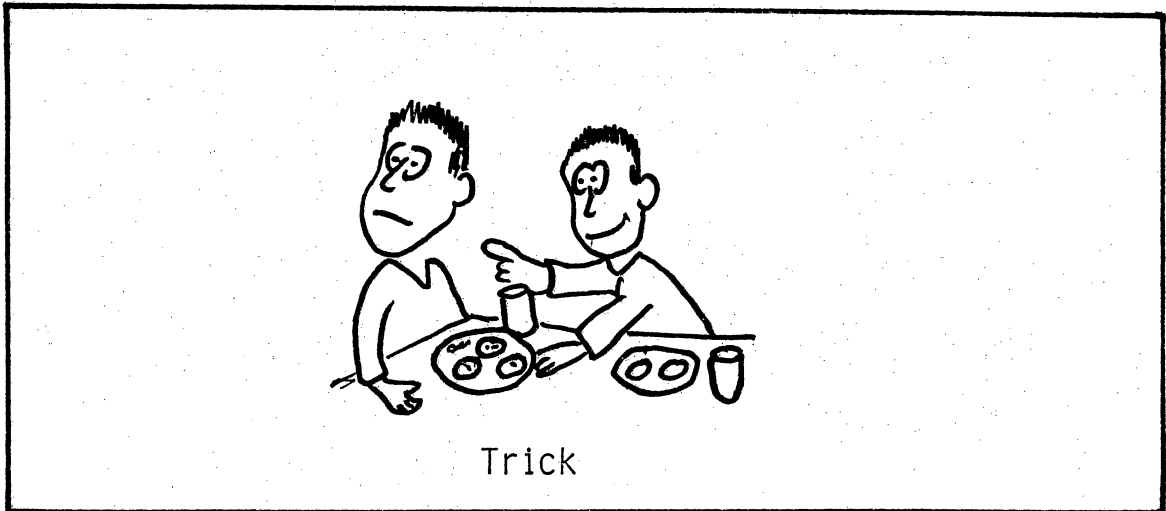
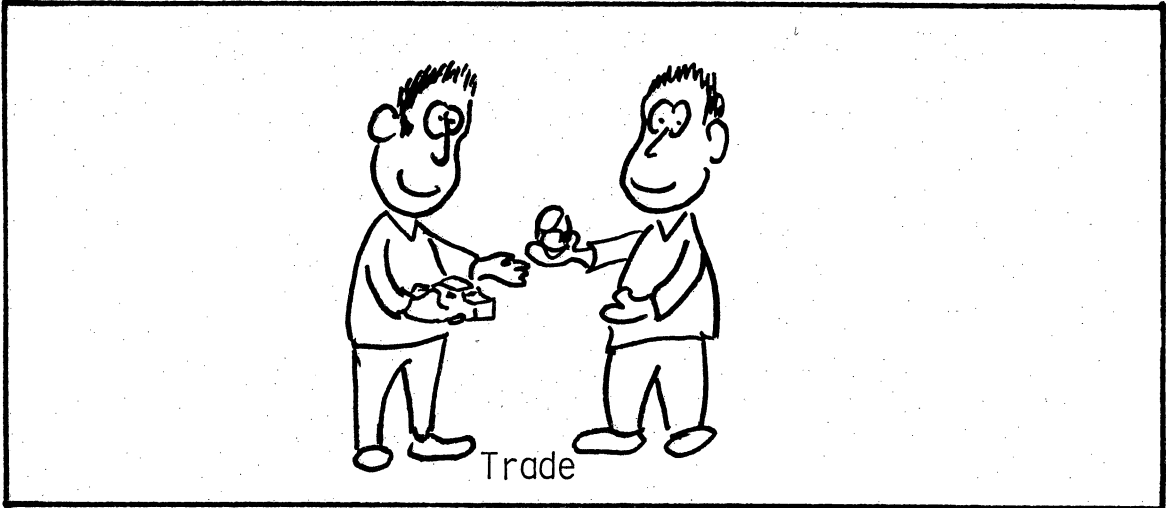
Action Card Game

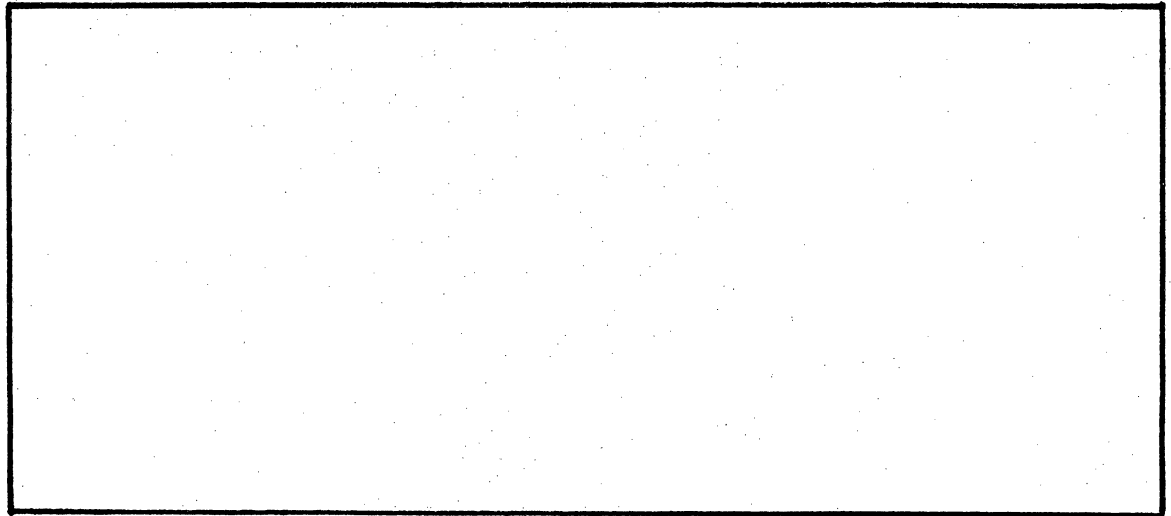
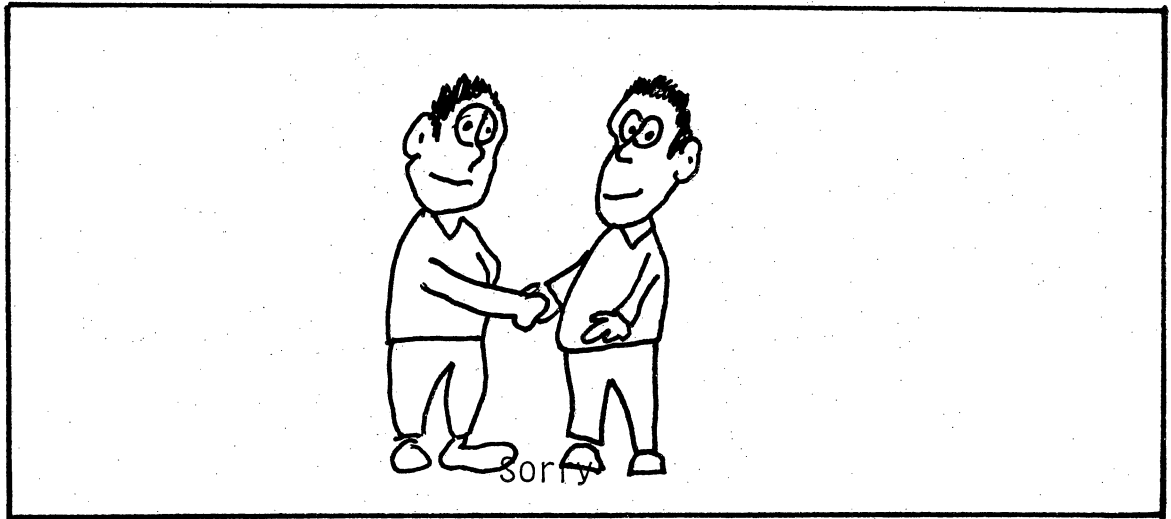
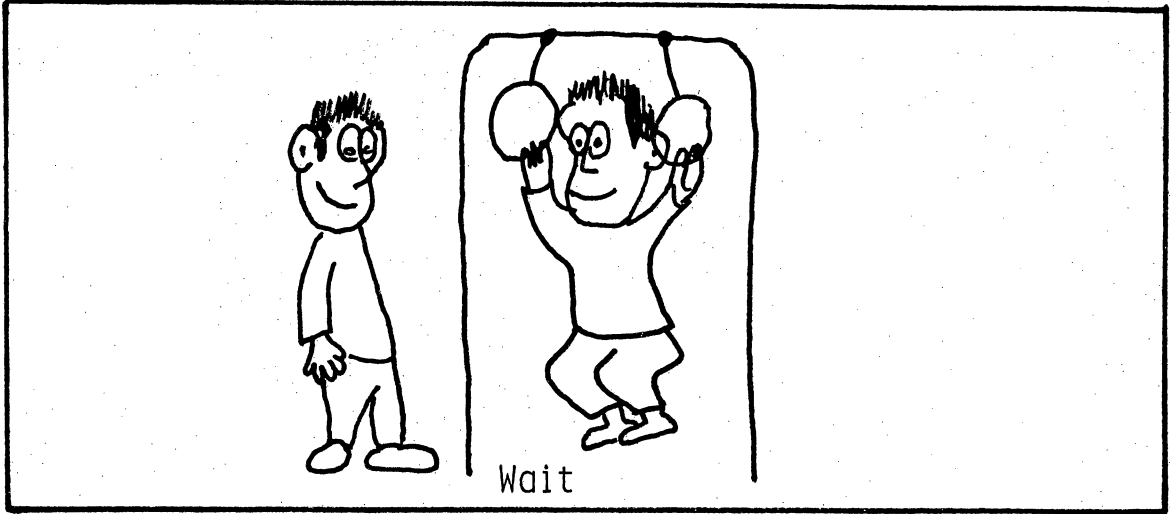
Action Cards







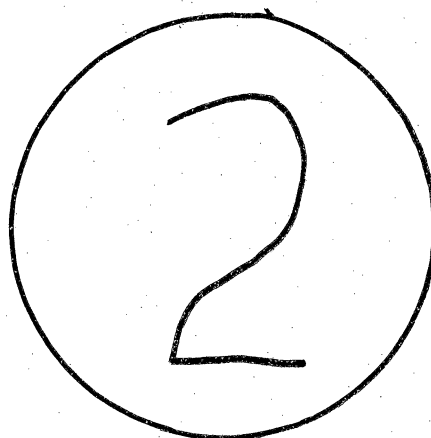
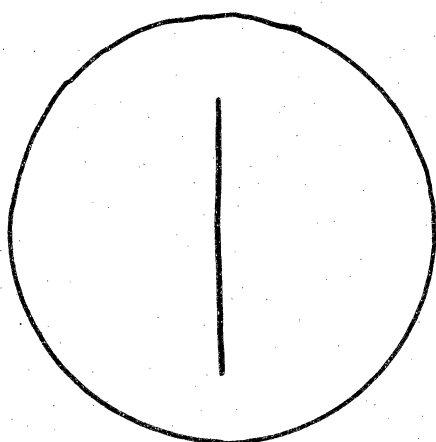




The Turn Tosser

Materials - Two paper plates, stapled together with #1 written on one side, and #2 written on the other side.

Show the Turn Tosser to the children. Explain that sometimes when they need help in making a decision about who should go first, they can use the Turn Tosser. Two children each choose a number (1 or 2) and together throw the Turn Tosser into the air, like a coin toss. When it lands, the number facing up is the winner.



What Might Happen Next

Directions (activity 24) Make a felt figure of Brownie Bear.

Use on flannel board as story is told.

Why/Because Game

I'm Brownie Bear. I came to play the Why/Because game. Let me show you how to play. First I'll play with the teacher.

Brownie: I'm very tired.

Teacher: Why?

Brownie: There are two reasons I'm tired: because I stayed up too late watching TV and because I couldn't take a nap at school. Now I'm going to play with you. When I say something, you ask "Why?" Let's try it. I'm very hungry.

Children: Why?

Brownie: Because I didn't have time to eat breakfast and because it's not time for lunch yet. How many reasons are there for why I am hungry?

Children: _____

Brownie: Let's try another one. I like going to school.

Children: Why?

Brownie: Because the kids are my friends, and because my teacher is helpful and funny, and because I love P.E. How many because's tell why I like school?

Children: _____

Brownie: Now let's change the game. I'm going to ask you why and you are to make up as many "because" as you can. I am going to the store. I am going to walk. I am not going to ride my bike. How many "because" can you think of?

Children: _____

(because my friend is going with me and he doesn't have a bike or because it isn't safe to ride your bike on the busy streets.)

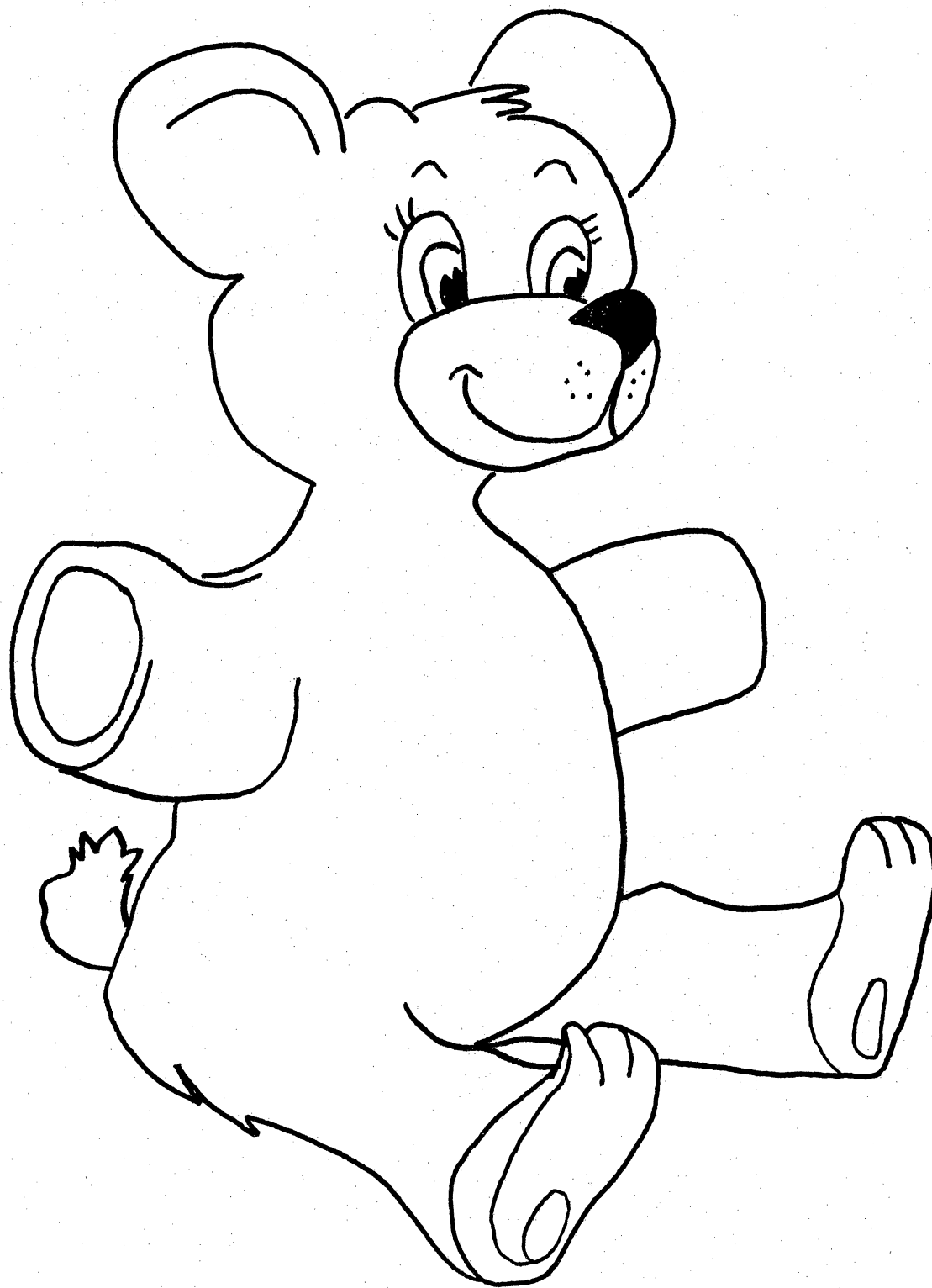
Brownie: Johnny won't come to my house to play with me today. How many "because" can you think of?

Children: _____

(what might keep Johnny at his house?)

(Shure, Spivack, 1971)

Brown Bear



What Might Happen Next

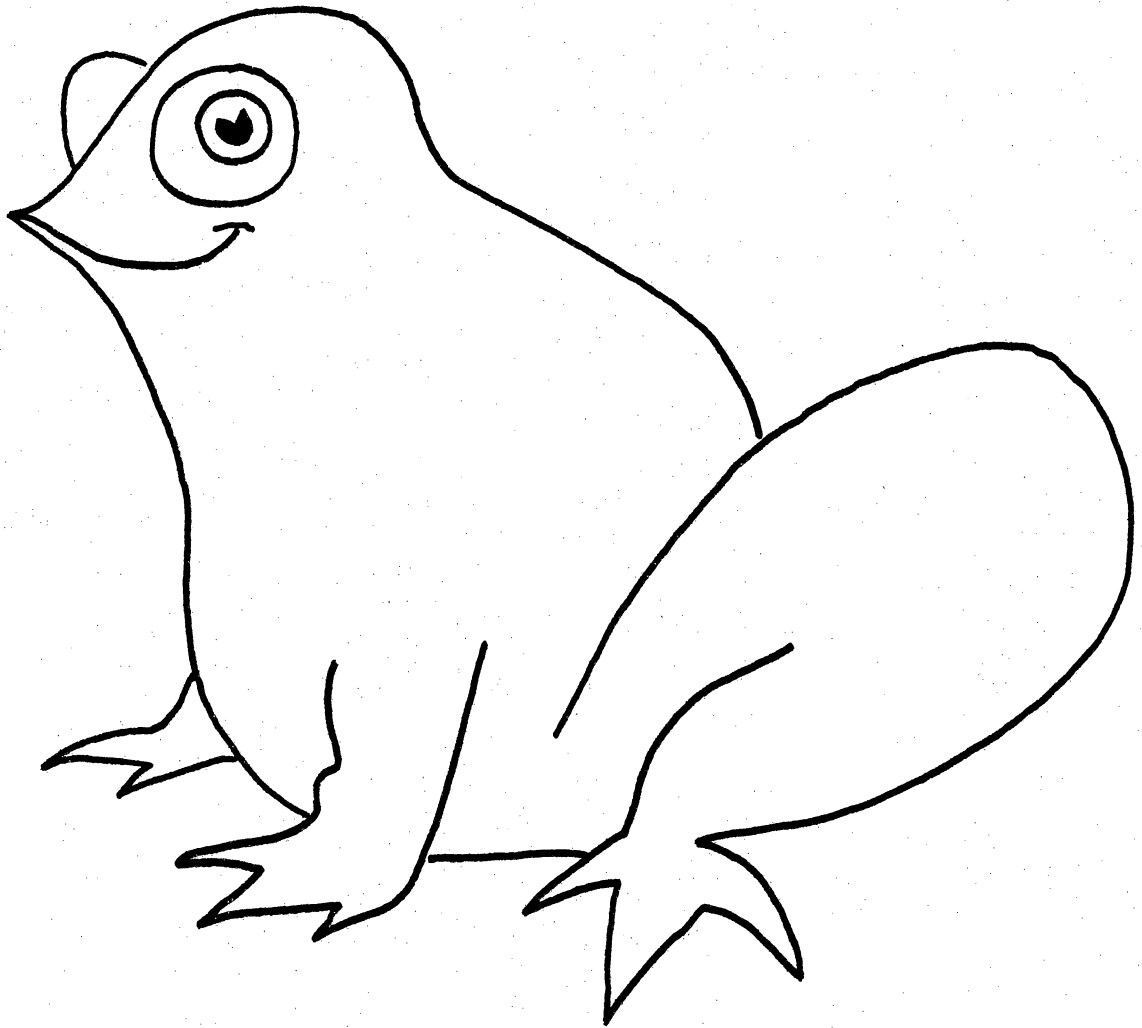
Directions (activity 25 a-k) Make Freddie Frog and lilly pads out of green construction paper. Use a black felt marker to fill in Freddie's features and the statements on the lilly pads. Be sure each lilly pad has a statement on the front and the appropriate response on the back.

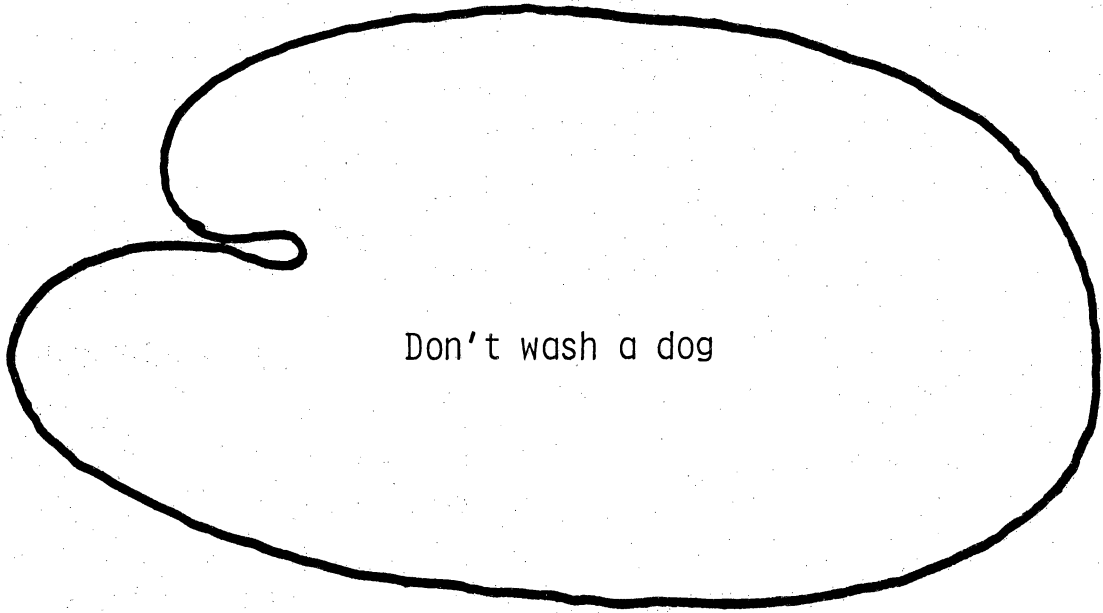
Frolicking Freddie

In center of chalkboard write "What Might Happen Next". Tape lilly pads on chalkboard around the title. Tell the children that Freddie Frog likes to frolic over the lilly pads. Choose a group of children to decide where Frolicking Freddie Frog will land. Read the statement on the lilly pad. Have the children decide several "what might happen nexts". If they name the one on the back of the lilly pad they get to keep the lilly pad. The children with the most lilly pads at the end of the game are the winners.

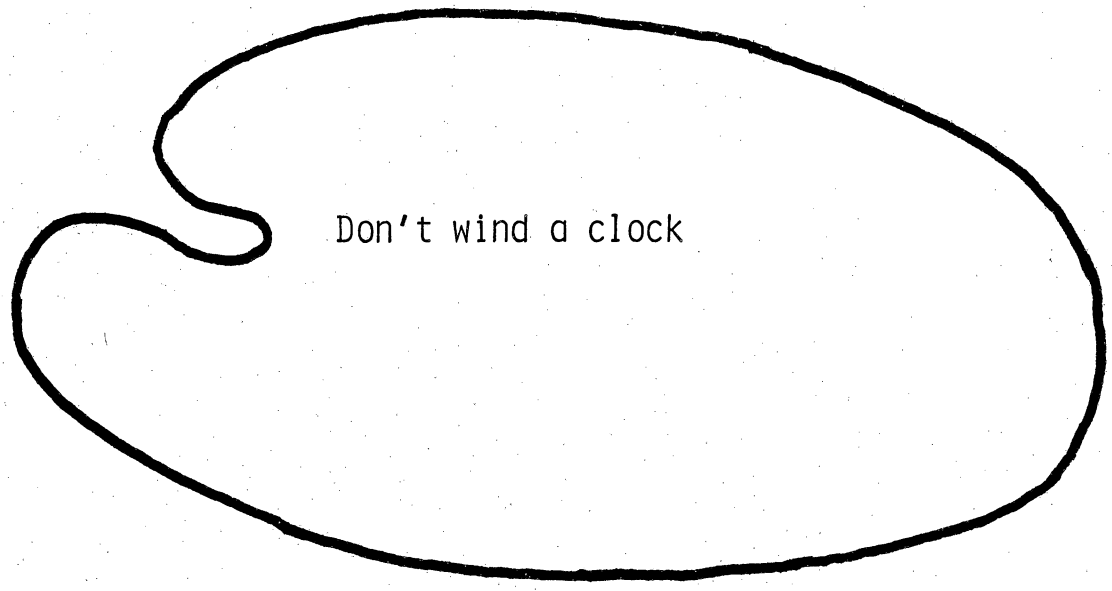
(Camp, Bash, 1981)

Frolicking Freddie Frog

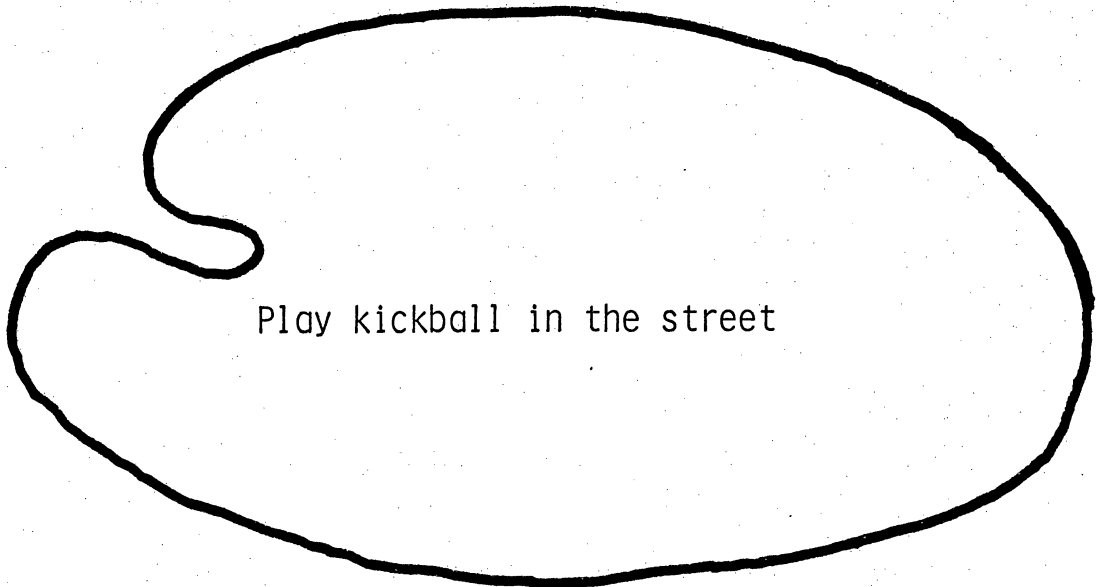
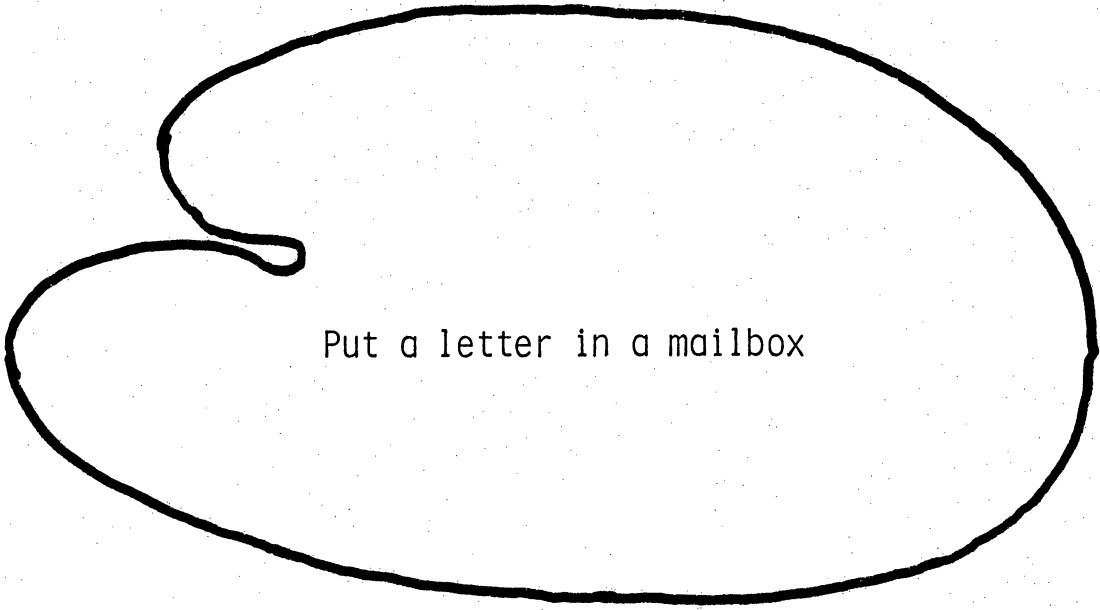


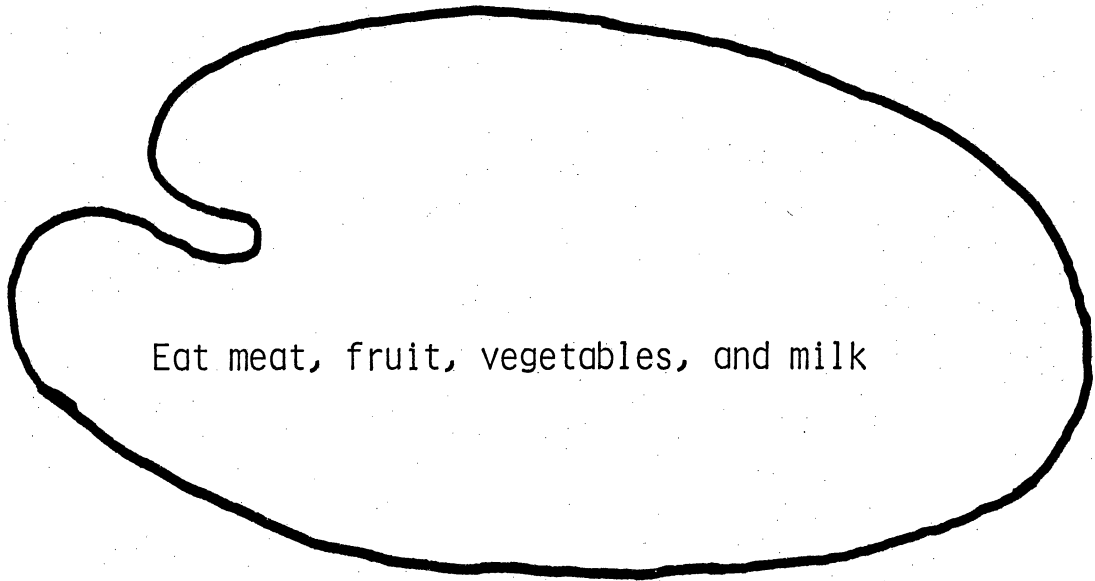
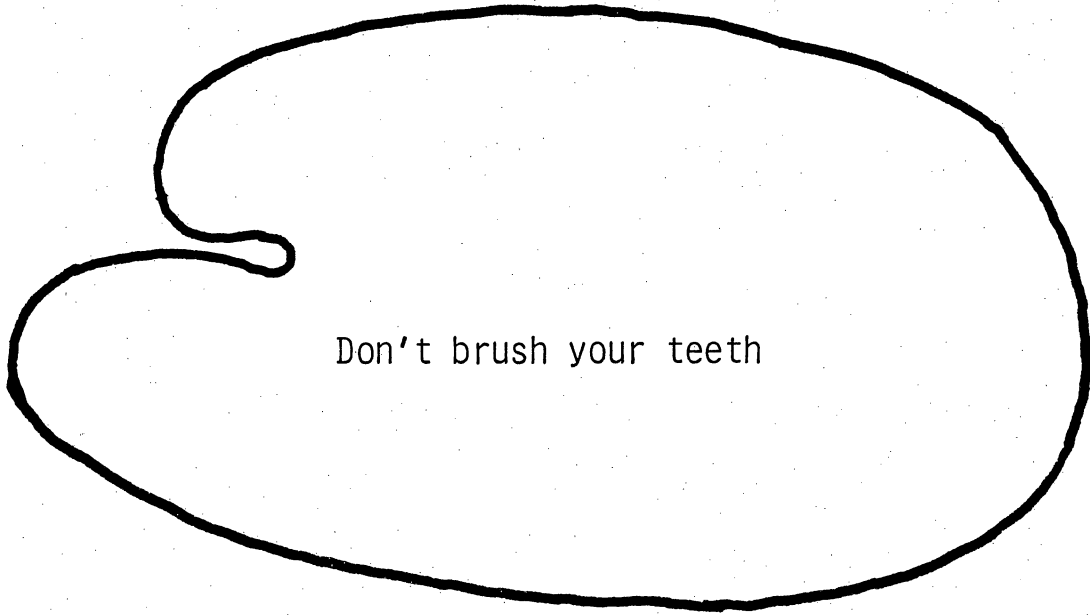


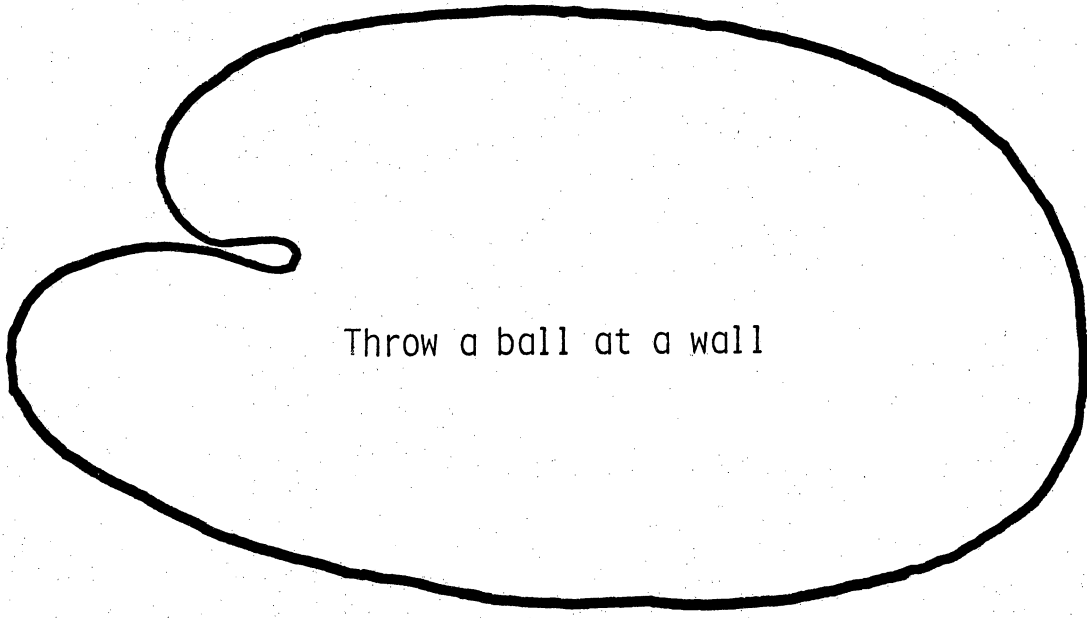
Don't wash a dog



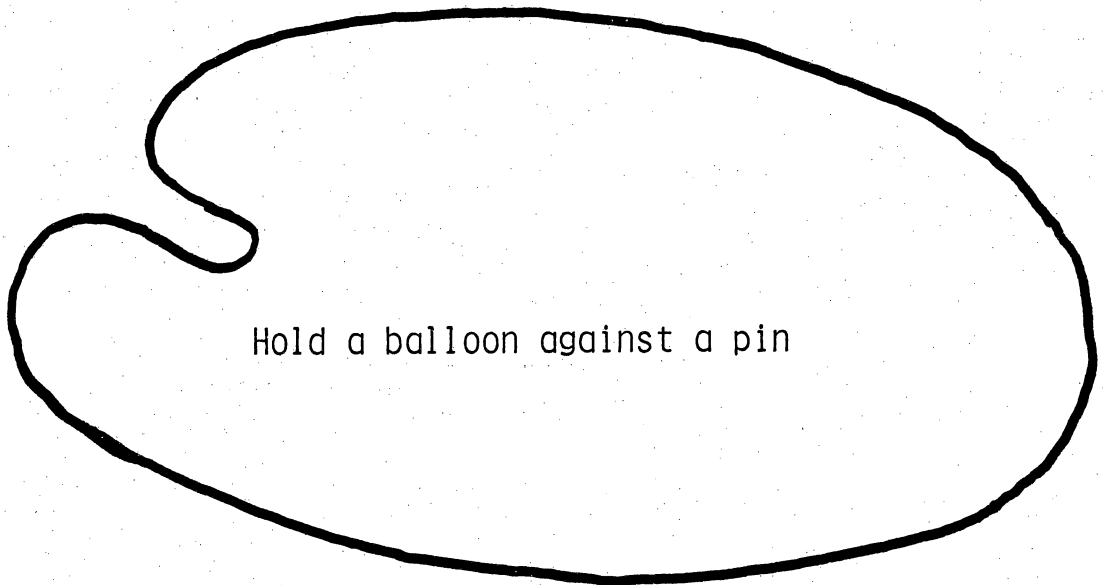
Don't wind a clock



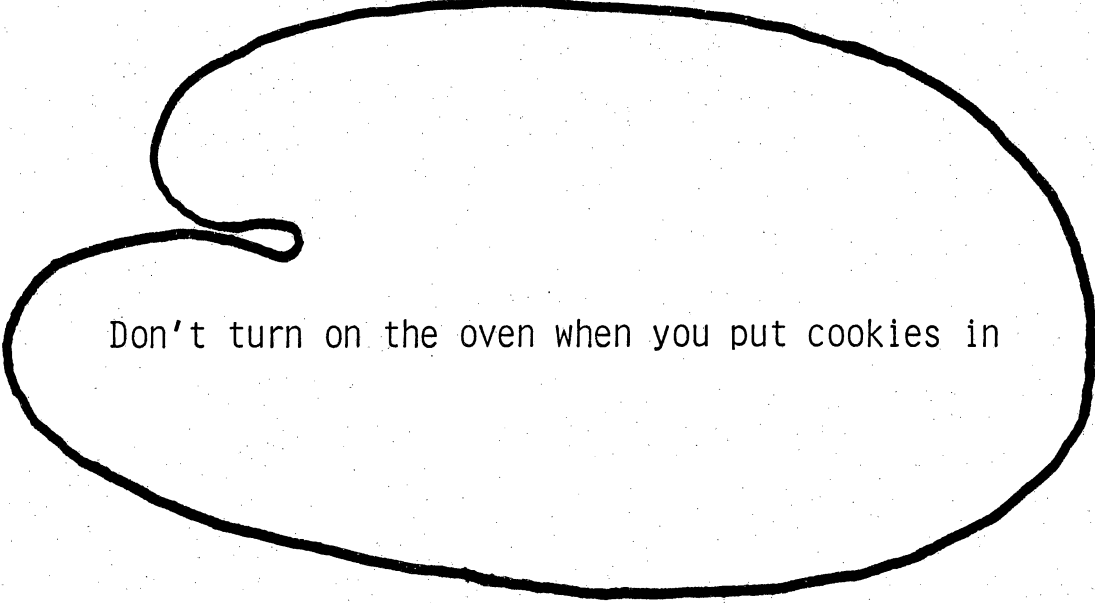




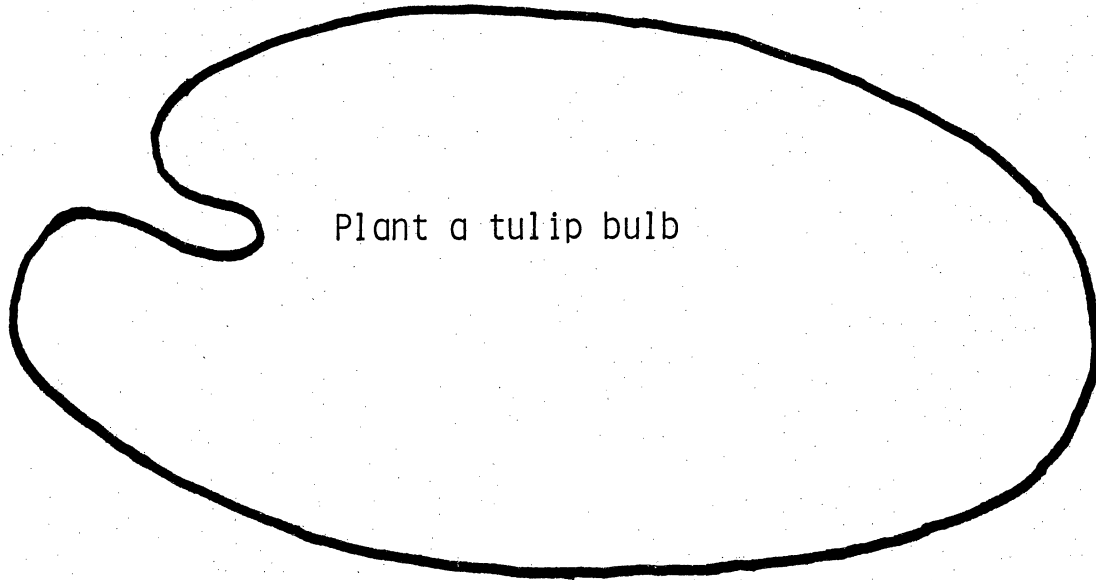
Throw a ball at a wall



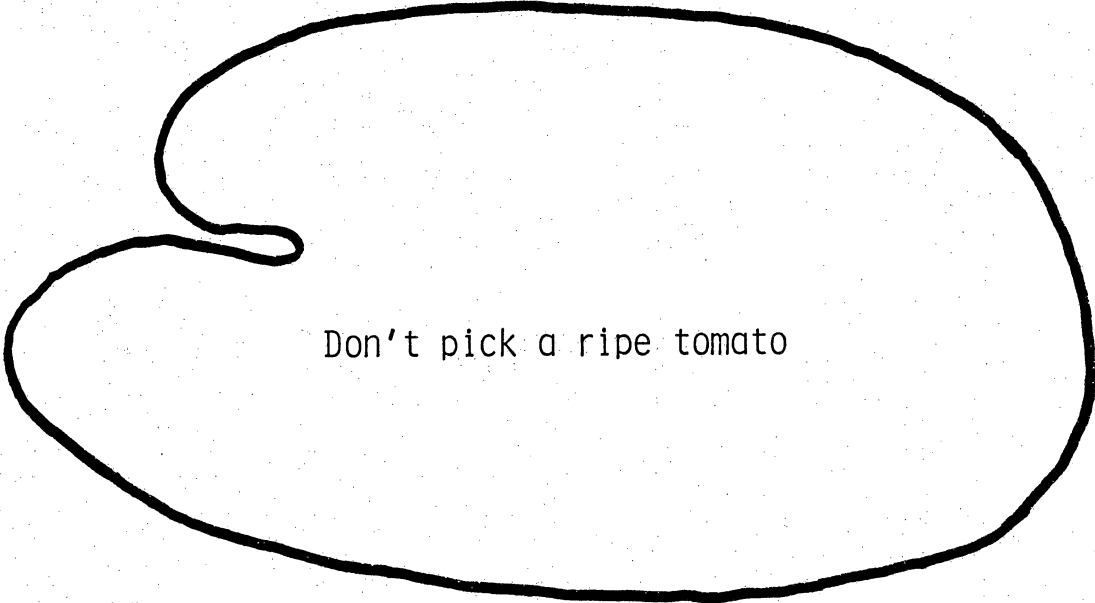
Hold a balloon against a pin



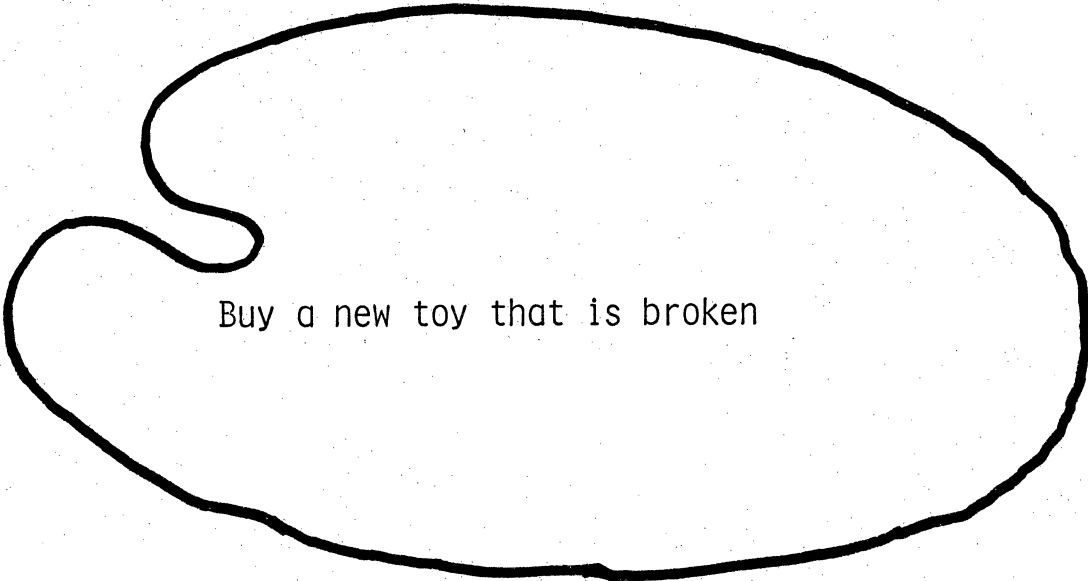
Don't turn on the oven when you put cookies in



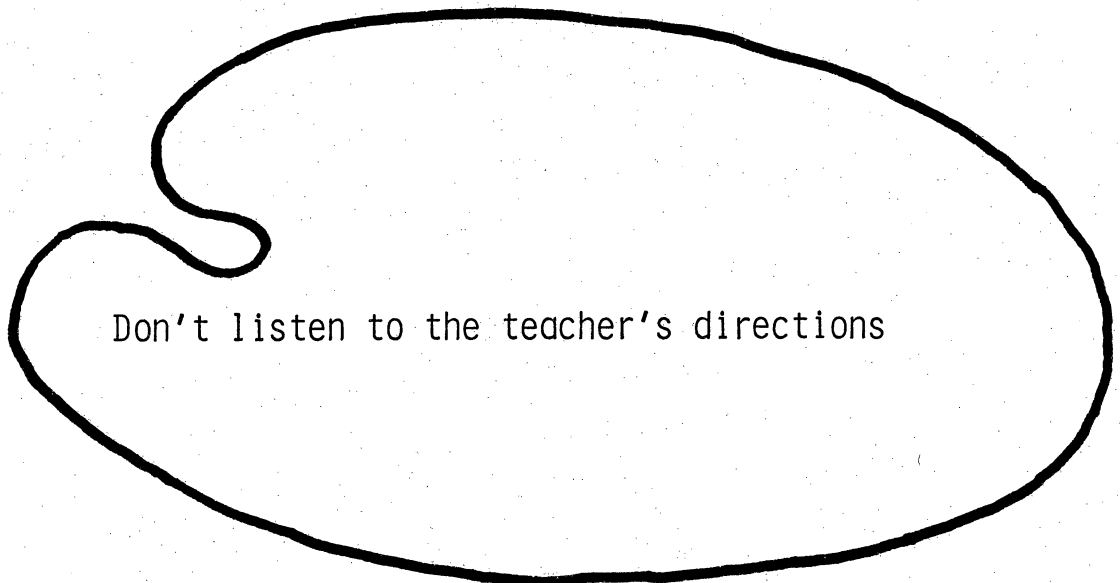
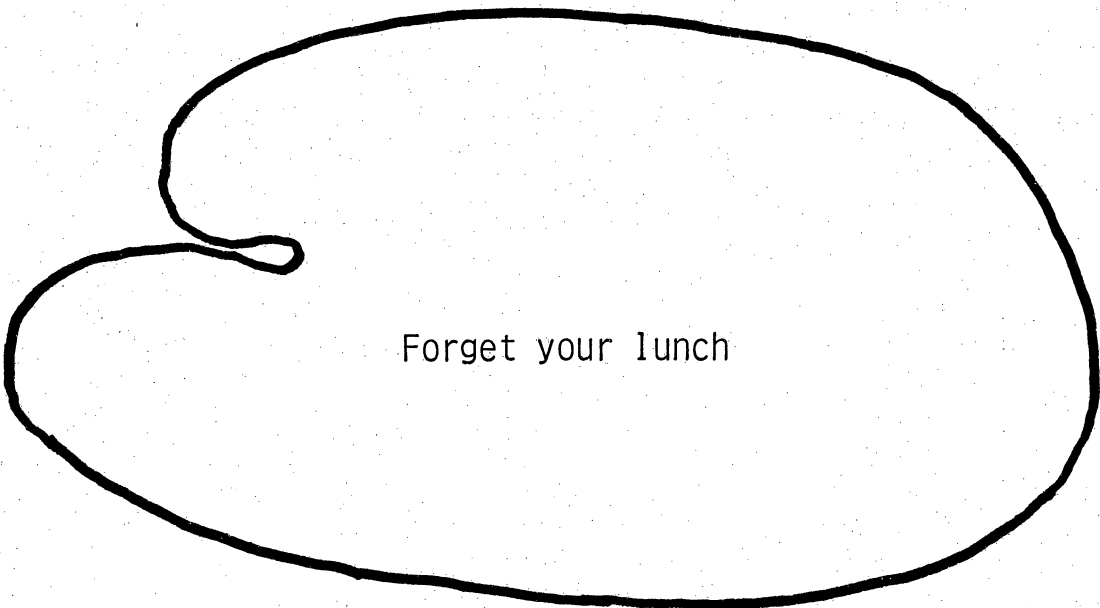
Plant a tulip bulb

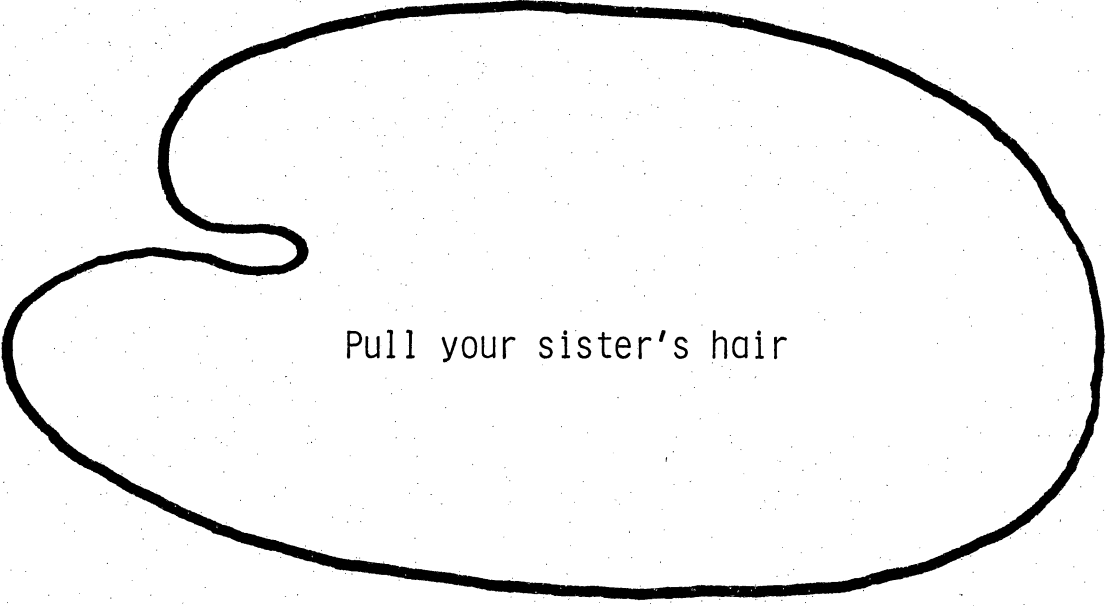


Don't pick a ripe tomato

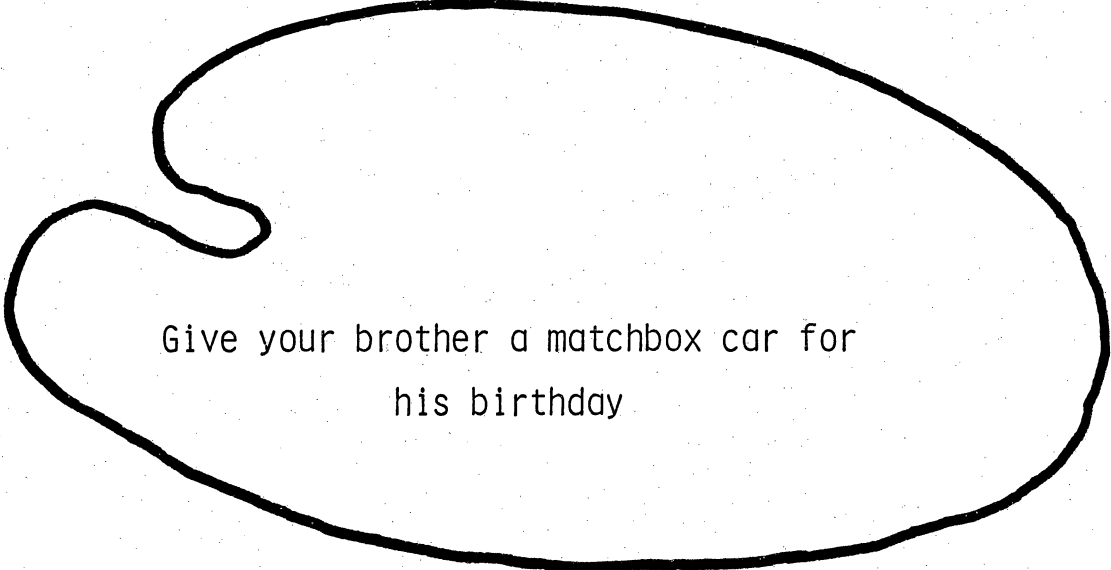


Buy a new toy that is broken

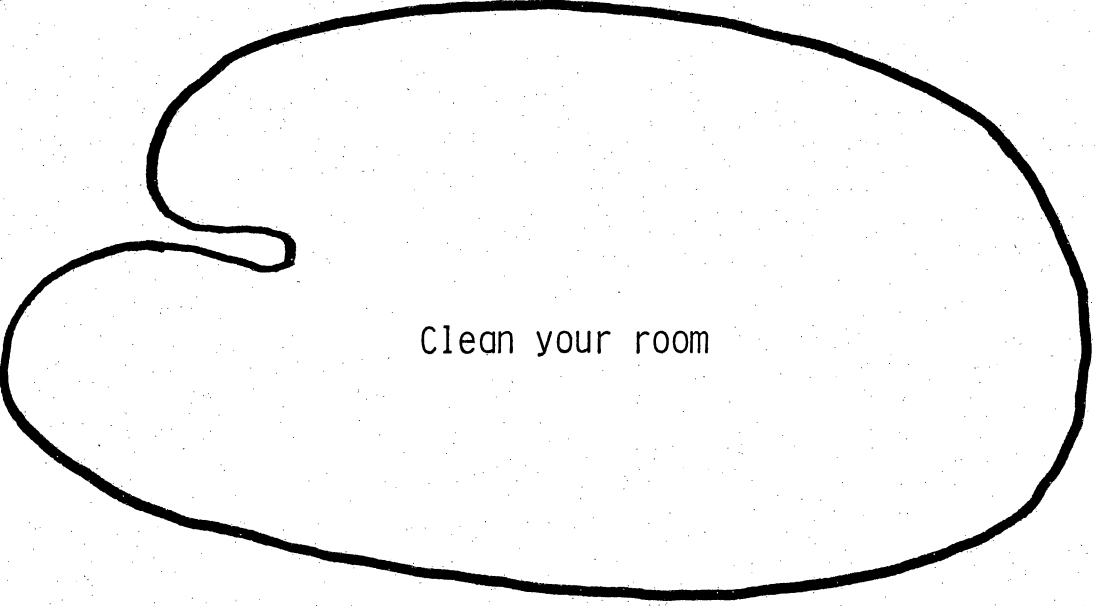




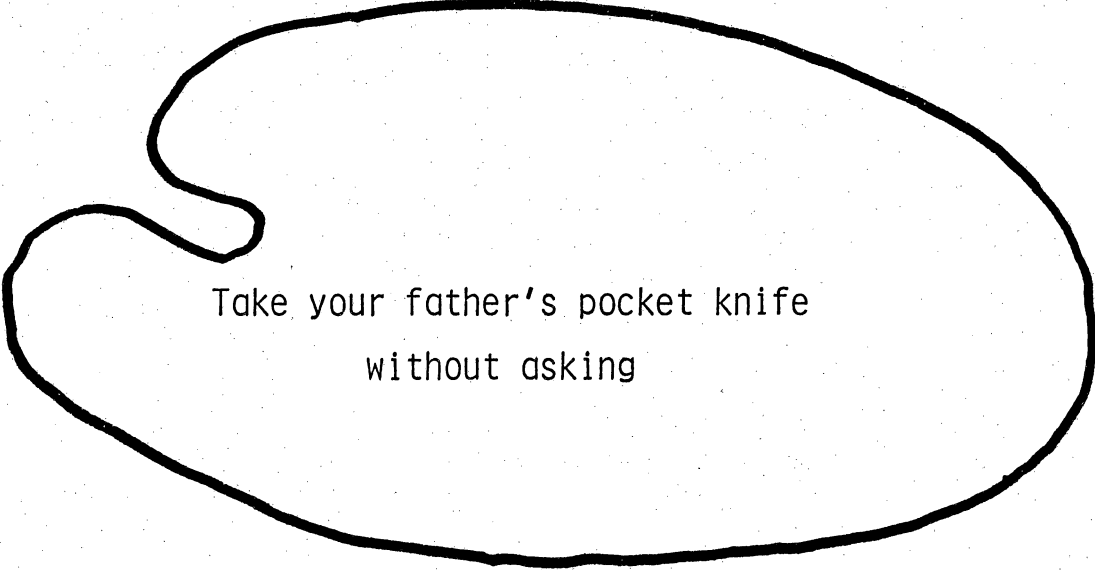
Pull your sister's hair



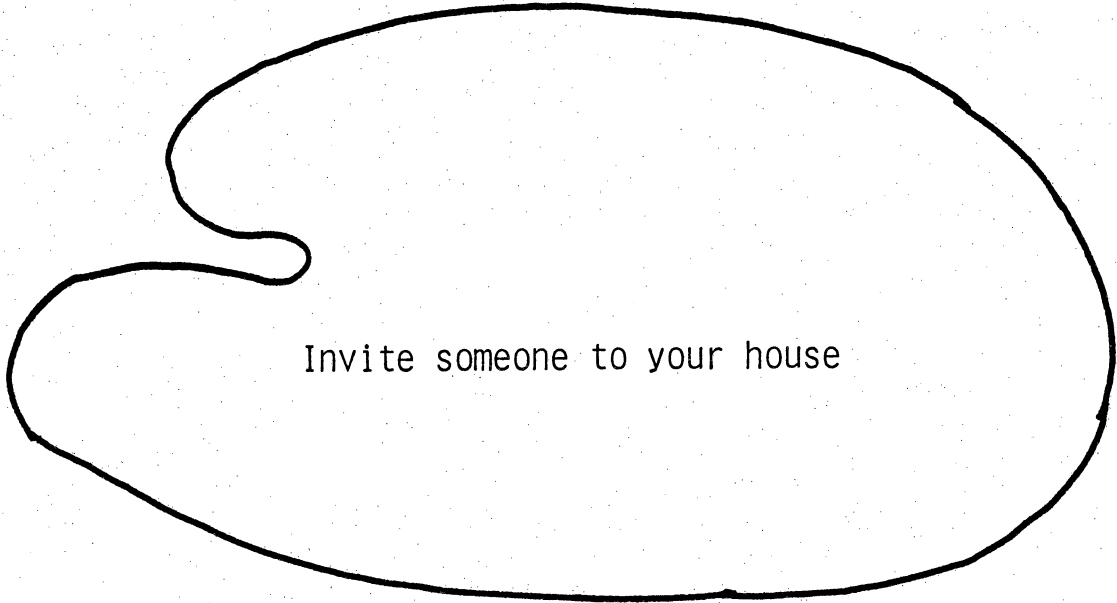
Give your brother a matchbox car for
his birthday



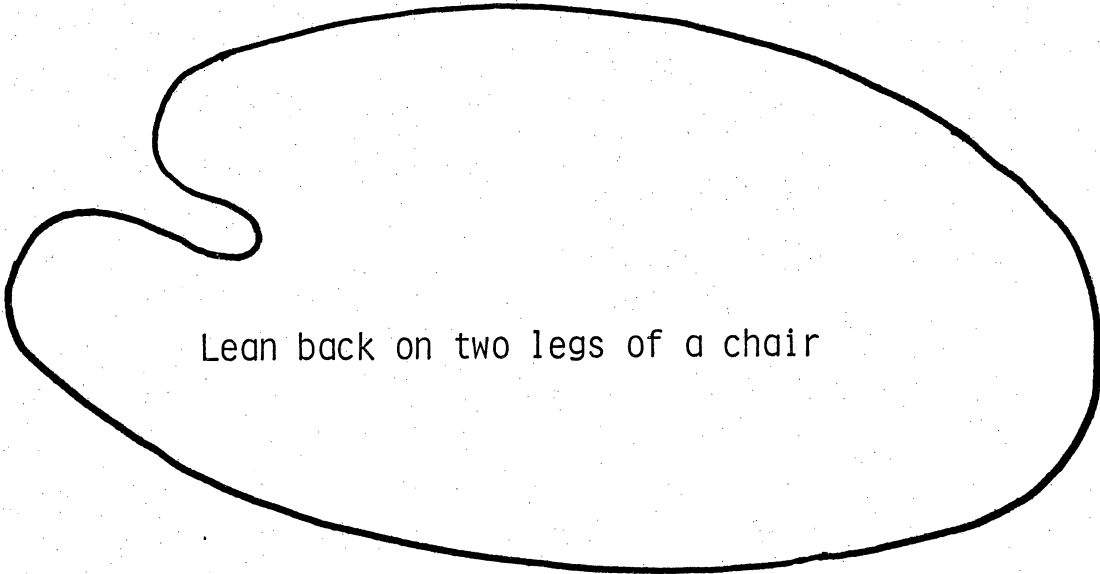
Clean your room



Take your father's pocket knife
without asking



Invite someone to your house



Lean back on two legs of a chair

Introducing the four "Reminder" posters, and "Reminder" pictures.

Directions (activity 26 a-h)

"Reminder" posters

Make poster by duplicating one copy of each poster. Staple or glue these onto a 9 x 12 inch piece of construction paper. Staple or glue the Is It Safe? "yes" side to the back of the Is It Safe? "no" side. Place a tongue depressor between the two pieces of construction paper to form a picket sign. Do this with all four "Reminder" posters.

Directions (activity 27 a-i)

"Reminder" pictures

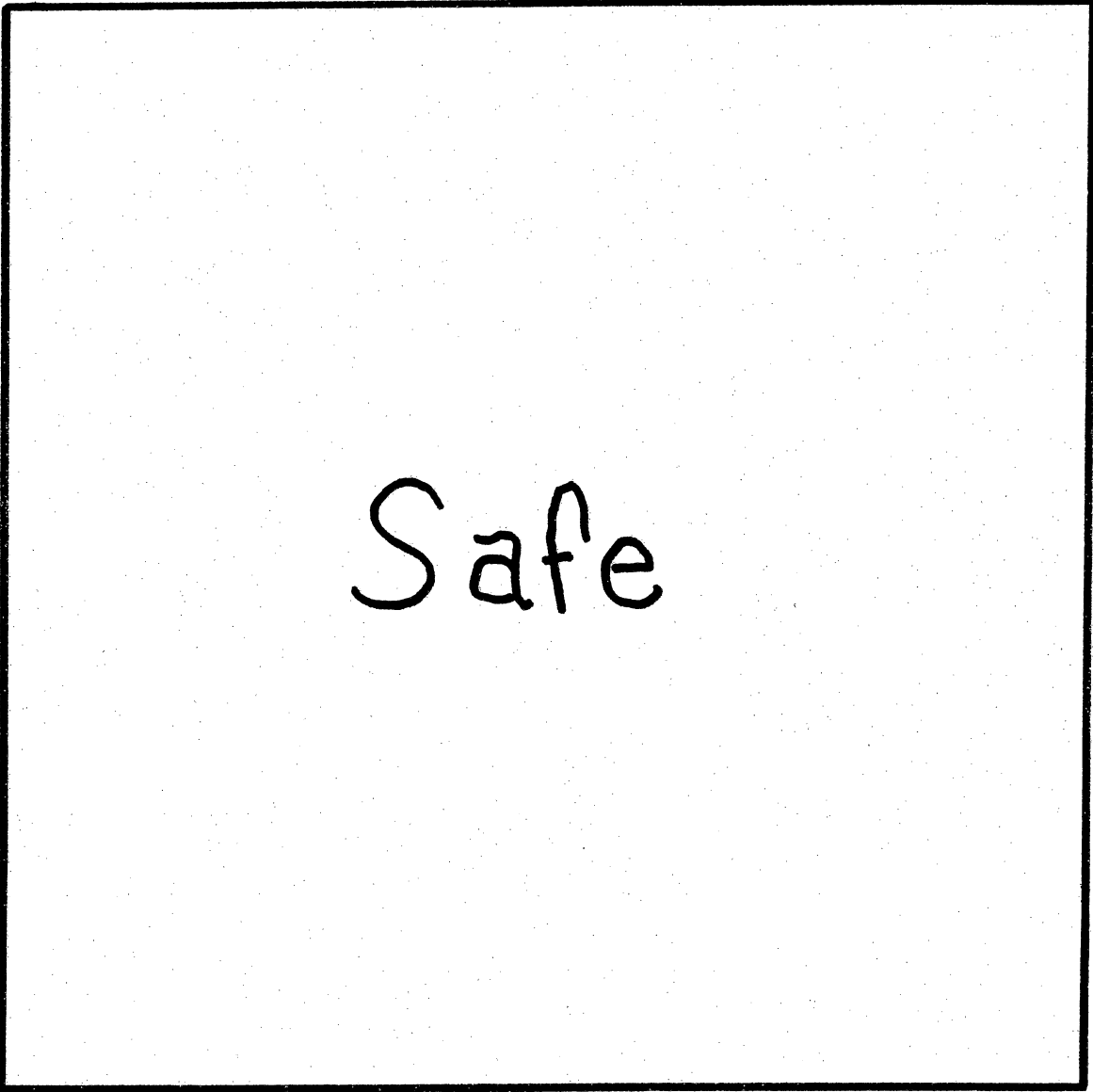
Show the picture of girl pulling cat's tail. Discuss whether this is a safe thing to do and what might happen next.

Introduce Is It Safe? poster - one side of poster shows something is safe. The other side of poster shows something is not safe. Which side of the poster should be showing for the picture of the girl and the cat? Why?

Follow this procedure for all four "Reminder" posters using all "Reminder" pictures.

Reminder poster

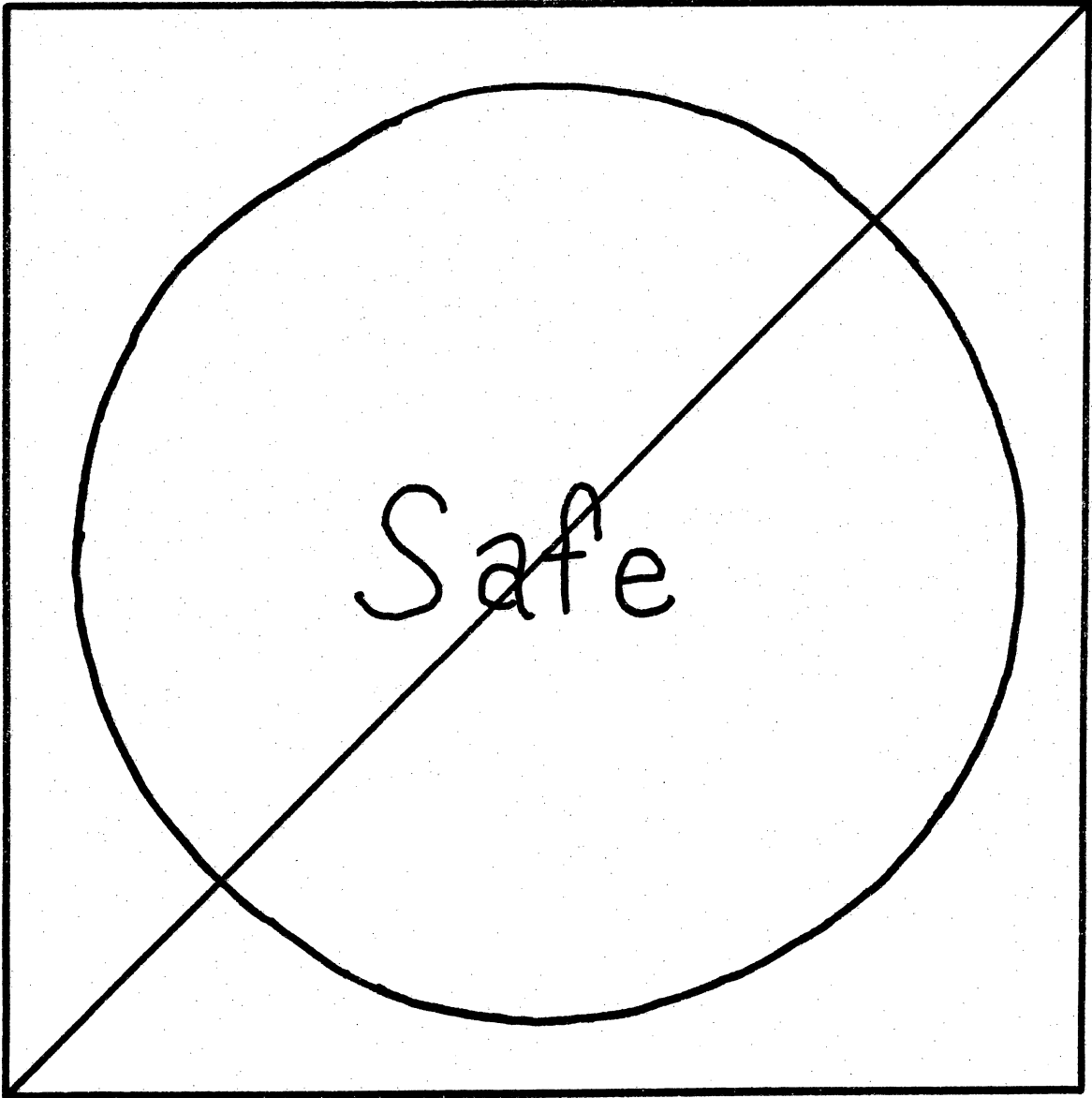
Is it safe? (Yes)



Safe

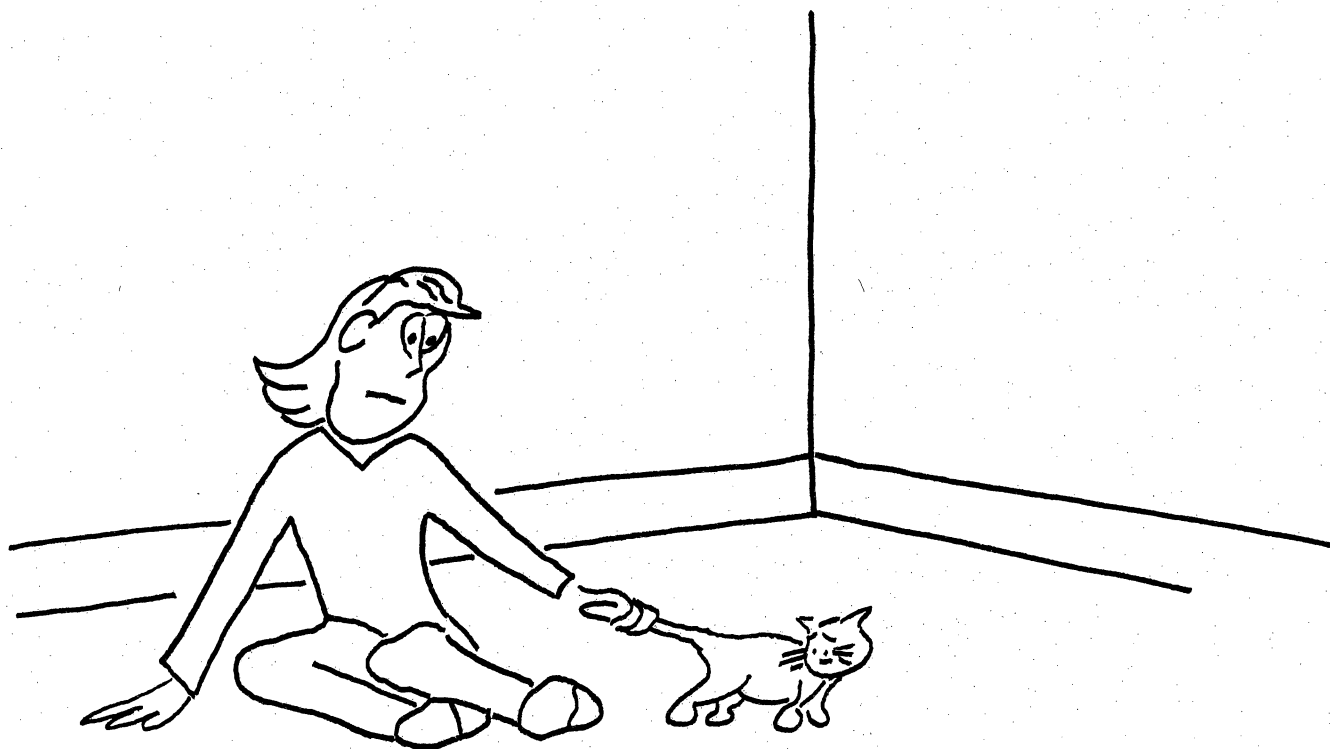
Reminder poster

Is it safe? (No)



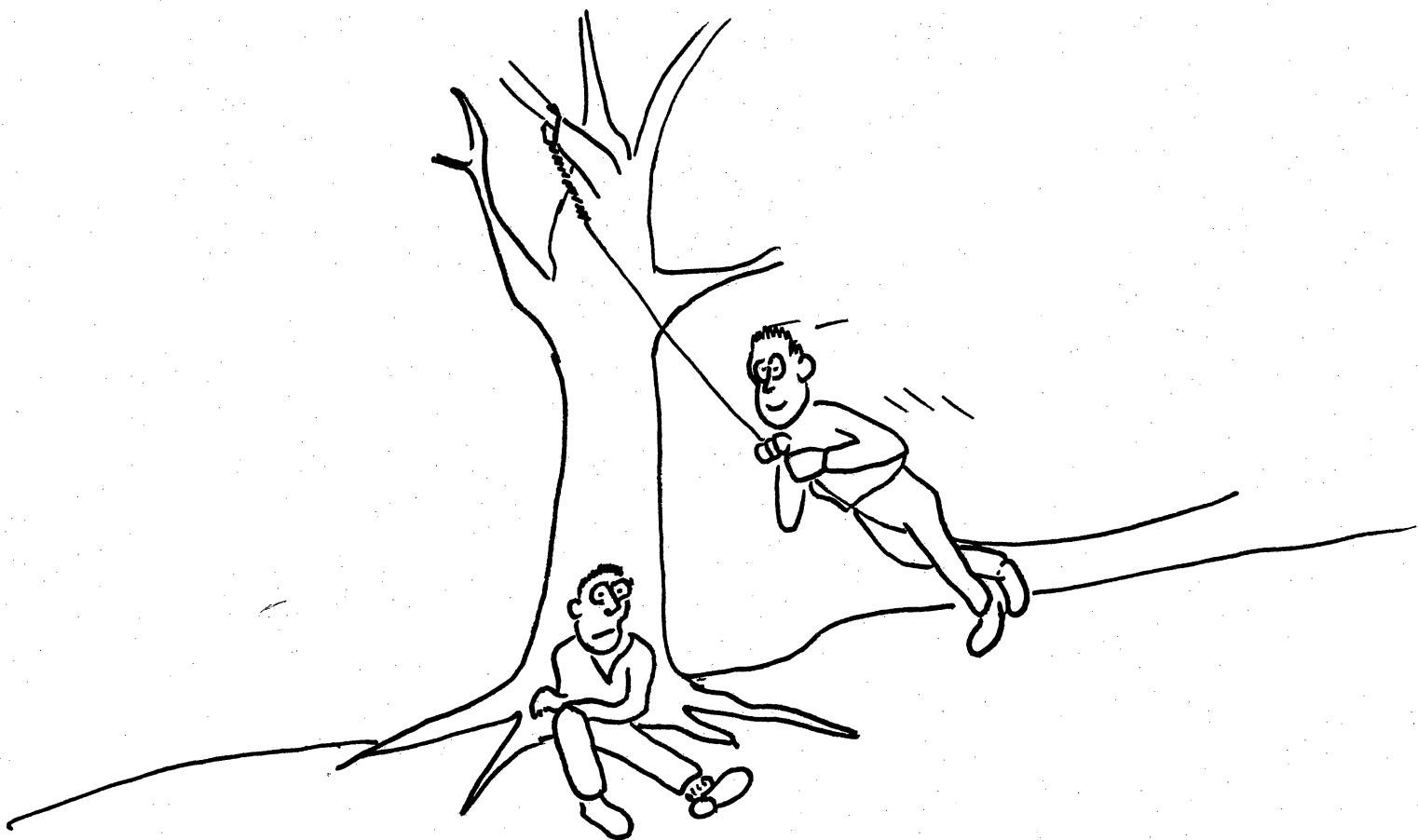
Reminder picture

Is it safe? (picture - a girl pulling cat's tail)



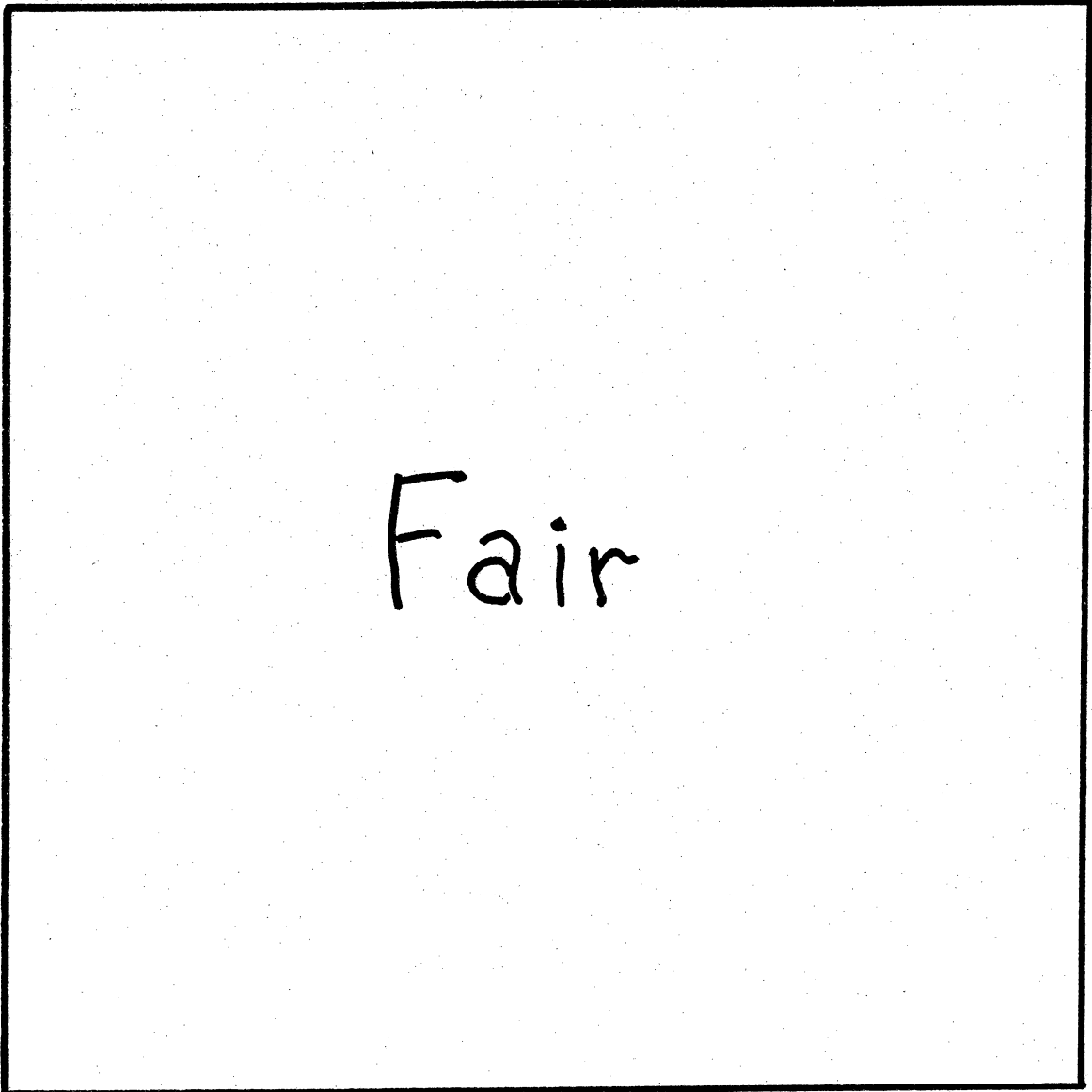
Reminder picture

Is it safe? (picture - boys playing too close to swing)



Reminder poster

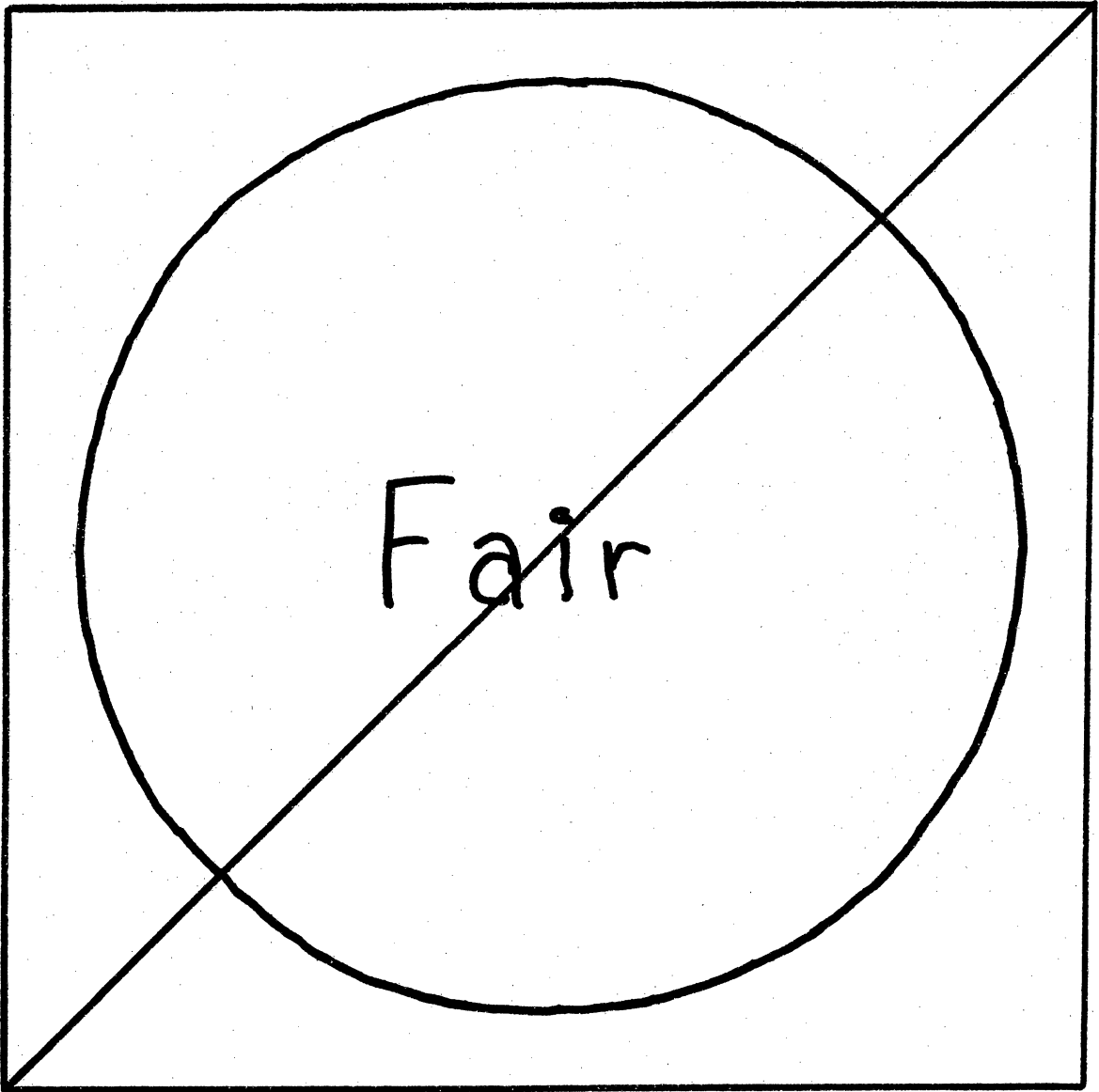
Is it fair? (Yes)



Fair

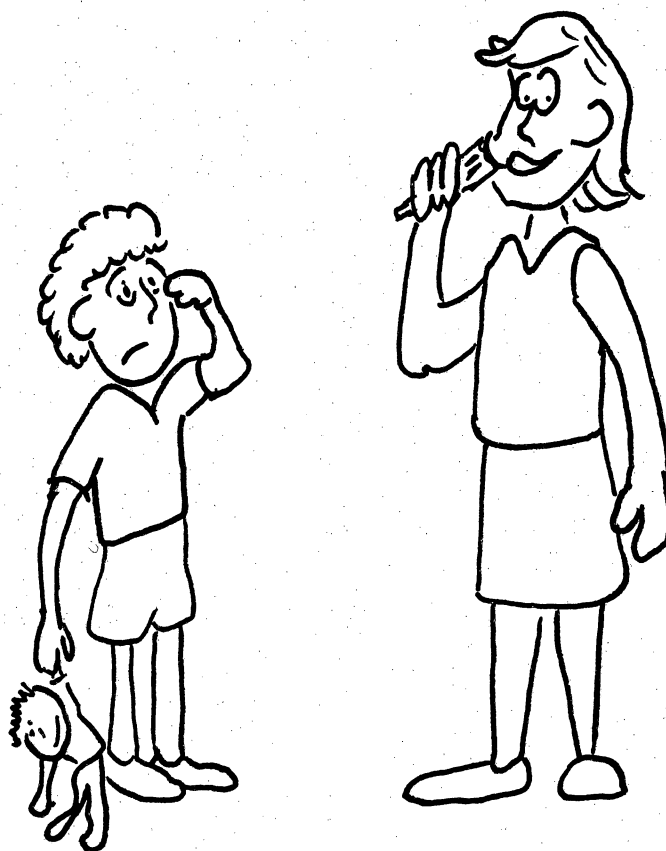
Reminder poster

Is it fair? (No)



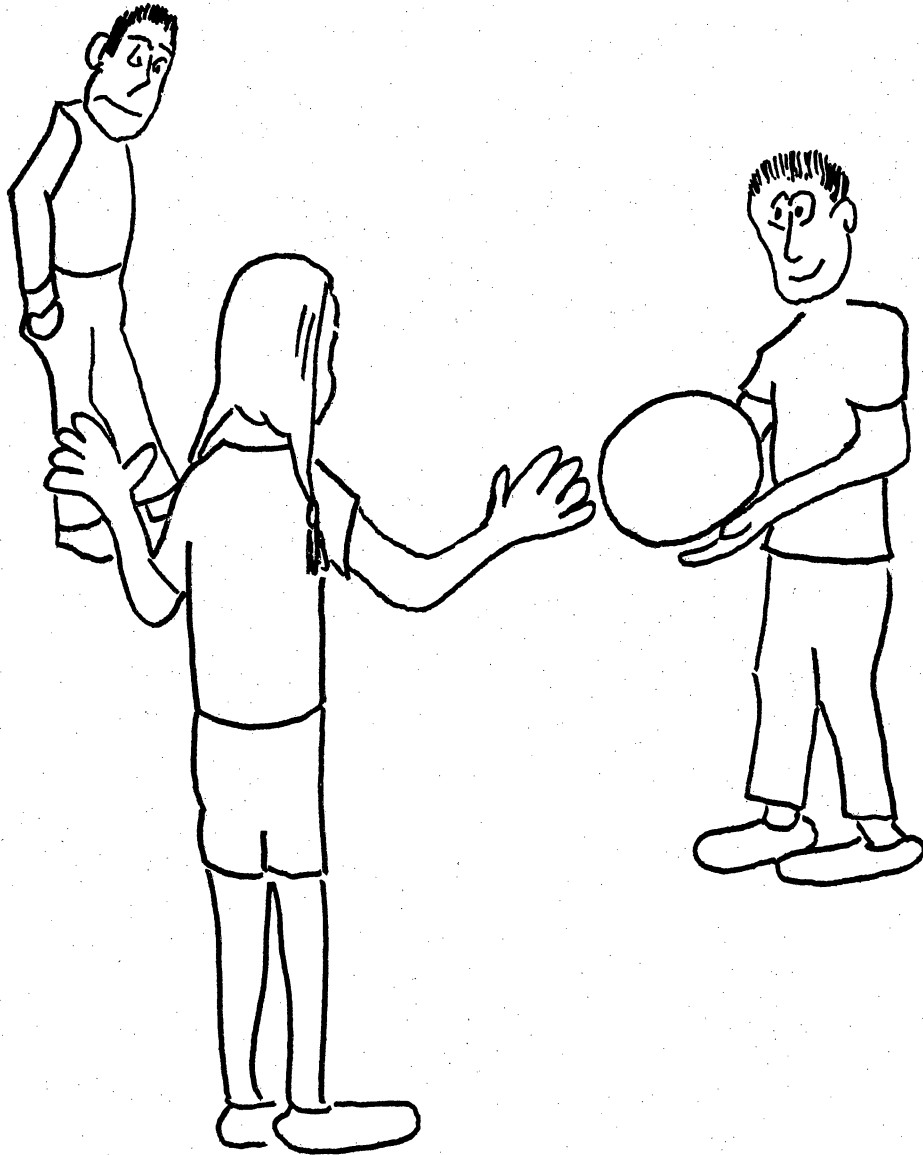
Reminder picture

Is it fair? (picture - one child has popsicle, other child doesn't)



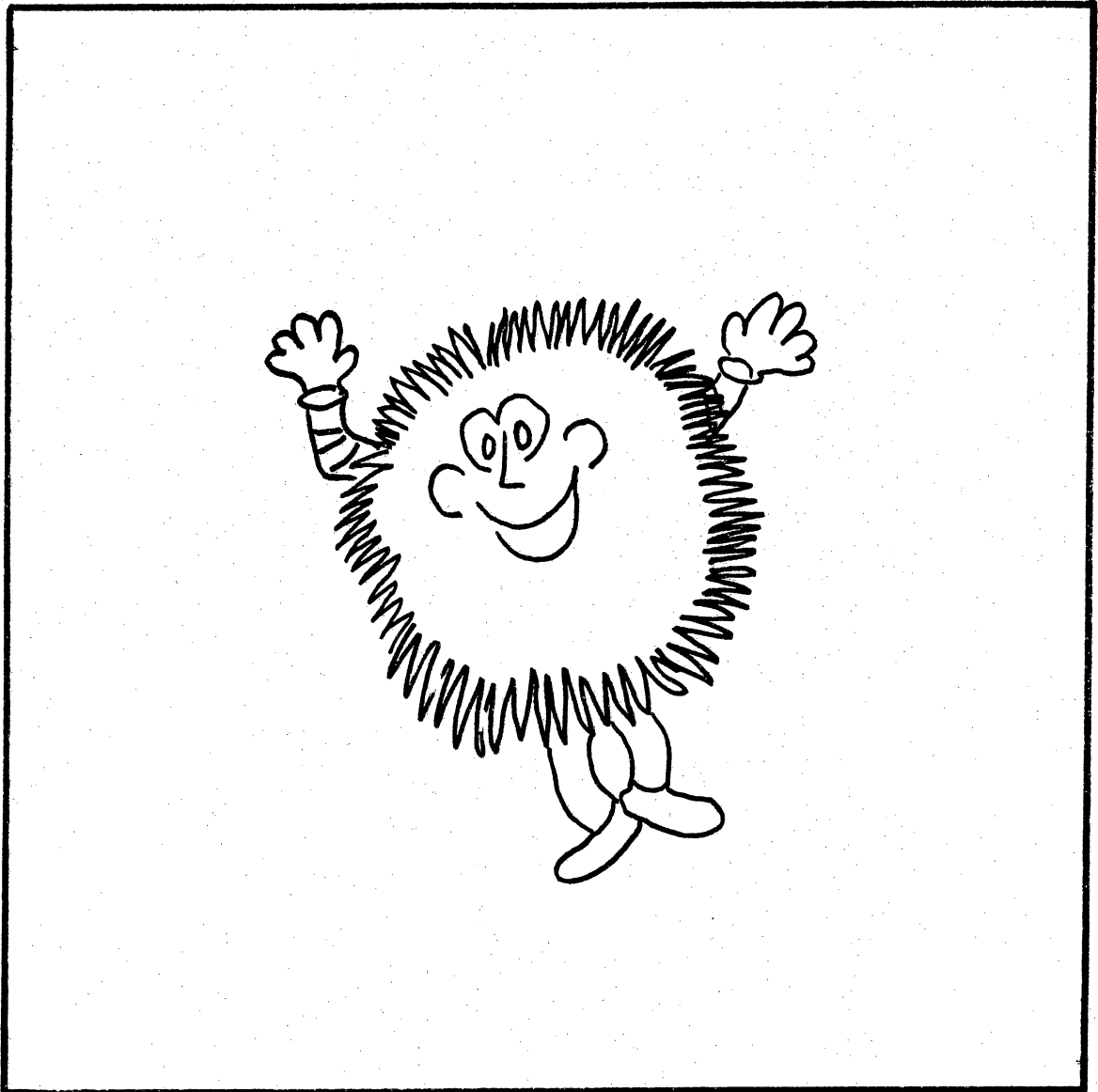
Reminder picture

Is it fair? (picture - two children playing ball, one left out)



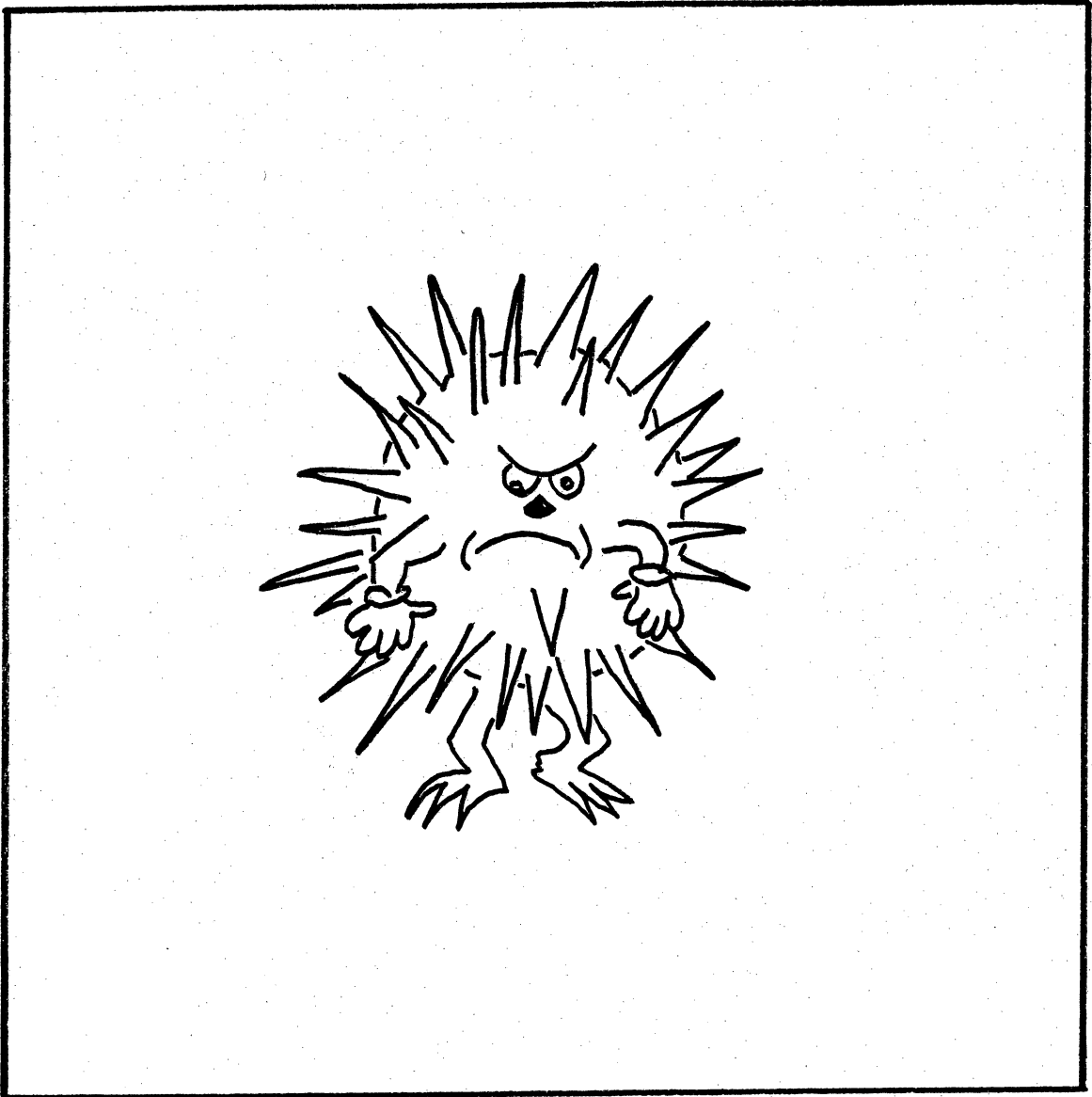
Reminder poster

How does it feel? (warm fuzzy)



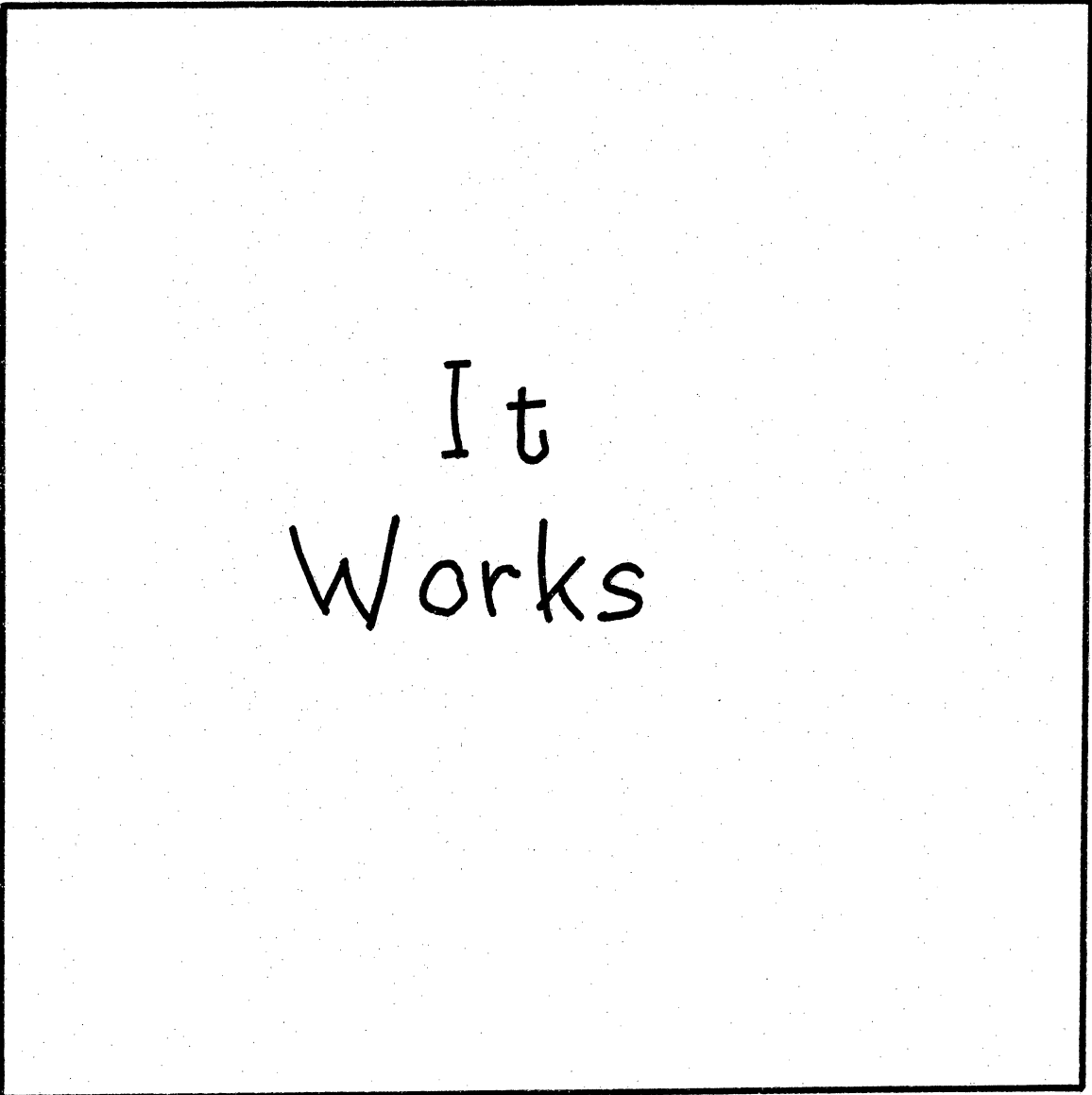
Reminder poster

How does it feel? (cold pricklie)



Reminder poster

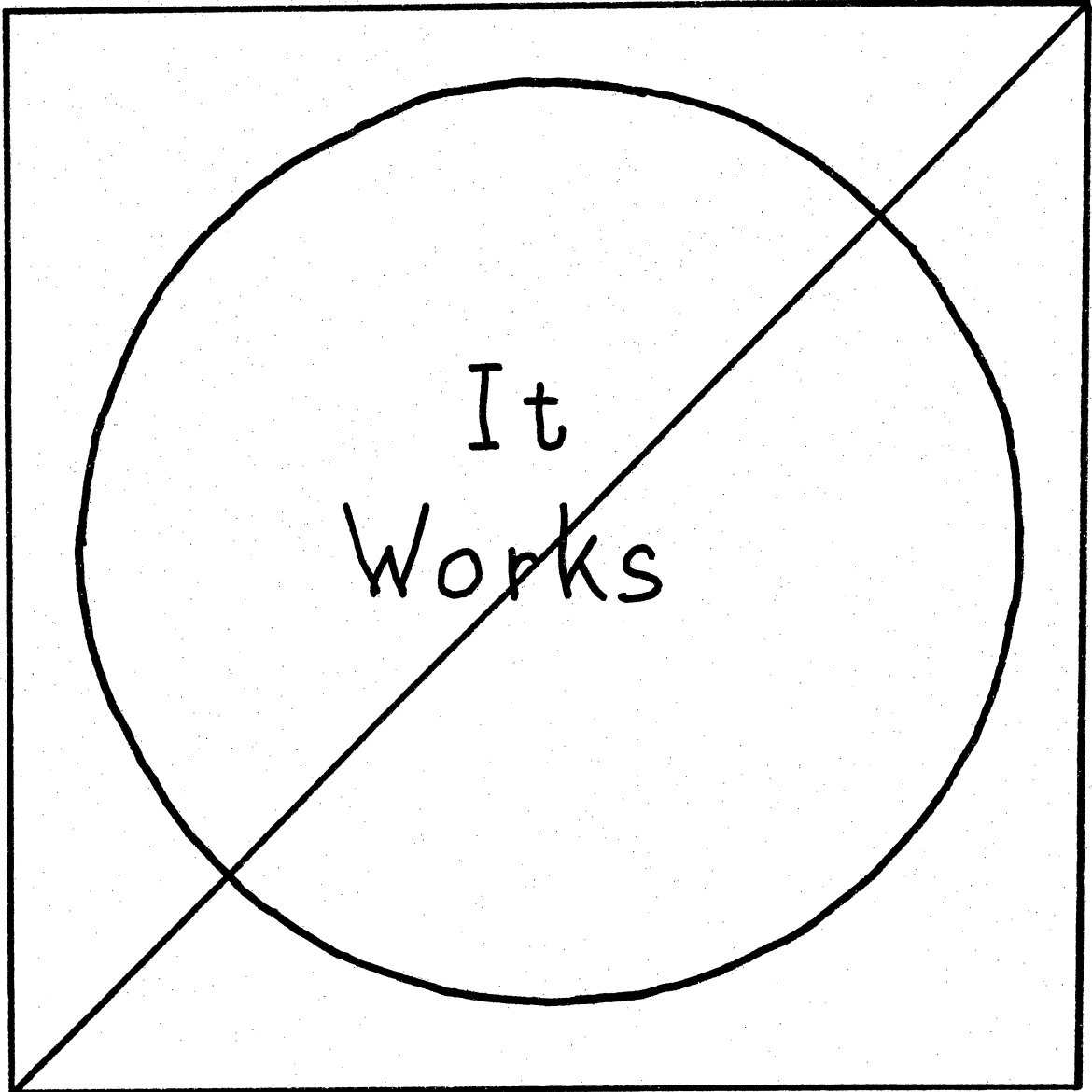
Does it work? (Yes)



It
Works

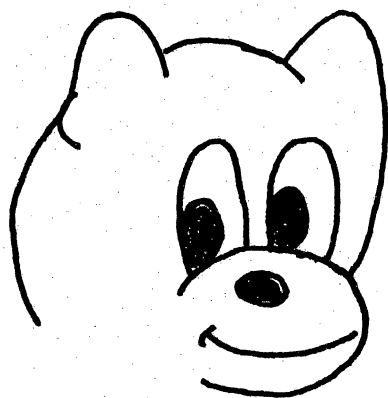
Reminder poster

Does it work? (No)

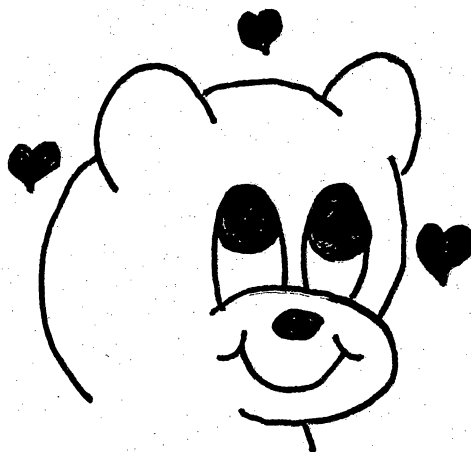


Reminder picture

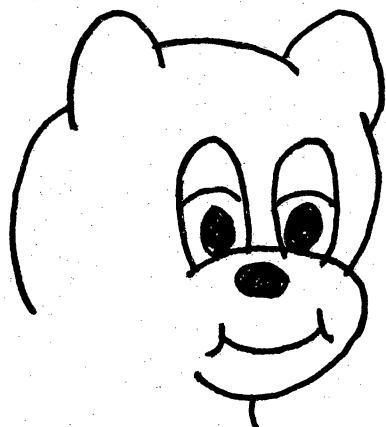
How does it feel? (picture - proud, loved, pleased, happy)



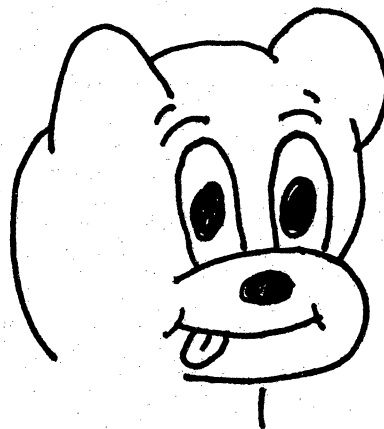
Proud



Loved



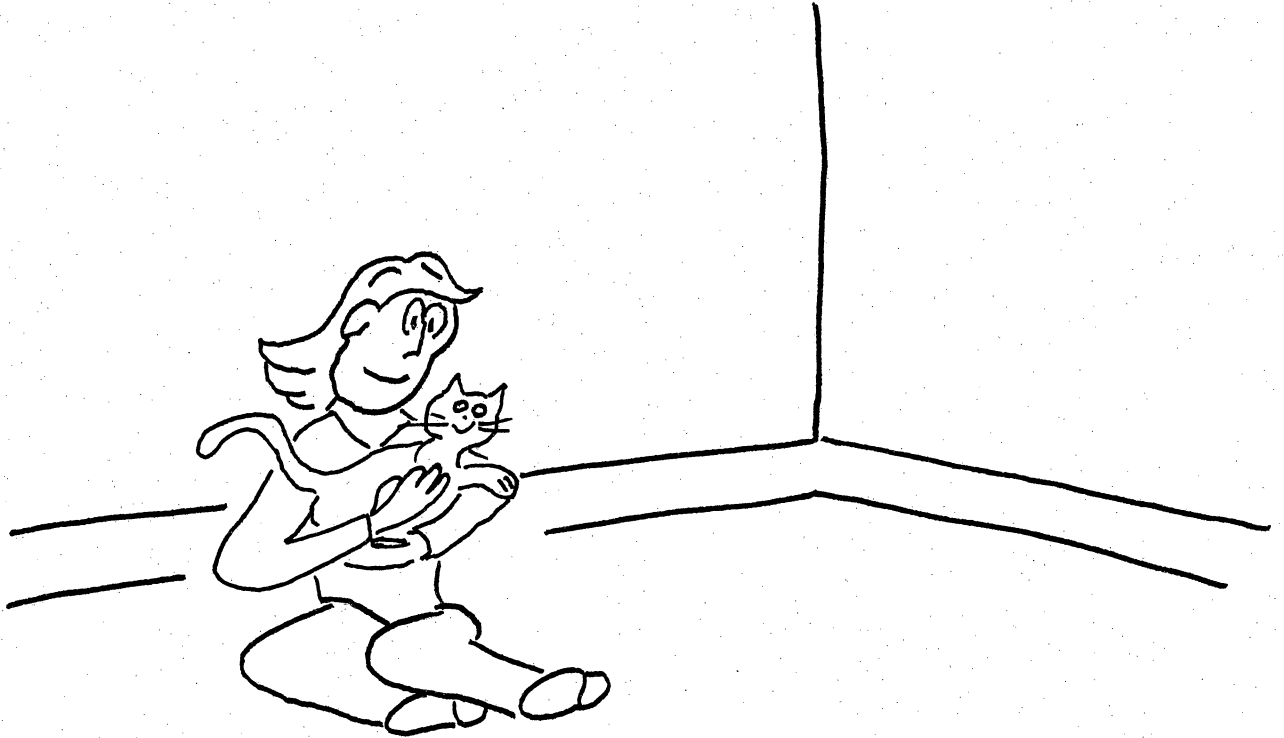
Pleased



Happy

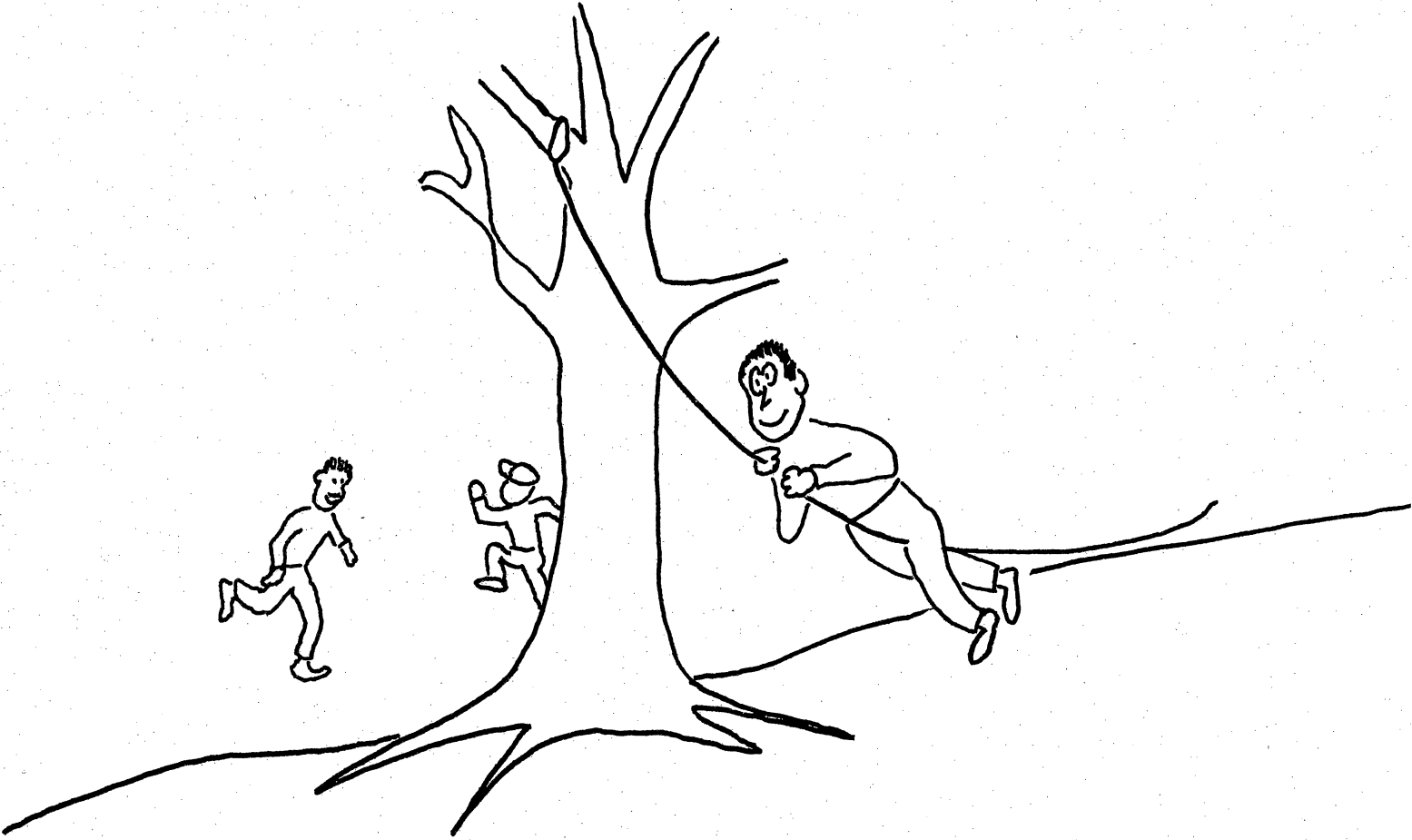
Reminder picture

Does it work? (picture - girl holding cat)



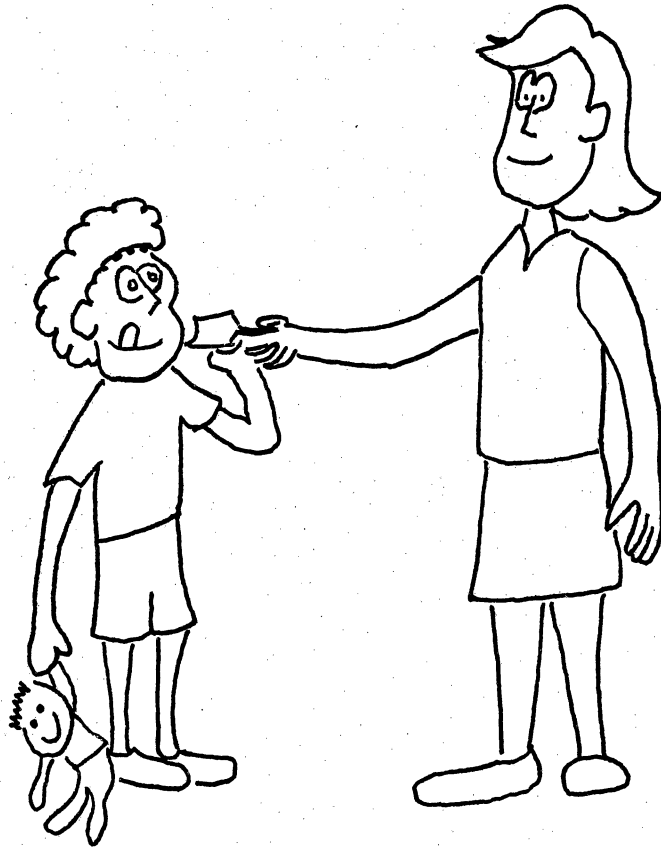
Reminder picture

Does it work? (picture - boys playing a safe distance from swings)



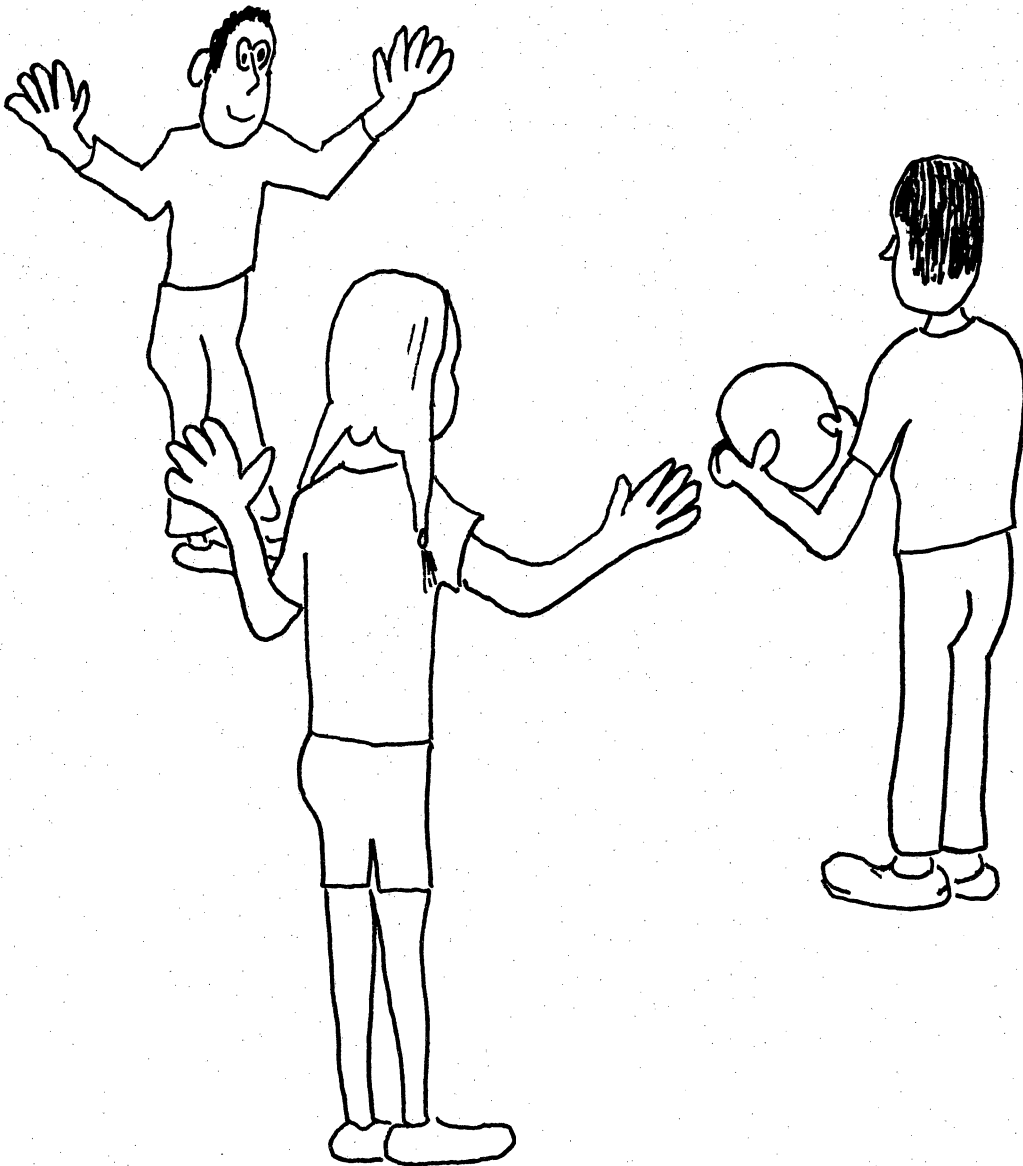
Reminder picture

Does it work? (picture - children sharing a popsicle)



Reminder picture

Does it work? (picture - three children playing ball)



Solutions to Conflicts

Introduce vocabulary words:

"solution" - when we played the "Action Card" game we were finding as many solutions to a problem as we could.

"consequence" - when we played the "What Might Happen Next" game we were finding as many consequences as we could.

Today we are going to find as many solutions to a problem as we can. Then, we are going to decide what the consequences of our solutions might be. We will also decide which one of our solutions might be the "Blue Ribbon" solution and why.

To help us find the "Blue Ribbon" solution we are going to use the four "Reminders".

"Blue Ribbon" Award

Directions (activity 28)

When a solution to a problem (1) is safe, (2) is fair, (3) makes us and others feel good, (4) works, then it gets the "Blue Ribbon" award.

Show students the "Blue Ribbon" award. We will use the award with our next activity.

Blue Ribbon Award



Solutions to Conflicts

Directions (activity 29 a-d)

Using the puppets, have the students act out the skits presented in the "Action Card" game. The students can again generate as many solutions as possible to the problems presented.

After all the solutions for a skit have been explored, the students can then decide what the consequences might be for each solution.

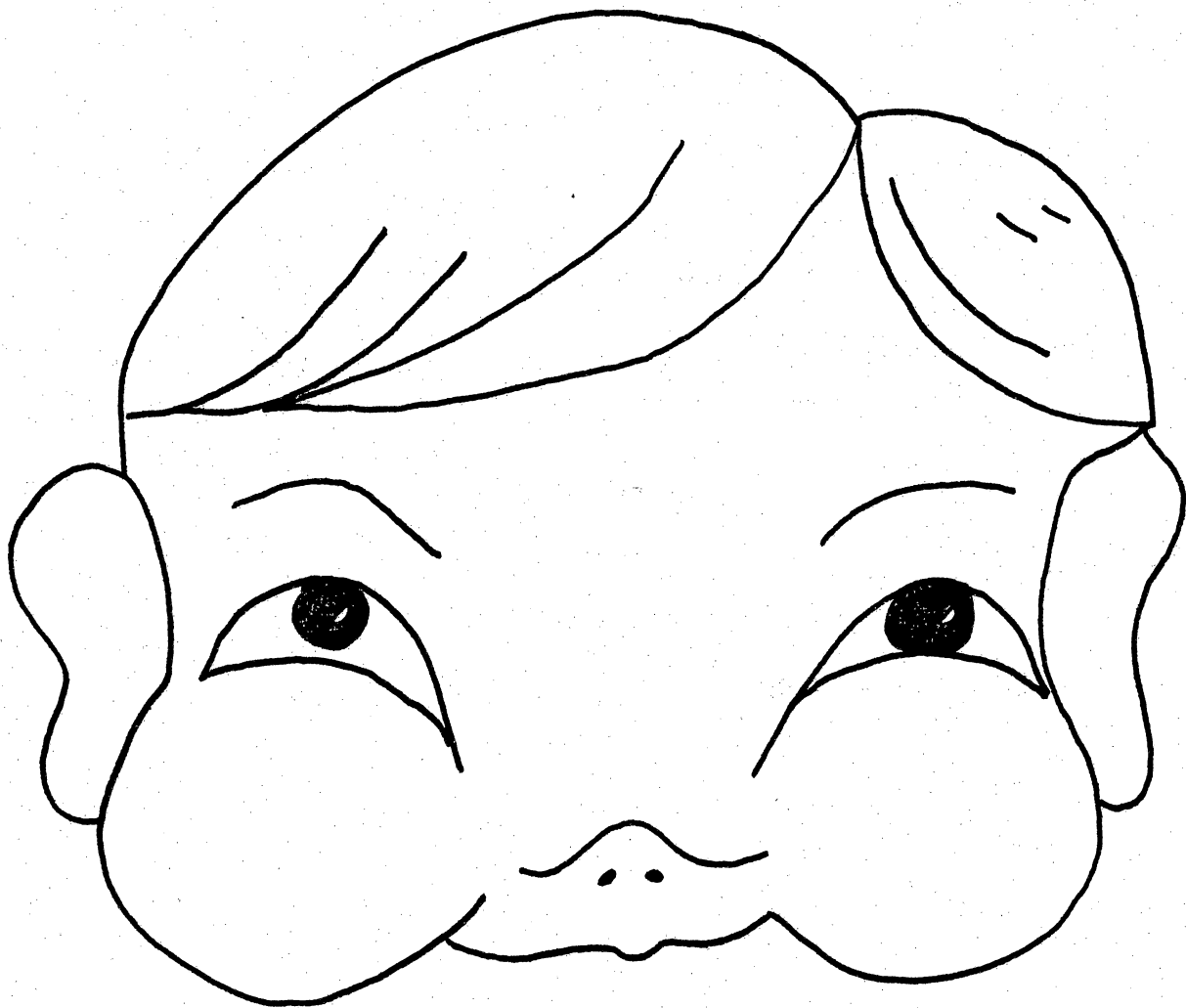
Using the "Reminder" posters, have the students evaluate which solution might be the "Blue Ribbon" award winner and why.

Write the "Blue Ribbon" award winning solution on the chalkboard and tape the "Blue Ribbon" next to it. Be aware, there may be more than one "Blue Ribbon" winner.

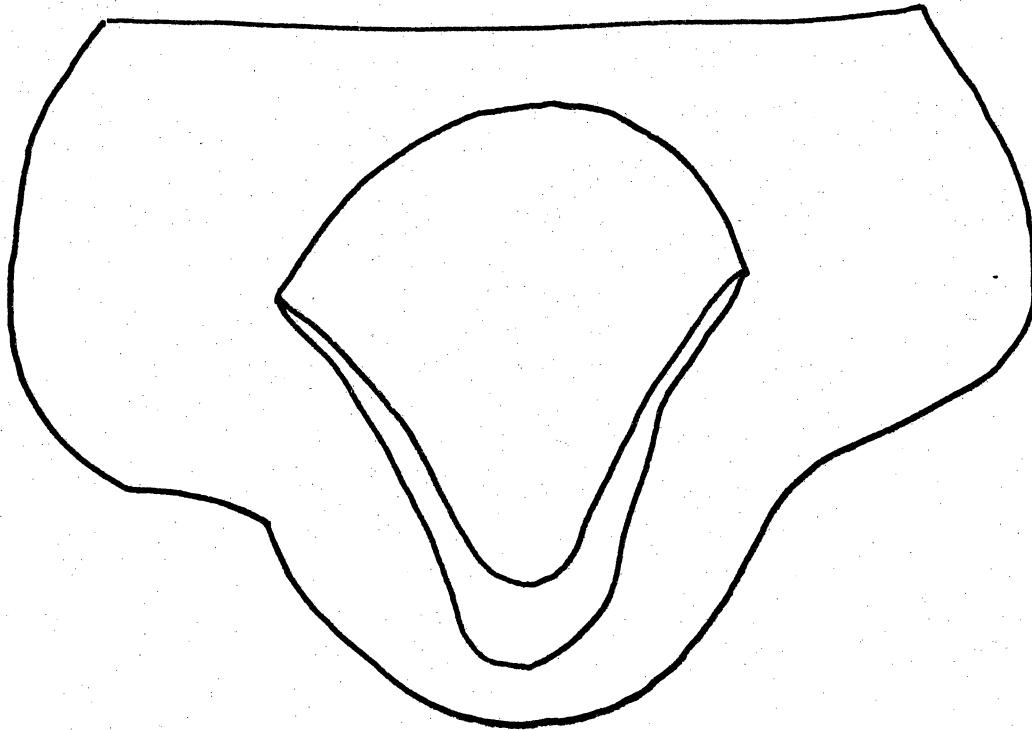
This process can also be used with "Additional Problem Solving Skits" page 231 or with any situation that may arise in the classroom.

Display "Reminder" posters in the room.

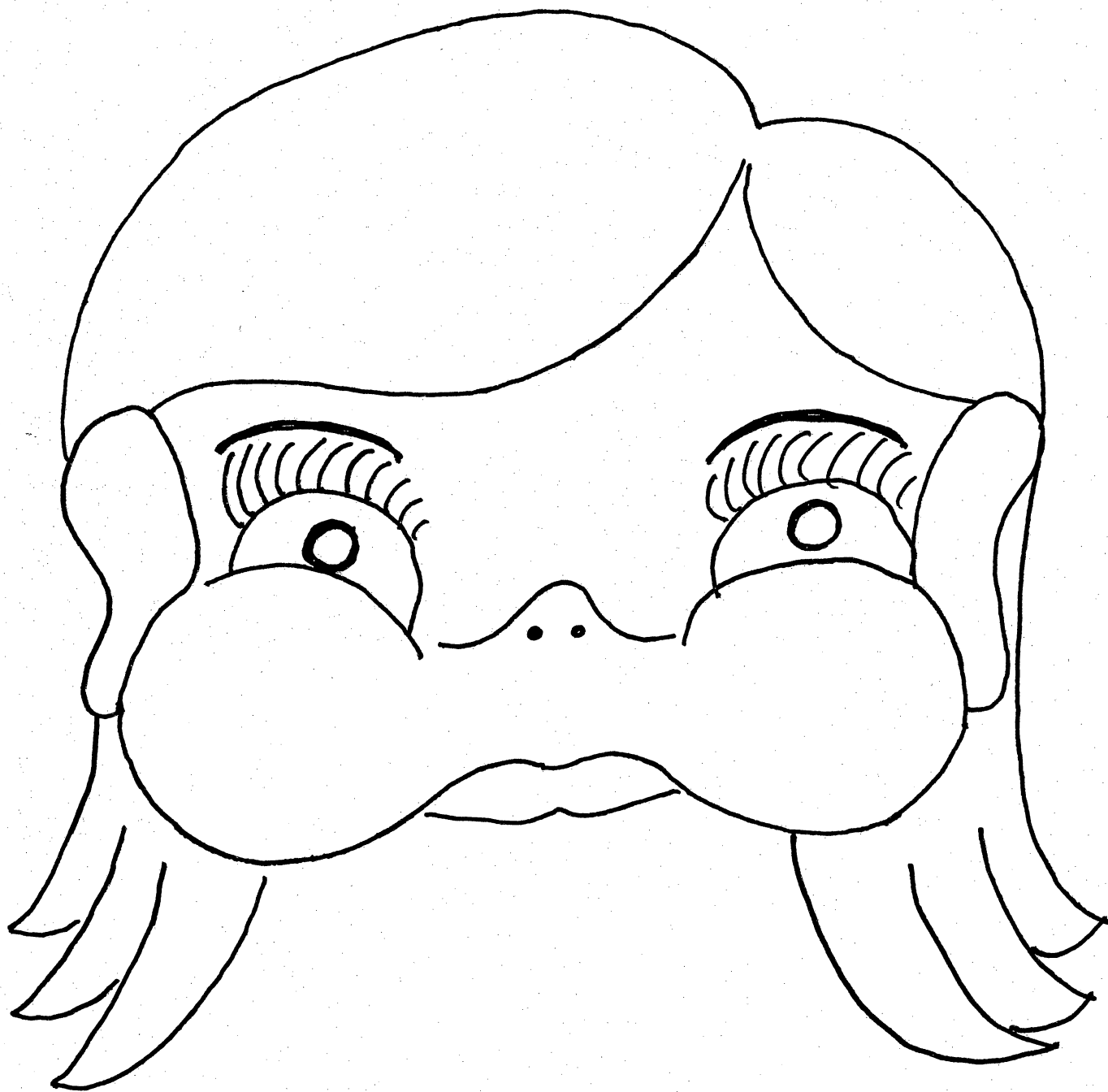
Boy Puppet (Cut out and paste on small paper sack)



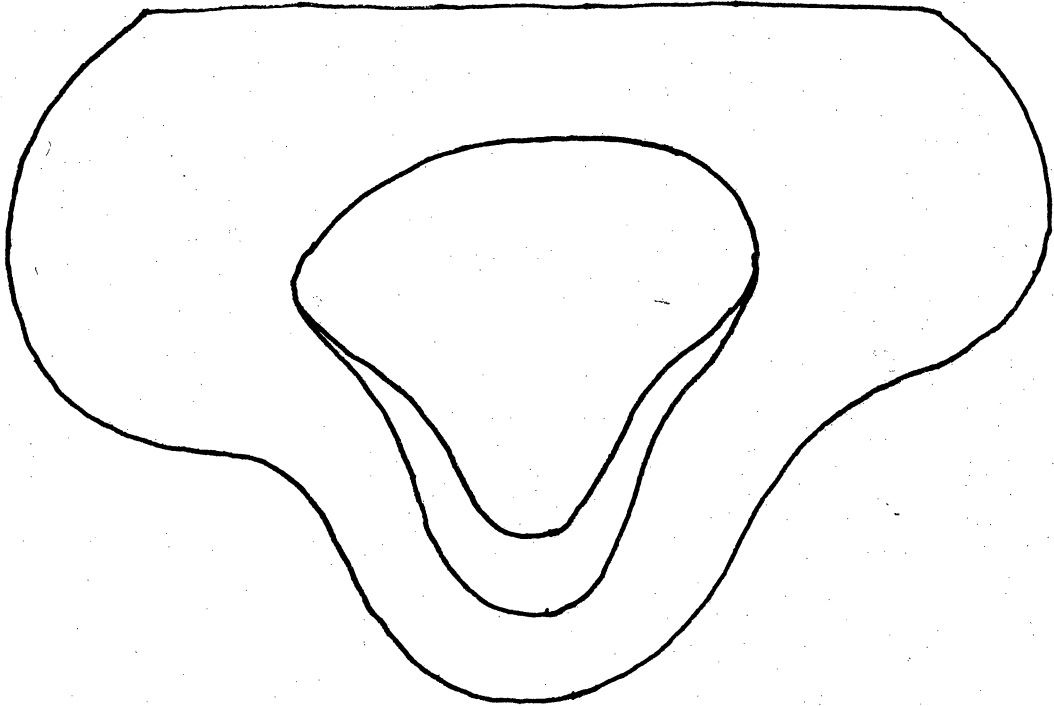
Boy Puppet



Girl Puppet (Cut out and paste on small paper sack)



Girl Puppet



Additional Problem Solving Skits (may use puppets, role playing or pictures.

Lucy and a friend are playing together. Mickey sees them and wants to play too. What can Mickey do?

Mother told Susan that the family would go to the park to play together since mother and father work all week. Susan wants to play with her mother but mother is holding the baby. What can Susan do to get her mother to play with her.

Jose wanted to ride a bike so he took David's bike away from him.

Robert's mother loves flowers. On his way home from school Robert walked through the park. He picked some tulips to take home to his mother.

Peter and Lisa are coloring. Peter has a box of five crayons, but no red crayon. Lisa has only three crayons, including a red one. Peter wants the red crayon.

Jerry was having a great time swinging on the rope in his back yard. He called to his neighbor to come over. When Paul came over Jerry said, "I'm going to keep swinging all afternoon."

Tommy had to make a poster for school. He got together his

scissors, paste, colored paper, and paint. Since he just got a new rug and bedspread in his room and didn't want to mess them up, he took his art supplies to his sister's room.

John hit a ball through his neighbor's window and the neighbor will probably be mad.

(Camp, Bash, 1981)

Story Time

Breinburg, Petronella. Shawn's Red Bike. Thomas Y. Crowell, 1976.

Through patience, determination, and perseverance, a young boy earns the money to buy a bike and then learns to ride it.

Charlip, Remy, Burton Supree. Harlequin and the Gift of Many Colors. Parents Magazine Press, 1973.

Harlequin doesn't have a costume for the carnival. His friends each give him a small piece of material from their own costumes, and his mother makes him a beautiful costume.

Erskine, Jim. The Snowman. Crown Publishers, 1978.

Two little friends work together to build a snowman but then argue about who owns it. Their fighting destroys the snowman, and they learn that fighting is unproductive but cooperating gets results.

Ets, Marie H. Play with Me. Viking Press, 1955.

When a young girl asks the animals in the meadow to play with her, they run or fly away. When she sits and waits patiently, the animals watch her. Each animal approaches her, making friends in its own way.

Hirsch, Linda. The Sick Story. Hastings House Publishers, 1977.

A young girl decides to stay home from school because she is ill. After a couple of days, she weighs the advantages of staying at home against the advantages of school and decides it's time to return to school.

Hoban, Russell. A Bargain for Frances. Harper & Row, 1970.

Frances, a little badger, is tricked by her friend Thelma. Frances finds a clever way to settle the matter.

Lionni, Leo. Swimmy. Pantheon Books, 1963.

Swimmy and the other fish cooperate to scare the big fish away.

Stevenson, James. Wilfred the Rat. Greenwillow Books, 1977.

Wilfred the rat, forced to choose between staying with his friends and becoming a star in the amusement park, chooses his friends.

Conclusion

The activities presented in this project are designed as an introduction to interpersonal relationships. The children will need continued practice on interpersonal relationship skills and on interpersonal problem solving. When a problem is selected for solution, select one that is appropriate to the children and be certain to isolate the problem, not the solution to the problem. For example, if students fight, the problem is usually not the fighting. Fighting is often the method used to solve problems such as a child taking something from another, playing a game by different rules, or cutting in line. Likewise, name-calling is not a problem. It may be a different solution to the same problems. These negative solutions involve both physical and verbal abuse. Other negative solutions are tattling wherein an individual attempts to enlist others to handle conflicts for him/her, and flight wherein an individual retreats internally or physically, leaving a conflict when he/she should have worked it through. Positive solutions such as negotiating, compromising, taking turns, apologizing and sharing need to be internalized into a child's social repertoire in order to supply him/her with a wide range of lines of action to be taken in any given situation.

The materials presented are intended as a starting point only. It is recommended that concepts explored be

incorporated on a daily basis into the entire fabric of the classroom structure. This would enable the students to apply newly acquired social skills more frequently in their own interpersonal relationships.

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